



Building Responsive Systems to Transform Education



2018–2019 Education Elements Annual Report
September 2019



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Introduction

We are excited to share with you our 2018–2019 Annual Report. This report marks almost nine years since Education Elements was founded, and our sixth such report. We are delighted to highlight the great work of our partner districts, and to share how our work is evolving to continue to build and support dynamic school systems that meet the needs of every learner, today and tomorrow.

We know our districts have big goals - and we equip districts with responsive practices to take on their unique challenges. We help them thrive in the face of uncertainty, operate effectively, and become active learners and contributors. We are experts in student-centered learning, school design and redesign, leadership development, strategic planning, and change management. We help school and district leaders refresh and restructure how their academic, operational, and technical teams work together to support students and teachers.

This report shares eight stories of how we are supporting diverse organizations to use and apply responsive practices and tools - across classrooms, leaders, teams, and organizations - to better meet student needs.

We truly value the partnerships we’ve built across teams, schools, districts, and state and regional organizations and we hope that the stories we share in this report give you a sense of how we work with them to realize their visions.

Our Mission

We partner with districts to build and support dynamic school systems that meet the needs of every learner, today and tomorrow.

We take the time to understand the unique challenges that school and district leaders face, and then customize the Education Elements approach for each district.

We build capacity in the districts we work with and achieve sustainable results.

“

“I have to say that I have worked with many educational companies during my 23+ year career in Georgia. Not one comes close to touching the innovation and insight that Education Elements brings to the table. Extraordinarily ‘extra’ at Education Elements!”

Monica Radcliff, Director, Instructional Technology, Bibb County School District (GA)

“We have been true partners with Education Elements since 2012. We have continued to grow within our organization as a result of the superior professional development and coaching we receive as we work with Education Elements. They push me to think differently, be more responsive in creative ways and encourage me to push back on challenges, creating environments where it feels “safe enough to try” strategies that support every scholar, every day. They are, by far, the most responsive organization we have partnered with in many, many years.”

Amy Creeden, Deputy Superintendent, Enlarged City School District of Middletown (NY)

“We have learned so much from our Education Elements partners; they have helped us build capacity for better supporting our schools. Education Elements has affected the way our team conducts meetings and implements workflow. The New School Rules workshops and book discussions have allowed us to rethink how we operate and immediately implement practices that make us more responsive and efficient. We are modeling the change we want to see and inspiring others to make positive shifts in their practice.”

Elaine Berry, Director of Innovation & Digital Learning, Charleston County School District (SC)

“All of the Education Elements staff we worked with this past school year have been the epitome of customer service and professionalism. They all focused on integrating our district vision into the initiatives on which they partnered with us. The content that Education Elements continues to produce in the products we receive is top-of-the-line. The presentations they give are unique, engaging, and interactive.”

Monica Shallenberger, Instructional Officer of Professional Learning, Klein ISD (TX)

“Education Elements team members are passionate about what they do and are sensitive to the needs of each organization. The Education Elements team has helped the district’s instructional leadership division think through some of our greatest challenges and facilitated our work to create a plan of action for working better as a team.”

Edi Cox, Executive Director of Online Learning, Horry County Schools (SC)

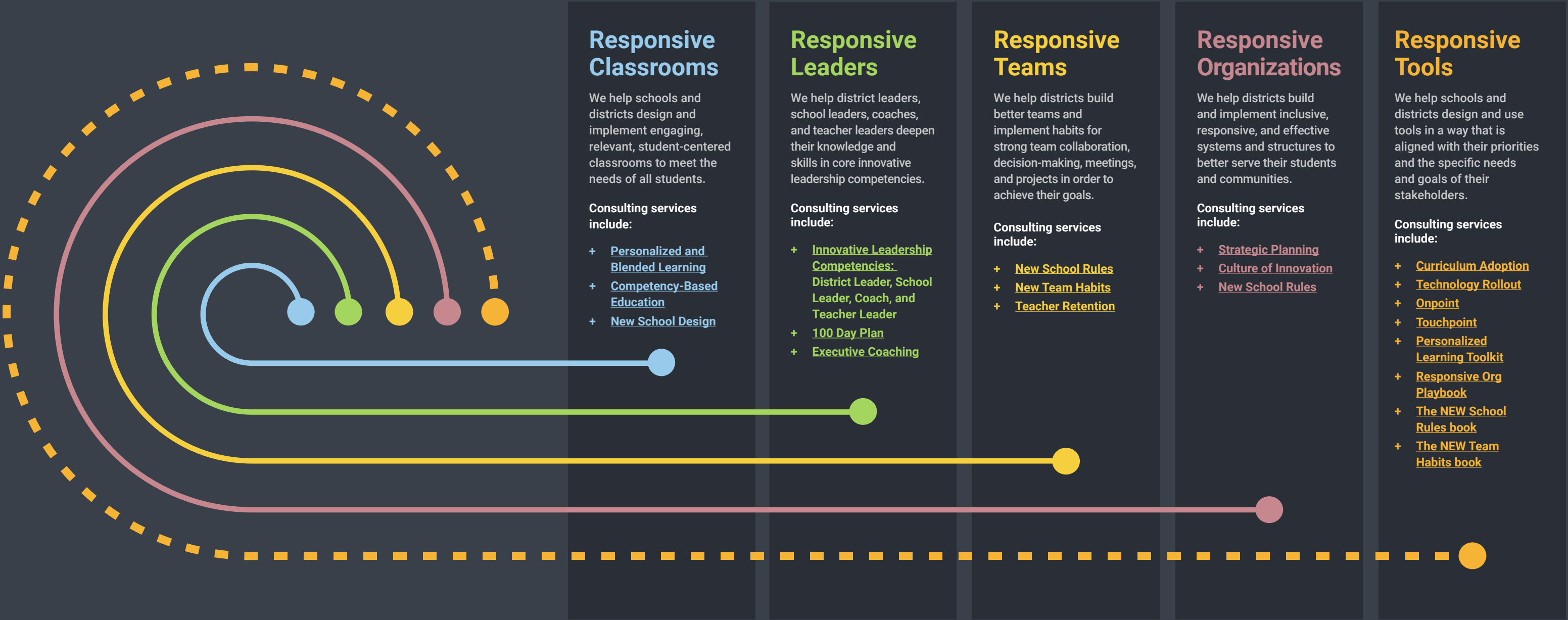


Our Work



Our Work

Education Elements supports responsive, student-centered classrooms by developing responsive leaders, teams, and organizations and providing the tools to support change at all levels. [Click on the services below to learn more.](#)



Our Reach

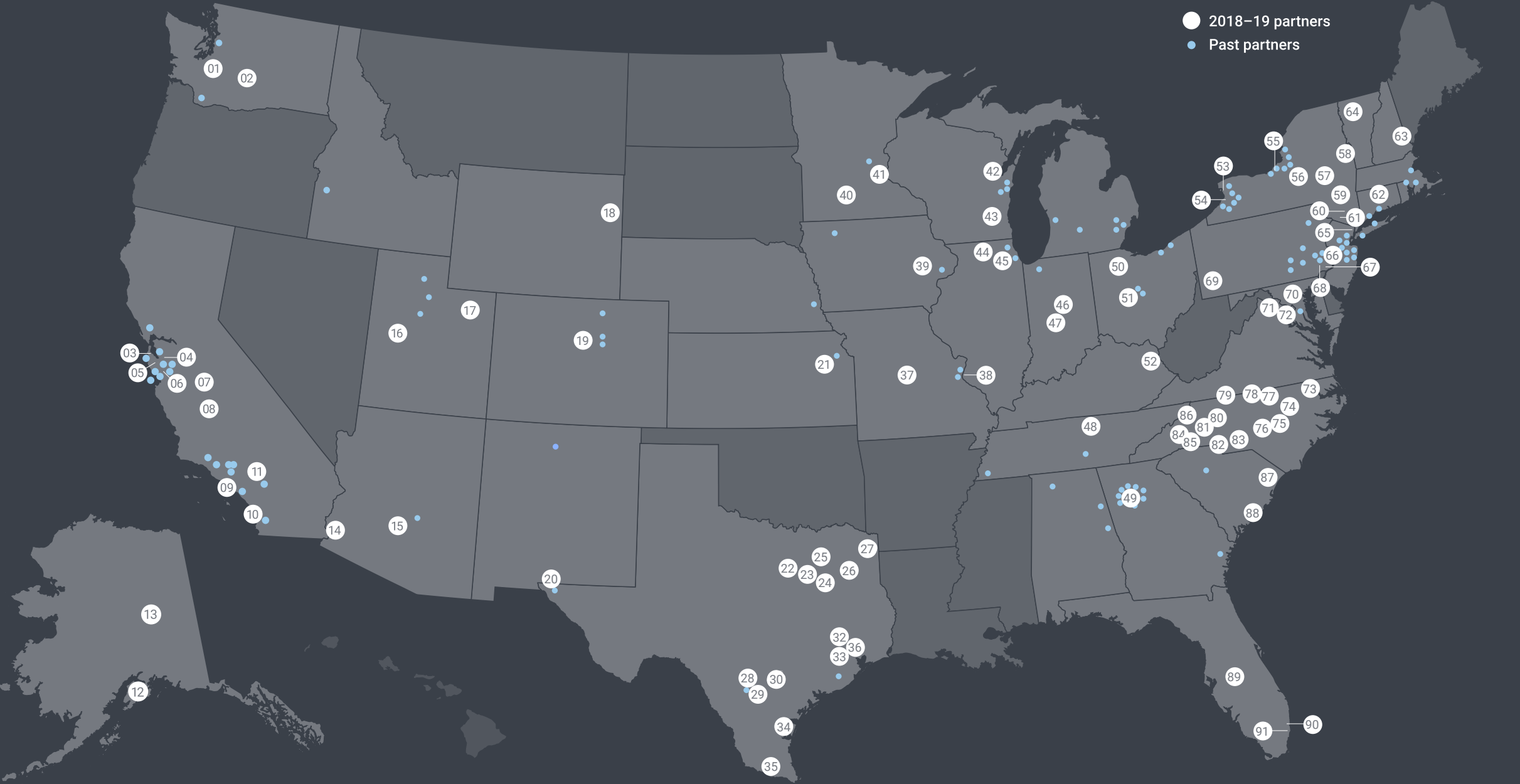
We've been redesigning education since 2010.

We've reached:

780K students

950 schools

200 districts



Our 2018–2019 partners:

Services received:					
	Classrooms	Leaders	Teams	Organization	Tools
01. Eatonville School District (WA)					
02. West Valley School District (WA)					
03. San Carlos School District (CA)					
04. New Haven Unified School District (CA)					
05. Cupertino Union School District (CA)					
06. Campbell Union High School District (CA)					
07. Fresno Unified School District (CA)					
08. Corcoran Joint Unified School District (CA)					
09. El Segundo Unified School District (CA)					
10. Mariners Christian School (CA)					
11. Riverside Unified School District (CA)					
12. Kenai Peninsula Borough School District (AK)					
13. Fairbanks North Star Borough School District (AK)					
14. Yuma Elementary School District One (AZ)					
15. Cave Creek Unified School District (AZ)					
16. Juab School District (UT)					
17. Duchesne County School District (UT)					
18. Weston County School District (WY)					
19. Boulder Valley School District (CO)					
20. El Paso Independent School District (TX)					
21. Kansas State Department of Education (KS)					
22. Temple Independent School District (TX)					
23. Dallas Independent School District (TX)					
24. Inspired Vision Secondary School (TX)					
25. Quinlan Independent School District (TX)					
26. University of Texas at Tyler University Academy					
27. Atlanta Independent School District (TX)					
28. Brooks Academy (TX)					
29. San Antonio Independent School District (TX)					
30. San Marcos Consolidated Independent School District (TX)					
32. Klein Independent School District (TX)					
33. Spring Branch Independent School District (TX)					
34. Sinton Independent School District (TX)					
35. Edcouch Elsa Independent School District (TX)					
36. Kickstart Kids (TX)					
37. Columbia Public Schools (MO)					
38. Affton School District (MO)					
39. College Community School District (IA)					
40. New Ulm Public Schools (MN)					
41. Independent School District 197 (MN)					
42. Howard-Suamico School District (WI)					
43. Kettle Moraine School District (WI)					
44. Belvidere School District 100 (IL)					
45. Huntley Community School District 158 (IL)					
46. Metropolitan School District Warren Township (IN)					
47. Metropolitan School District of Martinsville (IN)					
48. Putnam County School System (TN)					
49. Governor's Office of Student Achievement (GA):					
* Muscogee County School District, Bibb County School District, Savannah-Chatham County Public Schools, Dougherty County School System					
50. Lakota Local School District (OH)					
51. Buckeye Valley Local School District (OH)					
52. Lawrence County Schools (KY)					
53. Lewiston-Porter Central School District (NY)					
54. Districts in Erie 2 BOCES:					
* Pine Valley Central School District					
55. Districts in Wayne-Finger Lakes Region (NY):					
* Waterloo Central School District, Clyde-Savannah Central School District, Geneva City School District, Marion Central School District, Red Creek Central School District, WFL BOCES Instructional Programs, Penn Yan Central School District, Romulus Central School District, Sodus Central School District, Gananda Central School District, Williamson Central, School District, North Rose-Wolcott Central School District, Dundee Central School District					
56. Syracuse City School District (NY)					
57. Central Valley School District (NY)					
58. Glens Falls City Schools (NY)					
59. Newburgh Enlarged City School District (NY)					
60. Enlarged City School District of Middletown (NY)					
61. Chappaqua Central School District (NY)					
62. Hartford Public Schools (CT)					
63. Rochester School District (NH)					
64. Franklin West Supervisory Union (VT)					
65. Pelham School District (NY)					
66. South Brunswick School District (NJ)					
67. Upper Dublin School District (PA)					
68. American Paradigm Schools (PA)					
69. Allegheny Intermediate Unit (PA)					
70. Western School of Technology (MD)					
71. Loudoun County Public Schools (VA)					
72. Arlington County Public Schools (VA)					
73. Gates County Schools (NC)					
74. Nash-Rocky Mount Public Schools (NC)					
75. East Wake Academy (NC)					
76. Wake County Public School System (NC)					
77. Granville County Public Schools (NC)					
78. Person County School District (NC)					
79. Rockingham County Schools (NC)					
80. Thomasville City Schools (NC)					
81. Rowan-Salisbury Schools (NC)					
82. Charlotte-Mecklenberg Schools (NC)					
83. Stanly County Schools (NC)					
84. Hickory Public Schools (NC)					
85. Catawba County Schools (NC)					
86. Caldwell County Schools (NC)					
87. Horry County Schools (SC)					
88. Charleston County School District (SC)					
89. Polk County Public Schools (FL)					
90. Broward County Public Schools (FL)					
91. Miami-Dade County Public Schools (FL)					



Our Impact



Our Work Matters

Our partner districts believe in our work just as much as we do. We asked them to reflect on this school year and we heard:

100%

consider Education Elements to be a trusted partner.

91%

report teachers provide students opportunities to reflect on and shape their learning journey more often.

94%

see teachers innovate more often.

85%

think our work has had a positive impact on teaching and learning.

87%

believe team meetings and collaboration are more effective.

88%

think our work has had a positive impact on leadership at their organization.

96%

believe our support is effective.

When districts realize their vision for learning, the classroom, leader, team, and organizational experience is transformed.

Responsive Tools

97%

of Education Elements Leadership Institute attendees had a very good or excellent overall experience.

Responsive Leaders

Since 2017, Yuma School District One has seen:

+36%

increase in teachers feeling more effective.

+20%

increase in teachers feeling more comfortable innovating.

Responsive Teams

In Lakota Local School District,

62%

of leaders report increased effective collaboration among teachers.

Responsive Organizations

South Brunswick meaningfully engaged the community to inform their strategic planning process:

3500

survey responses.

600+

attendees at 7+ stakeholder engagement meetings.

Which resulted in:

18

prioritized initiatives as part of their strategic plan.

Responsive Classrooms

In Wake County Public School System,

+09

Education Elements has worked with the district to open 9 schools.

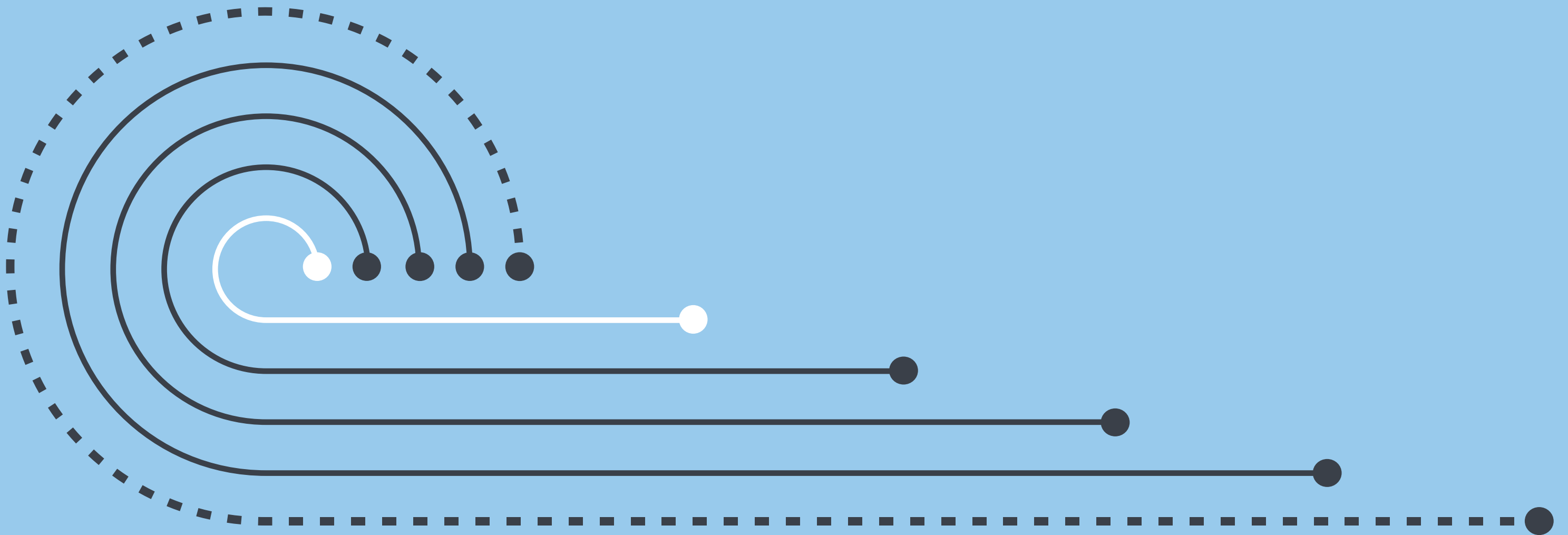


Our Stories



Responsive Classrooms

In order to better serve our students and communities, we need to design more responsive classrooms. We help schools and districts design and implement engaging, relevant, student-centered classrooms to meet the needs of all students.



How are we creating classrooms that are **student-centered?**

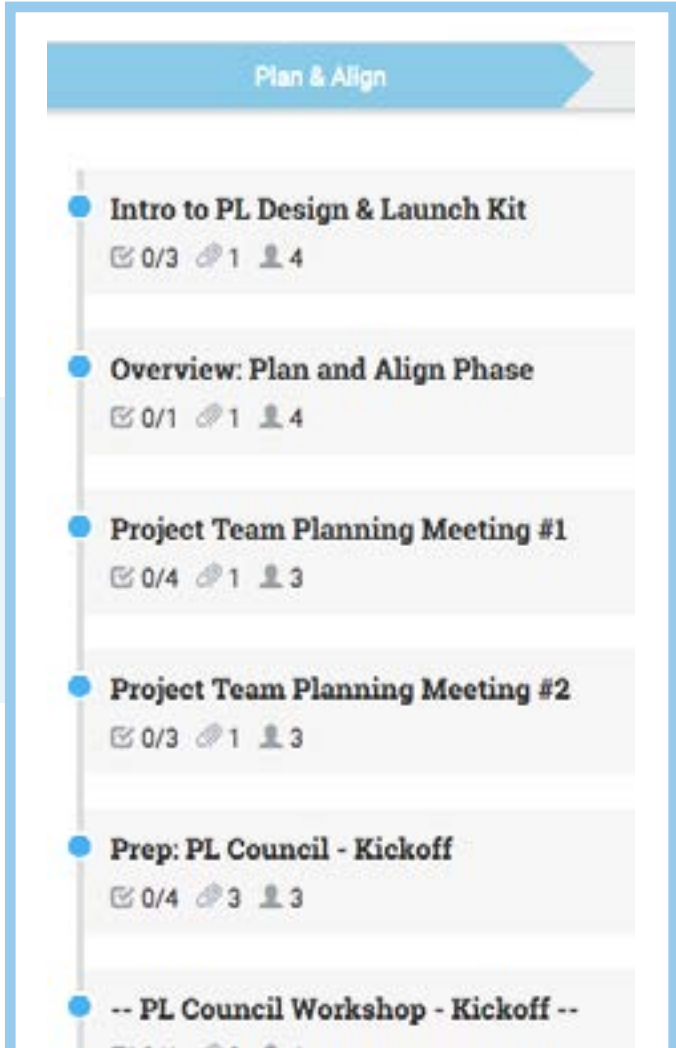
The Context

In 2018, Memphis Street Academy in Philadelphia, Pennsylvania welcomed a new Chief Executive Officer and began a quest to fundamentally reimagine what education looks like in the classroom. **School leaders knew they wanted to implement several educational philosophies to shape teaching and learning**, including Caring School Community and Personalized Learning, **but didn't feel like they had the expertise or tools.** Memphis Street Academy looked to Education Elements to help them “connect the dots.”



Memphis Street Academy now has a long-term roadmap to implement personalized learning.

The **Personalized Learning Toolkit** provides a fully baked project plan, meeting and workshop agendas, and slides and resources to guide the implementation of personalized learning for up to 12 months.



“The Personalized Learning Toolkit allows us to be laser focused, and gives us the strategies and tools that we can customize to make it our own.”

April Morton
Director of Integrated Learning, American Paradigm Schools (PA)

How We Helped

Education Elements worked with Memphis Street Academy and their charter management organization, American Paradigm Schools, **to clarify their needs and scope a plan for how they would execute a personalized learning strategy in their fifth grade classrooms using our Personalized Learning Toolkit.** Additionally, they used meeting structures, project plans, and resource libraries — all hosted on the Education Elements project management site, [Touchpoint](#) — to deepen their knowledge base and improve upon their project management skills. Education Elements provided continued virtual support to help Memphis Street Academy develop responsive project management tools and structures to guide their personalized learning implementation.

The Results

Through virtual monthly calls and by utilizing the Personalized Learning Toolkit, Memphis Street Academy **created a measured, long-term roadmap to implement personalized learning starting in fall 2019.** The work Memphis Street Academy has done with Education Elements also extends beyond the classroom – the Toolkit and the Education Elements core methodology serve as a guide for managing other projects and work within the school.

How are we designing new schools?

The Context

Wake County Public School System (WCPSS) is a large district in North Carolina that is experiencing significant population growth. As new schools open each year, Education Elements and WCPSS are seizing the opportunity to shake up the status quo to make sure that these are more than just new buildings. In reflecting on their long-held systems and structures, WCPSS found they were no longer meeting the needs of principals and schools today, and **brought in Education Elements to reshape the way principals are onboarded to new schools.**



“Education Elements helped us build capacity across our district to understand what’s needed to open a new school.”

Seydric Williams
Northwestern Area Superintendent, Wake County Public School System (NC)

How We Helped

Throughout the course of the past year, Education Elements and WCPSS engaged in a series of strategy sessions **to build new knowledge and grow team habits; articulate a clear-cut vision and set of priorities for school leaders; and design systems and structures to support students and teachers in newly-developed schools.** Throughout the work, Education Elements and WCPSS collectively recognized the challenges of creating systems that promote flexibility and autonomy while maintaining consistency and high expectations — but held that as the north star and delivered results that stayed true to that commitment.

The focus hasn’t just been with school leaders, but also with central services staff to provide tools to differentiate support to these new schools. Education Elements directly collaborated with a core group of area superintendents, special assistants and directors from across central services to problem-solve for school teams, build professional development content, and develop customized school-level strategies.

The Results

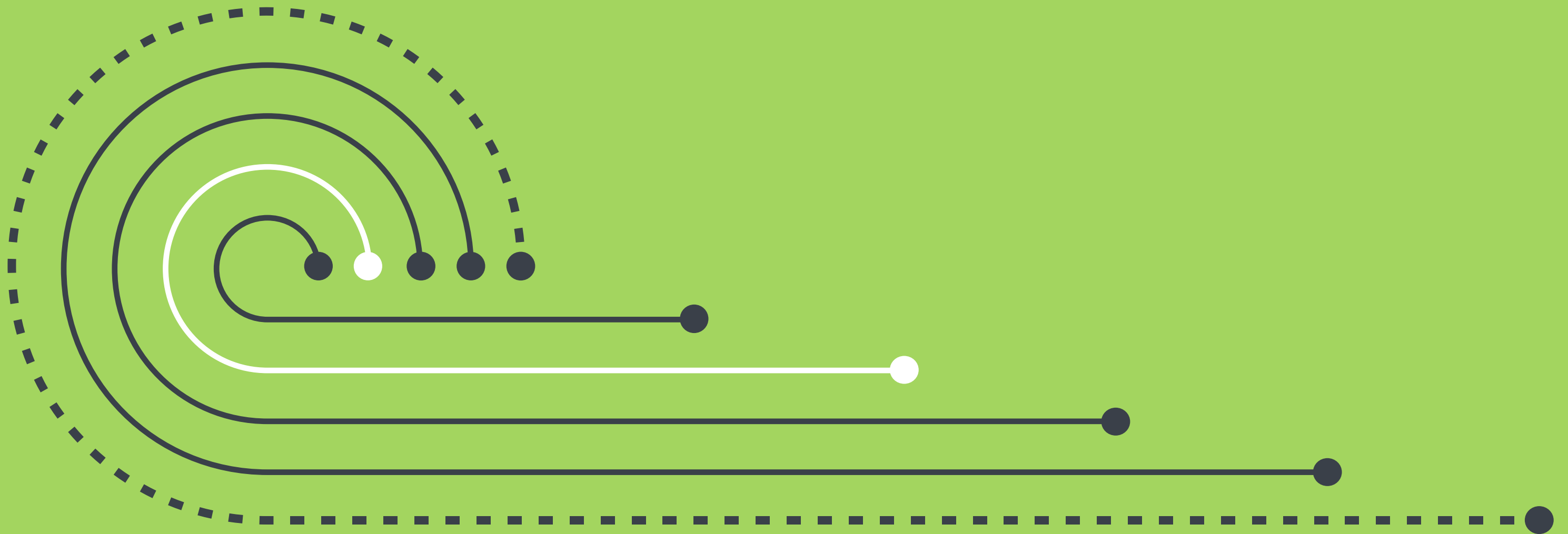
Since 2017, Education Elements has assisted WCPSS to successfully open nine schools. **All new processes and systems have been captured in a customized project plan and resource repository that will guide WCPSS staff when opening schools for years to come.** WCPSS has designed a variety of supports and governance models to sustain new school designs, and promote flexibility and autonomy while maintaining consistency and high expectations.

So far, Education Elements has worked with Wake County Public School System to open

09 schools

Responsive Leaders

Strong, innovative leaders are essential for schools and districts to be successful. We help district leaders, school leaders, coaches, and teacher leaders deepen their knowledge and skills in core innovative leadership competencies.



How are we developing
innovative leaders?

The Context

Education Elements has been working with Yuma School District One (Yuma) since 2014 to meet the needs of their 8,000+ students in 17 schools through personalized learning. Since implementing personalized learning in their classrooms they’ve seen increased student achievement and enrollment. Yuma identified principals as the key lever to sustain innovation in their schools, and embarked on a journey with Education Elements **to transform their leadership development.**



Yuma’s leaders
now have a **common language** to talk
about leadership.

How We Helped

For over a year, Education Elements has worked with 40 of Yuma’s most dynamic school leaders **to deeply engage with core leadership competencies.** Leaders have spent time identifying and articulating their own personal stories; focusing on how to build spaces with deep trust; seeking out ways to cultivate curiosity; and identifying how to elevate talent, among other topics.

The Results

The leadership team created a common language to increase innovative practices. All school leaders were trained in the Yuma innovative school leader competencies and have received professional development in the four competencies: know yourself, focus on purpose, build community, and empower others. School leaders have each created their own theory of action, and have begun to chart a course for putting theory into practice.

The team developed a community of practice. School leaders rarely get the time to learn from each other. Administrators identified time to collaborate with one another as one of the most valuable benefits of the seminars. As a result, Yuma has seen an increase in collaboration among their leaders and an increase in the time spent reflecting on this collaboration.

“As a district we have made great strides to practice what we expect of our teachers, from the superintendent to the principal.”

Lurinda Ward,
Director of Learning Services, Yuma School District One (AZ)

91%
of leaders report their district is
a positive working environment.

+20%
increase in teachers feeling
more comfortable innovating.

+56%
increase in teachers feeling
they collaborate more effectively
with each other.

“Because school leaders are so inundated with managerial-type issues that arise on a daily basis, it is critical to build in time for our administrators to reflect and collaborate with one another, just as our students and teachers need this type of time. Through this practice, our leaders are better able to process new information, internalize learning at a deeper level and build stronger relationships with one another.”

Suzie Alka, Associate Superintendent, Yuma School District One (AZ)

How are we helping leaders develop

trusting partnerships?

97%

of ILCs feel confident that the competencies we focus on during coaching academies support their ability to develop trusting and purposeful partnerships with campus coaches.

The Context

Dallas Independent School District (ISD) wanted to create a common language and framework for their 65 district coaches (known as Instructional Lead Coaches or ILCs) to use as they support hundreds of schools and teachers across the district. The leadership team believed that if ILCs were trained in collaborative coaching practices, they would be able to develop more trusting and purposeful partnerships with campus coaches.

How We Helped

Education Elements worked with the district’s leadership team to create customized collaborative coaching competencies based on both Dallas ISD’s priorities and our own research. We then designed and led eight, full-day coaching academies over the course of the 2018-2019 school year focused on these competencies. Our shared goal was to ensure all 65 ILCs had the knowledge, skills, and practices to effectively support their schools and campus coaches. These academies used our learning steps (spark, expand, practice, plan) to inspire ILCs, build new knowledge, provide an opportunity to practice, and create actionable plans to take learnings forward into everyday work. These academies were supplemented with ongoing virtual learning experiences, which included small group webinars, one-on-one coaching calls, and a custom online toolkit with playlists for self-paced learning.

“The work of Education Elements with Dallas ISD’s Instructional Lead Coaches (ILCs) has been absolutely evolutionary and magical. Our ILC mantra is “We Grow Not Fix” and EE has beautifully provided the time and space for the ILCs to live this by quenching minds and inspiring passions through continuous, curious learning. Because of EE’s Coaching Academies, the ILCs explored, strengthened, and enacted 10 coaching competencies that empowered them to do the work of empowering almost 300 campus instructional coaches they work with daily. Thank you for growing us!”

Candy Banda, Director of Instructional Lead Coaches, Dallas ISD (TX)

“Our coaching academies gave us tools to be effective when we went to campuses. It was impactful because the environment was always one of vulnerability that allowed us (especially those of us new to the role) to grow.”

Instructional Lead Coach
Dallas ISD (TX)

The Results

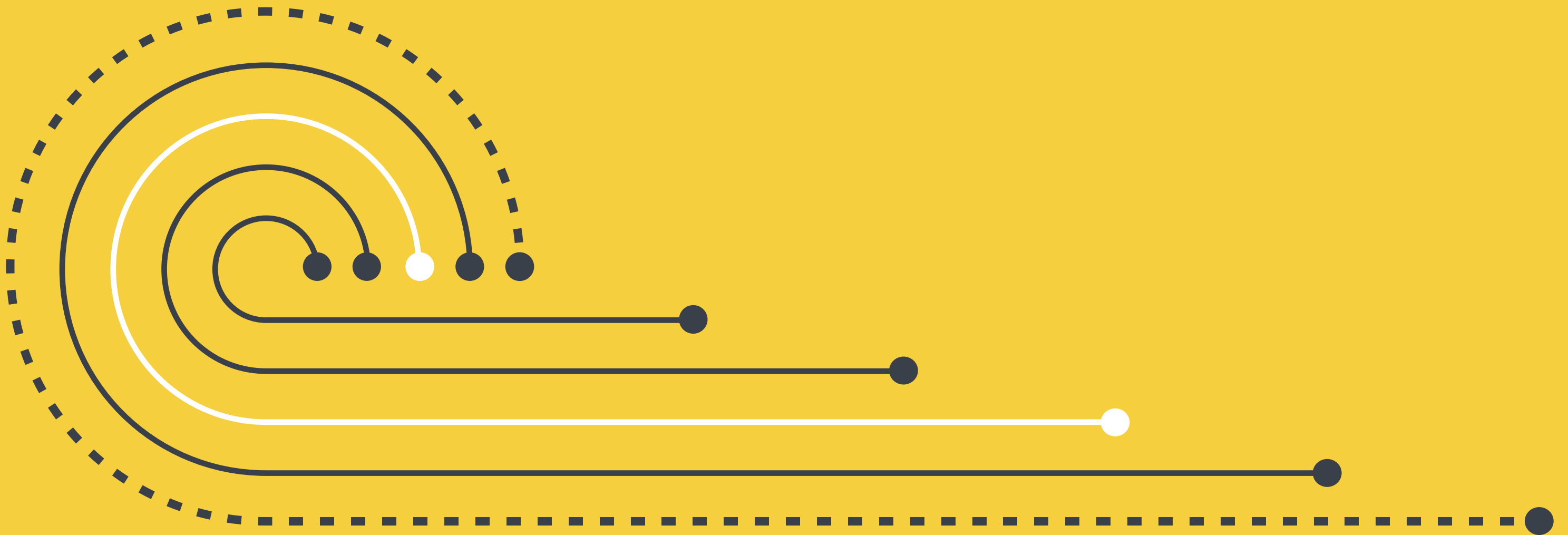
As a result of our work together, Dallas ISD has seen significant changes both with individual coaches and across the team. Coaches report that they feel more confident in their ability to develop trusting and purposeful partnerships with campus coaches. Furthermore, the entire coaching team has embraced a culture of innovation, curiosity, and celebration.

Dallas ISD Collaborative Coaching Levers

<p>Know Yourself Understand through reflection how personal experiences, values, and strengths impact coaching philosophy and practice.</p>	<p>Nurture Trust Builds deep relationships by creating an environment that normalizes, encourages, and celebrates risk-taking and vulnerability.</p>	<p>Listen Authentically Drives learning with listening, questioning, and reflecting.</p>	<p>Develop Credibility Builds credibility in content instruction and classroom culture relevant to the campus and network.</p>	<p>Engage Directly Generates authentic, positive, and critical feedback that is specific and actionable.</p>
<p>Build Learning Networks Connects and empowers people and resources to increase learning and collaboration.</p>	<p>Cultivate Curiosity Seeks out ways for self and others to constantly ask questions, learn, and share.</p>	<p>Strategize Collaboratively Proactively and collaboratively prioritizes people, time, and resources according to district vision and diagnosed needs.</p>	<p>Communicate Effectively Clarifies, synthesizes, and shares information using a variety of communication strategies.</p>	<p>Adapt Coaching Approach Responsibly modifies coaching approach based on district vision and diagnosed needs.</p>

Responsive Teams

Teams are one of the most important factors in thriving organizations. We help districts build better teams and implement habits for strong team collaboration, decision-making, meetings, and projects in order to achieve their goals.



How do we develop teams of leaders to **effect change?**

The Context

Since late spring 2018, Education Elements has worked with Lakota Local School District in Ohio to transform the 9th-grade experience for students through personalized learning. In the midst of implementation, the Lakota team recognized that in order to make innovative shifts at the classroom level, **school and district leaders needed to change the way they work to more effectively support their schools.** With a new strategic plan underway, they moved towards increasing transparency, innovation, and efficiency by changing their individual practices and team habits.



Lakota Local School District received the Team Habits for Team Success Award: For Building a Responsive Team at the Personalized Learning Summit this year.

62%

of leaders report increased effective teacher collaboration.

35%

of teachers feel more effective.

“We realized that in a district our size, in order to transform learning we needed to evolve the way that we defined roles and responsibilities, shared information, and held meetings. We could not have done that work without our partnership with Education Elements.”

Keith Koehne, Executive Director of Curriculum and Instruction, Lakota Local School District (OH)

How We Helped

Our work has centered around helping the Lakota curriculum team **develop leadership mindsets, skills, and practices to run effective meetings, plan projects, design roles, make decisions, and build processes.** The team used the tenets in the best-selling book by Anthony Kim and Alexis Gonzales-Black, *The NEW School Rules: 6 Vital Practices for Thriving and Responsive Schools*, and best practices from other school districts and sectors that are successfully leading and sustaining innovation through responsive leadership to drive changes in their work.

The Results

Lakota’s team meeting practices have significantly shifted. **Team members have consistently stepped up to facilitate and are more intentional around formulating agendas.** The team follows a meeting protocol that allows them to leave meetings feeling accomplished and valued because they feel their time and needs are honored. The team now starts meetings by checking in, to share their commitments for the week. After checking in, each member of the team is able to contribute to the agenda on the fly (generally speaking). As a result, **Lakota is processing action items more efficiently, and identifying owners of tasks based on accountability, not job titles.**

Teachers are also seeing results. Leaders reported an increase in effective teacher collaboration, and over a third of teachers said they feel more effective. Moving forward, Lakota plans to undergo a reset and refresh of all project management practices across the district to align with their new strategic plan. They also plan to develop district experts — members of Lakota’s executive team — who will implement, monitor, and scale the adoption of responsive organizational practices.

“A team meeting protocol forces our team to think specifically about our needs and asks ahead of the meeting so that we are more efficient within the timeframe. It also forces me to think very carefully about the thoughts and explanations I need to share with others.”

Christina French
Director, K-6 Curriculum & Instruction, Lakota Local School District (OH)

How do we build collaborative, thriving
teams of leaders?

The Context

The Allegheny Intermediate Unit (AIU) selected Education Elements as the content provider for the Pennsylvania Inspired Leadership (PIL) Program -- a statewide, standards-based continuing professional education program for school and system leaders. AIU entered this partnership with a **focus on developing the capacity of leaders to improve student achievement, increase teacher retention, and create more thriving school systems for the districts they serve.**

How We Helped

AIU district leaders and superintendents across Pennsylvania engaged in **two 30-hour courses, 6 Practices to Lead a Thriving, Responsive School System, focused on The NEW School Rules.** Leaders used this time to continue to improve how their teams collaborate, make decisions, and achieve their goals. This program supported participants in developing their own practices, using the 6 new school rules, to transform how their team works.

100%

of course attendees felt the course was **effective in providing opportunities** to experience and practice the new school rules.

100%

of course attendees felt the course was **effective in building knowledge** of the new school rules.

“In theory the workshop was what I had expected and hoped. In reality it provided me more than I expected. I strongly believe the continued application of the New School Rules will have an immediate and long-lasting impact on our school culture.”

New School Rules Course Participant
Allegheny Intermediate Unit (PA)

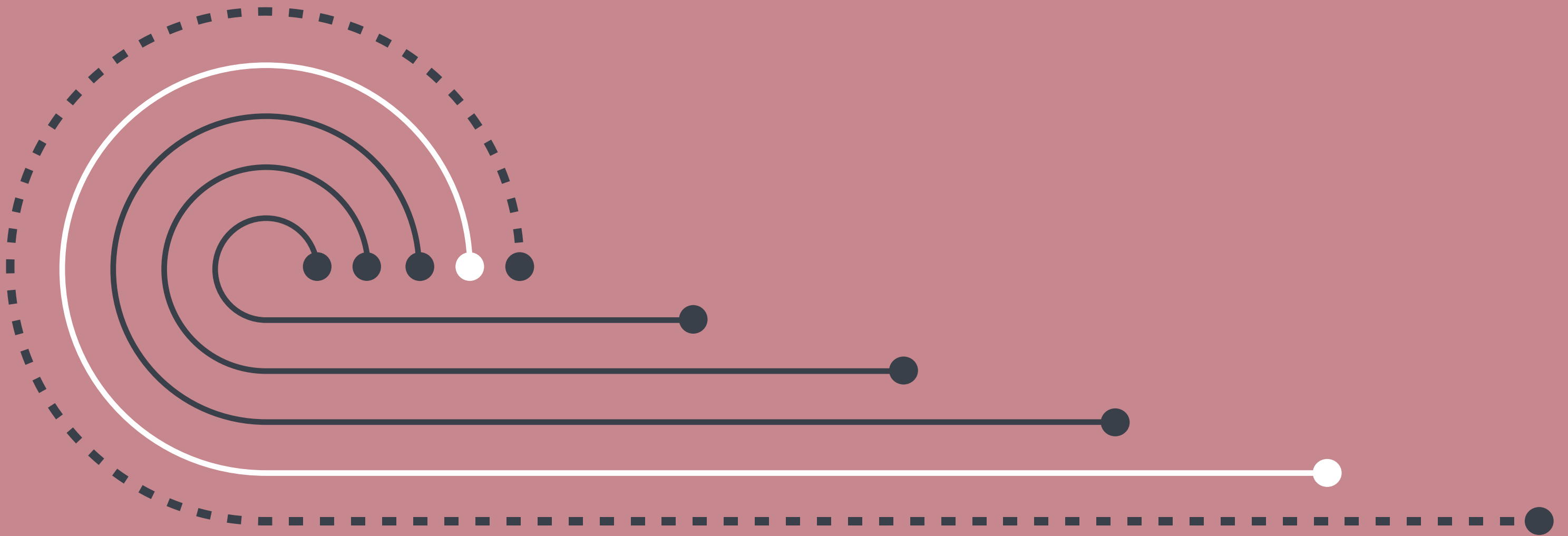
The Results

Allegheny Intermediate Unit and Education Elements trained 14 leaders across eight districts in the Pittsburgh metropolitan area on leading transformational change through responsive practices. Leaders left each session with strategies and hypotheses aligned to the responsive rules and spent the next two months testing and iterating on each of the strategies. **Participants reconvened at the end of the course to share the impact the rules had on their work. They shared that their communication had become more transparent and purposeful; their meetings more effective; and their teams more collaborative.**



Responsive Organizations

The design of an organization has a tremendous impact on its ability to achieve its goals. We help districts build and implement inclusive, responsive, and effective systems and structures to better serve their students and communities.



How are we developing strategic plans?

The Context

South Brunswick School District (SBSD) in New Jersey started their six-month strategic planning process with a strong desire to involve a variety of voices from their community. Their goal was to **create transformational and more equitable learning experiences** for students in their district over the next three years.

“The big piece for us in working with Education Elements is they are helping us with a national lens. It’s very easy to do the work when you’re looking at your own work. But we need someone else to look at what’s going on in the world and country, and find best practices.”

Scott Feder, Superintendent, South Brunswick School District (NJ)

South Brunswick School District meaningfully engaged the community through:

03

community forums with approximately 400 attendees.

04

planning nights with 200–250 attendees.

South Brunswick School District collected and analyzed:

3500+

survey responses to inform the process.

South Brunswick School District selected:

18

prioritized initiatives as a result of the strategic planning process.

“With so much information and so many moving parts and people, Education Elements provided systems, structures, and protocols to make it possible to listen, value, and implement the ideas from so many people and sources.”

Scott Feder
Superintendent, South Brunswick School District (NJ)

How We Helped

Education Elements worked with SBSB to **create a comprehensive stakeholder engagement plan to involve the South Brunswick community early and often**. SBSB launched surveys and hosted community forums as engagement tactics to assess and highlight their successes as well as their most pressing issues. Equipped with thousands of responses from members of the community, the core strategic planning team unpacked and reflected on the long-standing “South Brunswick Way” practices. Education Elements supported the core team in analyzing data and identifying opportunities to accelerate student growth.

The core team continued to seek feedback from the community throughout the process to rethink how SBSB could continue to evolve as a more responsive, equitable, and innovative district. Using this feedback, they prototyped solutions to tackle the district’s greatest needs and created a timeline for initiative implementation.

The Results

SBSB has successfully crafted a compelling vision, mission, and set of core values. With the support of Education Elements,, **they created an implementation plan and timeline, and have now set their sights on executing on priorities for next year**. The team has identified ways to ensure their strategic plan serves as a guide for continued innovation, and as such, they have created a process to review and revisit future initiatives. Listen to superintendent, Scott Feder, talk about the South Brunswick strategic planning process and outcomes [here](#).

89%

of the core team felt the strategic planning process was effective.

How do we help districts create goals that are **ambitious yet actionable?**

The Context

Three years into their strategic plan, Lewiston-Porter Central School District in New York recognized the need to take a moment to reflect on their accomplishments. Superintendent Paul Casseri teamed up with Education Elements **to facilitate conversations with stakeholders from across the community to document progress made towards achieving their goals.** Education Elements was also tasked with preparing a strategic planning pulse-check to share with their board of education as they approached the conclusion of their 2019-2020 strategic plan.

How We Helped

Education Elements started with a set of empathy interviews to build a deeper understanding of the district and to align on priorities for our engagement together. Based on what was uncovered, Education Elements and Lewiston-Porter collaboratively set **three ambitious objectives** to accomplish within a full-day working session with their steering committee:

- ▶ Build a common understanding across the Lewiston-Porter community of actions taken to implement the strategic plan, while uncovering the impact associated with those actions.
- ▶ Develop communications materials to celebrate accomplishments and to recognize contributions across all campuses.
- ▶ Determine a plan to guide actions that bring the strategic plan to a close over the following 18 months.

The session pushed participants to consider whether the initiatives they were undertaking were aligned to their strategic plan, with a particular focus on how those actions led to consistent impact across their campuses and the community. The group spent time focused on three key stakeholder groups—students, teachers and parents—to ensure targeted messages and planned communications would resonate with those audiences.

Throughout the day, Education Elements shared responsive practices for how the committee could continue their work together, such as fine-tuning feedback processes with stakeholder groups and increasing student voice and ownership. Education Elements also developed a set of success metrics to start measuring through surveys and observations to track progress. Committee members left the day excited with clear steps for how to further empower and inspire students to continue growth in the next school year.

“Working with Education Elements is the best thing we could have done to make sure that we are reflectively looking at our current strategic plan and using it as a springboard into the next (better) iteration of what’s to come. They have taken what we did before our work with them and made it better by bringing out the best in our district.”

Heather Lyon

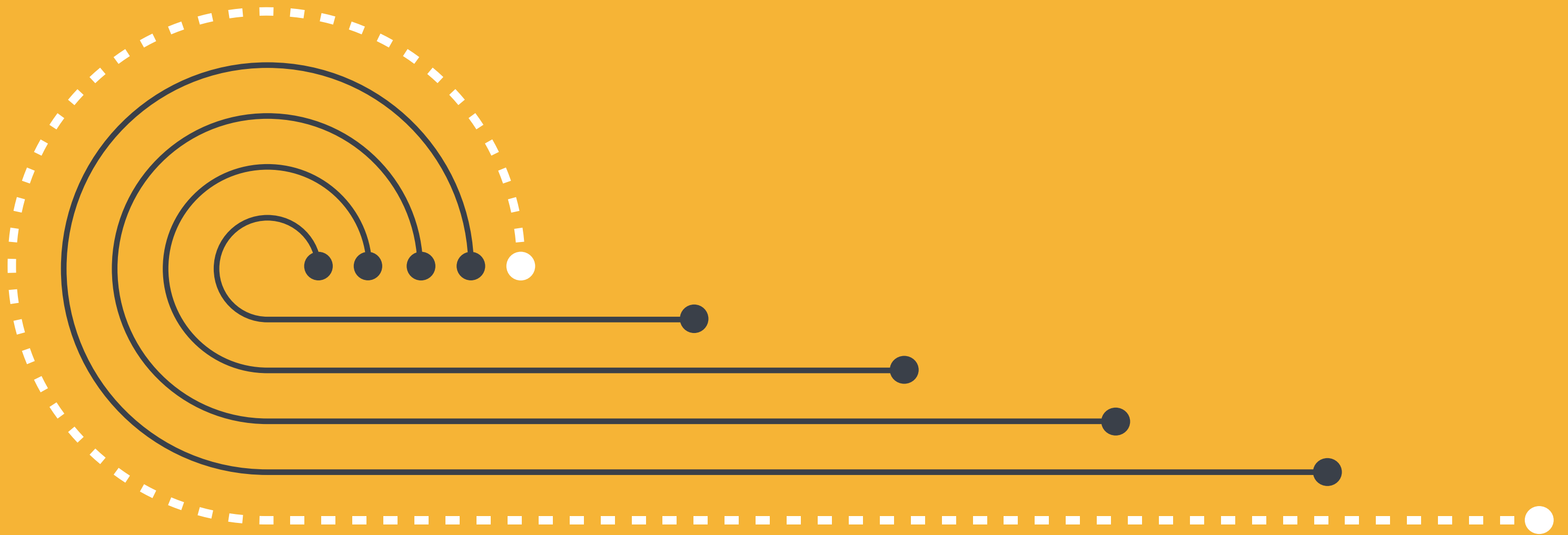
Assistant Superintendent of Curriculum, Instruction, and Technology,
Lewiston-Porter Central School District (NY)

The Results

This valuable opportunity to take a step back allowed the Lewiston-Porter team **to reflect on their progress and celebrate successes.** It was powerful to hear personal stories from staff, parents and students about how they respectively brought the strategic plan to life. Education Elements was also **able to identify commonalities across stakeholders and their experiences**—such as how leadership styles shifted towards being more action-oriented, students were empowered through leadership opportunities, and how technology was integrated into instruction and communication across the entire Lewiston-Porter community.

Responsive Tools

The tools you use and how they are implemented impact your ability to achieve your goals. We help schools and districts design and use tools in a way that is aligned with their priorities and the specific needs and goals of their stakeholders.



How do our tools help leaders implement initiatives effectively?

The Context

Districts often find themselves needing to get information and make decisions quickly. For districts who are motivated to get started on their own, **we’ve designed tools informed by our expertise, methodology, and data that can help districts move independently toward their goals.**

How We Helped

Last year, **we released the Personalized Learning Toolkit for districts to use for guidance as they manage their own implementation of personalized learning.** The comprehensive toolkit provides leaders who are short on time with customizable meeting/ workshop agendas, personalized learning materials, and a resource library, all bundled within the Education Elements project management tool, Touchpoint.

Districts often ask us how their progress compares to national benchmarks when it comes to personalized learning. That’s why in 2017, **we developed Onpoint, a single number score that helps districts understand how their personalized learning implementation compares to other districts around the country.** Knowing this score helps districts track their implementation progress, narrow their focus, and map their journey using established mile markers.



141
resources hosted by Touchpoint.

100+
districts using Touchpoint.

12
Google Cloud Districts participated in the Personalized Learning Toolkit pilot program, a program offered as part of the Education Elements partnership with Google for Education.

The Results

In the past year, Education Elements has seen many old and new district partners implement a wide range of Education Elements responsive tools.

Hundreds of districts have used Touchpoint as a visual roadmap for their initiatives and continue to use it throughout their implementation to track key milestones and school team engagement.

One of our partners new to personalized learning, Memphis Street Academy, **used the toolkit to guide their understanding, which enabled them to make better decisions about professional development and communications** as they embarked on their implementation of personalized learning (read more about Memphis Street Academy in the Responsive Classrooms section of this report).

Onpoint users have used the benchmark report to analyze their strengths and weaknesses in the various components of effective management. This knowledge has helped partners make decisions about resource allocations for the coming year, share priorities and plans with their school boards, and clarify next steps for their internal teams.

94%
of Onpoint users thought the recommended focus areas & comparisons to the benchmark in the Onpoint Report were valuable.

94%
of Onpoint users thought their Onpoint readout report was easy to understand.



How do our tools effectively
improve teams?

The Context

In all of our engagements, we aim to **build capacity within schools and districts, so the responsive practices and approaches that we model can be used to tackle future challenges**. Creating and adapting tools for a district’s responsive toolkit is a big part of ensuring that this work continues beyond the time we spend onsite.

How We Helped

We often share a broad range of tools with districts, such as structures, strategies, and frameworks. **We use the Innovative Leadership Competencies to shape our work with principals, coaches, and teacher leaders**, and the Tactical Meeting Guide and Project Canvas (from our Responsive Org Playbook) to help structure changes at the organizational level. These tools help districts inform their work and get it done.

Last spring, we released the best-selling book, *The NEW School Rules: 6 Vital Practices for Thriving and Responsive Schools*, and the following school year saw the launch of the New School Rules Leadership Institutes across the country. **We continue to infuse New School Rules into all of our work, and provide workshops, webinars, and seminars to ensure districts are using the right tools**. *The NEW Team Habits* will be released fall 2019, providing districts with a step-by-step workbook on building team habits.



◀ *The NEW School Rules (NSR)*, released in Spring 2018, shares 6 new responsive practices schools and districts can implement. For more information, visit www.NewSchoolRules.com.

21

NSR events held (webinars, workshops, leadership institutes, and seminars).

400+

NSR event attendees.

97%

Leadership Institute attendees had a very good or excellent overall experience.

“*The NEW School Rules* tackles organizational change in an interesting and accessible way with adaptable tools and protocols you’ll want to implement in your schools. The desired outcomes are clearly defined through an empathetic design approach.”

— **Jill Gildea**
Superintendent, Greenwich Public Schools, Greenwich (CT)

The Results

Since the launch of the New School Rules Leadership Institutes, **several institute alumni have brought tactical meeting practices to their district teams, to great effect**. Belvidere School District 100 (IL) has restructured their team meetings to increase engagement, connection, and efficiency. Gananda School District (NY) has perfected the art of Checking In and Checking Out, and they have noticed an improvement in meeting efficiency and team engagement.

Long-term partners have also embraced the Education Elements responsive tools. Loudoun County Public Schools (VA) has incorporated the tactical meeting protocol for their internal team meetings, as well as their check-in meetings with their Education Elements consulting team. And Erie 2 BOCES (NY) has been using the Education Elements Project Canvas in their site-leader meetings, to facilitate sprint planning with built-in retrospectives. The use of these tools has allowed our district partners to get the most from their teams and their time, and to iterate as adjustments become necessary.



▲ This free playbook captures how we built and grew Education Elements responsive practices, and provides leaders with tools to improve how their teams collaborate, make decisions, and achieve their goals. Find it [here](#).



▲ *The NEW Team Habits* is a follow-up to the best-seller *The NEW School Rules*, and will be released in November 2019. For more information, visit www.NewTeamHabits.com.



Our Next Steps



A letter from our CEO

I hope you have enjoyed reading our 2018–19 Annual Report. When we reflect on the work done by our partners, we are always inspired by the ways in which they grow and innovate when given the tools and framing to help them set their vision and move toward it. We are so grateful that these extraordinary educators trust us in this work. The stories in this report illustrate how our partners have pushed us to develop new ways to consider and support innovation in education.

To conclude this report, I would like to share two emerging themes that I see in our work with education leaders, and how they relate to our next steps supporting school and district leaders.

First, learning is reciprocal, and **for schools and districts to develop, they need strong networks** who are engaging in growth and learning. From our work with school districts, we know that the more opportunities we have to partner with schools, the better we are able to refine how best to approach developing teams to solve problems and innovate for greatness. Whether they are focused on transforming the classroom experience, developing effective teams, leading for innovation, or transforming organizational habits, connecting with others engaged in the work helps organizations explore new ideas, take risks, and develop the collective confidence to create new approaches to old problems. This is why we are committed to introducing our partners to new ideas and new organizations that can spark insights for innovation. Through the course of this year, we have hosted a series of regional and national institutes and academies to connect leaders engaged in transformative work at their districts, in addition to our annual PL Summit, which convenes educators from all over the world for two days of learning and networking.

Second, **transforming education requires that educational institutions become learning organizations**. This necessitates adoption of new norms and practices that support reflection on and learning from mistakes, so each failure is an opportunity to know better. My research for *The NEW School Rules: 6 Vital Practices for Thriving and Responsive Schools*, helped me identify that learning organizations have 4 traits: new ideas are brought forth and work is spawned; people are having difficult discussions because creativity and learning is an uncomfortable state of being; failure is being shared openly so others can do things differently; and meetings are an opportunity to learn together. In our upcoming book, *The NEW Team Habits: A Guide to the New School Rules*, my coauthor Keara Mascareñas and I have broken down the most effective ways a team can shift to become cultures where learning is supported and celebrated. If our schools, central offices, and all the supporting organizations in education become better learning organizations, all of our dreams and goals will come true. We are looking forward to spending the next year practicing these habits with our networks, and continuing to learn from the sparks that these shifts generate with our education partners.

Thank you for reading our report. As we begin this new school year, I am grateful to work alongside the incredible team at Education Elements and dedicated educators across the country to transform education. I am excited about what the future holds.


Anthony Kim, Founder & CEO of Education Elements

