Design Institute
Schools need time to imagine, design and plan for improvement. School transformation is not a project or special initiative. Teams will be introduced to a continuous improvement process and school improvement cycle. As an outcome of design institute days, teams will leave with a shared vision and plans of action (with monitoring processes) for the school year.

Design Coaching & Consultation
Stakeholders, including district administration and union leadership, will need to make changes and introduce innovations to create the conditions to support improvement. Areas of possible consultation include time (student schedule, teacher schedule, school calendar), staffing, budget, decision-making, and other structural supports. CEC will work with districts and schools to identify, plan, and implement identified structural changes.

Climate
One of the key elements of school transformation is the school culture. CEC will work with stakeholders to identify the shifts needed to create a culture of improvement that supports staff-student relationships and student-student relationships. Supports include coaching on restorative practices and the empowering student voice.

Leadership Retreat - School focused
Leaders often have the least amount of time to plan, reflect and build their own capacity. The leadership retreat will create opportunities to take stock of the current year. They will begin building a vision for the following year, by building essential skills for school transformation, and encourage networking with other schools. CEC will co-develop and facilitate a 1 to 2-day off-site retreat for key leaders (stakeholders) drawn from leadership teams.

District Leadership Team Facilitation (DLT) and Coaching
Because school improvement is system improvement, CEC will engage or develop a DLT to improve its capacity to support school improvement. Typically, this means that CEC will facilitate or co-facilitate the DLT. If a DLT does not exist, CEC will support its development.

School Leadership Team (SLT) Facilitation and Coaching
The SLT is the heart and soul of school improvement as it is responsible for making decisions that develop and implement a vision for school improvement. As opposed to a traditional SLT, CEC believes that the SLT’s main job is to listen and learn how the school’s key transformation initiatives are playing out. To improve its capacity to support school improvement, CEC will facilitate or co-facilitate the SLT initially.
Whole Child Team Facilitation and Coaching
School transformation work requires engagement of the families and the community to support better identification of needs and opportunities and to better inform improvement priorities. CEC believes that a whole child, family and community engagement (FACE) or related team(s) are required as part of meeting the needs of the whole child. CEC typically uses a community school model and facilitates the development of resilience teams to improve meeting the needs of the whole child; as well as non-academic needs of their students and families. CEC also works to make sure all staff, classified staff; security; para-educators; office staff; and others, are formally incorporated into the systems.

Leadership Coaching
Leaders, especially principals, are the most crucial factor for school transformation. CEC aims to transform leadership by providing systemic and targeted leadership support for key levels including: collaboration, communication and decision-making. CEC will coach administrators, union leaders and other identified leaders to increase leadership capacity and efficacy.

Team Leader (PLCs) Training and Coaching
The most important leader for instructional improvement is the team leader. CEC will train and support the leaders of teacher teams - especially those that are instructionally focused - to improve their facilitation skills and increase the collective efficacy of the team.

Instructional Strategies Training and Coaching
The fastest and most effective way for teachers to develop and improve is through targeted feedback, practice and additional follow-up supports. CEC will support capacity building for instructional shifts. In some cases, CEC will support leaders and teachers to make sure that teachers have the opportunity for high quality feedback and practice by modeling it. CEC may also support the development of curriculum, instruction, and assessment supports. For example, the refinement or development of a multi-tiered system of support (MTSS).

System Meetings
School improvement is system improvement and requires systemic support and accountability. At a minimum of 3 times a year, CEC will facilitate a meeting of a broad set of stakeholders to reflect on progress, review implementation data and outcome data, identify and remove barriers to further success, and set goals for the school improvement cycle. At key moments, a System Meeting may need to be scheduled to address an emergent issue that could contribute to or threaten the transformation effort.

CEC Partner Survey
As a Learning Partner, CEC needs feedback to continuously improve our support and be accountable for our work and outcomes. We send out survey’s three time a year to help us improve services. The survey goes to all staff and the results are typically shared with the school leadership team.

Learning Visits
As part of our 3-phase school improvement cycle, schools will have the opportunity to ask external colleagues (in and out of the district) to observe and collect information about the school’s progress in key areas of transformation. The agenda for the day will be set by the school and the visit will be carried out with the leadership of CEC. Schools will receive a verbal and written report that provides feedback and next steps for the school’s transformation efforts. The process will also provide formative feedback for the CEC team to improve their supports.

For more information, visit: [cecweb.org/il-empower](http://cecweb.org/il-empower)