



CHIEF TURNAROUND OFFICE

PARTNERING FOR GEORGIA'S FUTURE



THE FIRST PRIORITY ACT (HB 338)

***EVERY ORGANIZATION IS PERFECTLY DESIGNED
TO PRODUCE THE RESULTS IT IS GETTING...***



W. Edwards Deming

DESIGN DECISION #1

**TAKE
OVER**

PARTNERSHIP

**HANDS
OFF**

DESIGN DECISION #2: AN EVIDENCE- BASED MODEL

Table 14. Interventions and Levels of Evidence, by Intervention Type

Intervention Type	Intervention Name	Highest Level of Evidence
Leader-evaluation systems	Marzano School Leader Evaluation Model	Tier IV
	Vanderbilt Assessment of Leadership in Education	Tier IV
Principal preparation programs	Coaching Rural Leaders	Tier IV
	New Leaders Aspiring Principals Program	Tier II
	Principal Pipeline Initiative	Tier IV
	Principal preparation programs	Tier III
	Principal Residency Network	Tier IV
	Texas Principal Excellence Program	Tier II
Professional learning	Arkansas Leadership Academy's Master Principal Program	Tier IV
	McREL Balanced Leadership Program	Tier I
	Metropolitan Independent School District Principal Coaching Initiative	Tier IV
	National Institute for School Leadership Executive Development Program	Tier II
Working conditions	Pittsburgh Principal Incentive Program	Tier IV
	Principal autonomy	Tier II
	School Administration Manager	Tier IV
School improvement models	Knowledge Is Power Program (KIPP)	Tier I
	University of Virginia School Turnaround Program	Tier II





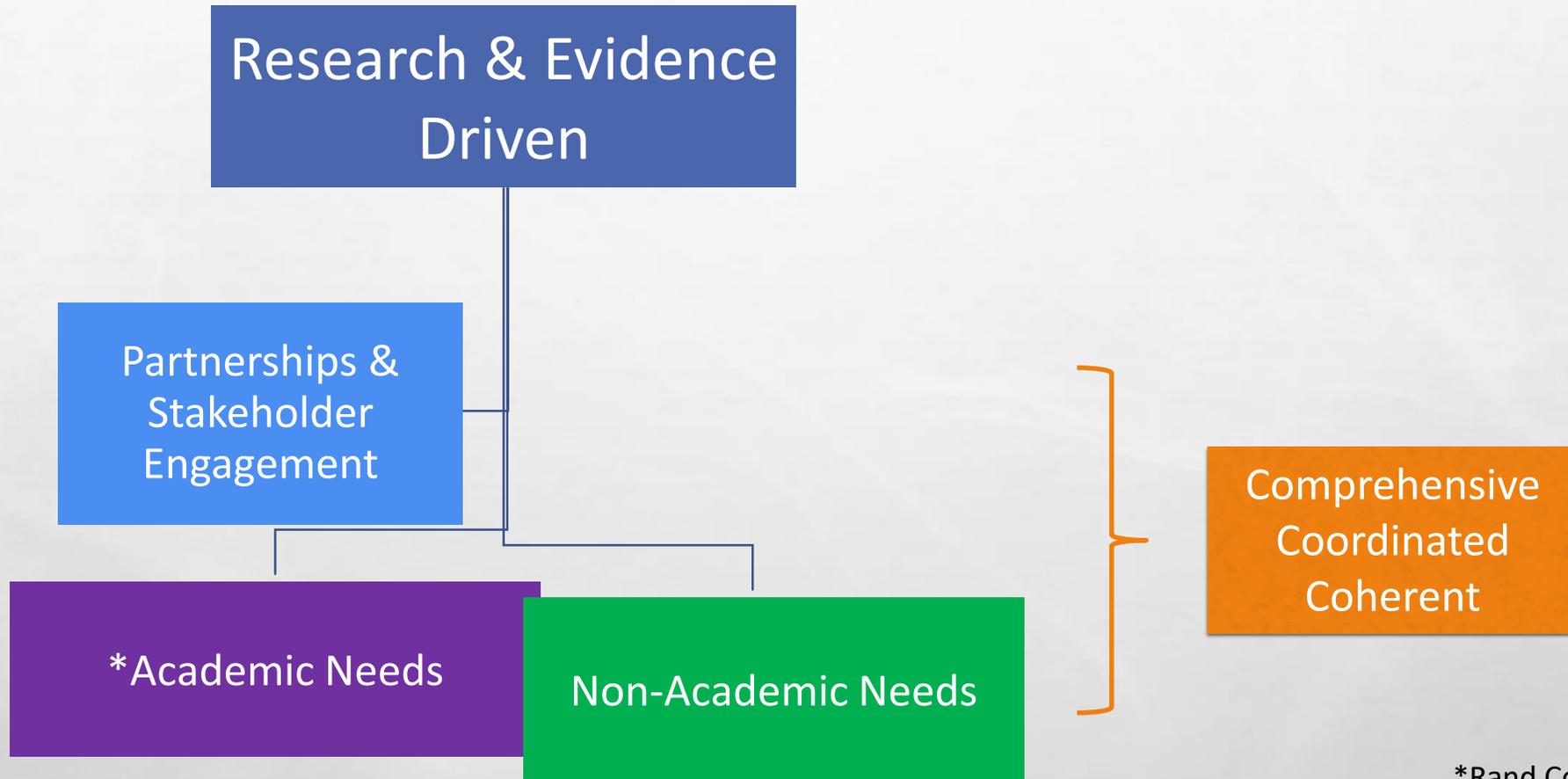
ACADEMIC NEEDS

NON-ACADEMIC NEEDS

- ASTHMA
- HEARING
- LANGUAGE AND COMMUNICATION

- MENTAL/BEHAVIORAL HEALTH
- NUTRITION
- ORAL HEALTH
- VISION

THEORY OF ACTION



*Rand Corporation, 2017

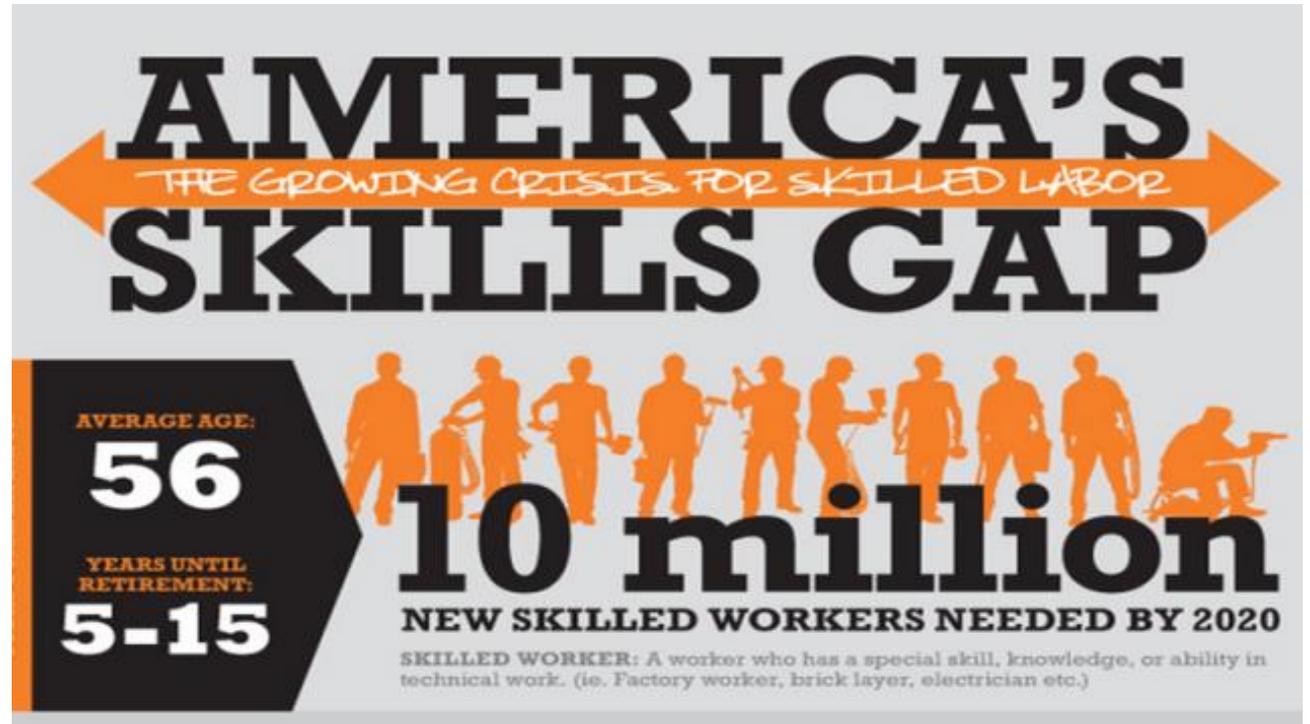
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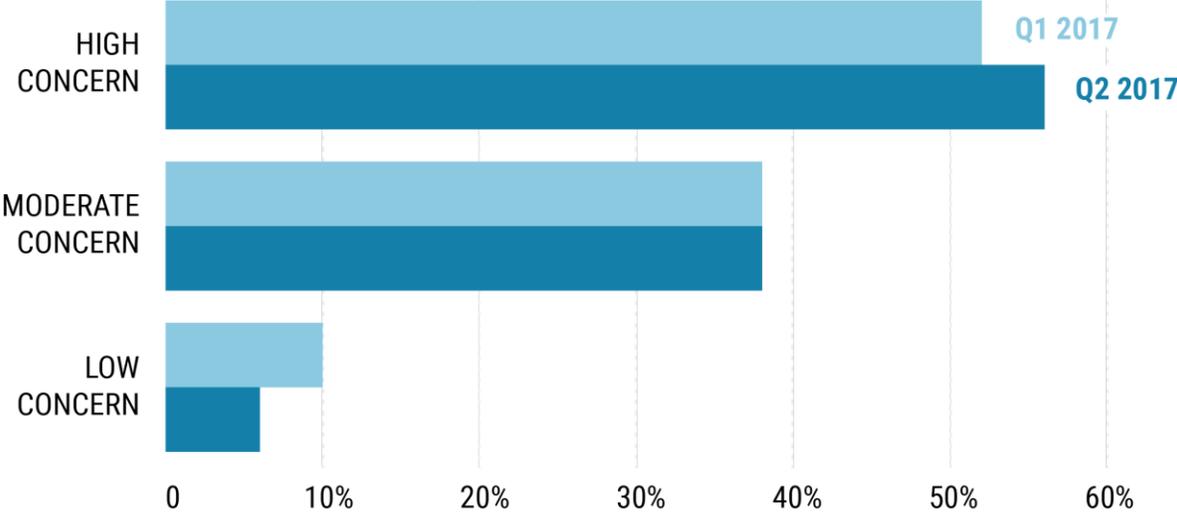
PURPOSE:

9



CONCERN ABOUT ADEQUATE SKILL AMONG WORKERS

▶ Contractors in the commercial construction industry are having a hard time finding skilled workers, according to a report by the US Chamber of Commerce. In the second quarter of 2017, 56% of contractors reported a high level of concern about their workers having adequate skills for the job.



Source: COMMERCIAL CONSTRUCTION INDEX
GRACE DONNELLY/FORTUNE

WILL THERE BE ENOUGH QUALIFIED WORKERS TO MEET DEMAND?

Skills In Demand by Employers

Technical Skills



Soft Skills



The size of each skill bubble corresponds to the number of job postings requiring that skill.

[JOB • TECH]



The following statement can be attributed to Chris Clark, President & CEO of the Georgia Chamber of Commerce:

“Today’s most valuable business resource is the skilled labor that creates economic vitality across the state. The Chamber is dedicated to working with our education and business partners to create innovative solutions that develop the nation’s best talent and leaders.”

**CHARACTER EDUCATION
PROGRAMMING AS AN
ECONOMIC INVESTMENT FOR
RURAL GEORGIA**



CHARACTER EDUCATION PROGRAMS

- VOYAGE
- LEADER IN ME
- 7 MINDSETS
- YOUTH LEADERSHIP IN ACTION

CTO RURAL PARTNER SCHOOLS

VOYAGE

DOUGHERTY COUNTY

ALICE COACHMAN ELEMENTARY

MORNINGSIDE ELEMENTARY

TURNER ELEMENTARY

CLAY COUNTY

CLAY MIDDLE

TERRELL COUNTY

COOPER-CARVER ELEMENTARY

7 MINDSETS

DOOLY COUNTY

DOOLY K-8

DOOLY HIGH SCHOOL

RANDOLPH COUNTY

RANDOLPH MIDDLE

FIRST ROUND OF PROGRAMS: NEARLY 4,000 STUDENTS

VOYAGE

PROVIDES:

- CHARACTER EDUCATION FOR STUDENTS
- PROFESSIONAL DEVELOPMENT FOR STAFF

INTENT:

- CREATE COHESIVE MESSAGING THROUGHOUT THE SCHOOL, ALIGNING STAFF AND STUDENTS' GROWTH.
- TAUGHT WEEKLY - AT LEAST 20 MINUTES PER WEEK.
- DEVELOP 16 CHARACTER ATTRIBUTES

VOYAGE CHARACTER TRAITS

Appreciation	Kindness
Compassion	Loyalty
Cooperation	Patience
Courage	Perseverance
Generosity	Respect
Honesty	Responsibility
Humility	Self-Control
Independence	Trustworthiness

VOYAGE

- WITH EACH UNIT, THERE IS A CORRESPONDING PROFESSIONAL DEVELOPMENT VIDEO FOR STAFF TO WATCH THAT SERVES AS A CATALYST FOR CONVERSATION TO DEVELOP THE ENTIRE STAFF.

7 MINDSETS

PROGRAM PROVIDES:

- SOCIAL EMOTIONAL LEARNING (SEL) TOOLS
- LESSONS THAT CAN BE TAUGHT IN 30 TO 60 MINUTES IN A NORMAL CLASSROOM SETTING WEEKLY
- TRAINING AND CONTENT TO SCHOOLS COUPLED WITH A COMMON LANGUAGE AND FRAMEWORK

7 MINDSETS

1. **EVERYTHING IS POSSIBLE-** *DREAM BIG, EMBRACE CREATIVITY AND EXPECT RESULTS*
2. **PASSION FIRST-** *PURSUE YOUR AUTHENTIC TALENTS AND DEEPEST INTERESTS*
3. **WE ARE CONNECTED-** *EMPOWER ONE ANOTHER THROUGH RELATIONSHIPS*
4. **100% ACCOUNTABLE-** *BE RESPONSIBLE FOR YOUR OWN HAPPINESS AND SUCCESS*

7 MINDSETS

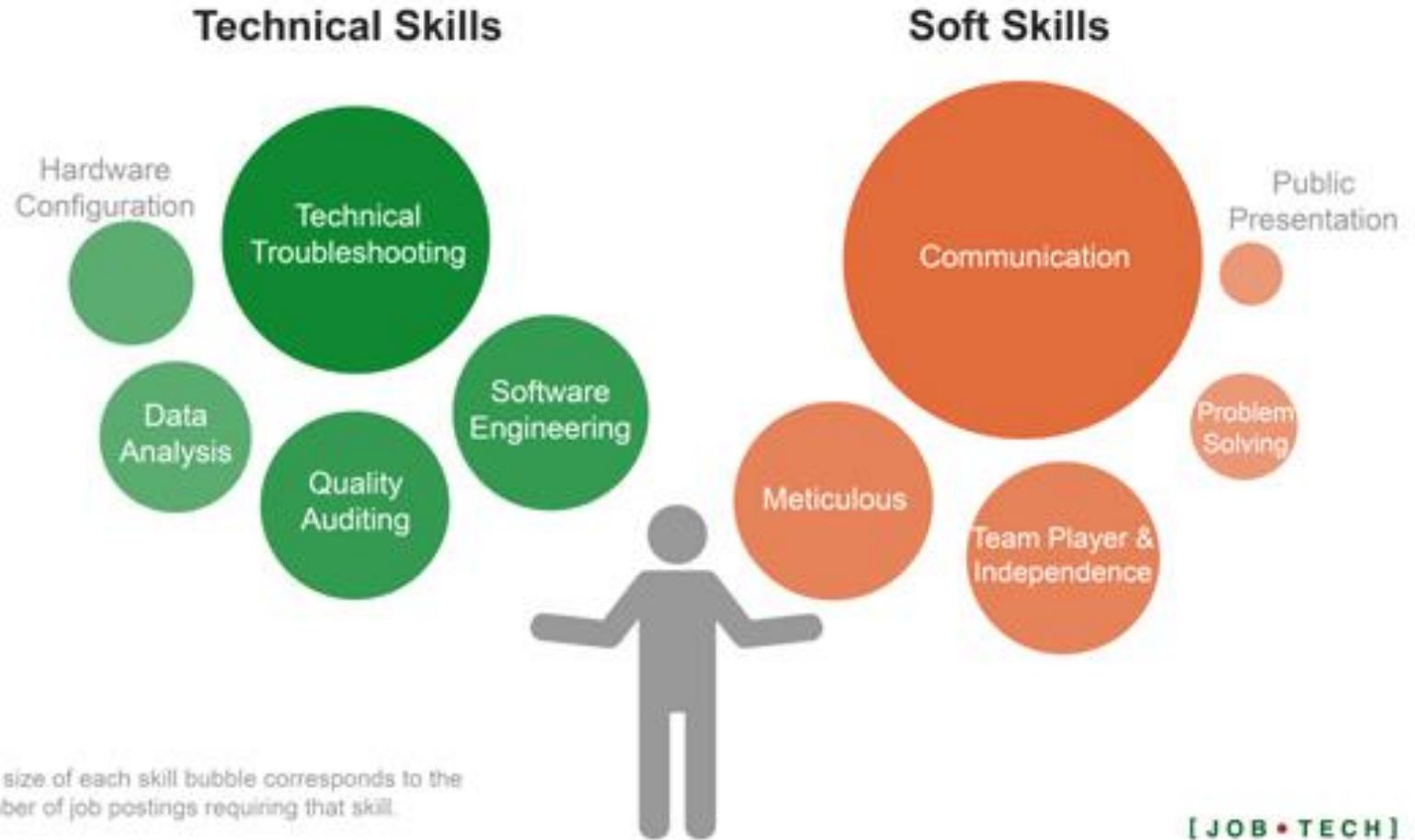
5. **ATTITUDE OF GRATITUDE-** *BE POSITIVE ABOUT EXPERIENCES AND BE THANKFUL*
6. **LIVE TO GIVE-** *INSPIRE AND SERVE OTHERS WHILE MAXIMIZING YOUR POTENTIAL*
7. **THE TIME IS NOW-** *HARNESS THE POWER OF THIS MOMENT, AND TAKE PURPOSEFUL ACTION TODAY*

IMPACT

- **CCRPI, STAR CLIMATE RATING**
 - 1 – 5 STARS
- **PBIS STATUS**
 - INSTALLING
 - EMERGING
 - OPERATIONAL
 - DISTINGUISHED
- **PRODUCTIVE LEARNING ENVIRONMENT**
- **STAFF RETENTION**

IMPACT

Skills In Demand by Employers



CHARACTER EDUCATION ↔ HIGHLY SKILLED WORKFORCE

BENEFITS OF IMPROVING PERFORMANCE THROUGH CHARACTER IN THE WORKPLACE

A POSITIVE WORKPLACE CULTURE INCREASES EMPLOYEE ENGAGEMENT, RESULTING IN BETTER ATTENDANCE, INCREASED PRODUCTIVITY, HIGHER EMPLOYEE SATISFACTION AND STRONGER COMPANY LOYALTY.

AMONG COMPANIES THAT REPORT HIGH EMPLOYEE ENGAGEMENT:

- **18 %** REPORT HIGHER PRODUCTIVITY
- **37%** REPORT HIGHER JOB GROWTH
- **65%** REPORT HIGHER SHARE PRICE

SOURCE: STUDIES BY THE QUEENS SCHOOL OF BUSINESS AND BY THE GALLUP ORGANIZATION

REPLICATION

FOR 2019-20:

- ALL SCHOOLS IN CLAY, RANDOLPH, & TERRELL COUNTIES
- NON-CTO PARTNER SCHOOLS

CHALLENGES AND SOLUTIONS

Challenge	Solution
Scheduling.	Time must be built into the master schedule.
Changing staff mindset, behavior has to be taught.	Administrators must fully embrace the concept that behavior must be taught.
Students demonstrating what has been taught.	Staff will need to model and reteach expected behavior from lessons.

WHAT IS NEEDED:

**MINDSET SHIFT &
POLITICAL WILL**

**Prioritization
& Urgency**

**Failure Not an
Option**

**Adequate
Investment**

**Alignment &
Cohesiveness**

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TO PRODUCE THE RESULTS IT IS GETTING...***



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1

Join CTO team on visit to each rural district by December 1st.

2

Support focus on teacher talent management – with prioritization for CTO and rural districts.

3

Participate in ongoing dialogue to promote urgency and alignment.

4

Identify three individuals to be CEO Friends for rural principals.

CALL TO ACTION