Exemplary Schools Model:
Building World Class Schools for the 21st Century

Presenters:
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Background:
Dr. Vincent F. Cotter and Dr. Robert Hassler, are the founders of the Exemplary Schools Organization and have over 75 years of combined experience in public schools including positions as Principal, Assistant Superintendent and Superintendent. Each has a track record of school/district improvement with documented student achievement growth.
Exemplary Schools Model

Mission
We know that it is possible for all schools/districts to not only achieve excellence, but to soar to World Class Levels by establishing a set of proven steps to develop a results-based, continuous improvement culture.

Exemplary Schools Model Formula
We have identified frameworks, four critical components and strategies for creating Exemplary Schools/Districts. Embedded in the formula’s framework and components are best practices, the utilization of data, collaboration, collective recognition and a conviction that ALL children can achieve.
Round Table Discussion
“Exemplary Schools Model”

School/District Reflection

- Have you ever asked yourself, “despite programs, initiatives and reforms designed to address lagging student achievement, why is my school or district underperforming?”
- Have you ever wondered how, despite the odds, some schools and districts are able to succeed?
- Is your organization meeting its goals and expectations?
- Are your daily actions aligned with the strategic goals and key priorities?
- Are your strategic goals being implemented and supported effectively?
- Does your staff understand the interrelationship between goals and initiatives?
- Do you want to provide a comprehensive way to achieve and sustain high levels of performance across your entire organization?
- Do you want an active and engaged staff and community?
- **Do you want to improve student achievement, create a culture of continuous growth, implement a system of collective accountability and collaboration, and have leaders with the skills to implement a sustainable framework that focuses on learning and instruction for All students?**
We Asked the Same Questions!
and
We Met the Challenge!
but
How?

“Often, the subtleties in the implementation process define the difference between success and failure.”

Dr. Vincent F. Cotter
Dr. Robert Hassler

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Here’s What We Did!
And
How We Will Support Your School/District!

Stage I: The Building Blocks to Success

**Strategic Planning for Change**
Developing a sense of “urgency” for change” within an organization and building a consensus to move forward with a plan for change is often one of the more difficult components of the change process.

Our team will provide assistance to the school/district leadership team by developing a customized strategy for implementing change and developing a path for improving student achievement through an analysis of the culture, achievement data, obstacles, resource allocation and other variables impacting school improvement.

**Structural Framework/Philosophy**
Critical to implementing a continuous improvement approach is the integration of a philosophy and framework into all instructional and operational aspects of a school and district. Key principles within the philosophy and framework when internalized by all staff members provide an effective guideline in the decision making process and changing the culture of an organization.
Our team has researched and implemented strategies and instructional frameworks that have been effective in improving student achievement. We will work with a school and district’s leadership teams to not only integrate these systems into an organization but to customize them to meet the unique challenges of each school and district.

**Essential Threads**

As former superintendents with documented experience in improving student achievement, we have identified four essential threads that maximize instructional outcomes for students.

Through the application of key components which promote school and district **Alignment** with the school’s and district’s mission, vision and goals; the creation of an **Atmosphere** of continuous improvement; the implementation of a collective **Accountability** system based on curriculum development and providing **Adept Leadership** skills in the implementation of a school improvement model, we are confident that student achievement will grow dramatically.
Stage II: Strategic Strategies

Hierarchy of School and District Development
Similar to Maslow’s “Hierarchy of Needs” theory, our assessment tool, through a series of reflective questions, results in a school or district’s placement on a continuum of achievement ranging from Maintenance to World Class. The assessment provides a comparative reflection of a school or district’s status in terms of Alignment, Atmosphere, Accountability and Adept Leadership. Comparison of school or district’s relative growth in terms of a continuum of improvement stimulates constructive dialogue and planning.

School Systems Crosscheck
In an attempt to improve student achievement, schools and districts often “layer” program on top of program. This approach creates in a “layering effect” which, unintentionally, results in disjointedness and lack of instructional connectivity.

Systems Crosscheck examines the interconnection of school and district processes and programs by “crosschecking” embedded performance threads in key organizational areas. School Systems Crosscheck attempts to research an organization for the existence of those threads; search for tangible, concrete “demonstrations” of those threads and make recommendations which result in a more effective organization.

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Master Teacher Professional Development
In existence for almost 15 years and touted as a national model, the Master Teacher Program capitalizes on the strength and capability of one’s teaching staff. Through a rigorous application and approval process, teachers are recognized for their unique abilities and are utilized in delivering professional development which is aligned to a school and district’s goals. Not only is the program empowering but it further promotes best instructional practice which is essential to improving achievement across a system or school.

Our team would assist the school and district leadership in customizing such a program for your staff.

Adept Leadership Training
Critical to the implementation of a school improvement model which focuses on improving student achievement is quality leadership.

Through a series of workshops, seminars, and on-site mentoring, our team can assist in developing leadership skills such as consensus building, decision making, prioritization, resource allocation, parental/community engagement and communication.

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eLeadership
Often school leaders and administrators are isolated from colleagues for a variety of reasons. In some cases, the culture may not support formative development. We also recognize that the best decisions are not made in isolation. Our organization provides an online 24/7 leadership support program to assist with decision making and problem solving.

Part III: Managing the Process

Guiding Axioms
“School Improvement is a process and a personal journey: there are different ways to get there and the timeframe for arrival might vary but the core principles are the same.”

“There are No Excuses for poor performance. Excuses are the foundation for failure.”

“All Children can learn through proven and research based methodologies.”

“Continuous Improvement is a moving target. We are always moving toward the horizon.”

“School and district improvement is both horizontal and vertical.”

“Control the variables that one can control.”

“Leadership is situational. Real solutions are based on the real parameters defining the problem.”

“All decisions are based on the framework/philosophy, and school/district alignment for improvement.”

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Conclusion

Exemplary Schools Model will:

- dramatically improve student achievement and student outcomes;
- develop a more effective and focused organization;
- foster a collaborative, positive and synergistic atmosphere;
- create a collective system of accountability involving the delivery of curriculum and instruction;
- assist in the development of proactive, savvy and adept leaders capable of implementing a complex improvement process.

“Let us put our success to the test”

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