



# tregoEDge

## WHAT'S NEW?

### Now accepting BBT Award Applications



Benjamin B. Tregoe Strategic Leadership in Education Awards honor individuals or organizations for achieving exemplary results using TregoED processes. Each year, districts and organizations are recognized for using problem-solving and decision-making processes to achieve great results and more effectively address the issues, decisions, and problems they face.

[Click here](#) for more information or contact your TregoED representative.

## PROCESS HIGHLIGHTS

### *Collaboration is key!*

Check out how these districts are using TregoED's collaborative processes to deal with various complex issues



#### **Optimizing student outcomes for Special Education Students**

Special Education teachers and administrators worked collaboratively to identify and prioritize barriers to and issues around optimal outcomes for students receiving specialized services in **Tuscaloosa City Schools** (AL). A select group then created a "GPS" to effectively address barriers and guide work for targeted schools.



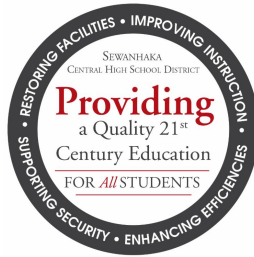
#### **Forging a new perspective on future Bond Referendum**

Cabinet members at **Ann Arbor Public Schools** (MI) have used process to help them do some initial thinking around a potential "generational bond" referendum with the intent to move from the perspective of "fixing facilities," as with many bond referendums, to "making school environments world class."



### Alternative School Model

A collaborative group in **Clarke County School District** (GA) used **Situation Appraisal**, **Decision Analysis** and **Potential Problem Analysis** on the critical decision to determine the best model to serve Alternative School students to be implemented in 2019-20 school year.



### Optimizing school culture

Teachers, staff and administrators at **Sewanhaka Central High School District** (NY) worked collaboratively to identify barriers to optimal school culture and develop a plan to reduce those barriers. This plan, "owned" by teachers, staff and admin, will be monitored at least quarterly by the steering committee to ensure fidelity of implementation.



### Increasing student success

Brought together through the **NC Department of Public Instruction** Exceptional Children Department, over 40 stakeholders from throughout the state—LEAs, DPI, parents, and agencies worked collaboratively to identify critical barriers to teaching/learning for students being served via extended content standards. Next steps will be to develop recommendations that will increase the likelihood of student success.



### Math achievement common goal of many districts

Through the **Beaver Valley Intermediate Unit** (PA), five superintendents and their teams are focusing on finding the root cause of the universal problem of lagging Math scores using **Problem Analysis**.



### Towards more effective advisory programs

**Situation Appraisal** was used to help **Tuscaloosa City Schools** (AL) get a clear picture of the current situation, helping them then develop a comprehensive plan to create and sustain more effective advisory programs in both middle and high schools.



### Opening a new school

**City Schools of Decatur** (GA) finished construction and will be opening the new high school in the fall. The Operations team has been developing a critical **Potential Problem and Potential Opportunity Analysis** to assure a successful school opening.



### School opening times a hot issue

**Lower Merion School District** (PA) has been researching for over four years on the complexities regarding changing school start-end times. They are now working with TregoED to develop a recommendation on the optimum start-end times for 2019-2020.



### The Strike has Ended, Now What?

Emotions are often high after strikes or negotiations. **Summit Academy Management** (OH) is using **Situation Appraisal** in a collaborative effort with 25 teacher representatives and the principal to determine high-priority issues and determine what actions can be taken to resolve them and build a system for future collaborative issues/actions/feedback sessions.



### Selecting a new math series

At **New Brighton Area Schools** (PA), a collaborative team representing administration and different grade levels of math teachers used **Decision Analysis** to determine which math curriculum best suits their needs to improve math achievement in the district.

## TregoED Blogs

### Hey—Where did Everybody Go?



What do transportation fuel options, a \$1 billion bond referendum, and a new math curriculum series have in common? They are big decisions, with lasting impact and potentially unpopular alternatives. Embracing a controversial idea or solution takes courage—read how using process can help ensure a strong and clear rationale!

[Read more](#)

### Hiring a Linchpin Principal



Linchpin:

1. a person or thing vital to an enterprise or organization. *"A good principal is the linchpin of student achievement in their building."*

How do you ensure that you select the best person for your district?

[Read more](#)

We at **TregoED** understand that the needs of every school district are unique. We do not offer one-size-fits-all solutions. What we can do, is help you develop plans and implement change tailored to fit the needs of your students, district, and community. Give us a call (609-252-2539) or jot us an **email** if you would like to build the leadership capacity of your staff to successfully implement new programs, solve problems, and make excellent decisions.

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