



The School Success Model has been created using critical elements of how successful schools support students to learn, develop, and pursue their passions during high school and beyond. In a successful school, members of the community — students, staff, families, and community members — will be able to speak to and see themselves reflected in the answers to the following questions:

- **What is our school’s cultural identity?**
- **How do we structure our organization?**
- **How do we learn?**
- **How does our school prepare all students?**

The School Success Model builds on strong theory and the far-reaching work of organizational theorist Peter Senge, education reform expert Michael Fullan, and cutting-edge practices from the field of implementation science. The SSM includes four distinct tiers: Organizational Culture, Systemness, Continuous Improvement, and Preparing All Students. EPIC Executive Director Dr. Matt Coleman, created the SSM based on his experience as a school- and district-level administrator. He adapted the core components of Senge’s Five Disciplines for learning organizations and Fullan’s Right Drivers for school change to the educational context of high schools. A core component across both Senge’s and Fullan’s models and the SSM is the concept of system thinking, which requires educational leaders to consider the interrelatedness of their system in an effort to increase the coherence around school efforts. A core assumption of the SSM is that systemic change will fail if schools do not first interrogate the values, attitudes, and beliefs that define organizational culture.

# KEY ELEMENTS OF THE SCHOOL SUCCESS MODEL

## PREPARING ALL STUDENTS

### Professional Development

Professional Development is the continuous process of building educator capacity. Professional development should be designed to ensure teachers' actions and student learning align with the school's cultural identity.

### Instructional Design

Instructional Design refers to what is taught, how it is taught, and how the community assesses what students are learning. Instructional practices must be rooted in pedagogy that is culturally relevant and responsive with the recognition that culture is multidimensional and changes over time.

### Program Development

Program Development includes the design of student learning experiences. This can consist of the curriculum, pedagogical approach for how learning takes place, and when and where learning takes place.

## CONTINUOUS IMPROVEMENT

### Social Capital [ Team Driven ]

Social Capital involves people working together, thinking together, learning from each other, and becoming "collectively committed to improvement." (Hargreaves & Fullan, 2012)

### Sense Making [ Decision Capital ]

Sense Making is the process of evaluating data, knowledge, and experience using analytical and logical reasoning. Information from multiple perspectives and multiple measures is gathered, disaggregated, reviewed, and analyzed to influence decisions, develop action plans, and guide future action.

### Innovation [ Research & Development ]

Leadership entails "taking responsibility for enabling others to achieve shared purpose under conditions of uncertainty." The responsibility of the leadership team is to develop a shared capacity for visioning, sense making, relating, and inventing. (Curtis & City, 2009)

## SYSTEMNESS

### Structures & Systems

Structures & Systems include the infrastructure, communications, roles, role relationships, procedures, methods, and routines that support the operations of a school. Successful structures and systems are well aligned with each other and in accordance with the organizational culture and identity.

### Alignment

Alignment is the linking of a school's values, beliefs, theoretical frameworks, and vision with the operations of the school. Horizontal and vertical alignment refers to the relationship among all of the systems and structures of the school.

### Leadership

Leadership entails "taking responsibility for enabling others to achieve shared purpose under conditions of uncertainty." The responsibility of the leadership team is to develop a shared capacity for visioning, sense making, relating, and inventing. (Curtis & City, 2009)

## ORGANIZATIONAL CULTURE

### Attitude

Attitudes refer to the general "feel" of the organization as a collective. They are manifested in interactions between people and are influenced by the specific context, experience, systems of power and privilege, leadership style, etc.

### Values

Values are the ideals, concepts, or principles that guide people and are integrated into the fabric of an organization. In the context of schools, the values and corresponding beliefs we hold around students and how learning occurs strongly influence how the organization is structured.

### Mental Models

Mental Models are the theoretical frameworks and lenses that guide how people think, act, and make decisions. In the context of schools, mental models can be a unique set of skills and outcomes that unify the purpose of teaching and learning.

### Beliefs

Beliefs are the assumptions and convictions that people hold to be true about themselves and the world around them. Often, values inform the beliefs people hold.

### Vision

Vision is what we want to become true. A vision should serve as a clear guide or north star for current and future courses of action.