



Growing a Classical School: How Unified Leadership and Teamwork Creates Sustained Growth With Dr. David Seibel

Lesson 6: Case Study 3: Intermediate

Outline:

Case Study 3: Intermediate

- This school is in its 16th year, and is a PK through 10th with 240 students.
- Years 11 and 12 of this school:
 - Year 11
 - The school had one teacher for 10-15 high school students, with some online classes.
 - In year 11 the school was serving 75 students and leasing 25,000 square feet from a church that they cohabitated.
 - The board was functionally a head of school.
 - The principal invested heavily in professional development.
 - Year 12
 - The principal and the board chairman flew to a symposium for boards and heads at an established ACCS accredited school (after watching a video series on ClassicalU).
 - The principal became the head of school.
 - The board slowly began to change toward a macro governance model.
 - The new head of school began looking for a principal who I more inclined to run the details of the school and support the teachers.
- Teaching and Learning (P)
 - In years 11 and 12 the principal placed the heaviest emphasis on producing and teaching and learning.
 - The school did not require lesson plans to be submitted by teachers, and faculty training moved in a lot of different directions.
 - School three is definitely in adolescence.
 - There's a lack of systemic onboarding for new students and teachers.
 - One recommendation for schools going into the process of adding grades is the student experience survey from independent school management.
 - One challenge at this school is the youth of its leadership.



- Year 13 of this school marked the notable change with the beginning of ACCS accreditation.
- The school is still in go-go in the upper school for this subsystem.
- Marketing and Admissions (I)
 - The main three things that this school did in year 13 in marketing and admissions:
 - They formed a group of parent ambassadors.
 - They streamlined the core virtues and portrait of the graduate language.
 - They gave monthly tours.
 - The school is in adolescence in marketing and admissions.
 - In year 14 the school earned ACCS accreditation.
- Fundraising and Facilities (E)
 - If you lose your why, you will lose your way.
 - The main difference between adolescence and prime is that there is a sense of repeat successes with schools in prime.
 - In year 15 they initiated their first ever capital campaign.
- Finance and Operations (A)
 - School number three is weakest when it comes to administering and finance and operations because there are lowercase letters in the codes of the head of school and the principal for administration.
 - Restructuring is an A move for the leadership team.
- Keys for this school in years 16 through 18:
 - Develop a true leadership team where the head of school is the chief executive.
 - Align annual agendas with the strategic financial plan.
 - Use the student experience survey to get insights on how students are feeling about upper school.
 - Focus on family culture, perpetuate a health and growth focused culture within the school through the use of student, parent, and faculty surveys and through internal marketing.
 - Utilize the master campus plan and the capital campaign case for support to translate the facilities vision into reality.