

THE ACCELERATED SCHOOLS

2025-28 STRATEGIC PLAN

June 2025

INTRODUCTION

HONORING OUR PAST, SHAPING OUR FUTURE

For over 25 years, The Accelerated Schools (TAS) has served as committed partners to the South Los Angeles community. As one of Los Angeles' original charter school organizations, we have provided high-quality education to approximately 1,700 students from TK-12. Today, with our new CEO and leadership team, we stand at a pivotal moment of transformation—ready to build upon our tremendous legacy of community connection while setting the stage for significantly greater impact in the future.

This three-year strategic plan represents the first comprehensive, network-wide planning effort in our organization's history. It marks an important milestone as we unify our approach across our three schools and create greater alignment in how we serve our students and families.

OUR PURPOSE AND MISSION

Our mission is to graduate students prepared to succeed at the university and career of their choice—students who will enter the workplace as informed and productive employees, entrepreneurs, community leaders, and responsible citizens. We exist to create multigenerational transformation for students in South Los Angeles. We believe that an excellent education that culminates in college graduation provides our students with the critical foundation needed to forge pathways to prosperity, expand life choices, and create enduring legacies of empowerment that open new possibilities for generations to come.

OUR NORTH STAR

Over the next five years, we will establish TAS as the premier urban education model in California.

What truly sets us apart is our dedication to student-centered education that delivers exceptional academic results. We believe that instruction is the engine of equity and excellence, and we invest deeply in our people—providing teachers with meaningful autonomy, ongoing mentorship, and a supportive community that enables them to focus on what matters most: student learning. We foster a transformative learning environment where all community members feel a sense of safety and belonging and are empowered to develop as both practitioners and as whole human beings. We equip our students with the critical thinking skills, self-awareness, and agency to shape their futures and drive meaningful change.

By 2035, we aim to achieve "blue" status on all California Dashboard metrics, with all student subgroups demonstrating exceptional achievement and growth. Within six years of high school graduation, 75% of our students will graduate from a four-year university, significantly exceeding state averages and ensuring post-secondary success.

OUR STRATEGIC PRIORITIES

To elevate our impact and ensure our schools perform at the highest level, we must unify our vision, strengthen our network alignment, and amplify our effectiveness. Our strategic plan—informed by extensive input from our teachers, staff, and school community—centers on four priorities:

- **Achieve Network-Wide Academic Excellence Through Highly Effective Instruction:** We will implement high-quality instructional materials, build consistency across our schools, cultivate data-driven decisions, and launch a robust college success program.
- **Cultivate a Thriving and Empowered Workforce:** We will recruit and retain exceptional staff, invest in professional growth, and align our performance management systems with our academic model.

- **Steward Healthy and Sustainable Operations and Finance:** We will strengthen our financial foundation, upgrade operational effectiveness, and ensure high-quality service delivery.
- **Define The Accelerated Schools Way:** We will establish our core values and network-wide expectations, embedding them into our school culture and climate, and ensure that data-driven decisions guide all aspects of our work.

We remain steadfast in our commitment to our students, their families, and their futures. We believe every child has unique gifts and deserves an education that nurtures their full potential. These strategic priorities will guide us as we elevate our academic program, strengthen our organizational culture, empower our talented staff, and build sustainable operations—all to ensure every TAS student graduates college, career, and life-ready.

With a sense of shared purpose and collective responsibility, we embark on this journey together to elevate TAS as a beacon of excellence in education and fulfill our promise to the students and families of South Los Angeles.

PRIORITY #1: ACHIEVE ACADEMIC EXCELLENCE THROUGH HIGHLY EFFECTIVE INSTRUCTION

Instruction is the engine of equity and excellence at The Accelerated Schools (TAS). This strategic priority focuses on building a unified instructional foundation that ensures every student receives access to high-quality, rigorous, and affirming learning experiences. By establishing structured academic routines, developing deep teacher content expertise, and deliberately sequencing teaching practice across the year, we create classrooms where all students can thrive. These strategies free students’ cognitive energy for deeper engagement, empower teachers as facilitators of learning, and ensure that instructional mastery grows in tandem with student independence and achievement. This work is central to our academic model and enables progress across all other strategic priorities in service of student success, belonging, and postsecondary readiness.

CURRENT STATE

TAS is at a pivotal moment in advancing instructional excellence. While we’ve laid important groundwork in data access and built promising practices in specific classrooms and grade levels this year (2024-25), our network-wide instructional systems remain inconsistent and underdeveloped.

Instructional materials, routines, and practices vary widely across the network, with some classrooms and grade-levels lacking standards-aligned curricula, consistent curriculum implementation, or sufficient training and coaching for teachers. While data access has improved, systems for using research-based instructional practices with fidelity remain underdeveloped, leading to inconsistent student experiences and uneven instructional quality. As a result, a student’s education at TAS is often left to chance rather than a guaranteed experience of rigorous, high-quality instruction.

ASPIRATION

We aim to create a cohesive instructional ecosystem where every student experiences rigorous, affirming, and high-quality teaching rooted in clear academic routines, deep teacher expertise, and deliberate, sequenced instructional practices. Through consistent structures and predictable learning environments, students will engage in explicit skill-building, rich discourse, and opportunities for reflection and ownership, enabling them to focus on mastering challenging college preparatory content.

Teachers will be empowered as intellectual leaders internalizing lessons, using data intentionally, and facilitating instruction that is focused, responsive, and equitable. Professional learning and coaching will follow a clear arc of growth, beginning with foundational practices and building toward complex instructional moves like productive

struggle and academic discourse. By aligning expectations, development, and support, we will ensure every student, including our most vulnerable learners, has access to excellent instruction every day.

GOALS & STRATEGIES

Over the next three years, we will pursue the following three goals:

- **Goal 1.1:** Implement high-quality instructional materials in all core subjects and grade levels.
- **Goal 1.2:** Build instructional consistency through clear routines, instructional practices, and interventions.
- **Goal 1.3:** Build a data culture that drives instructional decision making and teacher growth.
- **Goal 1.4:** Develop and launch a college success program for TAS students and alumni.

Goal 1.1: Implement high-quality instructional materials in all core subjects and grade levels.
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We support the implementation of high-quality instructional materials not just through selection of curriculum, but by equipping teachers with the content knowledge and internalization practices needed to bring the curriculum to life. Teachers are positioned as intellectual and instructional decision-makers who ensure rigorous, equitable access to grade-level content for all students. At this time, we do not foresee major changes in core curricular choices in major subjects, but if standards or data change in a way that necessitates us to reconsider, we will adapt and add to our plan.

2025-26: Establish Foundational Practices to Build Content Expertise in our Teachers and School Leaders

- Ensure all teachers receive curriculum training for their content. (Elementary teachers will prioritize English Language Arts.)
- Launch Intellectual Preparation/Lesson Internalization training and protocols and embed into Professional Learning Communities (PLCs).
- Train teachers on identifying highest-leverage daily activities and materials within the curriculum.
- Conduct workshops on the science of reading and develop a vision for literacy.

See Appendix B for Goal 1.1's key objectives and strategies for Years Two and Three:

- 2026-27: Strengthen Instructional Alignment and Responsiveness
- 2027-28: Deepen Teacher Expertise

Goal 1.2: Build instructional consistency through clear routines, instructional practices, and interventions.
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To ensure fidelity, we are streamlining and anchoring instruction in a set of core academic routines that are high-leverage, predictable, and student-centered. These common practices promote more consistent, rigorous learning for students and enhance their classroom experience.

2025-26: Define Structures and Launch Key Instructional Routines (Focus on ELA)

- Define the use of time through [instructional block guidelines](#); focus on ELA for this first year.
- Create the vision of excellence for the highest priority elements in each instructional block.
- Train teachers and leaders on key routines within the vision of excellence for high priority elements.
- Define foundational instructional moves and [Arcs of the Year](#) rubrics.
- Launch the bar of excellence and teacher goals aligned to Arcs of the Year.
- Align coaching cycles and PD to foundational practices within Arcs of the Year.

See Appendix B for Goal 1.2's key objectives and strategies for Years Two and Three:

- 2026-27: Refine Implementation and Deepen Academic Rigor (Focus on Math)
- 2027-28: Build Ownership, Precision, and Sustainability (Focus on Science)

Goal 1.3: Build a data culture that drives instructional decision-making and teacher growth.

We believe that a strong data culture is more than just a collection of assessments—it’s a system of habits, tools, and professional learning that help teachers and leaders understand what students know, where they need support, and how instruction should adapt. At the center of this is a sequenced teacher development arc aligned to a common assessment system that ensures every educator has access to the information and support needed to improve instruction with precision.

2025-2026: Launch Foundational Instructional Moves and Aligned Assessments

- Build and launch a common assessment calendar and suite of assessments (diagnostics, exit tickets, unit assessments, benchmark exams).
- Develop initial protocols for data meetings and reteaching cycles.
- Design a first-level data dashboard for school leaders and teachers so that they have as close to just-in-time student learning results as possible.

See Appendix B for Goal 1.3’s key objectives and strategies for Years Two and Three:

- 2026-27: Deepen Instructional Practices and Data Responsiveness
- 2027-28: Sustain a Strong Data Driven Culture

Goal 1.4: Develop and launch a college success program for TAS students and alumni.

While the college success program is a distinct initiative, the academic model lays the foundation for long-term success by emphasizing student ownership, critical thinking, and rigorous academic experiences. These skills, paired with aligned grading, assessment, and counseling systems, ensure students are not only ready for college, but equipped to persist and thrive in the post-secondary academic institution of their choice.

2025-26: Initiate Systems for College Readiness and Equity

- Solicit teacher feedback on secondary grading policies.
- Consider engaging in shared learning and professional development on equitable grading practices.
- Initiate baseline data collection for SBAC, GPA, and internal assessment alignment.
- Begin correlation of TAS assessments with college success indicators.
- Develop college counseling workshops and measures for effective one-on-one guidance sessions.
- Seek grant to hire a College Success Director or to repurpose a current role to take on these responsibilities.

See Appendix B for Goal 1.4’s key objectives and strategies for Years Two and Three:

- 2026-27: Expand Data-Drive Supports and Student Services
- 2027-28: Strengthen Alumni Engagement and Postsecondary Partnerships

MEASURES OF SUCCESS FOR PRIORITY #1

Our metrics for this Priority focus on achieving excellence on the i-READY exams (grades K-2), the California state assessments (grades 3-11), and on supporting our alumni to and through college.

Metric	Baseline (2024-25)	2035 Aspiration	Year 1 (2025-26)	Year 2 (2026-27)	Year 3 (2027-28)
GRADES K-2: % students on or above grade level (iReady)	ELA: x% Math: x%	ELA: 90% Math: 90%	ELA: x% Math: x%	ELA: x% Math: x%	ELA: x% Math: x%

GRADES 3-11: # of California dashboard indicators at green or blue (Note: Baseline listed here is 2023-24)	ELA: 2 orange + 1 green Math: 1 orange + 2 yellow EL Progress: 1 orange + 2 yellow	ELA: Blue Math: Blue EL Progress: Blue	ELA: 1 orange, 1 yellow, 1 green Math: 1 orange + 2 yellow EL Progress: 1 orange + 2 yellow	ELA: 2 yellow + 1 green Math: 2 yellow + 1 green EL Progress: 2 yellow + 1 green	ELA: 1 yellow + 2 green Math: 1 yellow + 2 green EL Progress: 1 yellow + 2 green
Grade 12: % of TAS HS grads who matriculate to a 2-yr or 4-yr college	xx%	95%	xx%	xx%	xx%
ALUMNI: % of TAS HS grads who attain a 4-year post-secondary degree	x%	75%	x%	x%	x%

PRIORITY #2: CULTIVATE A THRIVING AND EMPOWERING WORKFORCE

Exceptional staff are the heart of our educational mission. This strategic priority focuses on attracting, developing, and retaining highly effective professionals who embody our values and drive student achievement. By investing in our people, we ensure they are equipped to implement the TAS academic model (Priority 1), deliver outstanding operational and financial support (Priority 3), and advance The Accelerated Schools Way (Priority 4).

CURRENT STATE

TAS has established strong fundamentals in talent management, consistently hiring staff before the school year begins and maintaining solid retention rates. Our compensation and retention incentives for teachers and leaders remain competitive and often exceed those of neighboring school systems. However, opportunities for improvement exist as we elevate standards across our culture, academics, and operations. Our recruitment and selection processes need refinement to consistently identify candidates who align with our evolving vision. Professional development, coaching systems, performance management framework, and career pathways lack consistency across the organization. Additionally, our retirement benefits are limited to certificated staff, creating an equity gap. Most concerning is the downward trend in staff satisfaction, reflected in declining positive responses to "The school is a supportive place to work and learn" on our annual staff survey.

ASPIRATION

We aim to cultivate a thriving and empowered workforce of highly effective and dedicated staff who are experts in their functional areas, feel well supported in their roles and understand their career options at TAS. We envision an integrated talent system that attracts, develops, and retains top talent. All staff will receive clear expectations for success in their role along with ongoing feedback, professional growth, and career development opportunities to enhance their skills, so that their impact on students and organizational success continuously improves. Every staff member will benefit from transparent performance expectations, consistent performance feedback, and targeted professional development to enhance their capabilities and increase their impact on student outcomes and organizational success. Through this integrated approach, we will cultivate a workforce that is not only highly effective but also deeply engaged and committed to our shared mission.

GOALS & STRATEGIES

Over the next three years, we will pursue the following three goals:

- **Goal 2.1:** Recruit, hire, and retain highly effective staff.
- **Goal 2.2:** Invest in our staff's professional growth and career development.
- **Goal 2.3:** Align our feedback and evaluation systems with our academic model and network-wide instructional and operational expectations.

Goal 2.1: Recruit, hire, and retain highly effective staff.

To build and sustain a world-class team, TAS is committed to establishing a comprehensive human capital strategy that begins with proactive, multi-faceted recruitment efforts designed to attract a diverse pool of highly qualified candidates. This foundation will be bolstered by rigorous, standardized selection processes that consistently identify individuals whose expertise and commitment align with our mission, values, and elevated standards for academic, cultural, and operational excellence. Our strategy also prioritizes long-term retention through competitive compensation, a supportive work environment, meaningful professional growth opportunities, and recognition programs that honor staff contributions to the TAS community.

2025-26: Establish Systems and Structures

Recruitment

- Audit current recruitment marketing practices and analyze the last three years of results (e.g., actual hires by recruitment source).
- Review [these best practices](#) and EdFuel's best practices to decide what to incorporate this year.
- Visit at least two high-performing networks to benchmark effective recruitment strategies.
- Continue to strengthen partnerships with universities, credential programs, and professional networks.
- Establish hiring metrics (e.g., average time-to-hire, offer acceptance rate) with targets to achieve 100% staffing earlier each year.
- Create and share a data-driven staff recruitment strategy with Cabinet and principals for feedback.
- Develop a comprehensive recruitment calendar aligned with the BEST calendar.
- Launch digital recruitment campaigns targeting specific talent pools.

Hiring

- Decide which roles to focus on this year (e.g., teachers) vs. future (e.g., Home Office) or whether we have the capacity (possibly with consulting support) to build selection frameworks across multiple roles.
- For these selected roles, develop standardized selection tools (interview guides, performance tasks, reference check protocols), ensuring consistent evaluation across all hiring teams.
- Define who serves on different hiring teams and establish clear expectations for engagement.
- Clearly delineate [selection process responsibilities](#) between HR and school/department hiring teams, ensuring process maps, decision-making protocols, and roles in demonstration teaching lesson protocols and similar for instructional staff are codified and communicated to relevant staff.
- Implement a hiring team training protocol with completion requirements.
- Establish regular principal and Home Office divisional leader feedback loops on hiring tools ease-of-use and effectiveness.
- Create a hiring dashboard to track key metrics (time-to-fill, candidate progression rates, diversity, etc.).

Retention

- Conduct comprehensive multi-year retention analysis by role, location, tenure, and demographics.
- Implement earlier intent-to-return process with targeted retention conversations.
- Enhance stay conversation protocols and training for all supervisors with completion targets. Consider customizing these resources from TNTP: [Teacher Retention Strategies](#) and [Teacher Retention Planner](#), and these from [EdFuel](#).
- Redesign exit survey and process to achieve 80%+ completion rate.
- Identify top 3-5 turnover drivers through focused analysis and staff engagement.

- Consider revising or adding questions to our staff satisfaction surveys to better measure belonging, engagement, and retention factors.
- Implement a new retirement benefits program for Home Office staff.

See Appendix B for Goal 2.1's key objectives and strategies for Years Two and Three:

- 2026-27: Codify and Improve Talent Systems
- 2027-28: Scale Excellence and Impact

Goal 2.2: Invest in our staff's professional growth and career development

TAS is committed to fostering continuous learning and professional excellence by investing strategically in our staff's growth and career advancement. This commitment begins with establishing clear expectations for each role level throughout the organization, providing transparent pathways for development and progression. Building on this foundation, TAS will implement a structured annual professional development program that aligns with defined competencies, accelerates skill development, and empowers staff to drive exceptional academic, cultural, and operational outcomes that advance our mission and enhance student success.

2025-26: Begin Design Process

Role Clarity

- Conduct a comprehensive audit of existing job descriptions, competencies, and role expectations.
- Define success metrics for key roles, prioritizing roles that raised concerns during the 2024-25 BEST process, and clearly communicate and socialize with relevant team members.

Staff Development

- Focus this first year on Instructional Leaders.
- Design a network-wide professional learning calendar with intentional sequencing of skill development across the academic year with an initial focus on coaching leaders to coach teachers.
- Align coaching model for instructional leaders to arcs of the year and norm on platform.
- Implement a consistent coaching cycle with clear documentation protocols and growth metrics.
- Establish baseline measures for coaching effectiveness through pre- and post-skill assessments.
- Train all instructional leaders on effective coaching techniques and feedback protocols.
- Begin establishing protocols/frameworks for management and accountability for non-instructional staff.

See Appendix B for Goal 2.2's key objectives and strategies for Years Two and Three:

- 2026-27: Build the Frameworks & Begin Implementation
- 2027-28: Expand, Refine & Integrate

Goal 2.3: Align our feedback and evaluation systems with our academic model and network-wide instructional and operational expectations.

Effective feedback and evaluation systems are essential for maintaining high standards and supporting staff excellence across all organizational levels. To ensure alignment with our evolving academic model and enhanced operational expectations, TAS will comprehensively update and develop performance management frameworks that provide clear, consistent evaluation criteria for both instructional and non-instructional staff. These revised systems will directly reflect our instructional expectations and operational excellence standards, supported by comprehensive training programs that equip leaders with the tools necessary to deliver meaningful feedback, foster professional growth, and maintain accountability across our network.

2025-26: Assessment and Redesign

Instructional Staff

- Conduct a comprehensive audit of the current instructional performance management system, identifying strengths, gaps, and misalignments with the evolving TAS academic model.
- Continue to work with a cross-functional working group of instructional leaders, teachers, and Home Office staff to develop, review, and/or enhance an aligned multi-faceted feedback system (classroom walkthroughs, live coaching, observation debriefs, etc.).
- Complete definition of rubrics and “[look fors](#)” for each teaching competency with specific, observable indicators at various performance levels and align them to arcs of the year.
- Leverage crosswalk between existing rubrics to develop consistent approaches to observation.
- Create feedback (formative and summative) protocols that emphasize growth mindset
- Understand the current picture of student growth as a baseline for performance for all content areas.
- Develop templates for forms aligned to enhanced systems and organize them in School Mint Grow.
- Calibrate with leaders on rubric and narrative portions of the instructional management system.

Operational Staff

- Benchmark performance management systems for operational staff at high-performing charter networks and relevant industries. Consider this [resource](#) as a starting point.
- Conduct role analysis to identify success metrics/key performance indicators.
- Develop competency frameworks for operations teams at both school and Home Office levels.
- Create role-specific performance rubrics with standards and observable indicators across performance levels.
- Design regular feedback cycles tailored to different operational functions to ensure ongoing accountability and support.
- Determine efficacy of existing formal evaluation tools and whether or not any changes need to be made to support stronger alignment to expectations.
- Develop training materials for operational leaders on effective performance management practices.

See Appendix B for Goal 2.3’s key objectives and strategies for Years Two and Three:

- 2026-27: Implementation and Training
- 2027-28: Refinement and Integration

MEASURES OF SUCCESS FOR PRIORITY #2

Our metrics for this Priority focus on staff retention and satisfaction.

Metric	Baseline (2024-25)	2035 Aspiration	Year 1 (2025-26)	Year 2 (2026-27)	Year 3 (2027-28)
RETENTION: % of staff retained annually	93%	85%	x%	x%	x%
RETENTION: % of staff retained 5+ years	x%	50%	x%	x%	x%
SATISFACTION: % of staff who highly recommend TAS as a great place to work	N/A	90%	Baseline	Baseline + 15%	Year Prior + 15%
SATISFACTION: % of staff who rate TAS’ feedback and evaluation systems as supportive in guiding their work and increasing their impact (Based on Panorama survey)	x%	90%	x%	x%	x%

PRIORITY #3: STEWARD HEALTHY & SUSTAINABLE OPERATIONS AND FINANCE

Efficient and effective operations and financial systems allow us to keep our eye on the prize: academic achievement. Great school systems have well maintained facilities, use technology to the fullest extent possible, boast healthy financial reserves, and are known for excellent customer service. We are eager to enhance our operational systems and structures over the next three years in support of our college preparatory mission.

CURRENT STATE

To ensure our educational mission thrives, TAS needs to strengthen several financial and operational foundations. Financially, while our reserves are currently strong, we are aware the sunsetting of one-time funds will require us to proactively and continually ensure the organization's long-term sustainability. The TAS Foundation presents an opportunity for renewed fundraising momentum, which will play a vital role in our financial resilience. With an upcoming leadership transition in our Business Office, we have a timely opportunity to implement a focused and strategic approach that will strengthen financial oversight and stability.

Operationally, TAS has varying levels of operational support systems across our network, presenting an opportunity to create greater consistency that will allow staff to maximize focus on our primary mission—teaching and learning. We can evolve our approach to facilities maintenance and our enrollment management from responsive to proactive planning. By clarifying roles, responsibilities, and success metrics across operational functions, and by more consistently using data to drive decision-making, we can accelerate continuous improvement. We have the opportunity to develop more standardized protocols in student health services, food services, technology support, safety and security, student enrollment, family engagement, and risk management—enhancements that will foster a more cohesive, high-performing operational environment.

ASPIRATION

TAS aspires to achieve robust and sustainable financial health alongside best-in-class operational systems that create safe, efficient, welcoming, and learning-optimized environments—directly supporting high student performance. Across all operations, we will aim for accurate, timely, professional, and respectful service delivery, supported by efficient tools, technology, and systems.

Financially, we will achieve balanced budgets across all sites and maintain healthy reserve levels. We will effectively adopt and monitor expenditure plans for optimal resource allocation, and we will develop and maintain high-functioning operations and business offices. Over the next three years, we must also be more proactive in our approach to facilities and enrollment management. We will also aim for operational excellence, built on clear roles, standardized processes and protocols, and collaborative, collective responsibility. Our operational aspirations are guided by these tenets:

- **Student-centered decision-making**, enabling teachers and staff to focus on instruction
- **Efficiency with empathy** through clear protocols and strong customer service
- **Proactive communication and effective follow-through**
- **Operational integrity and compliance**, reinforced by accountability and coaching
- **Continuous improvement** driven by data

GOALS & STRATEGIES

Over the next three years, we will pursue the following goals:

- **Goal 3.1:** Design systems and structures to ensure TAS' short- and long-term financial health.
- **Goal 3.2:** Upgrade operational effectiveness so school staff can focus on student learning.
- **Goal 3.3:** Ensure Home Office services for schools and staff are accurate, timely, professional, and respectful.

Goal 3.1: Design systems and structures to ensure TAS' short- and long-term financial health.

2025-26: Strengthen Financial Foundations

First Things First

- Recruit and onboard a Chief Financial Officer.
- Conduct a deep dive into the roles and responsibilities of the current external financial partner vs. in-house finance and accounting staff and other current financial consultants.
- Conduct RFP to review options for continuing to outsource finance and accounting functions and ensure outsourced contracts are aligned to organizational priorities.
- Determine future structure of the Finance and Accounting team (in-house, external provider or both) with clear roles and responsibilities.
- Implement a system to monitor and evaluate effectiveness of external provider services.
- Hire new staff or consultants once structure and position decisions are made.

Build Financial Infrastructure and Transparency

- Review existing standardized financial policies and procedures and expand or develop as needed to align with best practices.
- Assess current accounting and reporting systems, identify what is missing, and build in updates to ensure a more comprehensive and robust system.
- Review chart of accounts and determine if subcodes are needed to support decision-making.
- Establish monthly financial review protocols with site leaders.
- Create financial dashboards for Board and leadership review.
- Interrogate current Multi-Year Projection (MYP) model.
- Review and revise BEST (Budget, Enrollment, Strategy & Talent) calendar, materials and processes to address site-level structural deficits.
- Create contingency plans for enrollment fluctuations.
- Design financial training for all budget owners (including PowerBI, ExEDs budget tracking system).

See Appendix B for Goal 3.1's key objectives and strategies for Years Two and Three:

- 2026-27: Optimize Resource Allocation and Financial Performance
- 2027-28: Strengthen Long-Term Financial Sustainability

Goal 3.2: Upgrade operational effectiveness so school leaders and teachers can focus on student learning.

TAS is committed to upgrading operational effectiveness to enable school staff to focus primarily on student learning. Our work will unfold through a systematic approach that begins with evaluating current systems and establishing standardized processes across all functional areas, emphasizing efficiency, role clarity, data-driven decision-making, and resource optimization. The work will progress through implementing high standards while building operational team capacity, embedding new processes through targeted training and proactive problem-solving, and ultimately integrating into daily operations.

2025-26: Assessment and Planning

- Conduct in-depth needs assessments of all operational functions to identify improvement opportunities, including gathering input from school staff about operational pain points that impact instructional time.
- Analyze current systems efficiency (e.g., Facilities ticketing, IT support response, enrollment processes).
- Develop streamlined workflows that increase efficiency and transparency while reducing administrative burden. Create visual process maps for common operational sequences.
- Create consistent SOPs for key functions across all sites, and develop user-friendly manuals and digital resources that support consistent implementation.

- Establish a regular cadence for operational oversight and improvement (e.g., weekly ops team meetings, monthly ops walkthroughs, operations service calendar to track recurring tasks and deadlines) with feedback channels for school staff to report operational friction points.
- Track operational metrics that matter (e.g. resolution times for support requests, frequency and patterns in incident reports). Use data to drive continuous improvement.
- Identify opportunities for resource optimization and cost savings (e.g., review vendor contracts, assess insourcing vs. outsourcing options, look at staffing ratios)
- Implement protocols to support cross-team communication and collaboration. Develop escalation pathways for resolving cross-functional challenges.
- Identify gaps in operational training and compliance measures and develop targeted PD to address.
- Create a detailed plan to ensure strong enrollment, including (1) Defining recruitment targets based on historical data and desired projections; (2) Establishing a dashboard to monitor application and registration trends. (3) Implementing best practice enrollment processes and timelines, and (4) Developing robust re-enrollment efforts for current families.
- Conduct a thorough needs assessment to identify the specific tools, technology, and systems that would most effectively support school and HO staff. Evaluate existing systems for efficiency and identify areas where new or improved tools can reduce administrative burden and enhance HO support to schools.
- Based on the needs assessment, develop a prioritized tools, technology and systems infrastructure plan. Outline timelines, resources, and key stakeholders involved in the development and implementation process and prioritize based on resources and capacity.

See Appendix B for Goal 3.2's key objectives and strategies for Years Two and Three:

- 2026-27: System Implementation and Capacity Building
- 2027-28: Optimization, Integration, and Sustainability

Goal 3.3: Ensure Home Office services for schools and staff are accurate, timely, professional and respectful.

2025-26: Definition and Training

- Establish clear Service Level Agreements for key Home Office (HO) functions, defining expectations for accuracy, timeliness, and professionalism in service delivery to schools and staff.
- Launch “Home Office Satisfaction Survey” (HOSS) with all school staff (November). Use data to set EOY improvement targets and actions plans for each HO department/function Conduct EOY HOSS in May.
- Develop and provide ongoing PD opportunities to HO staff, focusing on enhancing their skills, knowledge, and customer service capabilities.
- Assess feasibility, budget, and practicality of one central ticketing system for all HO departments.

See Appendix B for Goal 3.3's key objectives and strategies for Years Two and Three:

- 2026-27: Implementation and Feedback
- 2027-28: Continuous Improvement

MEASURES OF SUCCESS FOR PRIORITY #3

Our key metrics to steward sustainable finances and operations are focused on achieving a surplus annual budget, a strong cash position, clean audits and highly rated Home Office services.

Metric	Baseline (2024-25)	2035 Aspiration	Year 1 (2025-26)	Year 2 (2026-27)	Year 3 (2027-28)
FINANCIAL HEALTH: Actual revenue is at or higher than budget and actual	Rev: Yes Exp: No	Rev: Yes Exp: Yes	Rev: Yes Exp: Yes	Rev: Yes Exp: Yes	Rev: Yes Exp: Yes

expenses are at or lower than budget	Net Inc: No	Net Inc: Yes	Net Inc: Yes	Net Inc: Yes	Net Inc: Yes
FINANCIAL HEALTH: Average number of Days Cash on Hand	Xx Days	Xx Days	Xx Days	Xx Days	Xx Days
COMPLIANCE: No adverse findings on annual audits	# of findings: xx (2023-24)	0 Findings	0 Findings	0 Findings	0 Findings
CUSTOMER SERVICE: % of school staff rating Home Office services as good or excellent.	N/A	95%	Baseline	Baseline + 10%	Baseline + 25%

PRIORITY #4: DEFINE THE ACCELERATED SCHOOLS WAY

CURRENT STATE

Peter Drucker famously wrote that “culture eats strategy for breakfast.” In other words, culture should be aligned with and support strategic goals. A mismatch or conflict between an organization's culture and its strategy can make it difficult or impossible to implement the strategy successfully. Today’s TAS has an inspiring mission and a dedicated workforce, but we don’t have a strategic plan (hence this document!) nor do we have a single, network-wide culture that is codified and “lived” in our day-to-day work.

ASPIRATION

Over the next three years, TAS will define “The Accelerated Schools Way.” We will establish our mission, core values and other network-wide expectations, and we will ingrain them in our staff hiring, onboarding, training, evaluation and promotion decisions.

We will also develop and implement a cohesive vision for staff and student culture in our schools, resulting in our stakeholders acknowledging TAS as a school system that is safe, fosters a sense of belonging, and one that they would recommend to friends and family. We will build systems and structures that result in high student retention and low chronic absenteeism, and we will be known for our restorative, timely and fair approach to supporting students when challenges arise.

We will also be known as an organization that embraces data. We will build a culture where both quantitative and qualitative data help guide our decisions, monitor our progress, keep us accountable to each other, and help us continuously improve. Data will be seen by our team as a supportive, useful tool that helps us get better in our work.

GOALS & STRATEGIES

As we define The Accelerated Schools Way, we will pursue three goals:

- **Goal 4.1:** Establish and ingrain our mission, core values and other network-wide expectations.
- **Goal 4.2:** Embed the TAS Way into school culture and climate.
- **Goal 4.3:** Embrace a culture of data to guide decisions, monitor progress and drive improvement.

Goal 4.1: Establish and ingrain our mission, core values and other network-wide expectations.

2025-26: Foundation Building

Prior to opening the 2025-26 year, we will leverage community feedback over the last year to conduct a process to revisit our organization's mission and establish our core values. This process will involve stakeholder

engagement from students, families, staff, alumni and board members to ensure diverse perspectives inform our shared identity. We will form a Culture Committee with representatives from each school site and department to synthesize input and draft our mission statement and four to five core values with clear behavioral definitions. We will also review the values, mottos, and cultural norms that TAS has used in the past.

We will unveil our mission and values first at New Teacher Orientation and subsequent school-year staff events, later accompanied by visual displays in all facilities and integration into communication materials. This foundation will enable us to collaboratively develop "community agreements," specific expectations for how staff will work together, communicate effectively, and resolve conflicts constructively.

By the end of the academic year, we will:

- Create a staff onboarding guide incorporating our mission, values, and community agreements.
- Design and integrate core values/TAS Way into new staff training.
- Establish regular checkpoints to reflect on how we are doing against our values and integrate into framing of all agendas, meetings, PD days, stepbacks for ongoing training and reinforcement.
- Develop recognition programs that celebrate staff who exemplify our values.
- Assess understanding and alignment two months after the launch.

See Appendix B for Goal 4.1's key objectives and strategies for Years Two and Three:

- 2026-27: Systems Integration
- 2027-28: Refinement and Deepening

Goal 4.2: Embed the TAS Way into school culture and climate.

2025-26: Understand Current State and Begin to Establish TAS Way Strategies

- Complete baseline assessments of current culture and climate through student, staff, and family surveys, focus groups, and interviews.
- Analyze discipline data, attendance patterns, and enrollment trends.
- Perform school safety audits to identify physical and psychological safety concerns.
- Understand current state and needs regarding student behavior and gap to desired state.
- Develop a clear, compelling "TAS Way" culture statement and accompanying behavioral expectations for both staff and students.
- Define role/expectations of Dean in supporting weaving in of TAS Way to school climate
- Facilitate visioning sessions with students, families, teachers, and staff to define what "safe" and "strong sense of belonging" mean and what it would take in practice (culturally and academically) for stakeholders to enthusiastically recommend TAS to their friends and family.

See Appendix B for Goal 4.2's key objectives and strategies for Years Two and Three:

- 2026-27: Set up Tracking and Training Systems for Continuous Improvement
- 2027-28: Turn the Flywheel: Double Down on Successful Strategies and Determine Change of Course for Those Strategies Showing No or Low Results

Goal 4.3 Embrace a culture of data to guide decisions, monitor progress and drive improvement.

2025-26: Establish Data Dashboards For Each Functional Area

Data Needs Assessment and Metric Development

- Consider hiring a Director, Data to oversee this key strategic initiative.
- Leverage both existing feedback and additional stakeholder engagement as needed with each functional team to identify their key performance questions and metrics.

- Based on how we want to measure success at the end of the year, develop a balanced scorecard approach with 5-7 key metrics per functional area that blend leading and lagging indicators.
- Create clear operational definitions for each metric, ensuring alignment with organizational goals and priorities.
- Establish baseline measurements for all selected metrics.

Data Infrastructure Development

- Audit existing data systems and sources to identify gaps and integration needs.
- Select and implement appropriate data visualization tools that enable user-friendly dashboards.
- Develop automated data collection procedures where possible to minimize manual entry burden.
- Create secure, role-based access protocols to ensure appropriate data accessibility.

Dashboard Design and Deployment

- Design intuitive dashboard interfaces with input from end users.
- Build tiered dashboards: executive-level summaries, functional area deep dives, and site-specific views.
- Incorporate comparison capabilities (over time, between sites, against targets) within visualizations.
- Pilot dashboards with representative user groups and refine based on feedback.

Annual Data Calendar Development

- Map all data collection points throughout the academic year with clear timelines and responsibilities.
- Align data collection schedules with key decision-making cycles (budgeting, staffing, academic planning).
- Create a coordinated review schedule with appropriate frequency for different metrics.

Data Literacy

- Develop differentiated modules for various roles (leadership, administrators, teachers, support staff).
- Provide hands-on workshops on accessing, interpreting, and using dashboard data.
- Train team leads on facilitating productive data discussions that focus on improvement.
- Create role-specific quick reference guides for dashboard navigation and analysis.

Supportive Data Culture

- Define the TAS Way for data utilization and culture that supports a shared understanding of the “why/how/what” we aspire to.
- Launch a "Data for Growth" communication campaign.
- Establish norms for data discussions that prioritize learning over judgment.
- Create opportunities for teams to celebrate improvements shown in data.
- Develop protocols to address performance gaps with supportive actions rather than punitive measures.
- Highlight early success stories of data-informed improvements across the organization.

Data Quality Management

- Establish data governance procedures to ensure accuracy and reliability.
- Create clear data ownership roles and responsibilities within each functional area.
- Implement regular data validation protocols and quality checks.
- Develop mechanisms for users to flag data concerns and receive timely resolutions.

See Appendix B for Goal 4.3’s key objectives and strategies for Years Two and Three:

- 2026-27: Refine The Data Review Process
- 2027-28: Upgrade Needed Communications, Systems and Protocols

MEASURES OF SUCCESS FOR PRIORITY #4

Our metrics for this Priority focus on student retention, chronic absenteeism, student behavior, and staff, family and student satisfaction with the culture and climate at TAS.

Metric	Baseline (2024-25)	2035 Aspiration	Year 1 (2025-26)	Year 2 (2026-27)	Year 3 (2027-28)
RETENTION: % of eligible students who	x%	95%	x%	x%	x%

re-enroll each year					
CHRONIC ABSENTEEISM: % of students absent 10 or more days	x%	2% or less	x%	x%	x%
BEHAVIOR: % of students suspended or expelled	x%	1% or less	x%	x%	x%
BEHAVIOR: % of students and staff who rate TAS's handling of student misconduct as done fairly and in a timely manner.	Students: x% Staff: x%	Students: 90% Staff: 90%	Students: x% Staff: x%	Students: x% Staff: x%	Students: x% Staff: x%
SATISFACTION: % of students and families rating their school as safe, fostering a sense of belonging and one that they would recommend to others. (Based on Panorama surveys.)	<u>Students</u> Safe: x% Belongi: x% Rec: x% <u>Families</u> Safe: x% Belong: x% Rec: N/A	<u>Students</u> Safe: 90% Belong: 90% Rec: 90% <u>Families</u> Safe: 90% Belong: 90% Rec: 90%	<u>Students</u> Safe: x% Belon: x% Rec: x% <u>Families</u> Safe: x% Belong: x% Rec: Baseline	<u>Students</u> Safe: x% Belong: x% Rec: x% <u>Families</u> Safe: x% Belong: x% Rec: Baseline + 15%	<u>Students</u> Safe: x% Belong: x% Rec: x% <u>Families</u> Safe: x% Belong: x% Rec: Prior Year + 15%
DATA CULTURE: % of staff rating TAS's data culture as supportive in guiding their work and increasing their impact	N/A	90%	Baseline	Baseline + 15%	:Prior Year + 15%

APPENDICES

Appendix A: Organizational Dashboard

Appendix B: Key Objectives and Strategies for Years Two (2026-27) and Three (2027-28)

APPENDIX A: ORGANIZATIONAL DASHBOARD

Metric	Baseline (2024-25)	2035 Aspiration	Year 1 (2025-26)	Year 2 (2026-27)	Year 3 (2027-28)
PRIORITY #1: ACADEMIC EXCELLENCE					
GRADES K-2: % of students on or above grade level on i-Ready exams	ELA: x% Math: x%	ELA: 90% Math: 90%	ELA: x% Math: x%	ELA: x% Math: x%	ELA: x% Math: x%
GRADES 3-11: # of California dashboard indicators at green or blue (Note: Baseline listed here is for 2023-24)	ELA: 2 orange + 1 green Math: 1 orange + 2 yellow EL Progress: 1 orange + 2 yellow	ELA: Blue Math: Blue EL Progress: Blue	ELA: 1 orange, 1 yellow, 1 green Math: 1 orange + 2 yellow EL Progress: 1 orange + 2 yellow	ELA: 2 yellow + 1 green Math: 2 yellow + 1 green EL Progress: 2 yellow + 1 green	ELA: 1 yellow + 2 green Math: 1 yellow + 2 green EL Progress: 1 yellow + 2 green
Grade 12: % of TAS HS grads who matriculate to a 2-yr or 4-yr college	xx%	95%	xx%	xx%	xx%
ALUMNI: % of TAS HS grads who attain a 4-year post-secondary degree	x%	75%	x%	x%	x%
PRIORITY #2: THRIVING WORKFORCE					
RETENTION: % of staff retained annually	x%	85%	x%	x%	x%
RETENTION: % of staff retained 5+ years	x%	50%	x%	x%	x%
SATISFACTION: % of staff who highly recommend TAS as a great place to work	N/A	90%	Baseline	Baseline + 15%	Year Prior + 15%
SATISFACTION: % of staff who rate TAS' feedback and evaluation systems as supportive in guiding their work and increasing their impact (Based on Panorama survey)	x%	90%	x%	x%	x%
PRIORITY #3: HEALTHY & SUSTAINABLE OPERATIONS & FINANCE					
FINANCIAL HEALTH: Actual revenue is at or higher than budget and actual expenses are at or lower than budget	Rev: Yes Exp: No Net Inc: No	Rev: Yes Exp: Yes Net Inc: Yes	Rev: Yes Exp: Yes Net Inc: Yes	Rev: Yes Exp: Yes Net Inc: Yes	Rev: Yes Exp: Yes Net Inc: Yes

FINANCIAL HEALTH: Avg number of Days Cash on Hand	Xx Days	Xx Days	Xx Days	Xx Days	Xx Days
COMPLIANCE: No adverse findings on annual audits (Note: Baseline listed here is for 2023-24)	# of findings: xx	0 Findings	0 Findings	0 Findings	0 Findings
CUSTOMER SERVICE: % of school staff rating Home Office services as good or excellent.	N/A	95%	Baseline	Baseline + 10%	Baseline + 25%
PRIORITY #4: TAS WAY					
RETENTION: % of eligible students who re-enroll each year	x%	95%	x%	x%	x%
CHRONIC ABSENTEEISM: % of students absent 10 or more days	x%	2% or less	x%	x%	x%
BEHAVIOR: % of students suspended or expelled	x%	1% or less	x%	x%	x%
BEHAVIOR: % of students and staff who rate TAS's handling of student misconduct as done fairly and in a timely manner. (Based on Panorama surveys.)	Students: x% Staff: x%	Students: 90% Staff: 90%	Students: x% Staff: x%	Students: x% Staff: x%	Students: x% Staff: x%
SATISFACTION: % of students and families rating their school as safe, fostering a sense of belonging and one that they would recommend to others	<u>Safe</u> Students: x% Parents: x% <u>Belonging</u> Students: x% Parents: x% <u>Recommend</u> Students: x% Parents: x%	90%	<u>Safe</u> Students: x% Parents: x% <u>Belonging</u> Students: x% Parents: x% <u>Recommend</u> Students: x% Parents: x%	<u>Safe</u> Students: x% Parents: x% <u>Belonging</u> Students: x% Parents: x% <u>Recommend</u> Students: x% Parents: x%	<u>Safe</u> Students: x% Parents: x% <u>Belonging</u> Students: x% Parents: x% <u>Recommend</u> Students: x% Parents: x%
DATA CULTURE: % of staff rating TAS's data culture as supportive in guiding their work and increasing their impact	xx%	90%	xx%	xx%	xx%

APPENDIX B: KEY OBJECTIVES & STRATEGIES FOR YEARS TWO AND THREE

PRIORITY #1: ACHIEVE NETWORK-WIDE ACADEMIC EXCELLENCE THROUGH HIGHLY EFFECTIVE INSTRUCTION

Goal 1.1: Implement high-quality instructional materials in all core subjects and grade levels.

2026-27: Strengthen Instructional Alignment and Responsiveness

- Launch unit unpacking protocols.
- Systemize scaffolds and accommodations so that all students, including ELL and SpEd, can access grade level materials.
- Launch vertical content progressions for student criteria for success on common tasks.
- Strengthen content-focused coaching cycles by improving feedback on intellectual preparation, standards-alignment, and incorporating protocols for Looking at Student Work.
- Conduct workshops on the new math framework and develop a vision for math.

2027-28: Deepen Teacher Expertise

- Develop teacher leaders to facilitate content-focused PLCs and model strong instructional planning practices.
- Refine lesson internalization protocols to anticipate student misconceptions and incorporate rigorous discourse.
- Sustain vertical alignment through peer-led student work calibration and rubric refinement.
- Differentiate intellectual preparation protocols to meet the needs of novice and veteran teachers.
- Define and celebrate teacher content expertise through rubrics, shared artifacts, and a year-end content symposium.

Goal 1.2: Build instructional consistency through clear routines, instructional practices, and interventions.

2026-27: Refine Implementation and Deepen Academic Rigor (Focus on Math)

- Define use of time in instructional blocks; focus on Math for this second year.
- Revise the vision of excellence for existing instructional blocks based on implementation feedback.
- Train teachers and leaders on new or revised routines for additional blocks.
- Deepen rigor within routines by emphasizing cognitive lift, academic discourse, and student thinking.
- Expand Arcs of the Year to include complex practices (e.g., discourse, productive struggle, scaffolding).
- Refine coaching and PD systems to deepen practice and responsiveness to student data.
- Revamp evaluation systems to align to Arcs of the Year and key instructional goals.

2027-28: Build Ownership, Precision, and Sustainability (Focus on Science)

- Define use of time in instructional blocks; focus on Science for this third year.
- Refine routines to maximize student thinking, academic discourse, and ownership.
- Embed routines into student culture using visuals, reflection prompts, and student-led execution.
- Develop calibration tools and “Look For” guides for leaders and coaches aligned to the vision of excellence.
- Support experienced teachers in adapting routines with integrity based on student needs.
- Celebrate and sustain best practice through instructional showcases, video libraries, and routine refresh cycles.
- Differentiate PD and coaching by teacher development stage.
- Refine and calibrate Arcs of the Year using classroom evidence and student data.

Goal 1.3: Build a data culture that drives instructional decision making and teacher growth.

2026-27: Deepen Instructional Practices and Data Responsiveness

- Expand use of network-wide assessments (e.g., ICAs, AP practice exams).
- Launch student work analysis protocols and strengthen planning and reteaching cycles.
- Refine and upgrade data systems and reporting structure (inclusive of AI to support).

2027-28: Sustain a Strong Data-Driven Culture

- Create tools to correlate TAS assessments with SBAC and college success indicators.
- Continue to refine and upgrade data systems and reporting structure by integrating the core components of our academic model: lesson planning, observation and coaching feedback, observation and coaching feedback, student work analysis, and student assessment data.
- Sustain strong data practices through leader calibration, teacher ownership, and public artifacts.

Goal 1.4: Develop and launch a college success program for TAS students and alumni.

2026-27: Expand Data-Driven Supports and Student Services

- Develop a revised set of network-wide grading policies and protocols based on early feedback, student data, and the rigor required for entry and completion of a four-year college degree.
- Implement predictive analytics tools to identify students needing intervention (e.g. “On track/off track for high school graduation.”).
- Expand college counseling services and introduce alumni mentorship and other alumni supports.
- Align internal assessments more closely with college readiness benchmarks.

2027-28: Strengthen Alumni Engagement and Postsecondary Partnerships

- Evaluate impact of grading reforms and scale effective practices.
- Fully integrate TAS assessment data with state and college success indicators.
- Deepen partnerships with higher education institutions for college exposure, admission and alumni supports.
- Sustain and scale alumni engagement and student support systems.
- Begin planning to bring college exposure and counseling to lower grades (3-8).

PRIORITY #2: CULTIVATE A THRIVING AND EMPOWERING WORKFORCE

Goal 2.1: Recruit, hire, and retain highly effective staff.

2026-27: Codify and Improve Talent Systems

Recruitment

- Review and refine all 2025-26 initiatives based on outcomes.
- Implement targeted early offer incentives (e.g., signing bonuses) for historically hard-to-staff positions.
- Partner with an HR consulting firm to develop a comprehensive TAS Staff Recruitment Guide with codified best practices and protocols.

Hiring

- Continue to build Selection Framework for roles not covered in 2025-26.
- Partner with HR consultants to integrate TAS Way and enhanced culture, academic and operational expectations into a comprehensive Staff Selection Guide.
- Implement data-driven hiring progress monitoring tools with bi-weekly reporting.
- Revise all job descriptions to reflect TAS Way and updated role competencies.
- Conduct calibration sessions with hiring teams to ensure consistent candidate evaluation.

Retention

- Review retention data to unearth bright spots and areas of concern for the coming year.
- Benchmark retention practices at three or more high-performing charter networks.
- Implement "Welcome to TAS" onboarding experience with assigned mentors to reduce summer melt and first-year attrition.
- Work with a group of longstanding staff to co-design an annual recognition calendar celebrating Teacher Signing Day, tenure milestones, and extraordinary contributions.
- Conduct comprehensive compensation and benefits review. (Note: Budget for this every other year.)
- Propose new retirement benefits program for school-based classified staff.
- Implement strategic compensation adjustments based on market analysis and financial health.
- Launch targeted retention initiatives for high-performing staff in critical roles.

2027-28: Scale Excellence and Impact

Recruitment

- Train school leaders and HR team on the TAS Staff Recruitment Guide, measuring implementation fidelity.
- Implement automated talent acquisition workflows (including EdJoin integration).
- Institutionalize year-round recruiting for high-turnover positions with monthly goals.
- Deploy predictive analytics to forecast vacancies and optimize recruitment Return on Investment for each recruitment source/pipeline.
- Align earlier hiring forecasts with BEST enrollment projections, master schedule planning, and anticipated attrition.

Hiring

- Continue to build Selection Framework for roles not covered in prior years.
- Refine TAS Staff Selection Guide based on outcome data and stakeholder feedback.
- Develop advanced training modules for hiring teams with role-specific components.
- Enhance hiring analytics dashboard with predictive capabilities and intervention protocols.
- Implement quality control mechanisms to ensure selection process integrity.
- Establish correlation analysis between selection criteria and staff performance/retention.

Retention

- Codify TAS Retention Playbook with role-specific strategies, training modules, tools, templates and supervisor accountability measures.
- Launch recognition initiatives, and automate tenure milestone tracking and recognition in HRIS.
- Refine pulse checks, stay conversations, and exit surveys to refine strategies annually.
- Integrate professional learning pathways and career advancement opportunities with retention strategy.
- Deploy predictive attrition models to enable proactive intervention.

Goal 2.2: Invest in our staff's professional growth and career development.

2026-27: Build the Frameworks & Begin Implementation

Role Clarity

- Develop competency frameworks that clearly articulates skills, knowledge, and behaviors expected at each role level.
- Create role profiles aligned with the TAS Way for the most populated positions that outline clear performance expectations and success metrics
- Benchmark against high-performing charter networks to ensure competencies align with best practices.
- Present draft competency frameworks to staff for feedback and refinement before final adoption.
- Decide staff and supervisory structure to match role clarity documents.
- Socialize updated competency frameworks and role profiles with impacted team members.

Staff Development

- Expand network-wide professional learning to non-instructional staff with a focus on prioritized competency areas from newly developed frameworks when ready.
- Create peer learning opportunities, including identifying "model classrooms" for observation and demonstration of best practices.
- Create a resource library of professional development materials organized by competency domain.
- Begin to develop coaching protocols that differentiate support based on role, experience level, and performance needs.

2027-28: Expand, Refine & Integrate

Role Clarity

- Expand role profiles to cover all positions within the network and socialize with impacted team members.
- Develop competency guides for each department with role-specific examples of proficiency levels.
- Integrate competency frameworks into hiring processes, onboarding materials, and performance evaluation tools.
- Train all supervisors on using competency frameworks for coaching, performance, and career advancement conversations.
- Create self-assessment tools enabling staff to evaluate their performance against expectations.
- Refine competency frameworks based on implementation feedback.
- Look at systems integration that brings together hiring, development, and advancement processes and tools.
- Develop role-specific mastery indicators with examples and artifacts demonstrating excellence.
- Correlate competency development with student outcomes and organizational performance.

Staff Development

- Launch personalized growth plans for all staff tied to competency frameworks and performance goals.
- Implement role-specific learning communities with dedicated meeting time and facilitation resources.
- Create advanced modules for experienced staff to deepen expertise in high-priority competency areas.
- Develop cross-departmental learning opportunities to foster understanding of interconnected roles.
- Identify "model operational sites" for observation and demonstration of best practices.
- Implement data systems to track PD participation and measure impact on performance.
- Build operations and instructional career ladders that enable staff to advance in their level of responsibility, compensation and impact, starting with mapping informal pathways for patterns and benchmarking structures at comparable charter networks.

Goal 2.3: Align our feedback and performance management systems with our academic model and network-wide instructional and operational expectations.

2026-27: Implementation and Training

Instructional Staff

- Establish baseline metrics to measure the effectiveness of the new system.
- Launch the revised instructional performance management system across all TAS schools with comprehensive implementation guides.
- Deliver targeted training for all instructional leaders on effective observation techniques, evidence collection, and feedback delivery.
- Conduct calibration sessions with instructional leadership teams to ensure consistent application of performance standards.
- Revise cadence of classroom observation cycles with clear pre- and post-observation protocols.
- Consider creating peer observation opportunities to foster collaborative learning and shared accountability.

- Develop self-assessment tools enabling teachers to reflect on their practice against performance standards.
- Develop digital tools to streamline observation documentation, feedback delivery, and performance tracking available on a shared platform with controlled access.
- Establish an annual review process to gather feedback on system implementation and make necessary refinements.

Operational Staff

- Establish a cross-functional working group to review frameworks and provide implementation feedback.
- Launch the operational performance management system with implementation guides and resources.
- Deliver targeted training for all operational supervisors on effective goal-setting, performance monitoring, and feedback delivery.
- Implement either “six-week sprints” or 90-day goal-setting cycles for operational teams aligned with organizational priorities.
- Develop self-assessment tools enabling staff to reflect on their performance against standards.
- Implement a mid-year calibration process to ensure consistent application of performance standards.

2027-28: Refinement and Integration

Instructional Staff

- Analyze performance management data to identify network-wide trends, development needs, and exceptional practices.
- Integrate performance management system with PD offerings to create seamless growth pathways.
- Implement advanced data analytics to correlate teacher performance with student outcomes.
- Develop differentiated performance pathways for novice, mid-career, and master teachers.
- Create a recognition system that celebrates instructional excellence based on performance standards.

Operational Staff

- Integrate operational performance management with career advancement pathways.
- Implement advanced data analytics to identify patterns and improvement opportunities.
- Create differentiated performance pathways based on role complexity and organizational impact.
- Develop mentor programs pairing high-performing operational staff with developing team members.
- Conduct comprehensive impact analysis correlating operational performance with school success metrics and student outcomes.

PRIORITY #3: STEWARD HEALTHY & SUSTAINABLE OPERATIONS AND FINANCE

Goal 3.1: Design systems and structures to ensure TAS' short- and long-term financial health.

2026-27: Optimize Resource Allocation and Financial Performance

- Implement zero-based budgeting approach as part of the BEST process.
- Optimize resource sharing across the network.
- Conduct efficiency audits of major expense categories.
- Review and revise procurement system with negotiated vendor contracts.
- Research and implement financial analytics software.
- Develop staffing optimization models.
- Confirm tax-exempt status for Foundation is up to date.
- Develop a Foundation strategic plan with clear fundraising targets connected to strategic plan priorities.

2027-28: Strengthen Long-Term Financial Sustainability

- Establish a donor cultivation and stewardship program.
- Implement a donor management database.

- Launch targeted fundraising campaigns for specific initiatives.
- Leverage annual review to revise board policies re: reserves and cash investments to align to any expanded protocols.
- Consider creating capital reserve funds for facility maintenance and improvement.
- Develop Return on Investment analytics for academic and operational programs to determine overall effectiveness vs. cost.

Goal 3.2: Upgrade operational effectiveness so school staff can focus on student learning.

2026-27: System Implementation and Capacity Building

- Roll out newly defined roles, responsibilities, workflows, and protocols across relevant operational areas. Integrate updates into role profiles, performance management, and success metrics.
- Communicate updates to procedures and protocols network-wide.
- Provide training to operational staff based on the identified needs and new standards.
- Begin using the enhanced data collection and analysis systems to identify early trends and implement prioritized improvements.
- Establish cross-departmental meetings to improve collaboration and communication between different operational teams and with school leaders.
- Create a knowledge-sharing system to capture and house guidance and institutional expertise.
- Make targeted investments in developing the skills and knowledge of in-house operational teams to reduce reliance on external support where feasible.
- Begin to realize efficiencies and optimize resource allocation based on the initial data analysis and implemented changes (e.g., consolidating vendor contracts based on the vendor management audit and adjusting staffing levels based on school-level staffing reviews).
- Integrate enrollment milestones into operations calendar and train front office and site leads on enrollment systems. Analyze recruitment effectiveness by channel and adjust outreach strategies.
- Develop a minor and major maintenance schedule for each of our facilities and launch implementation.
- Begin to implement the tools, technology and systems infrastructure plan, providing adequate training and support to ensure effective adoption by staff. Develop user guides, conduct workshops, and offer ongoing technical assistance as needed.

2027-28: Optimization, Integration, and Sustainability

- Leverage ongoing data collection and analysis systems to identify areas for further optimization and effectiveness (e.g., refining Family Engagement strategies based on participation data and feedback, and continuously improving resource allocation in all areas based on performance metrics).
- Integrate operational systems and technologies to create a more cohesive and efficient operational environment (.e.g., integrating Front Office data with student information systems, linking Facilities maintenance requests with budget tracking).
- Continue to implement the tools, technology and systems infrastructure plan, and make further enhancements to maximize their effectiveness in supporting schools, (addressing user feedback, integrating different platforms, exploring advanced features, cybersecurity training and protocols).
- Formalize and embed successful operational practices and standardized protocols into organizational policies and procedures to ensure consistency and sustainability across the network.
- Establish ongoing mechanisms for feedback, evaluation, and adaptation within operational teams to ensure continuous improvement and responsiveness to evolving needs.
- Ensure that resource allocation across all operational areas is strategically aligned with organizational priorities and that systems are in place for long-term financial and operational sustainability (e.g., developing long-term vendor management strategies, establishing sustainable funding models for Facilities maintenance, and ensuring efficient staffing models across all operational functions).

- Further empower site-based operational leaders with the tools, training, and autonomy to effectively manage daily operations and drive continuous improvement at the school level.

Goal 3.3: Ensure Home Office services for schools and staff are accurate, timely, professional, and respectful.

2026-27: Implementation and Feedback

- Implement the established Service Level Agreements for key Home Office functions.
- Develop cadence of school visits for each HO function to hear directly from school staff about what they want and need from each department.
- Conduct intentional, competency, values-based and role-aligned professional development for HO staff.
- Conduct mid-year and EOY HOSS survey, with data review and action planning protocols. Provide learning opportunities from highest rated departments.

2027-28: Continuous Improvement

- Regularly review and refine the Service Level Agreements based on performance data and feedback.
- Provide ongoing professional development to Home Office staff based on identified needs and feedback.
- Conduct mid-year and EOY HOSS survey, with data review and action planning protocols. Provide learning opportunities from highest rated departments.
- Continuously evaluate and improve HO operational processes and communication protocols for maximum efficiency and effectiveness.

PRIORITY #4: DEFINE THE ACCELERATED SCHOOLS WAY

Goal 4.1: Establish and ingrain our mission, core values and other network-wide expectations.

2026-27: Systems Integration

- Revise hiring rubric and process to assess alignment with our values, including behavioral interview questions and recruitment materials that clearly communicate our culture.
- Implement a values-based performance feedback and evaluation framework that includes specific behavioral indicators for each core value.
- Create PD opportunities that strengthen capacity in areas related to our values.
- Reestablish a peer recognition program where staff acknowledge colleagues who exemplify our values.
- Develop competencies to align with and reinforce our cultural expectations and community agreements.
- Incorporate values-based metrics into regular performance conversations and promotion considerations.
- Create "values in action" storytelling opportunities to highlight examples of our culture in practice.
- Consider new TAS Way branding opportunities.

2027-28: Refinement and Deepening

- Conduct focus groups, pulse surveys, and comprehensive climate assessments to evaluate how effectively our values and agreements are being lived throughout the organization.
- Analyze data on onboarding, staff satisfaction, retention and engagement as indicators of cultural health.
- Develop advanced training for managers on nurturing team cultures aligned with our values.
- Create opportunities pairing staff who strongly exemplify our values with newer team members.
- Refine our systems based on feedback to more deeply instill "The Accelerated Schools Way" in staff's day-to-day work and decision-making.

Goal 4.2: Embed the TAS Way into school culture and climate.

2026-27: Set up Tracking and Training Systems for Continuous Improvement

System and Structure Assessment and Development

- Establish a Culture and Climate Team with representation from all stakeholder groups.
- Refine new attendance action meeting protocols and accountability at each school.
- Develop data dashboards to track key metrics (student retention, SPED checkout, attendance, discipline and other critical culture measures) with regular review cycles.

Training and Capacity Building

- Provide PD on restorative and other discipline practices, trauma-informed approaches, and cultural responsiveness.
- Develop a student leadership program focused on peer culture-building and conflict resolution.
- Strengthen school-home partnerships around attendance and behavior.

Strategic Communication Campaign

- Launch a network-wide "TAS Way" campaign with consistent messaging about culture expectations and visual representations of expectations for display.
- Develop grade-appropriate lesson plans for teaching and reinforcing cultural expectations.
- Establish regular communication channels for sharing culture progress.

Attendance Initiative Implementation

- Launch an attendance motivation program with recognition for improvements and consistent attendance.
- Implement an early warning system with tiered interventions for students showing attendance concerns.
- Establish school-based attendance success teams that conduct root cause analysis and personalized outreach.
- Create transportation and morning routine support for families with historical attendance challenges.

Restorative Climate Development

- Design and adopt a cohesive framework for addressing student behavior (e.g., PBIS).
- Consider implementing Valor-like community circles to strengthen relationships.
- Train student peer mediators to support minor conflict resolution.
- Develop alternatives to suspension programs that maintain accountability while providing support.

Belonging and Inclusion Enhancement

- Launch identity-affirming student groups and clubs.
- Implement student voice structures (forums, councils) with direct input into school decisions.
- Establish mentoring programs pairing staff with students needing additional connection.
- Create community-building events that celebrate inclusion and shared experiences.

Quarterly Progress Monitoring and Adjustment

- Conduct quarterly data reviews of attendance, discipline, and retention trends.
- Administer pulse surveys to gather ongoing feedback on culture initiatives.
- Make mid-course corrections based on emerging data and stakeholder feedback.
- Celebrate early wins and share success stories across the network.

2027-28: Turn the Flywheel: Double Down on Successful Strategies and Determine Change of Course for Those Strategies Showing No or Low Results

- Analyze two years of quantitative and qualitative data across all metrics to identify trends and patterns; identify specific practices that correlate with improved outcomes.
- Map initiatives against impact to determine which to scale, modify, or discontinue.
- Scale successful interventions network-wide and redesign or replace low-impact initiatives
- Embed successful practices into hiring, onboarding, feedback, and evaluation processes.
- Create formal policy updates and budget allocations to institutionalize effective practices.
- Develop a culture and climate playbook documenting TAS's approach.

Goal 4.3: Embrace a culture of data to guide decisions, monitor progress and drive improvement.

2026-27: Refine The Data Review Process

Structured Data Review Processes

- Design consistent meeting protocols for data review sessions at all organizational levels.
- Implement quarterly cross-functional data meetings to examine intersections between different functional areas.
- Create standardized data review templates that include: insights, trends, success points, concerns, and action steps.
- Establish mechanisms for tracking action steps generated during data reviews through to completion.
- Provide specialized training on statistical analysis and predictive modeling.

Data-Informed Decision Making Protocols

- Develop structured protocols for incorporating data into different types of decisions (strategic, operational, instructional).
- Implement after-action reviews that compare actual outcomes to data-based projections.
- Build capacity for weighing quantitative data alongside qualitative insights when making complex decisions.
- Conduct usability studies to identify improvement opportunities.

Data Storytelling and Communication

- Develop a regular schedule for sharing data stories across the organization.
- Create data storytelling templates that help teams translate numbers into meaningful narratives.
- Consider implementing a quarterly "Data Insights" publication highlighting key trends and successful improvement efforts.
- Train team leaders in effectively communicating data insights to various stakeholders.

2027-28: Upgrade Needed Communications, Systems and Protocols

Comprehensive System Evaluation

- Conduct an in-depth review of the entire data ecosystem's effectiveness.
- Survey all user groups on system usability, relevance, and impact on their work.
- Analyze which metrics have proven most predictive of important outcomes.
- Identify redundancies, gaps, or inefficiencies in the current data processes

Metrics Refinement and Evolution

- Retire metrics that haven't demonstrated utility or actionability.
- Develop next-generation metrics that better capture emerging organizational priorities.
- Embed data literacy expectations into hiring and evaluation processes

Advanced Systems Integration

- Implement enhanced connections between core data systems to reduce manual transfers and to make the user experience more seamless across data platforms.
- Explore artificial intelligence capabilities for identifying patterns and generating insights.

Predictive Analytics Implementation

- Develop early warning systems for key organizational risks based on historical patterns.
- Create forecasting models for critical organizational outcomes.
- Implement scenario planning tools that allow leaders to model potential interventions.
- Build capacity for using predictive insights to guide proactive decision making.

Communication Strategy Enhancement

- Conduct an audit of data communication effectiveness across stakeholder groups.
- Develop tailored communication approaches for different audience segments.
- Create an annual "State of TAS" data report for broader community consumption.
- Refine messaging to reinforce data's supportive role in organizational improvement.