



**OBJECTIVES**

**DRIVERS**

	<b>Change Management</b>	<b>High-Performing Team</b>	<b>Constructive Environment</b>	<b>Aspirational Environment</b>	<b>Data-Driven Culture</b>	<b>Black-Belt Teaching</b>
	Strategic planning is used to guide change management with an 80/20 focus	The team is committed to the vision, strategies, and tactics to accomplish the goals	A highly-constructive learning environment exists that supports academic productivity	A highly-aspirational learning environment exists that honors student experience while inspiring future accomplishments	Assessment data is used to drive differentiation	Teachers effectively plan and implement the curriculum
	<ul style="list-style-type: none"> <li>The main goal for the school and the plan to accomplish the goal has been clearly articulated.</li> <li>The entire staff is bought into the mission and vision for the school.</li> <li>Progress towards goals is monitored to determine effectiveness of strategies.</li> <li>Course correction occurs as necessary to ensure that the most effective plan and strategies are implemented.</li> <li>Staff time is appropriately focused on the annual goals and the key strategies, while managing urgent matters effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Staff expectations and non-negotiables are clear.</li> <li>Staff is bought into the vision of the school and is free of blockers or resisters.</li> <li>A hiring process is conducted with clear alignment to staff expectations and non-negotiables and the school is staffed to meet the needs of the students.</li> <li>Onboarding and development of staff is systematic, fosters buy-in and trust, and results in high levels of teacher retention.</li> <li>Teachers are celebrated for their accomplishments and progress toward school goals.</li> <li>Performance levels are communicated directly and promptly to all staff.</li> <li>Staff is consistently held accountable to job expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations and behavior management systems that support high levels of academic productivity are clear.</li> <li>The entire staff is bought into the behavior management system used to holding students accountable.</li> <li>All classrooms have established an environment that is conducive to learning.</li> <li>Staff members are held accountable to upholding the behavior management system and hold students accountable.</li> <li>The behavior management system works for most students.</li> <li>Interventions are available for students who do not respond to school behavior management system.</li> </ul>	<ul style="list-style-type: none"> <li>Vision, values and goals for students are clear and inspiring.</li> <li>Students want to come to school because they feel known and cared for.</li> <li>Students are recognized for their growth and achievement.</li> <li>Social emotional learning curriculum helps students develop self-regulation, positive relationship building and decision making skills.</li> <li>Exposure to college, career, and enrichment experiences outside of the school community inspires student investment in learning.</li> <li>Families are valued for their contributions and offered opportunities to engage in the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Purpose and expectations of schoolwide data processes are clear.</li> <li>Staff is bought into using data to differentiate instruction.</li> <li>Valid and reliable assessments that match Common Core/College Readiness Standards for all grades and content have been adopted.</li> <li>Timely, leader- and teacher-owned processes are conducted to assess, analyze, and act on data at the school-wide and individual student level.</li> <li>Teachers are held accountable to analyzing and using data.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum includes a vertical scope and sequence aligned to standards and guides teacher planning.</li> <li>Teacher and student schedules maximize student learning and teacher development.</li> <li>Whole group instruction is engaging, rigorous and aligned to standards.</li> <li>Students receive individualized or small group instruction based on assessment outcomes.</li> <li>Data trends from assessments, observations, and walkthroughs are used to support teacher effectiveness through whole school professional development.</li> <li>Staff receive frequent coaching and valuable feedback on their teaching performance.</li> </ul>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

# TRANSFORMATIONAL LEADERSHIP BUILDING BLOCKS



## ACCELERATE FRAMEWORK

- There is a **NEED** to increase the number of gap closing schools.
- The Accelerate Framework is based on patterns found in successful gap closing schools.
- The Accelerate Framework should be used to assess a school's strengths, areas of growth, and opportunities.
- It is not an à la carte menu—successful schools excel at all six objectives.
- You must be fanatical about achieving each of the six objectives. This means internalization of objectives and drivers is necessary as a foundation.
- Transformational leaders are the catalyst for the school reaching its objectives. The building blocks of transformational leadership are used for reflection and growth.



# Transformational leaders are the catalyst for the school reaching its objectives



## Change Management



Transformational Leader