<table>
<thead>
<tr>
<th>Change Management</th>
<th>High-Performing Team</th>
<th>Constructive Environment</th>
<th>Aspirational Environment</th>
<th>Data-Driven Culture</th>
<th>Black-Belt Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic planning is used to guide change management with an 80/20 focus</td>
<td>The team is committed to the vision, strategies, and tactics to accomplish the goals</td>
<td>A highly-constructive learning environment exists that supports academic productivity</td>
<td>A highly-aspirational learning environment exists that honors student experience while inspiring future accomplishments</td>
<td>Assessment data is used to drive differentiation</td>
<td>Teachers effectively plan and implement the curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ The main goal for the school and the plan to accomplish the goal has been clearly articulated.</td>
<td>▪ Staff expectations and non-negotiables are clear.</td>
<td>▪ Expectations and behavior management systems that support high levels of academic productivity are clear.</td>
<td>▪ Vision, values and goals for students are clear and inspiring.</td>
<td>▪ Purpose and expectations of schoolwide data processes are clear.</td>
<td>▪ Curriculum includes a vertical scope and sequence aligned to standards and guides teacher planning.</td>
</tr>
<tr>
<td>▪ The entire staff is bought into the mission and vision for the school.</td>
<td>▪ Staff is bought into the vision of the school and is free of blockers or resisters.</td>
<td>▪ The entire staff is bought into the behavior management system used to holding students accountable.</td>
<td>▪ Students want to come to school because they feel known and cared for.</td>
<td>▪ Staff is bought into using data to differentiate instruction.</td>
<td>▪ Teacher and student schedules maximize student learning and teacher development.</td>
</tr>
<tr>
<td>▪ Progress towards goals is monitored to determine effectiveness of strategies.</td>
<td>▪ 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.</td>
<td>▪ All classrooms have established an environment that is conducive to learning.</td>
<td>▪ Students are recognized for their growth and achievement.</td>
<td>▪ Valid and reliable assessments that match Common Core/College Readiness Standards for all grades and content have been adopted.</td>
<td>▪ Whole group instruction is engaging, rigorous and aligned to standards.</td>
</tr>
<tr>
<td>▪ Course correction occurs as necessary to ensure that the most effective plan and strategies are implemented.</td>
<td>▪ Onboarding and development of staff is systematic, fosters buy-in and trust, and results in high levels of teacher retention.</td>
<td>▪ Staff members are held accountable to upholding the behavior management system and hold students accountable.</td>
<td>▪ Social emotional learning curriculum helps students develop self-regulation, positive relationship building and decision making skills.</td>
<td>▪ Timely, leader- and teacher-owned processes are conducted to assess, analyze, and act on data at the school-wide and individual student level.</td>
<td>▪ Students receive individualized or small group instruction based on assessment outcomes.</td>
</tr>
<tr>
<td>▪ Staff time is appropriately focused on the annual goals and the key strategies, while managing urgent matters effectively.</td>
<td>▪ Teachers are celebrated for their accomplishments and progress toward school goals.</td>
<td>▪ The behavior management system works for most students.</td>
<td>▪ Exposure to college, career, and enrichment experiences outside of the school community inspires student investment in learning.</td>
<td>▪ Teachers are held accountable to analyzing and using data.</td>
<td>▪ Data trends from assessments, observations, and walkthroughs are used to support teacher effectiveness through whole school professional development.</td>
</tr>
<tr>
<td>▪ Performance levels are communicated directly and promptly to all staff.</td>
<td>▪ Interventions are available for students who do not respond to school behavior management system.</td>
<td>▪ Families are valued for their contributions and offered opportunities to engage in the school community.</td>
<td>▪ Teachers are held accountable to analyzing and using data.</td>
<td>▪ Staff receive frequent coaching and valuable feedback on their teaching performance.</td>
<td></td>
</tr>
<tr>
<td>▪ Staff is consistently held accountable to job expectations.</td>
<td>▪ Data trends from assessments, observations, and walkthroughs are used to support teacher effectiveness through whole school professional development.</td>
<td>▪ Teachers are held accountable to analyzing and using data.</td>
<td>▪ Staff receive frequent coaching and valuable feedback on their teaching performance.</td>
<td>▪ Staff receive frequent coaching and valuable feedback on their teaching performance.</td>
<td>▪ Teachers effectively plan and implement the curriculum</td>
</tr>
</tbody>
</table>
TRANSFORMATIONAL LEADERSHIP BUILDING BLOCKS

GET IT
Understand all the challenges and complexities of leading in a historically underperforming, under-resourced school and neighborhood.

STRATEGIC THINKING & PLANNING
Are goal-oriented with the ability to prioritize, while creating strong systems, structures, and processes within the school that are efficient and effective.

INSTRUCTION
Possess a clear understanding of the learning standards and effective teaching practice.

RELATIONSHIP BUILDING
Build trust and loyalty amongst entire staff; operate with candor and transparency; leverage their strengths and emotional intelligence.

RESILIENCE
Demonstrate persevering through challenges with a focus on the original goal.

COMMUNICATION
Effectively communicate to a wide variety of audiences (parents, students, staff, etc.) in both verbal and written format.

PROFESSIONALISM
Display professionalism and maturity by meeting all deadlines and exhibiting behavior, communication, and body language that is consistently respectful and positive.

COACHABILITY
Exhibit self-awareness and openness to discuss their own strengths and weaknesses and implement action steps that lead to growth.

CONFIDENCE
Stand up for beliefs and have the ability to make important decisions, even when unpopular and the leader’s presence exudes a perfect balance of confidence and humility.
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.