## Part I: Cover Page – Organization Information

| Organization Information | | |
|---|---|---|
| **Organization Name:** | Accelerate Institute | [X] **New or** [ ] **Continuation Submission** |
| **Primary Contact:** | Jennifer Riskind | |
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| **Organization Category (select all that apply)** | | |
| [ ] Charter Network, Charter Management Organization or Charter School<br>[X] Turnaround Leader Development Provider [ ] Management Partner<br>[ ] Stakeholder Engagement Specialist | | |
| **Preferred Geographical Region(s) in Colorado to Work In (select all that apply)** | | |
| [X] Metro Denver [X] Front Range (Colorado Springs, Ft. Collins) [X] Rural / Mountain / Western Slope | | |

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

| District name | City | County name |
|---|---|---|
| **ANY SCHOOL DISTRICT or BOCES X** | **ALL X** | **ALL X** |
| Academy 20 School District | Colorado Springs | El Paso |
| Adams 12 Five Star Schools School District | Thornton | Adams |
| Adams County 14 School District | Commerce City | Adams |
| Adams-Arapahoe 28j School District | Aurora | Arapahoe |
| Agate 300 School District | Agate | Elbert |
| Aguilar Reorganized 6 School District | Aguilar | Las Animas |
| Akron R-1 School District | Akron | Washington |
| Alamosa Re-11j School District | Alamosa | Alamosa |
| Archuleta County 50 Jt School District | Pagosa Springs | Archuleta |
| Arickaree R-2 School District | Anton | Washington |
| Arriba-Flagler C-20 School District | Flagler | Kit Carson |
| Aspen 1 School District | Aspen | Pitkin |
| Ault-Highland Re-9 School District | Eaton | Weld |
| Bayfield 10 Jt-R School District | Bayfield | La Plata |
| Bennett 29j School District | Bennett | Adams |
| Bethune R-5 School District | Bethune | Kit Carson |
| Big Sandy 100j School District | Simla | El Paso |
| Boulder Valley Re 2 School District | Boulder | Boulder |
| Branson Reorganized 82 School District | Branson | Las Animas |
| Briggsdale Re-10 School District | Briggsdale | Weld |
| Brush Re-2(J) School District | Brush | Morgan |

For more than 25 years, Accelerate Institute has focused on closing achievement and opportunity gaps by providing evidence-based professional development to principals and school leaders who use what they learn to accelerate schoolwide student achievement. As research demonstrates, the principal is the major agent of change and catalyst for creating and sustaining the conditions necessary to make schools effective learning environments for both students and teachers (Allensworth & Hart, 2018). An effective principal, in partnership with the school leadership team, creates the culture and instills practices that translate into ongoing gains in student achievement. A good leadership team inspires, motivates, and empowers dozens of teachers across the school at all levels, thus impacting hundreds of students annually. In order to be effective and level up an underperforming school by accelerating student achievement, you need not only a transformational principal, but their entire leadership team need to be trained in change management practices. Accelerate Institute's goal as an organization is to help schools develop the systems necessary to be high-performing The school leadership team is a critical component of the creation and management of these systems; however, leadership team members tend to move straight from the classroom to a school leader role, often with minimal/no training on how to effectively manage a larger team of adults and schoolwide systems. Because of this, Accelerate Institute launched the Leadership Team Program, targeted towards Assistant Principals, Deans of Instruction and other school leadership team members, Accelerate Institute has launched our Leadership Academy.

The Accelerate Institute is anchored by four innovative programs that converge together for the singular focus of accelerating student achievement:
- **The Fellowship**, which is the country's foremost principal fellowship that prepares aspiring school leaders through a rigorous three-year program;
- **The Accelerator Program**, which is designed to train school Principals and their Leadership Teams in High Output Management Strategies and Tactics to accelerate the academic performance of underperforming schools;
- **Leadership Academy p**rovides practical day-to-day strategies to improve leadership practice in schools for Vice Principals, Assistant Principals, and other leadership team members in order to improve teachers' instructional practice and positively impact academic outcomes.
- **The Ryan Award**, which is a national award recognizing principals who have demonstrated accelerated results in underserved schools.


Accelerate Institute currently serves more than 50 schools across the country in urban settings including Baltimore, Baton Rouge, Chicago, Las Vegas, Los Angeles, Memphis, Milwaukee, Minneapolis, Nashville, New York, Newark, Oklahoma City, the San Francisco/Bay Area, and Springfield, MI and trained more than 150 leaders since our founding. These schools all have a student population made up of at least 13% special education needs, at least 75% reduced or free lunch and at least 75% students of color. Across the country, our school partners and their leadership teams are serving across the most challenged neighborhoods in the city, where the schools and students are in desperate need of transformation in order to succeed.

Accelerate Institute's Leadership Team Program is a 1-year program focused on the strategies

mid-level school leaders need right now to boost their leadership and management practices. In particular, the Leadership Team Program will help these leaders think about school systems as a whole and backwards map how to design their team structures, data management systems, and priorities so they can effectively support their teams towards meeting academic and cultural outcomes. Participants will develop concrete, actionable ideas and enhanced skills they can use to better support their current schools, directly impact student achievement and prepare for future careers in school leadership.

The Leadership Team Program begins with a rigorous 4-day bootcamp in Chicago with sessions taught by high-performing K-12 school principals and Accelerate Institute staff. Participants will begin building skills in internalizing the patterns of success in high-performing schools, leading effective teams, and managing a data-driven culture through the lens of change management. Leaders often get so in the weeds that they don't allow themselves the opportunity to think about what a great school looks like. In this program, participants will begin internalizing the Accelerate Framework (our proprietary academic curriculum of objectives and drivers), a synthesis of strategies used by high-performing schools and will use the Accelerate Framework to analyze their individual school's strengths and opportunities for growth. Other programs focus on improving isolated tasks or skills at a tactical level. Accelerate Institute's programming focuses on "systems thinking" and finding the strategic solution to improving the school. **A copy of the Accelerate Framework is attached.**

At the end of the 4 days, each participant then makes a commitment to action by identifying 1-2 action steps s/he can implement to further support their school's priorities and their principal's vision. Over the course of the remaining academic year, the leaders will each participate in five online learning modules which build on the academic foundation set over the summer. Topics for the module content are taken from the Accelerate Institute Framework's objectives and drivers and are tailored to the needs of each leader and their professional development goals. Each module will have a start and end date and will run approximately 2/3 weeks long. The modules will be a mixture of readings, short video clips, quizzes and application.

Additionally, each participating leader will receive 5 hour-long individual coaching and advisory sessions (virtual format to be decided but likely video calls). The advisory sessions are designed to work through individual skills and goals, capitalizing on the curriculum distilled in the bootcamp and online learning modules, and the successes, challenges, and opportunities leaders are experiencing in the implementation of their committed action steps. A sample matrix of the bootcamp and possible topics for the online learning modules are attached.

This program supports leaders in the mindset shift necessary for leadership team members to maintain consistent focus on schoolwide impact. It is a major shift in thinking to understand the priorities of a school as a whole compared to managing a classroom or a single grade level. In order to effectively develop and maintain the schoolwide systems necessary to meet school goals, leadership team members need to be focused on the highest lever strategies.

School leadership work is hard and can be isolating. Because of this, Accelerate Institute bases all of our programming in a shared cohort experience. As part of the Leadership Team Program, participants learn alongside other assistant principals, deans, and coaches in your region and will be part of the greater Accelerate Institute Network which includes over 100 school leaders from across the country.

Program impact is measured through post-boot-camp surveys that assess leaders' mastery of the content. Additional surveys at the end of each online learning module as well as the program year measure fidelity of implementation of tactics and practices as measured against the Accelerate Framework and their impact on the school. Program participants engage intensely with Accelerate Institute staff during the four-day bootcamp, with sessions running from 8:30 am to 4:30 pm daily. Contact throughout the remainder of the academic year will be with their individual advisor via phone and video calls during coaching/advisory sessions, and via email after online learning modules.

Accelerate Institute's Leadership Academy was formed to work specifically with Vice Principals, Assistant Principals, Deans of Instruction and other leadership team level school instructions. The most important quality for success in the Leadership Academy is a growth mindset. Participants need to be coachable, open to growth and change in order to become a transformational leader capable of change management. Aspects that a transformational leader needs for success are a critical part of the program. Participating leaders will develop the qualities that are part of Accelerate Institute's Transformational Leadership Building Blocks in concert with the hands-on skills and tactics that will improve their practice. The Transformational Leadership Building Blocks include: 1) Get it; 2) Strategic Thinking and Planning; 3) Instruction; 4) Relationship Building; 5) Communication; 6) Resilience; 7) Professionalism; 8) Coachability; and 9) Confidence. For example, they need to "get it," by understanding all the challenges and complexities of leading in a historically underperforming, under-resourced school and neighborhood. They need to be goal-oriented with the ability to prioritize, while creating strong systems, structures, and processes within the school that are efficient and effective. They need to possess a clear understanding of the learning standards and effective teaching practice. They need to exhibit resilience and be coachable by exhibiting self-awareness and openness to discuss their own strengths and weaknesses and implement action steps that lead to growth.

Accelerate Institute serves two cohorts of Leadership Academy leaders each school year, with the program kicking off with bootcamps run in July and again in December. The program has the capacity to work with 30-40 new schools each year and is willing to work with all schools and districts state-wide.

Working with our more intensive, three-year Principal training programs (The Fellowship, The Accelerator), Accelerate Institute approaches the turn-around issue from two directions: school culture and academic outcomes. School culture is addressed through the Constructive Environment and Aspirational Environment objects and drivers of the Accelerate Framework and measured through student attendance rates and high-performing teacher retention.

Academic outcomes are addressed in the High Performing Team, Data Driven Culture and Black Belt Teaching objectives and drivers of the Accelerate Framework, and are tracked via the NWEA-MAP Assessment Goals and ITBS grade level growth. For the 2018-2019 school year, students in schools with an Accelerate Institute trained leader and leadership team had a 95% attendance rate, averaged 1.5 years growth on the NWEA-MAP Assessment as compared to the national average of one year's growth, and scored 48 composite points of growth on the SAT and Pre-SAT, which exceeds the college readiness median of 40 composite points. These outcomes were achieved in schools across the most challenged neighborhoods in Chicago, Milwaukee, Gary, Memphis, Nashville Las Vegas, Los Angeles, Baton Rouge, San Francisco and Oakland California, where the schools and students are in desperate need of transformation in order to succeed. These schools all have a student population made up of at least 13% special education needs, at least 75% reduced or free lunch and at least 75% students of color. They are schools that are under-resourced and underperforming, with students who are well below grade level performance standards before partnering with Accelerate Institute.

The evidence of effectiveness of our model of intervention falls into Tier 2 – Moderate Evidence, based on the findings of the study, Gates, S.M. et all: Preparing Principals to Raise Student Achievement: Implementation and Effects of New Leaders Program in Ten Districts (2014). Key programmatic elements of the Accelerate Institute model which overlaps with the program utilized for the study include rigorous recruitment and selective participant selection; intensive evidence-based professional development and three years of personalized coaching and mentoring for principals early in their tenure.

According to a 2016 study by Bain & Company (Transforming Schools How distributed leadership can create more high-performing schools; Chris Bierly, Betsy Doyle and Abigail Smith), "While many school districts and charter management organizations (CMOs) are investing in programs to develop more transformational leaders, there is rarely a plan in place to deploy these people effectively within an individual school setting. The opportunity is clear: We need to commit to models of "distributed leadership" in our schools that establish a cadre of talented educators in each building who have end-to-end responsibility for the development of the teachers on their teams."

In response to this need, Accelerate Institute utilized our successful intervention model to create our Leadership Academy pipeline program, using the content and methodology of our Accelerate Framework but in a less intensive, lower dosage program. As clear from the study cited above, this professional development opportunity is lacking. However, as evidenced by program participant surveys from this past summer's Leadership Academy bootcamp, mid-level leaders desperately want this type of training. As one participating Assistant Principal stated, "My most surprising take-away was how much I needed a framework like the Accelerate Framework to think about what has to come first when improving a school."

Three of the schools Accelerate Institute is currently partnering with can serve as references for the efficacy of our work:

- **Katie Kirley,** Executive Director and Principal at Steel City Academy (Charter School, Gary, IN)
  katie.kirley@steelcityac
  ademy.org
  312.720.7708
  2017 Accelerator Principal; manager of 2018 Accelerator Principal (Duane Krambeck at Steel City Elementary); Director of Instruction attended 2019 Summer Leadership Academy
- **Ashlee Gutierrez,** Founding School Leader at Caliber Beta Academy (Charter School, Richmond, CA)
  agutierrez@calibers
  chools.org (510)
  316-3438
  3 of her instructional coaches (elementary and MS) attended 2019 Summer Leadership Academy

- **Nisaini Rivera,** Instructional Support Leader at Chicago Public Schools – Network 4 (Chicago, IL)
  nisainirivera@
  gmail.com
  773.656.8900
  Attended 2019 Summer Leadership Academy; district leader

# 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.

Accelerate Institute

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

Change Management

High-Performing Team

Constructive Environment

Aspirational Environment

Data-Driven Culture

Black-Belt Teaching

Transformational Leader

Accelerate Institute®

| | Change Management | High-Performing Team | Constructive Environment | Aspirational Environment | Data-Driven Culture | Black-Belt Teaching |
|---|---|---|---|---|---|---|
| **OBJECTIVES** | 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 |
| **DRIVERS** | ▎The main goal for the school and the plan to accomplish the goal has been clearly articulated.<br><br>▎The entire staff is bought into the mission and vision for the school.<br><br>▎Progress towards goals is monitored to determine effectiveness of strategies.<br><br>▎Course correction occurs as necessary to ensure that the most effective plan and strategies are implemented.<br><br>▎Staff time is appropriately focused on the annual goals and the key strategies, while managing urgent matters effectively. | ▎Staff expectations and non-negotiables are clear.<br><br>▎Staff is bought into the vision of the school and is free of blockers or resistors.<br><br>▎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.<br><br>▎Onboarding and development of staff is systematic, fosters buy-in and trust, and results in high levels of teacher retention.<br><br>▎Teachers are celebrated for their accomplishments and progress toward school goals.<br><br>▎Performance levels are communicated directly and promptly to all staff.<br><br>▎Staff is consistently held accountable to job expectations. | ▎Expectations and behavior management systems that support high levels of academic productivity are clear.<br><br>▎The entire staff is bought into the behavior management system used to holding students accountable.<br><br>▎All classrooms have established an environment that is conducive to learning.<br><br>▎Staff members are held accountable to upholding the behavior management system and hold students accountable.<br><br>▎The behavior management system works for most students.<br><br>▎Interventions are available for students who do not respond to school behavior management system. | ▎Vision, values and goals for students are clear and inspiring.<br><br>▎Students want to come to school because they feel known and cared for.<br><br>▎Students are recognized for their growth and achievement.<br><br>▎Social emotional learning curriculum helps students develop self-regulation, positive relationship building and decision making skills.<br><br>▎Exposure to college, career, and enrichment experiences outside of the school community inspires student investment in learning.<br><br>▎Families are valued for their contributions and offered opportunities to engage in the school community. | ▎Purpose and expectations of schoolwide growth and interim assessment data processes are clear.<br><br>▎Staff is bought into using data to differentiate instruction.<br><br>▎Valid and reliable growth and interim assessments that match Common Core/College Readiness Standards for all grades and content have been adopted.<br><br>▎Timely, leader- and teacher-owned processes are conducted to assess, analyze, and act on data at the school-wide and individual student level.<br><br>▎Teachers are held accountable to analyzing and using data. | ▎Curriculum includes a vertical scope and sequence aligned to standards and guides teacher planning.<br><br>▎Teacher and student schedules maximize student learning and teacher development.<br><br>▎Whole group instruction is engaging, rigorous and aligned to standards.<br><br>▎Students receive individualized or small group instruction based on assessment outcomes.<br><br>▎Data trends from assessments, observations, and walkthroughs are used to support teacher effectiveness through whole school professional development.<br><br>▎Staff receive frequent coaching and valuable feedback on their teaching performance. |
| | 1 | 2 | 3 | 4 | 5 | 6 |

**Accelerate Institute**®

# TRANSFORMATIONAL LEADERS

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

**GET IT**

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

**STRATEGIC THINKING & PLANNING**

**COMMUNICATION**

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

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

**INSTRUCTION**

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

**RELATIONSHIP BUILDING**

**PROFESSIONALISM**

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

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

**RESILIENCE**

**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 Online Sample Modules**

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| **Series One:** Focus and Strategic Planning in Schools | **Module 1:** Accelerate Framework<br>**Module 2:** Transformational Leadership Building Blocks<br>**Module 3:** Leveraging 80/20 Focus in Schools<br>**Module 4**: Strategic Planning in Schools |
| **Series Two:** Progress Monitoring and Course Correction in Schools | **Module 1**: Driven By Learning<br>**Module 2:** Win the Month Growth Meetings<br>**Module 3**: Meeting Structures and Cadence |

| LEADERSHIP ACADEMY SUMMER INSTITUTE 2019 MATRIX | | | |
|---|---|---|---|
| Monday, July 15th | Tuesday, July 16th | Wednesday, July 17th | Thursday, July 18th |
| 8:30am Connector | 8:30am Connector | 8:30am Connector | 8:30am Connector |
| Session 1 (8:45-10:00) Welcoming and Common Purpose Keelin Philippe | Session 6 (8:45-10:00) Measure What Matters and Strategic Planning Dr. Catherine Burns | Session 11 (8:45-10:00) Urgent Eclipsing the Important Kate Pillai | Session 16 (8:45-10:00) College and Career Readiness Keelin Philippe |
| BREAK (10:00-10:15) | BREAK (10:00-10:15) | BREAK (10:00-10:15) | BREAK (10:00-10:15) |
| Session 2 (10:15-11:30) Accelerate Framework Dr. Catherine Burns | Session 7 (10:15-11:30) Driven by Learning Dr. Catherine Burns | Session 12 (10:15-11:30) ** Time Management Deliberate Practice Kate Pillai | Session 17 (10:15-11:30) Unpacking Standards Velia Soto |
| Welcome Lunch (11:30-12:30) | Lunch (11:30-12:30) | Lunch (11:30-12:30) | Lunch (11:30-12:30) |
| Session 3 (12:30-1:45) Accelerate Framework Keelin Philippe | Session 8 (12:30-1:45) Creating and Sustaining Clarity Dr. Catherine Burns | Session 13 (12:30-1:45)** Constructive and Aspirational Environment: Inside the Magic Kingdom Keelin Philippe | Session 18 (12:30-1:45) Data Analysis Velia Soto |
| Session 4 (1:45-3:00) Transformational Leader Building Blocks Erica Eichleay | Session 9 (1:45-3:00) Utilizing Meetings to Manage Execution Dr. Catherine Burns | Session 14 (1:45-3:00) Culturally Responsive Practices: Culture Velia Soto | Session 19 (1:45-3:00) Reteach and Reassessment Plans Velia Soto |
| BREAK (3:00-3:15) | BREAK (3:00-3:15) | BREAK (3:00-3:15) | BREAK (3:00-3:15) |
| Session 5 (3:15-4:30) SWOT Work time Keelin Philippe  West Contra Costa (4:20-4:30) Expense Reports | Session 10 (3:15-4:30) Leading with Candor Dr. Catherine Burns | Session 15 (3:15-4:30) Culturally Responsive Practices: Black Belt Teaching Velia Soto | Session 20 (3:15-4:30) Completed SWOT Closing Keelin Philippe |