

Diagnose, Develop, Deliver: Accelerating Your Impact in the First 90 Days

Diagnose: Use the 9-box

One of the first steps in supporting a school is getting a better sense of the faculty's capability, so that school leaders can be strategic about the level of support needed. A 9-Box model is a simple way to see all staff at a glance. This framework is flexible enough to map a variety of measures.

For example, the model below is set up to measure each teacher's current ability to manage their role and responsibilities on the X-Axis, and each person's receptiveness to implementing feedback on the Y-Axis.

For **current ability**, identify whether each individual is: Low (below expectations), Medium (meeting expectations) or High (exceeding expectations) for the identified area, like classroom management.

For **receptivity to implementing feedback**, identify whether each individual's ability to receive and implement feedback on classroom management is Low, Medium or High. Someone identified as "Low" in this area might come across as defensive when given feedback, or may seem accepting of the feedback, but then struggle to actually implement and change their practice, whereas someone identified as "High" in this area might actively go above and beyond to seek feedback and/or is quickly able to adjust and improve their practice.

Receptivity to Implementing Feedback	Low Skill, High Will <u>Characteristics:</u> Enthusiastic, coachable, eager to learn; unclear on what they should be doing and how to do it	Medium Skill, High Will	High Skill, High Will <u>Characteristics:</u> Enthusiastic, coachable, eager to learn and try new things, great role model; clear on what they should be doing and how to do it
	Low Skill, Medium Will	Medium Skill, Medium Will	High Skill, Medium Will
	Low Skill, Low Will <u>Characteristics:</u> Timid or apathetic, not so coachable or eager to learn; unclear on what they should be doing and how to do it	Medium Skill, Low Will	High Skill, Low Will <u>Characteristics:</u> Complacent, not so coachable or eager to learn; relies on past practices
Current Ability to Manage Roles & Responsibilities			

Develop: Define Leadership Strategy

Group 1- Empower

Staff assessed in *Group 1* are self-directed, reflective, and positively impact both instruction and culture. They consistently implement feedback and seek opportunities to grow or lead. Mindset: "I've got this and want more."

Group 2- Coach

Staff assessed in *Group 2* show some consistency in their practice and receptivity to feedback. With the right coaching and clarity, they can improve rapidly, however without, it can go awry. Observe and provide feedback precisely in order to determine whether they are successful with the standard level of support (re-assessed as Group 1) or if they will require a higher level of support (re-assessed as Group 3). Mindset: "I want to grow, but I need guidance."

Group 3- Scaffold Support

Staff assessed in *Group 3* may lack clarity, confidence, or skill, but show some willingness to engage. Left unsupported, they can negatively affect students or staff culture. They should be observed and have planned, active support frequently. Mindset: "I'm struggling but still trying."

Group 4- Direct

Staff assessed in *Group 4* have not yet met basic expectations and do not demonstrate ownership or follow-through despite support. They may undermine culture or stability. Staff will need to be directly led through their roles and responsibilities, plan alongside a leader, and/or need daily touchpoints. Mindset: "I'm not showing signs of improvement yet."

Deliver: Your 30-day moves

Role:
School Priority:
Focus Group:
Support Plan:

September 2025

Monday	Tuesday	Wednesday	Thursday	Friday
1 No School	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Role: Principal K-4

School Priority: Increase ELA internal assessment data pass rates by 30%.

Focus Group: Jr Leadership Team [Assistant Principal], [Dean], [Ops Manager]

Support Plan:

Direct

- Meeting multiple times per week to set weekly goals to build clarity and ownership.
- Co-planning all ELA meetings to build skill in prioritization, facilitation, and feedback loops.
- Modeling ELA team meetings initially to establish a strong vision of excellence.
- After two weeks, shifting to co-leading to gradually release responsibility and monitor growth.
- Daily and weekly touchpoints ensure frequent feedback, progress monitoring, and course correction.

Coach

- Co-leading parent meetings before observation to build skill and confidence in external communication.
- Observing their facilitation of team PD to assess consistency and leadership presence.
- Weekly check-ins are used to document feedback, review performance, and plan next steps.
- Focused on building autonomy while tightening up execution through strategic coaching moments.

Empower

- Check-ins once per week minimum to ensure alignment, remove barriers, and affirm ownership.
- Observing Ops meetings to gather evidence of leadership in action and provide light-touch feedback.
- Documented feedback during 1:1s to continue development and maintain high standards.
- Empowering this leader to own systems fully, while serving as a model for others on the team.

September 2025

Monday	Tuesday	Wednesday	Thursday	Friday
1 No School	2 Set biweekly goals Set weekly goals Building Walkthrough (solo)	3 Observe Ops Mtg Model Parent Mtg All Staff Mtg & PD	4 Co-Plan ELA Mtg	5 Jr. Leader 1:1s 
8 Ops Walkthrough Check In Mtg Leader Mtg	9 Co-lead Parent Mtg Model ELA Mtg	10 Model Team PD All Staff Mtg & PD	11 Co-lead Parent Mtg Co-Plan ELA Mtg	12 Check-In Mtg  Check-In Mtg  Optional Staff 1:1s
15 Classroom Walkthrough Leader Mtg	16 Observe Ops Mtg Co-Lead Team Mtg	17 Observe Parent Mtg Model Team PD All Staff Mtg & PD	18 Co-Plan ELA Mtg	19 Jr. Leader 1:1s 
22 Observe Parent Mtg Ops Walkthrough Leader Mtg	23 School Event Co-Lead Team Mtg	24 Team PD Model Team PD All Staff Mtg & PD	25 Co-Plan ELA Mtg	26 Check-In Mtg  Check-In Mtg  Optional Staff 1:1s
29 Building Walkthrough (solo)	30 Leader Mtg			

Receptivity to Implementing Feedback	Low Skill, High Will <u>Characteristics:</u> Enthusiastic, coachable, eager to learn; unclear on what they should be doing and how to do it. <u>Leader Moves:</u> Diagnose specifically what is needed and create a mini-goal. Very explicitly tell them what to do— break down in small chunks. Coach frequently with lots of opportunities to re-do, then give bite-sized feedback and check back the next day to see if feedback is implemented. Tell them 2 things they're doing well & 1 that needs improvement.	Medium Skill, High Will	High Skill, High Will <u>Characteristics:</u> Enthusiastic, coachable, eager to learn and try new things, great role model; clear on what they should be doing and how to do it. <u>Leader Moves:</u> Diagnose specifically what is needed through conversation and observation— make it a team effort. Make a long-term goal and a short-term goal. Agree on expectations. Coach 1-2 times a week on the short-term goal and check in every 2-3 weeks on the long-term goal. Tell them 2 things they're doing well related to accomplishing their short-term goal.
	Low Skill, Medium Will	Medium Skill, Medium Will	High Skill, Medium Will
	Low Skill, Low Will <u>Characteristics:</u> Timid or apathetic, not so coachable or eager to learn; unclear on what they should be doing and how to do it. <u>Leader Moves:</u> Diagnose specifically what is needed and create a mini-goal. Very explicitly tell them what to do— break down in small chunks. Coach frequently with lots of opportunities to re-do, then give feedback and check back the next day to see if feedback is implemented. Tell them 2 things they're doing well & 1 that needs improvement. If not improving within 2 weeks, determine whether they're willing to improve through discussion.	Medium Skill, Low Will	High Skill, Low Will <u>Characteristics:</u> Complacent, not so coachable or eager to learn; relies on past practices. <u>Leader Moves:</u> Diagnose specifically what is needed through conversation and observation— make it a team effort. Make a long-term goal and a short-term goal. Agree on explicit expectations, and address if not meeting expectations. Coach 1-2 times a week on the short-term goal and check in every 2-3 weeks on the long-term goal. Tell them 2 things they're doing well that are related to accomplishing both goals. If not improving within 2 weeks, determine whether they're willing to improve through discussion.
	Current Ability to Manage Roles & Responsibilities		

