

Noble Identity Framework 2018–2019

OUR WHY: MISSION

Noble is a catalyst for educational equity in Chicago that empowers students with the scholarship, discipline, and honor necessary to succeed in college and lead exemplary lives.

OUR WHAT: RESULTS



**College-Ready
Students**



**Best Place to
Attend School**



**Best Place
to Work**

School culture • Academic results • Staff engagement
Student retention • Fiscal integrity • College persistence

OUR HOW: CORE VALUES

Results

Respect

**Follow-
Through**

**Diversity,
Equity,
Inclusion**

**Humility
and Self-
Awareness**



NOBLE



How We Work With EACH OTHER

RESULTS

We assume personal responsibility for the ambitious results that support our mission and serve our families. **We use results as self-reflective tools** for our improvement, and we ground our performance and decision-making in data. Data helps us to both frame our challenges and eliminate barriers that get in the way of operating simply, quickly and effectively. Excellence is always the goal, and good is the enemy of great.

How We Work With STUDENTS

We believe in all of our students and their potential, so our high expectations mirror that belief. **We believe instructional time is sacred** because accelerated learning is essential for preparing our students for the rigorous demands of college and life. **We hold a high bar** for demonstrated student understanding because rigorous instruction is critical for college-readiness.

RESPECT

We positively collaborate with our colleagues to build trust. The freedom to innovate together is foundational to our ability to serve students well and trust is paramount to that direct collaboration. **We assume the best in people** and focus on what we can do to honor and support them. We treat our colleagues and all external parties with esteem and understanding. We express gratitude and appreciation.

We are kind, optimistic and relentless about students, especially those who struggle most, because this pivotal stage of development requires attention to positive behaviors and patience from adults. **We assume the best in the students** and families we have the privilege to serve.

FOLLOW- THROUGH

We do what we say we will do both punctually and with attention to detail because the difference between good and great is in the details. **We communicate clearly and as far in advance as possible**, because our time and the time of our colleagues is valuable. **We create accountability** by owning mistakes when we make them and hold others accountable to their commitments.

We honor commitments made to students because we believe consistent and reliable structures empower students. **We consistently hold students accountable** for their behavior so they may flourish and make mistakes in a safe and supportive space. When implementing consequences, we are clear, consistent, positive and firm. Decisions are grounded in purpose, not power. We believe a school uniform visually represents both consistency and unity, teaches attention to detail and establishes the tone for high expectations.

DIVERSITY, EQUITY, INCLUSION

We believe diverse teams perform better and get the best results for our students. **We seek diverse voices and welcome a variety of perspectives** in order to arrive at the best decisions. **We make people feel included** and reach out to bring others in, creating a culture where individuals of every background can contribute in unique ways to deliver on our mission. **We examine ourselves** to ensure our practices and beliefs lead to equitable outcomes for all.

We affirm the humanity of our students and honor the myriad aspects of their identity through results because results are what grant our students access to empowerment. **We examine ourselves** to ensure our practices and beliefs lead to equitable outcomes for students.

HUMILITY AND SELF- AWARENESS

We assume we can be better. We continually reflect on ourselves and our practice for the sake of improvement because our mission is an extraordinary one that demands that we, too, strive to be extraordinary. **We exhibit understanding and vulnerability** toward our strengths and areas of growth, **we seek and accept constructive feedback**, and we understand the perception and impact of our actions, words, and tone on others.

We first reflect on our mindsets and practices before holding students accountable for falling short of our expectations because as adults, we model ownership.