Morris Brandon GO Team

Business Meeting #2
10/19/23

Where we are – Where we're going

Where We Are

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.

Timeline for GO Teams

You are HERE

1

Fall 2021
GO Team Developed 2021-2025 Strategic Plan

2

Summer 2023
School Leadership completed Needs Assessment and defined overarching needs for SY22-23

3

August 2023
School Leadership completed 2023-2024 Continuous Improvement Plan

4

Sept. – Dec. 2023
Utilizing current data, the GO Team will review & possibly update the school strategic priorities and plan

5

Before Winter Break
GO Team will take action (vote) on the rank of the strategic plan priorities for SY24-25 in preparation for budget discussions.

Discussion Items

Current Strategic Plan

Continuous Improvement Plan
Needs Assessment
SMART GOALS
Action Plan

MAP Data
Data Protocol

Current Strategic Plan

2021-2025

Morris Brandon ES

It is the mission of Morris Brandon to develop students' academic, social, and emotional needs by engaging our entire school community to work collaboratively while fostering international-mindedness and a love for learning.

It is the vision of Morris Brandon to educate the whole child by teaching empathy, open-mindedness, compassion, and critical thinking while giving every student what they need to be successful lifelong learners.

SMART Goals

By the end of the FY23 school year, Black/AA students scoring proficient or above on the EOG ELA assessment will increase by 3% from 40% to 43%.

By the end of the FY23 school year, Black/AA students scoring proficient or above on the EOG Math assessment will increase by 3% from 23% to 26%

By the end of FY23, at least some of 6 grade levels will show a reduction in extremely elevated BASC-3/BESS

APS Strategic Priorities & Initiatives

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

Creating a System of School Support
Strategic Staff Support
Equitable Resource Allocation

School Strategic Priorities

1. Increase student mastery in Math, Science and Social Studies
2. Ensure students are reading on grade level and showing growth as it pertains to ELA
3. Make sure subgroups are making academic progress across all content areas
4. Ensure Special Ed. Students are making yearly gains in literacy rates and state targets for ELA

5. Build systems that increase academic growth for all students.
6. Build systems and resources to support the Enhanced IB PYP, DLI and Gifted collaboration implementation

7. Increase opportunities for student engagement
8. Increase staff engagement and retention
9. Build culture through staff leadership opportunities

10. Build teacher capacity in core content areas, particularly ELA and Reading

11. Deliver faculty training and maintain or acquire certifications needed to implement the Enhanced IB PYP, DLI, and gifted collaboration.

1A. Utilize the Eureka Math curriculum resource in K-5.
1B. Guarantee the effective delivery of Eureka Math by providing adequate time, resources and opportunities for staff to participate in ongoing professional development. (Grow: INCREASED FOCUS ON MATH)
2A. Scaffold literacy learning through guided reading, Saxon Phonics, Orton Gillingham and Wit and Wisdom ELA curriculum.
3A. Develop standards-based common assessments and progress monitor student data by implementing a data analysis and response protocol to provide remediation and enrichment where needed.
4A. Hire and retain effective Special Ed. Teachers. Implement progress monitoring and adequate resource block for eligible students.

5A. Create targeted professional learning opportunities focused on the implementation of Wit and Wisdom and guided reading.
6A. Provide targeted professional learning opportunities focused on the implementation of the Enhanced IB PYP.
6B. Implement vertical and horizontal alignment to ensure Enhanced IB PYP program coherence.
6C. Increase the number of Gifted certified teachers in order to implement a collaborative model aligned with the Enhanced IB PYP.
6D. Continue to onboard

7A. Allocate adequate resources and funding for progress monitoring, remediation, enrichment tools and resources.
7B. Improve the school schedule to allow time for intervention and enrichment designed to support student growth across performance levels.
8A. Allot adequate funding to support the Enhanced IB PYP, DLI and Gifted Collaboration experience for all students.
8B. Implement the 5-year action plan submitted to the IBO in response to the 2015 evaluation.

9A. Continue to implement a student recognition plan for K-5. Allot adequate funding to support this plan.
10A. Implement onboarding and mentoring of staff in new roles.
10B. Develop a leadership pipeline by creating leadership opportunities for all staff.
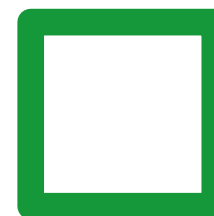
Possible Amendments

1A. UTILIZE THE GADOE MATH SCOPE AND SEQUENCE PAIRED WITH THE ENVISION MATH CURRICULUM

1B. GUARANTEE THE EFFECTIVE DELIVERY OF ENVISION MATH BY PROVIDING ADEQUATE TIME, RESOURCES AND OPPORTUNITIES FOR STAFF TO PARTICIPATE IN ONGOING PD.

2A. SCAFFOLD LITERACY LEARNING THROUGH GUIDED READING, FUNDATIONS IMPLEMENTATION, OG AND THE WIT AND WISDOM ELA CURRICULUM.

3A. USE COMMON ASSESSMENTS (GADOE MATH/ WW ELA/ WRITESCORE) TO HELP PROGRESS MONITOR STUDENT LEARNING USING A DATA PROTOCOL TO DETERMINE REMEDIATION AND EXTENSION NEEDS.

4A. GOOD

5A. CREATE TARGETED PL OPPORTUNITIES FOCUSED ON CIP AND STRATEGIC PLAN GOALS (MATH INTERNALIZATION, COMPLETE READING SERIES, SDI, OG)

6A. GOOD

6B. IMPLEMENT VERTICAL ALIGNMENT TO ENSURE HIGH QUALITY ENHANCED IB PYP IMPLEMENTATION, ON STAFF PL DAYS]

6C. GOOD

6D. CONTINUE TO ONBOARD AND PROVIDE SUPPORT DURING NEW TEACHER INDUCTION PHASE (MTHS 0-6)

7A. GOOD

7B. GOOD

8A. GOOD

8B. PREPARE FOR NEW IB REAUTHORIZATION WITH AN EMPHASIS ON SELF STUDY BY ENSURING MTBA HAVE BEEN FULLY IMPLEMENTED.

1A. Utilize the Eureka Math curriculum resource in K-5.

1B. Guarantee the effective delivery of Eureka Math by providing adequate time, resources and opportunities for staff to participate in ongoing professional development. (Grow: INCREASED FOCUS ON MATH)

2A. Scaffold literacy learning through guided reading, Saxon Phonics, Orton Gillingham and Wit and Wisdom ELA curriculum.

3A. Develop standards-based common assessments and progress monitor student data by implementing a data analysis and response protocol to provide remediation and enrichment where needed.

4A. Hire and retain effective Special Ed. Teachers. Implement progress monitoring and adequate resource block for eligible students.

5A. Create targeted professional learning opportunities focused on the implementation of Wit and Wisdom and guided reading.

6A. Provide targeted professional learning opportunities focused on the implementation of the Enhanced IB PYP.

6B. Implement vertical and horizontal alignment to ensure Enhanced IB PYP program coherence.

6C. Increase the number of Gifted certified teachers in order to implement a collaborative model aligned with the Enhanced IB PYP.

6D. Continue to onboard

7A. Allocate adequate resources and funding for progress monitoring, remediation, enrichment tools and resources.

7B. Improve the school schedule to allow time for intervention and enrichment designed to support student growth across performance levels.

8A. Allot adequate funding to support the Enhanced IB PYP, DLI and Gifted Collaboration experience for all students.

8B. Implement the 5-year action plan submitted to the IBO in response to the 2015 evaluation.

Continuous Improvement Plan

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES	
Strengths	**Challenges**
4.1% increase in proficiency for ELA on EOG (overall) from 66.5 to 70.6%	3.3% decrease in proficiency for Math on EOG (overall) from 72.4-69.1%
6% increase in proficiency in ELA for Black/ AA students on EOG 32.2 to 38.2%	7.6% decrease in proficiency in Math for Black/ AA students on EOG from 36.8 to 29.2%
2% decrease (5 students) in Extremely Elevated students on Spring BASC-3/BESS 6 to 4	12% decrease in proficiency in Math for Hispanic students on EOG from 73.5 to 61.5%
3% increase (4 students) in Normal Range on Spring BASC-3/BESS (student) 82-85%	14.6% decrease in proficiency in Math for Asian/ Pacific Islander from 81.3 to 66.7%

Our Overarching Needs		
Literacy: Implementation and monitoring of a consistent framework with an emphasis on foundational skills.	Numeracy: Consistent support, implementation and monitoring of new math 5E framework.	Whole Child & Intervention: Continue to implement action plans to support extremely elevated and elevated Basc-3/Bess Behavioral Emotional Screener.

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
ELA proficiency is 83.3% for white students and 38.2% for black students which presents a 45.1% gap.	Math proficiency decreased from 72.4% proficient to 69.1% proficient totaling a decrease of 3.3%.	Elevated and Extremely Elevated BASC-3/BESS students are often students that demonstrate behaviors that require discipline interventions.

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
ELA proficiency is 83.3% for white students and 38.2% for black students which presents a 45.1% gap	Math proficiency decreased from 72.4% proficient to 69.1% proficient totaling a decrease of 3.3%.	14 students that are Elevated and Extremely Elevated BASC-3/BESS students had 4+ behavior incidents.

Literacy	Numeracy	Whole Child & Intervention
Why?Subgroups are growing at different rates.	Why? All subgroups with the exception of White students, dropped in proficiency.	Why?BASC/BESS was not used as a consistent data point to support students behavioral needs.
Why?Specific subgroup students that are lacking foundational literacy skills are not receiving foundational support (vocabulary, phonemic support, etc.)that is consistent across K-5.	Why?Specific subgroups (AA/Hisp./Special. Ed.) are not receiving adequate differentation to support growth.	Why? Extremely elevated BASC/BESS students were prioritized based on attendance, wrap around support and other data however specific behavior interventions were not discussed.
Why?During data meetings, we didn't consistently track early literacy specific data from k-2 to 3-5 with a focus on specific subgroups.	Why?Teachers are not explicitly planning for differentiation.	Why?Care Team method/means of communication of individual students' progress/needs were not streamlined to include all stakeholders.
Why?We do not have a systematic approach to reviewing the early literacy data of our lowest 25%.	Why?We do not have a differentation protocol in place during PLCs.	Why? Care Team protocols and action plans did not explicitly state strategies, next steps, and the person responsible for behavior interventions.
Why?Instructional team has not identified a consistent way to progress monitor early literacy data that is available through	Why?There was not an intentional plan to support teacher development and understanding of differentation.	Why?Care Team, MTSS and discipline supports often operated in Silo.

Elementary & Middle Schools Literacy CIP Goal:						
By the end of the FY24 school year, all subgroups including SWD, Black, Hispanic, and Asian will increase proficiency from 71% to 76% (5% growth).						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Introduction and progress monitoring of foundational early literacy skills (phonics and morphology) into 3-5 ELA	Topper/Decarlo Instructional Coach & Admin	July- Roll out Fundations, train teachers in Fundations August-September- Train teachers in morphology resource October-Ongoing- feedback, walks, instructional planning	-80% of teachers will be at a proficient level in implementing the foundational skills components -100% of teachers will administer Phonics/Morphology Inventory to assess student mastery	87% of students grades 3-5 will demonstrate mastery as determined by a phonics and/or morpholgy inventory given 2-4 times per year	General Budget	Data/ C&I
Build teacher capactiy (PL) as it relates to foundational early literacy skills(phonics and morphology) into k-5.	Topper/Nails Instructional Coaches Admin	July-Teachers trained in Fundations -August: Fundations internalization/planning ; learning walks -September: Morphology Magic training and instructional planning	100% of teachers will attend professional learning opportunities related to the implementation of the foundational skills, as evidenced by PL sign in sheets	87% of students grades 3-5 will demonstrate mastery as determined by a phonics and/or morpholgy inventory given 2-4 times per year	General Budget	Whole Child/ Intervent ion; C&I
Planning, implementation and monitoring of transdisciplinary model with a focus on ELA/SS/SCI.	Admin Team	August-Work on interalization of resources with content planning team. Lead Calibration walk with Lead team September- May- Monitor using tool and adjusting lookfors Pl	100% of teachers will attend instructional planning PLCs to explicity plan for transdisciplinary learning as evidenced by Pl sign in sheets -80% of teachers will be at a proficient level in implementing the foundational skills components	70% of students grades 3-5 will score Proficient and above on the MAP Projected Score Indicator.	General Budget	Signature Program ming; C&I

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Conduct regular data meetings and progress monitoring data review with instructional staff (Focus-phonics program for SWD & subgroup students k-5).	SPED ESOL Homeroom Teachers	August-May (Monthly)	100% of teacher will attend monthly data meetings	By the end of the FY24 school year, all subgroups including SWD, Black, Hispanic, and Asian will increase proficiency by 5% for an overall proficiency.	General Fund	Data
Provide professional learning opportunities, with timeline for implementation and monitoring for SWD teachers as it relates to foundational early literacy skills (phonics and morphology) k-5.	SPED ESOL SELTs Administration	August-May	100% of teacher will receive professional learning opportunities.	By the end of the FY24 school year, all subgroups including SWD, Black, Hispanic, and Asian will increase proficiency by 5% for an overall proficiency.	General Fund	Curriculum and Instruction
Conduct individualized coaching and feedback to teachers around specifically desinged instruction.	SPED ESOL Homeroom Teachers	August-May	100% of teacher will receive individual observation, coaching and feedback.	By the end of the FY24 school year, all subgroups including SWD, Black, Hispanic, and Asian will increase proficiency by 5% for an overall proficiency.	General Fund	Curriculum and Instr

By the end of the FY24 school year, all subgroups including SWD, Black, Hispanic, and Asian will increase proficiency from 69% to 74% (5% growth).

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Progress monitor and assess using GADOE Scope/sequence to assess standard proficiency.	Instructional Coach & Admin	July- Create assessment map for unit assessments August-Unit/Lesson internalization including mapping out formative assessments ongoing DDI protocol to plan for small group instruction; September-May Observe implementation of differentiated instruction based on data	100% of teachers will progress monitor and assess student proficiency using formative and summative assessment 100% of teachers will participate in Data Plcs to progress monitor student mastery	66% of students grades will score Proficient and above on the MAP Projected Score Indicator.	General Budget Foundation	Data; C&I; Personalized Learning
Build teacher capacity of grade level standards through lesson internalization and instructional planning.	Instructional Coach & Admin	July- Review and model internalization protocol August-January- Lead protocol February-May- Monitor implementation/Effectiveness of protocol	100% of teachers will attend instructional planning PLCs to explicity plan for math instruction as evidenced by PL sign in sheets -80% of teachers will be at a proficient level in implementing the Math Standards	66% of students grades will score Proficient and above on the MAP Projected Score Indicator.	General Budget Foundation	Data; C&I
Planning, implementation and monitoring of the inquiry based instructional framework (5E).	Instructional Coach & Admin	July- Review and model internalization protocol with a focus on the 5Es and how each E looks in the instructional progression August-January- Learning walks/feedback that focus on each E per month February-May- Monitor implementation/Effectiveness of protocol and fidelity to the 5Es	100% of teachers will attend instructional planning PLCs to explicity plan using the 5E framework as evidenced by PL sign in sheets -80% of teachers will be at a proficient level in implementing the 5E framework	66% of students grades will score Proficient and above on the MAP Projected Score Indicator.	General Budget	Data

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Progress monitor and assess using a modified GADOE Scope/sequence to assess standard proficiency for subgroups.	SPED ESOL SELT ADMIN	August, January, & May	100% of support teaachers teachers will use a tracking tool to progress monitor and assess student proficiency.	NWEA Map Assessment From 30% to 40% of students within subgroups will score at or above Developing Proficiency Score. We will reduce the number of beginning students from 48% to 38% at or above Beginning to Developing	General Fund	Data
Build teacher capacity of pre-requisite standards through lesson internalization and collaboration with partners.	SPED ESOL Homeroom Teachers SELT	August-May	100% of teacher will receive professional learning opportunities.	NWEA Map Assessment From 30% to 40% of students within subgroups will score at or above Developing Proficiency Score. We will reduce the number of beginning students from 48% to 38% at or above Beginning to Developing	General Fund	C & I
Monitor SWD instructional plans for specially designed tiered activities or performance tasks for varying performance levels.	SPED ESOL SELT/ADMIN	August-May (monthly	100% of teacher will receive individual observation, coaching and feedback.	NWEA Map Assessment From 30% to 40% of students within subgroups will score at or above Developing Proficiency Score. We will reduce the number of beginning students from 48% to 38% at or above Beginning to Developing	General Fund	C & I; Data; WCI; Personalized Learning

Whole Child & Intervention CIP Goal:					
...ear, at least 3 out of 6 grade levels will show a reduction in extremely elevated BASC-3/BESS					
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Creation and implementation of shared responsibilities & schoolwide expectations CLICK HERE with positive incentives.	Design Team and school community	August 2023-Spring 2024	100% of teachers will have their responsibilities posted within their classroom and tied to their essential agreements.	Monitor behavior for amounts of positive incentives earned and students can explain why received. Monitor behavior referrals for alignment to shared responsibilites.	Student incentive budget	WCI
WCI team reviewing BASC-3/BESS data, determining which children are extremely elevated (CARE, attendance & MTSS combined) and SEL strategies to connect w/ children.	WCI Team Counselor HR teachers Specialists teachers	August 2023-Spring 2024	WCI team will push into grade level PLCs 4x (quarterly) during the 23/24 school year to update on attendance, behavior and intervention.	Data that is shared with team members who can identify children & teachers discuss effectiveness of strategies during SEL & throughout day.	NA	WCI/Data
Build teacher capacity for support via restorative practice, conflict resolution and WCI team check ins.	WCI Team, case managers and trusted adult	Check ins with each child every 2 weeks September-May	100% of teachers will implement restorative practice for tier 2 and tier 3 behavior students as outlined in PLCs and WCI check-ins.	Student end of session survey	NA	WCI

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	Additional Action Steps required for subgroup populations.					
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Creation and implementation of shared responsibilities & schoolwide expectations. CLICK HERE	Design Team	August 2023-Spring 2024	100% of teachers will have their responsibilities posted within their classroom and tied to their essential agreements.	Monitor behavior for amounts of positive incentives earned connected to Behavior Intervention Plans. Monitor behavior referrals for alignment to shared responsibilites.	Student incentive budget	WCI
WCI team reviewing BASC-3/BESS data & determining which children are extremely elevated in subgrop categories & align to available support services (CARE, attendance & SWD) for SEL strategies.	WCI Team Counselor HR teachers Specialists teachers Special ed paras Case managers	August 2023-Spring 2024	WCI team will push into grade level PLCs 4x (quarterly) during the 23/24 school year to update on attendance, behavior and intervention.	Data that is shared with team members who can identify children. Teachers discuss effectiveness of strategies during SEL & throughout day as children move between intervention, co-taught, & resource classes through decreased behavior referrals.	NA	WCI/ Data
Build case manger & paraprofessional capacity for support via restorative practice, conflict resolution WCI team check ins, & social skills groups.	WCI Team Case managers Special ed paras Trusted adult	August 2023-Spring 2024	100% of case managers, & special ed paras will implement support through restorative practice, conflict resolution and social skills as observed by administration.	Student end of session survey after restorative practice session. Data collected from behavior intervention plans (BIPs), tier 2 & 3 SST behavior plans.	NA	WCI

Design and share three educational resources for parents to support learning at home and throughout the school year by May 1st, 2024.

Create a safe and affirming learning environment in one location at each building where families can learn from each other as individuals and groups by May 1st, 2024

Evaluate family engagement efforts in Amp Up and the Ga Climate Survey by February 1st, 2024 in order to make improvements and adjustments on CIP goals.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence & Artifacts	APS 5
Create resource library to support learning at home.	Administrative Team Family Engagement Liaison-Social Worker IB Coordinator	August -May Term 1 Establish systems and protocols for teachers to share instructional resources with families Term 2 Launch and share dashboard with parents Term 3 Share and promote dashboard Term 4 Monitor and evaluate usage	- Summer backpack program - Kindergarten orientation - Weekly newsletters -Parent teacher conference protocol - Getting to know "You" student learning activity	Curriculum and Instruction Whole Child Intervention Data
Create a family to family network.	Administrative Team Family Engagement Liaison-Social Worker IB Coordinator	August-May Term 1 Establish systems and protocols with PTA Term 2 Launch and share dashboard with parents Term 3 Share and promote dashboard;establish target family groups Term 4 Monitor and evaluate usage	-Culturally Responsive Family Engagement Surveys -Student Engagement Surveys -Partner with PTA to create contact log/target family groups -Establish target family grouping	Curriculum and Instruction Signature Programming Whole Child Intervention
Evaluate family engagement efforts and ways to continuously improve by capturing survey data	Administrative Team Family Engagement Liaison-Social Worker IB Coordinator	August-May (Quarterly) Term 1 Share and collect parent data Term 2 Evaluate data and create action plan Term 3 Share and collect parent data Term 4 Evaluate data and create action plan	-Parent Interest Survey -Student Interest Survey -Establish target family engagment teams	Curriculum and Instruction Data

MAP Data

# SPRING TO FALL MAP RESULTS

Below is the overall proficiency level of all 2nd-5th graders for the Reading MAP assessment with a comparison from March to September.

Brandon	Spring 2022-2023	540	12%	21%	35%	32%
	Fall 2023-2024	527	13%	18%	36%	33%

| Brandon	Spring 2022-2023	538	13%	24%	41%	22%
	Fall 2023-2024	527	10%	28%	43%	19%

Above is the overall proficiency level of all 2nd-5th graders for the Math MAP assessment with a comparison from March to September.
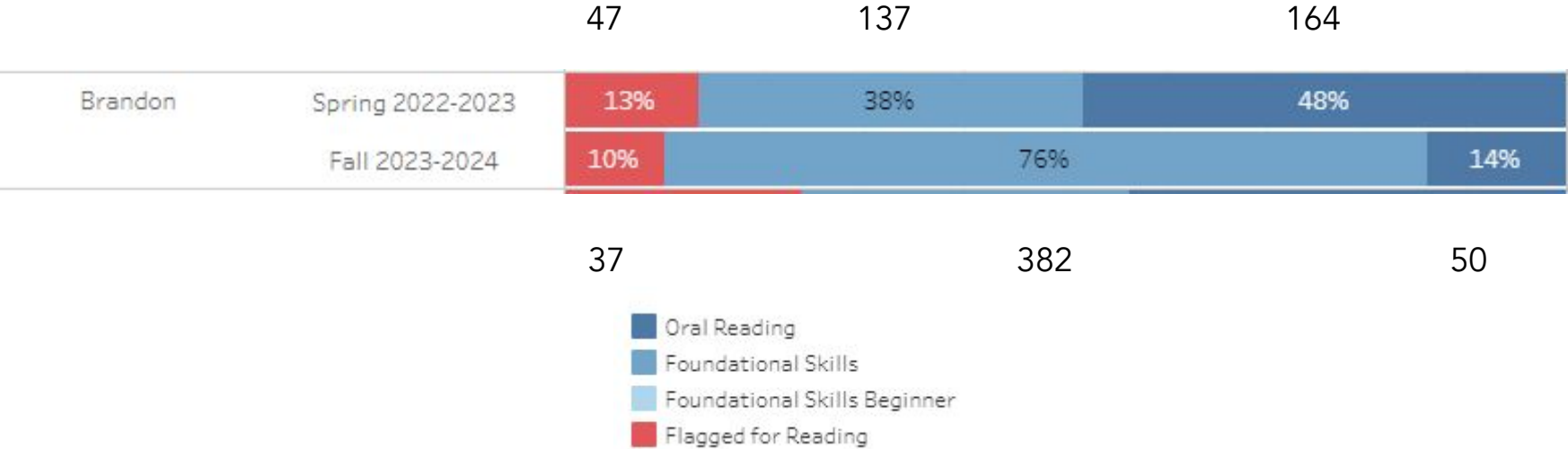
SPRING TO FALL MAP RESULTS-SUB GROUPS
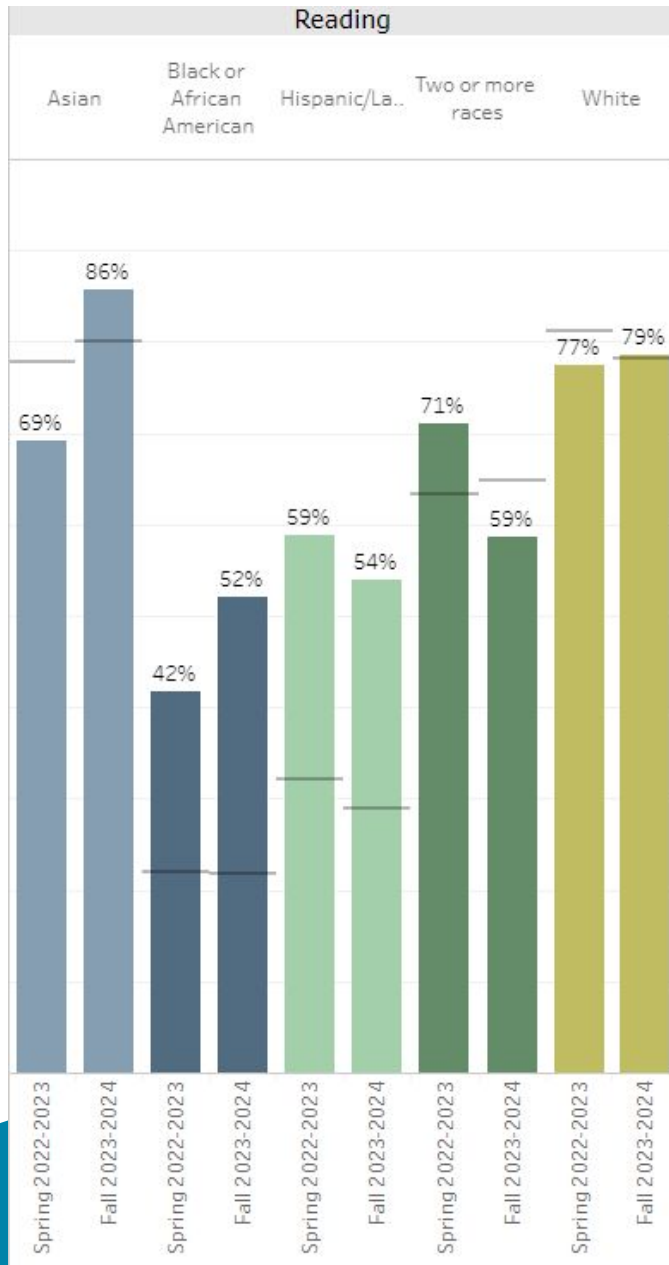
To the left is Spring to Fall subgroup comparisons for Reading.

To the right is Spring to Fall subgroup comparisons for Math.

SPRING TO FALL RESULTS- MAP FLUENCY
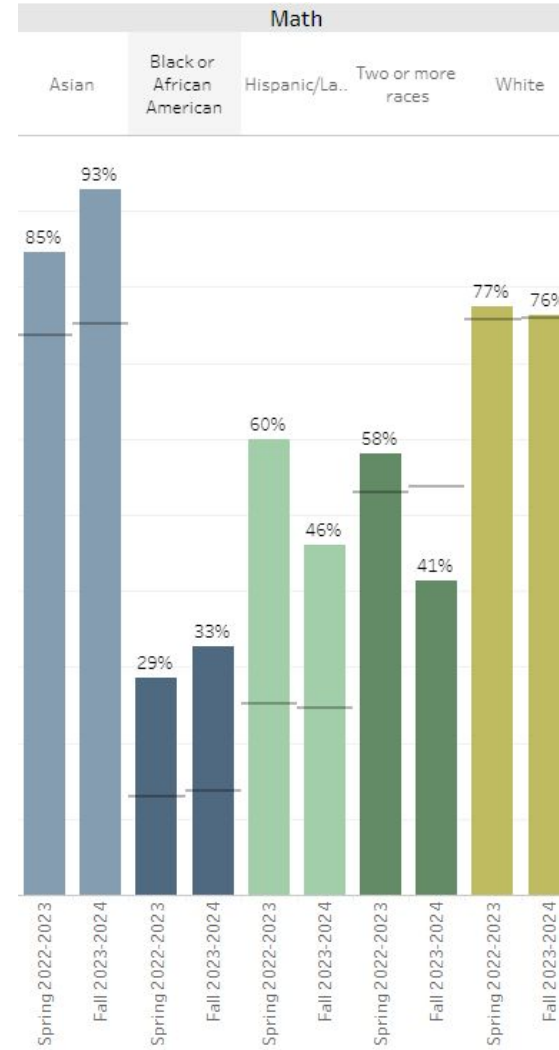
NOTE: THE SPRING MAP FLUENCY ASSESSMENT IS REPLACED WITH MAP GROWTH FOR MANY STUDENTS IN THE SPRING WINDOW- THUS THE SIGNIFICANT DIP IN ORAL READING FOR THE FALL ASSESSMENT.
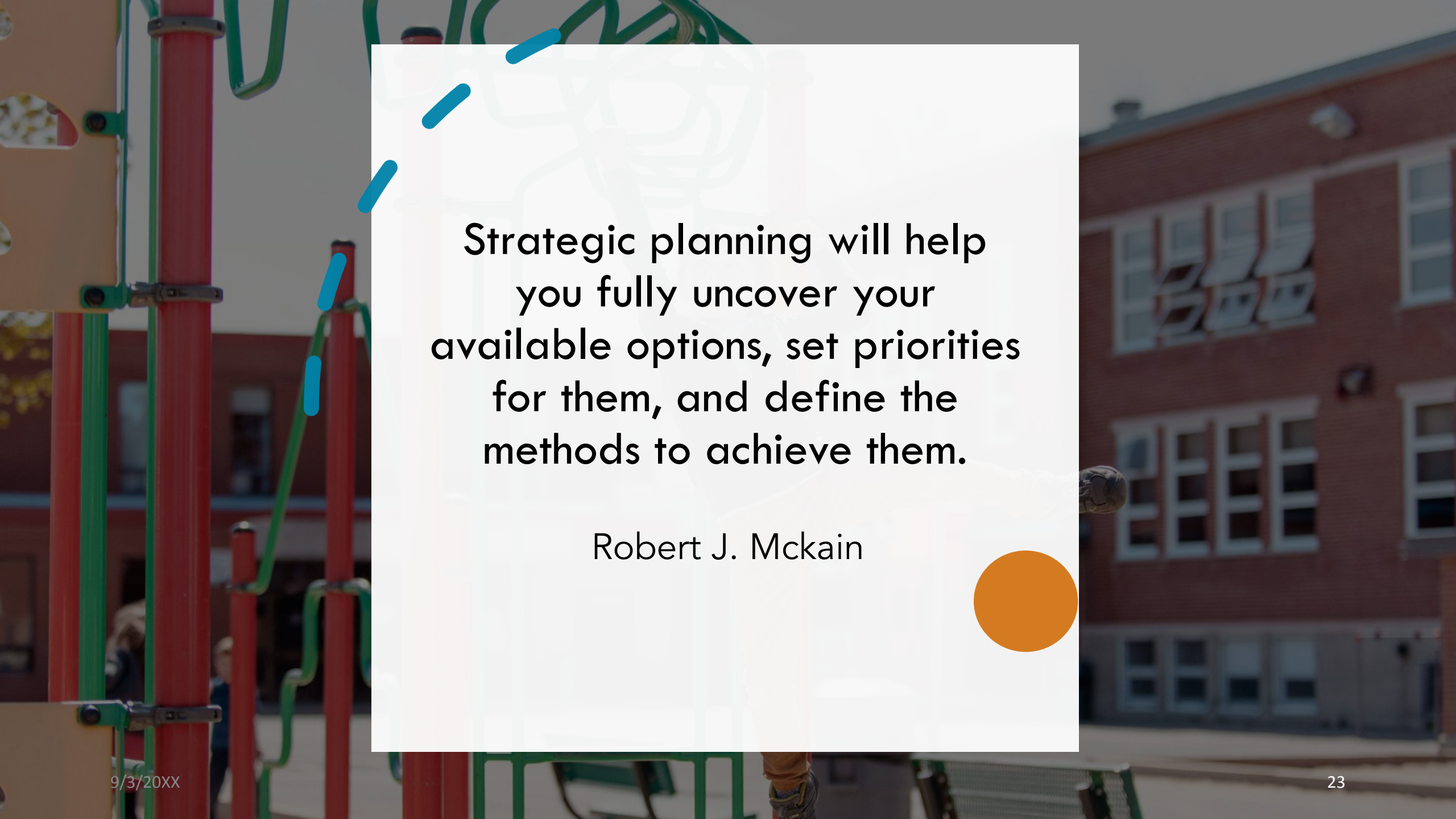
		47	137	164
Brandon	Spring 2022-2023	13%	38%	48%
	Fall 2023-2024	10%	76%	14%
		37	382	50

- Oral Reading
- Foundational Skills
- Foundational Skills Beginner
- Flagged for Reading

GO Team Discussion: Data Protocol

- What do you notice?

- What are your wonderings?

- What additional questions do you have?

Strategic planning will help you fully uncover your available options, set priorities for them, and define the methods to achieve them.

Robert J. Mckain

Where we're going

At our next meeting(s) we will discuss how our data is aligning to our strategic plan and determine if we need to make any adjustments.

Before the end of Fall Semester, we will take Action (vote) on ranking our strategic priorities for the 2024-2025 school year.

Let me or the Chair know of any additional information you need for our future discussion.
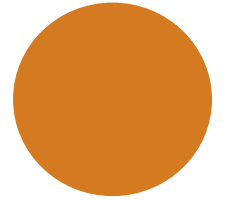
Congratulations Principal Bland!

I am writing to inform you that you have been selected for the GO Team's **Excellence in Leadership Award** for 2023! This award is designed to recognize a principal who has taken an innovative approach to empower families, staff and the community to support student achievement a has also demonstrated APS' core values - (1) Every Voice Matters; (2) Equity At The Forefront; (3) Students And Schools First; (4) A Culture That Cares; and (5) Embrace and Drive Change. Principals were evaluated on the following criteria:

Models Innovation
- Uses flexibility and waivers to change existing practices to increase student achievement
- Ensures innovation aligns with the school's strategic priorities
- Shows commitment to ensuring all students are successful
- Demonstrates improved academic achievement and student success

Equitable and Collaborative School Culture/Develops a strong community involving a range of stakeholders
- Plays an active and useful role as a member of the GO team as well as in the school
- Demonstrates commitment to the students, families, and local communities by providing opportunities for input and including their respective voices in planning and implementation of innovative practices.
- Considers the school community's diversity
- Extends invitations to parents to serve as volunteer leaders

Positive Campus Climate/Superior Customer Service
- Works to ensure that families feel welcomed at the school
- Makes tools and resources available at the school that can meet respective family's needs
- Known as a positive informational gateway for two-way communication

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Thank you