1A: Educational Leaders establish high and measurable expectations for all students and educators.

1. **Uses varied sources of evidence and analyzes data about current practices and outcomes** to shape vision, mission, and goals with high, measurable expectations for all students and educators.
2. **Aligns, revises, and adapts vision, mission, and goals**to school, district, state, and federal policies.
3. **Incorporates diverse perspectives and builds consensus** to provide equitable, appropriate, and effective learning opportunities for every student to achieve.

There are several documents used to establish our direction for the year. Rather than submit plans to the district office, my leadership team created 90 day plans, SIP and Title I plans with parents, teachers and community members at the table with live Google doc to make changes and revisions as necessary. For teacher improvement, teachers are presented with data from ObserverTab and observations around four target areas: Praise Ratio, Learning Targets, Expectations, Tasking (higher order thinking skills). Teachers create their professional growth plans around these four data points for Standards 4 and 5 from the Effective Teaching Standards. Teachers are given weekly feedback on PLCs and Focus student docs are checked randomly and regularly to ensure all intervention specialists have up to date data. This directly impacts our SIP and the learning of our focus students. The desire is to have teachers create professional growth plans for standards 6 and 7 surrounding PLCs and planning from this data. We use the focus student Google doc to document all interventions for a student.