

KIPP Legacy: Vision and Overview

"I will go where there is no path and leave a trail..."

-Ralph Waldo Emerson

Personal Background of Founding School Leader

When I entered my classroom on the first day of school and looked around at the new students, I began to feel my heart race. My eyes focused on three students in the back of the room. As I looked at them, my mind flashed back to the last day of summer school when my principal stopped me in the hallway to warn me about this incoming class. He told me about three notorious "behavior problems" that were being placed in my room, Juan, who was on a Behavior Intervention Plan (BIP) for his violent fits of anger; Maria, who was diagnosed with "ODD" (Oppositional Defiance Disorder); and Jessica, who had "abnormal behaviors" resulting from her "unstable home environment." As I continued to look around the room, I noticed some other well known students who I had seen in the office several times before. My principal proceeded to tell me that the class averages of these new third grade students were well below grade level, with grade level equivalents of 1.6 in reading and 2.0 in math. To make matters worse, my principal also informed me about the "especially challenging" group of parents I would have this year. Despite a very successful first year of teaching, my principal wondered if I would be able to re-create the same results with my new class of students.

As I stood there looking at their faces, I thought to myself, "I've got a lot of work to do, there's so much they need to learn." Aside from helping my students master the curricular material, I needed to prepare my students for the challenges they were going to face in *life*. They didn't know, or couldn't possibly understand, that, as minority students in an urban public school, the "deck" was unfairly stacked against them. They didn't know that they were at the bottom of a stratified educational system that was providing them with less qualified teachers, fewer books and other resources necessary for their education.¹ They didn't know that a basic skills curriculum was probably purposefully chosen as a means of socializing them into working class roles because of the lower expectations some have for them.² They didn't know about the sobering high school graduation statistics for other minority students like them-- well below 50%³. Further, my students also had no idea that their scores at the end of third grade year would probably be used to predict that more than half of *them* wouldn't make it through high school; and even if they did, and went on to college, the vast majority of them would be expected to drop out before graduation.⁴ These hurdles and statistics predicting bleak futures for my students are all too familiar as these were many of the same struggles I faced as a woman of color and the product of an

¹ Anyon, J. (1997). *Ghetto Schooling*. Teachers College Press, New York, NY. pp. 41-98.

² Sadovnik, A. "Theory and Research in the Sociology of Education." *Sociology of Education: A Critical Reader*, edited by Alan Sadovnik, pp. 3-22.

³ Meier, D., Kohn, A., Darling-Hammond, L., Sizer, T., & Wood, G. (2004.) *How the No Child Left Behind Act is Damaging Our Children and Our Schools: Many Children Left Behind*. Beacon Press, Boston, MA. pp. 23.

⁴ Of the minority students that do make it to college, more than 70% drop out before graduation, most in the first year of schooling. Steele, C. (1992). "Race and the Schooling of Black Americans." *The Atlantic Monthly*. pp.68-78. And U.S. Census Bureau Population Profile.

urban public school system. I had to blaze my own trail, defying these same odds, and unfortunately, I struggled and failed along the way. The lessons I learned on my path drive my sense of urgency and passion to empower students who share a similar background, ensuring that in the future they are better equipped to face these challenges than I was.

As a Teach for America (TFA) corps member in Houston, I worked hard to not only increase my students' reading and math skills but also their social skills and "cultural capital,"⁵ ensuring that they would be able to navigate their way through a mainstream society. I talked to my elementary students about choices, consequences, time and place, college and opportunities unfamiliar to them on a daily basis in preparation for the challenges I knew they would eventually face. Unfortunately, I was part of a small group dedicated to this mission at my school. Each year I would watch my students, who had worked so hard to succeed in my class, move on to other classrooms in which they were not held to the same expectations or standards, nor provided the same life lessons. I watched my students regress each year and their once frequent conversations about college and future jobs dwindled. I watched my students become apathetic and disengaged, no longer excited about school. Frequently I was called into the fourth and fifth grade classrooms to get my former students "back on track" and I would be frustrated because I knew it wasn't their fault that they weren't engaged. My afterschool pep talks or serious conversations during that time were not enough; they needed more than one person talking to them about college and cultivating them to reach their full potential.

Determined to improve the circumstances of more students than just the ones in my classroom or on my grade level, in 2007, I applied for the Fisher Fellowship. I saw a clear alignment between my educational philosophy and KIPP's. "High expectations", "no shortcuts", "commitment", "whatever it takes" and even "more time" were the guiding principles of my classroom. I, too was working to provide students with a academic and social foundation that would get them to and through college but in the role, school and district I was in, I was not able to push enough people to create the change I wanted to see.

Why do I want to open a KIPP Primary school?

My teaching and life experiences have taught me that all children can succeed if given the opportunity to escape certain social and academic barriers. It broke my heart to see my students regress as they moved further along in their schooling careers to teachers who didn't have the same sense of urgency or educational values as I did. I looked at the growth they had made in my class during the course of a year and started to imagine how much they could have flourished if I had them earlier or was able to move up with them to fourth grade. The positive change that I observed in my students each year drives my desire to find a way to create similar change for many other students. I want to influence the paths of more students and help improve their educational circumstances by not only ensuring that they receive a strong academic and character foundation but also by surrounding them with a network of adults who will lovingly push them to reach their full potential. My educational philosophy and the actions I took to help the students in my classroom succeed

⁵ Sadovnik, A. "Theory and Research in the Sociology of Education." *Sociology of Education: A Critical Reader*, edited by Alan Sadovnik, pp. 3-22.

are not exclusive to one classroom or even a few teachers within KIPP, it is the driving philosophy of the organization and everyone in it along the K-12 continuum.

I am excited by the opportunity to be a part of a network of educators who all share a similar philosophy, understand the challenges our students face, and dedicate themselves to preparing students to overcome the academic and social barriers in their way. I am comforted by the thought that after my students leave the classrooms and halls of my school; they will continue to be cultivated as leaders. The standard of excellence will be maintained as they move on to KIPP middle and high schools and other top caliber schools, further improving their chances of attending and graduating from college able to live out their dreams and build a brighter path.

Vision & Mission

The guiding mission statement of KIPP Legacy Prep is as follows:

KIPP Legacy Preparatory School will cultivate confident, intelligent, college-going, and culturally aware TRAILBLAZERS, who will become global leaders and create a brighter PATH for themselves, their community and the world.

At KIPP Legacy, the belief that our students can and will defy all odds and exceed all expectations is what guides our work. We will cultivate leaders who will be “TRAILBLAZERS” and live out the values that will allow them to create their own PATH in the world. Figure 1.1 graphically displays our Vision Framework.

Our vision for student success has been shaped by the knowledge that we need to not only prepare our students to overcome the historical racial achievement gap, but also the growing “global achievement gap.”⁶ Our students’ skills will not be limited to merely excelling on standardized achievement tests (which they will) but will be empowered with the abilities necessary to compete in the global society. It has been widely documented, in books such as *The Global Achievement Gap*, *The World is Flat* and documentaries such as “Two Million Minutes”, that American students have fallen behind their European and Asian international counterparts in the global “knowledge wars.”⁷ Internationally, the US ranks 25th in math and 24th in science.⁸ Currently, between 85-90% of our best paying jobs require at least some post secondary education and jobs that require low skill are being computerized and, or, off-shored.⁹ This is the reality and the increasingly competitive environment our students will face.

⁶ Wagner, T. (2008). *The Global Achievement Gap*. Basic Books, New York, NY.

⁷ Brown, Phillip, Lauder, & Hugh. (1996). “Education, Globalization, and Economic Development.” *Journal of Education Policy*, 11, 1-24. Halsey, A.H., Lauder, H., Brown, P., & Wells, A. (2007). *Education Culture Economy Society*. pp. 174.

⁸ Wells, P. (2009). “Shocking news: Canada does something important well.” *Macleans, CA*. Access Online: <http://macleans.files.wordpress.com/2009/04/1-better-pisa-scores.jpg>.

⁹ Wagner, T. (2008). *The Global Achievement Gap*. Basic Books, New York, NY.

To prepare them, KIPP Legacy’s vision is guided by four core values: **Persist, Achieve, Team, & Honor**. Further, we will cultivate in our students twelve competencies, or 21st Century skills, needed to develop as global leaders which spell the acronym TRAILBLAZERS (Thinkers, Risk-takers, Acquired Knowledge, Inquirers, Life-long Learners, Balanced, Lives a Principled Life, Able to be Open-Minded, Zestful, Expressive Communicators, Reflective, Sincere and Caring). This is an adapted version of the International Baccalaureate’s Primary Years Learner Profile, which describes nine traits students with an international perspective possess,¹⁰ and Tony Wagner’s “Seven Survival Skills for Teens Today.”¹¹ Through a rigorous curriculum that is standards based, interdisciplinary, integrates literacy across all areas, and appeals to the multiple intelligences and learning styles, students will develop the foundation in these twelve key abilities for success.

Figure 1.1: Vision Framework



¹⁰ International Baccalaureate Primary Years Programme. <http://www.ibo.org/pyp/>.

¹¹ Wagner, T. (2008). *The Global Achievement Gap*. Basic Books, New York, NY.

Student Vision: KIPP Legacy Fourth Graders

“We MUST believe that every student enters our school with wrapped gifts that we must help them unwrap, and beautiful dreams that we must help them turn into goals.”

-Neila Connors

KIPP Legacy fourth graders will have a solid academic and character foundation in which they are cultivated with the 21st Century skills (See Table 1.1) needed to succeed not just in college but also throughout their lives. Our framework has borrowed elements from the International Baccalaureate’s Primary Years Learner Profile we believe strongly in the curricular and instructional philosophy of the International Baccalaureate (IB) program which emphasizes teaching students how to gather, analyze, generate, and apply knowledge rather than just memorizing facts and figures. The benefits of this philosophy and organization are backed by years of research.¹² Students who graduate from IB programs have stronger analytical and problem solving skills, higher SAT/ACT scores, have a higher acceptance rate to elite private institutions, and are the recipients of more scholarship money.¹³ Teacher skill and understanding of pedagogy are also stretched and improved as they too learn how to cultivate these skills in students.¹⁴ Unfortunately, International Baccalaureate programs are typically found in affluent and/or suburban schools, but my goal is to provide my students with the same learning experiences.

Table 1.1 Student Competencies¹⁵

STUDENT COMPETENCIES	DESCRIPTION	STUDENT COMPETENCIES IN ACTION ¹⁶
THINKERS	A KIPP Legacy student who has developed their ability as a “thinker” knows how to analyze and apply information. They have developed their ability to critically think and problem solve across subject disciplines. They are creative and can find, or develop, strategies to help themselves and, or, others.	<ul style="list-style-type: none"> • Students to start introductions to new material by generating their own solutions to a “Thinker Question.” • Teachers will use a method of investigation with students giving them a problem and several clues, then allowing them to generate solutions to

¹² Thomas, P. (1988). “University Destinations and Performance of IB Diploma.” *Journal of College Admissions*. No 121. pp.11-14.

¹³ *Ibid.*

¹⁴ *Ibid.*

¹⁵ A later version of this table will include ways to assess these competencies and rubric will be created for the final SDP.

¹⁶ This is not an exhaustive list of the ways students will acquire these competencies; the list will be revised and additions for student action by grade level will be made. The school faculty will brainstorm ways to build these skills for students during unit/lesson planning.

		the problem.
RISK-TAKERS	A KIPP Legacy student who is a “risk-taker” does not shy away from challenges or when confronted with a problem. They are not easily deterred by mistakes or failure but instead uses those experiences as opportunities to learn and improve as they try again.	<ul style="list-style-type: none"> • Students volunteer to participate in a new activity or engage in an activity they were once resistant to doing. • Students for volunteering answers to difficult questions in class.
ACQUIRED KNOWLEDGE	A KIPP Legacy student who is “knowledgeable” has successfully learned and mastered the curriculum material and required standards throughout their time at the school. They have expanded their knowledge on a wide range of topics and subject matter. They have not just memorized a vast amount of information but can successfully discuss topics sharing their thoughts and opinions.	<ul style="list-style-type: none"> • Has the student mastered the standards and objectives? • Students are excited by a topic of their choice and are able to provide details, opinions and answer questions about that topic.
INQUIRERS	A KIPP Legacy student who has become an “inquirer” is curious and eager to learn new information. They enjoy reading books, magazines and other forms of print media. They know how to ask intellectual questions about various topics and they are able to use multiple resources to gather information.	<ul style="list-style-type: none"> • Students will use the library or internet to gather information on a topic. • Students frequently use question strands (What..? Who..? How..? Why..? What if..?, etc.) to gather more information on a topic. • Students generate questions before the start of a new unit and actively search for the answers to their questions throughout the unit and lessons.
LIFELONG LEARNERS	A KIPP Legacy student who is a “life-long learner” doesn’t stop seeking knowledge because the unit is over. They pursue topics that interest them and have developed the research skills to help them in their quest. They enjoy learning about new things and help others do the same.	<ul style="list-style-type: none"> • “Student Shares,” integrated into each morning meeting will be an opportunity for a student to share something about a topic that interests them. The teacher will ask questions to probe and offer books, magazines or websites that the student can look at for more information. Teachers would do an informal check in with the student to follow up on any

		additional learning on the topic a few days after the share.
BALANCED	A KIPP Legacy student who is “balanced” has developed their talents in areas beyond mere academic subjects. They take part in extracurricular activities such as sports, music, dance, film, and art and have developed their talents in at least one of these areas.	<ul style="list-style-type: none"> Students will participate in a number of excellence classes including art, music, technology, science lab, and, as the school grows, team sports.
LIVES A PRINCIPLED LIFE	A KIPP Legacy student who is “principled” has learned self-control. They have learned the difference between right and wrong and can successfully assess a situation, the potential consequences, and can make a judgment about the best course of action. They strive to maintain the highest moral character and integrity. In addition to holding themselves accountable to maintaining the highest moral character, they hold those around them accountable as well. These students have also learned how to effectively handle conflict and express their emotions in a productive manner.	<ul style="list-style-type: none"> Uses “kind words” such as “please,” “thank you,” “I’m sorry,” etc. Admits mistakes. Students will debrief about their conduct at the end of each day. (This will look different at each grade level, ie: in kindergarten student may draw a smiley face that corresponds with the color they end the day with according to the conduct chart, etc.)
ABLE TO BE OPEN-MINDED	A KIPP Legacy student who is “open-minded” knows that this world is vast and diverse, and is respectful of those who are different from him/her. They are eager to learn about the cultures and experiences of others and do so without judgment. They are also open to new experiences and eager to explore things that are unfamiliar.	<ul style="list-style-type: none"> Students will participate in at least one global study of a culture and its region each year. Students will participate in a yearly “World Fair,” a culminating exhibition of work created during the study of global cultures across all classrooms. Students will be able to take a “world tour” learning from each class.
ZESTFUL	A KIPP Legacy student who is “zestful” is enthusiastic and happy. They find enjoyment and excitement in learning and each new day. They will maintain an optimistic and positive outlook even	<ul style="list-style-type: none"> Student lessons will be engaging, teachers will model enthusiasm and provide many opportunities for celebration.

	when things get tough.	
EXPRESSIVE COMMUNICATORS	<p>A KIPP Legacy student who is an “expressive communicator” has developed their ability to clearly and confidently express their thoughts, voice and ideas through both written and oral mediums. They are able to listen attentively, process and generate an intelligible response without fear.</p> <p>A KIPP Legacy student who is an expressive communicator is also bilingual. They have successfully developed the oral and written proficiency skills in the Spanish language. They will use this skill as they continue to develop as global citizens.</p>	<ul style="list-style-type: none"> • Students will practice their presentation skills in their technology class and through yearly exhibitions. • Students will journal write and receive comments from their teachers at least three times a week and every day in third and fourth grades. • When students give responses in class, they will stand and project their voices in a confident tone as they give their answers. • Spanish class and conversation time – all students will take a Spanish language class and certain times will be chosen to give students an opportunity to practice their oral skills.
REFLECTIVE	<p>A KIPP Legacy student who is “reflective” knows how to learn from their actions or mistakes. They use their experiences to improve or try again. They think about alternate pathways and are always striving for the best.</p>	<ul style="list-style-type: none"> • Students will maintain a portfolio, before a piece is added to the portfolio the student will briefly talk about their work (teachers will use a set of grade level specific guiding questions to guide the student) • Students will be given “Reflection time” after chronic redirection/misbehavior.
SINCERE AND CARING	<p>A KIPP Legacy student who is “sincere and caring” expresses concern for others. They are concerned about how their actions affect others. They are mindful of other people’s emotions and offer help or assistance when possible.</p>	<ul style="list-style-type: none"> • Caring for others and the ways students should talk to friends will be explicitly taught through social skills lessons. • Students will participate in one service learning project a year.

Values & Values in Practice

KIPP Legacy's values were carefully chosen. The school has four values, PERSIST, ACHIEVE, TEAM & HONOR, which we believe are the essential attitudes that individuals with a strong character must embody. Their alignment with Martin Seligman and Christopher Peterson's six virtues and the twenty-four character traits identified in successful and optimistic individuals can be seen Table 1.2 and following the table are some of the ways these values will be operationalized in the school.

These values will not only be embodied by our students, but also by our entire faculty. Adults on our campus will be expected to model and uphold these values everyday for our students. Table 1.2 describes some of the ways that staff members will model the values for our students through their actions. However, because positive adult models are so important to the successful development of our students, especially during those early years, these norms will serve as a starting point of a more in depth conversation with faculty about ways to model and display our values on a daily basis.

Values and Competencies in Action

These four values will be embedded into the school's culture in various ways for reinforcement and internalization.

- *Monthly Values Focus*
 1. Teachers will plan lessons that incorporate the values. Unit plans will explicitly state the value of the month and the ways the teacher will highlight the value throughout the unit.
 2. The school leader or another member of the school leadership team will deliver monthly lessons that focus on the value of the month.
 3. "Values in the Community," students will learn to appreciate and honor the community they live in. Students will find leaders in their communities who epitomize and have demonstrated the value of the month. Students will use literacy skills to discuss, write about and present the stories of these individuals.
 4. The monthly value will be celebrated in the weekly newsletter with faculty, student and community stories illustrating ways that the value of the month has been lived out in and around the campus.

- *Daily Values Focus*
 1. Teachers will use morning meetings with students as a method of reviewing the values and hear student stories of ways they have seen the values in action.
 2. Teachers will develop and use a common language/vocabulary when discussing values with students. The vocabulary will be differentiated by grade level and synonyms for the values will be student generated as students enter the upper grades.

3. The values will be reinforced through group projects such as service learning activities or in class competitions.
- *Artifacts*
 1. Signs and banners displaying the values will be posted down a school corridor titled, “The PATHway”.
 2. In addition to signs, eventually the school will have a “Values Mural,” a wall dedicated to an illustrated story of the school’s values and its connection to our mission and goal of cultivating TRAILBLAZERS.
 3. Pictures of heroes in history, the KIPP community and Northeast Houston community who embody these values will be displayed on a Trailblazer board.
 4. Teachers will visually recognize the value of the month in their classroom.
 5. Each value will have an associated book at each grade level that will be used by all classes to discuss each value.
 6. Each value will have an associated cheer with movement to help students internalize and to build community.
 7. Quotations displayed will be aligned to the school’s four values.
 - *Recognition and Attitude*
 1. Students and teachers will be recognized at the weekly TRAILBLAZERS’ celebration for living out the values.
 2. The school wide behavior management system will use the values as a basis for student reflection when students find themselves struggling to exhibit self-control or proper behavior.

KIPP’s Five Pillars

The work needed to achieve these goals will be built within the framework of KIPP’s Five Pillars which outlines the vision for the overall strategy used to create successful KIPP schools.

Table 1.3: Five Pillars¹⁷

<p style="text-align: center;">HIGH EXPECTATIONS</p> <p><i>KIPP schools have clearly defined and measurable high</i></p>	<ul style="list-style-type: none"> • At KIPP Legacy Preparatory School we will live by the core belief that ALL students can and will succeed. We will maintain the highest expectations and do whatever it takes to set our students up for success. • We will NOT give up on any student, especially those who will
---	---

¹⁷ “About KIPP, Five Pillars.” <http://www.kipp.org/01/fivepillars.cfm>

*KIPP Legacy Preparatory School’s Five Pillars will operate within the framework of KIPP Houston’s operating definition and norms or each pillar.

<p><i>expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.</i></p>	<p>require more assistance and more of our time and attention.</p> <ul style="list-style-type: none"> • We will set ambitious goals and work with our students and their families to achieve them. • At KIPP Legacy we also hold High Expectations for our teachers and staff who are expected to be prepared every day, ready to give 100% to our students and their families. • All those apart of the KIPP Legacy community will frequently engage in a reflection process to find ways of continuously improving and setting the higher standards to prevent stagnation.
<p>CHOICE & COMMITMENT</p> <p><i>Students, their parents, and the faculty of each KIPP school choose to participate in the program. No one is assigned or forced to attend a KIPP school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.</i></p>	<ul style="list-style-type: none"> • Being a part of the KIPP Legacy community is both a choice and a commitment for all major stakeholders involved in helping our students, including the students themselves, their parents. • Each year students will sign our school's Commitment to Excellence and receives a grade level appropriate explanation of its meaning and purpose. For returning students this will mean a recommitment to upholding the school's mission, values and expectations. • For staff members this commitment will be fully explained during the interview process to ensure understanding among those that are hired and then revisited again during on-boarding/"KIPP-notizing."
<p>MORE TIME</p> <p><i>KIPP schools know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week,</i></p>	<ul style="list-style-type: none"> • The stakeholders who are a part of the KIPP Legacy community understand the value in longer blocks of instructional time for our students.¹⁸ In compliance with the regional guidelines for scheduling, KIPP Legacy will provide an instructional program that begins at 7:30am and concludes at 5:00pm. • For Kinder and 1st grade students, one Saturday session each

¹⁸ Veal, W. & Flinders, D. (2001). "How Block Scheduling Reform Effects Classroom Practice." *The High School Journal*. Volume 84, Number 4. pp. 21-31.

<p><i>and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.</i></p>	<p>month will be mandatory. A family member will be required to attend and together the family member and child will participate in a mini-inquiry unit. This provides families an opportunity to work with their child with the guidance of a teacher who can model instructional techniques that can be used by the parent at home. For students in 2nd grade, Saturday school will be held twice a month, focusing on targeted reading and math skills.</p> <ul style="list-style-type: none"> • For 3rd and 4th grade students, starting in January students will attend a weekly Saturday school in preparation for state exams. Parents will be required to bring their child to these sessions. • For teachers, more time will mean more opportunities for professional development. School wide professional development will be provided on early dismissal days (days are determined by the region). Teachers will also have the opportunity to divide into exploratory teams for more differentiated professional development. • To support these professional development goals, a longer instructional day allows for more time planning time in Professional Learning Communities, across subjects and as a co-teacher pair.
<p>POWER TO LEAD</p> <p><i>The principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn.</i></p>	<ul style="list-style-type: none"> • KIPP's Pillar: Power to Lead provides the school leader with the ability to make curriculum, budgeting, and staffing decisions. However, in addition KIPP Legacy will strive to create a shared leadership model in which everyone has an opportunity to provide input on certain decisions and those in leadership positions will be empowered as decision makers within the guidelines outlines in our school's decision making matrix¹⁹. • The school leader will develop a decision making matrix for the school which will become especially usefully as we grow in size, and would delineate who can give input on decisions and those who are actually decisions makers on certain matters. • Teachers will have the power and freedom to innovate through unit plans and lesson creation within the guidelines of a scope/sequence previously created by the school leadership. • Teachers and staff will have the power to take on leadership opportunities through project management of events or systems (ie: enrichment programs, Saturday school)

FOCUS ON RESULTS

KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges.

- The KIPP Legacy community will be data driven. Decisions will be made on data from both formal and informal assessments. Progress will be tracked over time to allow for evaluation of implemented policies.
- Forms of data that will be tracked include diagnostic assessments, interim exams, standardized exams, behavior data, attendance data, student survey data, teacher survey data as well as parent survey data.
- Data will be analyzed in a variety of ways to ensure accountability, spot trends that could be positive and need to be continued, or negative, and need to be ceased.
- Staff survey data will be used to adjust leadership to meet staff needs. Such forms of data include, but are not limited to exit slips after professional development sessions, anonymous surveys, and informal or qualitative forms of data.