

## Instructional Leadership

- A strong demand exists for a leader who can set clear goals and expectations, reduce disorganization, and foster alignment across classrooms and grade levels.
- A leader who can analyze academic data to identify gaps, establish goals, and transparently measure progress.
- DLI must be treated equitably alongside traditional tracks, and the principal to understand or speak Spanish.
- Keep all stakeholders informed, explain the rationale behind decisions, and foster an open, approachable communication style.
- Maintain variability in instruction across classrooms and a desire for standardization rooted in best practices.
- An instructional leader who fosters growth, provides useful feedback, and empowers educators to improve practice.
- Prioritize literacy instruction at all grade levels, especially early literacy, to be a cornerstone of the instructional program.
- Ensure all students, regardless of race, language, ability, or socioeconomic status, have access to rigorous instruction.
- A healthy culture of responsibility is wanted—one where staff are expected to perform but also feel valued and understood.
- Inspire and guide long-term progress, not just react to short-term issues.
- Decision-making that includes teacher voices, shared ownership, and mutual respect among faculty and administration.
- A principal who is regularly seen, interacts with students and staff, and observes instruction firsthand.
- A leader who has a background in classroom teaching, especially in elementary education, is seen as crucial to understanding instructional needs.
- Fosters a positive school culture that's kind but firm, resilient, respectful, and inspiring. Emotional intelligence, conflict resolution skills, and morale-building are identified as essential traits.
- A leader is needed who can filter district pressures and allow space for creativity, play, and student-centered learning.
- Utilizes instructional coaches to assist and collaborate with teachers rather than act solely as compliance monitors.
- Supports interventions for dyslexic students and a lack of clarity around SPED support structures.
- A principal who audits classroom practices, promoting transparency, and ensuring that high expectations are consistent across grades and programs.

## Discipline Management

- Discipline that is applied fairly and uniformly across all students and situations with no favoritism or bias.

## Sarah Smith ES: Leadership Profile

- Firm but empathetic leadership while balancing compassion and accountability.
- Clear, school-wide behavior framework that is well-communicated, age-appropriate, and enforceable, rather than vague or inconsistently applied.
- Restorative practices and positive behavior reinforcement are consistently encouraged.
- Build meaningful connections with students while maintaining clear expectations.
- Phrases like staff yell at students daily and public shaming instead of behavior support show widespread concern about tone and culture.
- Zero tolerance for bullying, and the consequences must be serious and communicated clearly to parents.
- Everyone should be held accountable, and discipline management should involve students, families, and staff.
- The need for the principal to have experience with student discipline is emphasized. A common sentiment is that the principal should have classroom-level experience, especially in elementary settings, to relate to younger students' behavior and development.
- Understand how discipline can disproportionately impact student groups and promote inclusivity and cultural sensitivity.
- Many respondents express that teachers cannot do it alone, and that admins must step in to handle chronic disruptions so others can learn.
- Professional development on de-escalation, conflict resolution, and trauma-informed care so that all staff respond appropriately.
- Include more SEL programming, dedicated behavior blocks, and guidance on emotional intelligence to address behavior at its root.
- Discipline must be age-appropriate, sensitive to trauma, and should recognize behavior as communication, especially for younger children or those with 504/IEP plans.
- The principal should be seen in classrooms, lunchrooms, and hallways, helping build trust and rapport that prevents issues before they escalate.
- A major theme is balancing discipline with community and advocating for a culture of kindness, calmness, and shared respect.

## Leadership Style

- Clarity, discipline, and urgency are essential traits. The ideal leader must set clear expectations and ensure they're followed, applying rules consistently and fairly.
- A leader who is kind and value-led, with strong empathy and emotional intelligence, particularly in working with students.
- Embodies strong leadership skills while being warm and welcoming.
- Leadership must be culturally competent and inclusive, ensuring that no group feels more privileged or more heard than others.
- There's widespread support for a collaborative, transparent leader who values input, fostering shared decision-making and mutual respect.
- Someone who follows through and keeps their word and is unafraid to make hard decisions, showing integrity, resilience, and consistency.

## Sarah Smith ES: Leadership Profile

- Servant leadership style puts others first—students, teachers, and families, and maintaining humility, listening, and supporting others are key.
- The leader prioritizes teaching and learning and supports educators through coaching, professional development, and instructional excellence.
- An effective principal uses both qualitative and quantitative data to drive improvement and inform school performance.
- Leadership is described as not being popular but about doing what’s right for the kids. It’s more about action than image.
- The leader must know how to delegate and empower teachers, rather than micromanage or make decisions in isolation.
- Respect is earned, not demanded. School culture should be built on mutual trust, professionalism, and high standards.
- Able to articulate a clear and ambitious vision, one who can rally the school around a shared purpose and long-term goals.
- Adaptive leadership—the ability to respond to changing needs, solve problems creatively, and be flexible in approach.

## Community Engagement

- Principal presence at school and community events, and approachable to families, students, and local partners.
- Transparent and timely updates through multiple platforms, email, social media, newsletters, and meetings.
- Actively listen and close the loop on concerns raised.
- Partnerships with families, not performative engagement
- Community members seek authentic engagement, not just emails or spirit nights.
- The next leader should treat families as partners, not spectators, and foster shared ownership of school culture and student success.
- Rebuilding trust and school reputation while supporting existing structures without allowing domination
- Culturally responsive leadership is a top priority.
- The ideal candidate respects diversity, engages all families equitably, and preferably speaks or understands Spanish.
- Reconnecting with neighborhood families who have opted for private or other public schools.
- Engagement must include relationships with local businesses, civic organizations, and nonprofits for mutual benefit, not just monetary gain.
- Families seek events and engagement opportunities that are accessible for working parents and inclusive of all socioeconomic and language backgrounds.
- Empowering staff in community engagement by distributing leadership and enabling teachers and staff to lead or co-lead outreach initiatives.
- The principal must be able to navigate demanding parents without caving and focusing on student needs first.



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- Consistency and reliability followed by real results.
- A principal should be strong, a strategic communicator who avoids information overload and focuses on what matters.
- Should be a visible ambassador for the school who repositions it as a place of excellence and pride in the neighborhood with a greater sense of belonging.
- Active engagement with parents and the broader community. The principal should be welcoming and supportive, and open to feedback and new ideas.