



# Washington HS Leadership Profile

In order to determine the leadership trait that would best describe the ideal principal candidate for Washington High School, staff and community meetings were held on Tuesday, February 24, 2025 and the businesses and alumni Thursday, March 6, 2025. The following profile summarizes the leadership characteristics and qualities valued by the school community:

## Types/Years of Experience

- 5-10 years in a high school setting.
- At least 10 years' experience inside and outside of the classroom. Children & staff members must be held accountable for their actions.
- Empathy is essential; understanding the challenges and issues faced by the community is key to building trust and creating a supportive and effective school environment.
- A demonstrated history of being a part of the solution in turning around underperforming schools, ideally in similar urban settings. This includes experience in improving academic achievement, fostering a positive school culture, and effectively managing resources.
- Deep understanding of effective teaching practices, curriculum development, and data-driven instruction.
- Understanding the school's history and legacy.
- Excellent communication and interpersonal skills; an effective communicator who can build trust and rapport with students, staff, parents, and the community.
- Strong organizational and problem-solving skills.
- The ability to manage multiple tasks, prioritize effectively, and make sound decisions is crucial for success in this role.
- Resilience, determination, perseverance and a strong belief in the potential of all students.
- Adjustable and understanding.
- Hands on activities.

## Instructional Leadership

- Understanding of how to relate to the students even in times of correction.
- Data-driven, able to analyze student performance metrics to guide decision-making and improve outcomes.
- Approachable, empathetic, and committed to professional development for staff, ensuring they remain current with best practices.
- A visionary mindset and the ability to set clear, achievable goals for the instructional program are essential.
- Teacher empowerment: create a culture where teachers feel valued, respected, and empowered to make instructional decisions.
- Provides targeted professional development opportunities for teachers based on their needs and school-wide goals is vital.
- Has a strong understanding not only of core content but also of areas like foreign languages, CTAE, and the arts. This ensures that when the principal observes a teacher, they have a clear understanding of the subject matter and classroom activities.
- An open-door policy. The leader should show leadership, compassion, and willingness to listen to everyone.
- It is important that the principal understands racial inequities, instructional gaps, and how to implement strategies that boost both student and staff morale.
- Students with disabilities instructional knowledge and experience.
- Knowing student's needs.
- Learning different learning styles.



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- Interaction with the lesson.
- Non-bias discussions with teachers and students.

## Discipline Management

- Understands how to create a disciplinary structure for the school that will hold everyone accountable which would create a safe teaching environment.
- Discipline should be instructive and promote an improvement in behavior and not too excessively punitive.
- A strong background in implementing fair, consistent, and restorative discipline practices that promote a positive school culture.
- Demonstrate the ability to address issues proactively, fostering clear communication and setting high expectations for behavior.
- Experience in managing conflict resolution, de-escalation strategies, and creating systems that prioritize accountability while supporting growth for students.
- Skilled in implementing trauma-informed discipline practices that prioritize de-escalation, relationship-building, and addressing the underlying needs driving challenging behaviors.
- Build strong relationships with parents, community partners, and mental health professionals is essential for addressing student needs and supporting positive behavior.
- Build strong relationships with parents, community partners, and mental health professionals is essential for addressing student needs and supporting positive behavior.
- A phone policy that is non-negotiable.
- A uniform policy w/ jean day fundraiser on Fridays.
- Mentor program for students.
- Self-Control, order, fairness but stern, tolerance but patient, respectful, considerate, and a strong and clear communicator.

## Leadership Style

- Possess a spirit of approachability, respect for the beliefs and ideas of others and the ability to galvanize and spark the desire for all who support students to work in collaboration, collegiality, and community.
- Holding everyone in place accountable.
- A transformational leader; transparent with their process and vision for the school.
- Has a clear and inspiring vision for the school's future, motivating everyone to work towards shared goals.
- Focus on student and staff well-being; prioritize the needs of others, creating a supportive and nurturing environment where everyone feels valued and respected.
- Foster a sense of community by promoting collaboration, encouraging teamwork, and celebrating collective achievements.
- Embody the qualities of a servant leader, prioritizing the needs of teachers and supporting them in their role as educators.
- Someone that is relatable, transparent, and a peoples' person.
- Someone who works with student body organization work.

## Community Engagement

- The ability to establish business relationships/connections that will benefit students while being honest and transparent at all times.
- Leverage all stakeholders in the community, as well as ensuring that we have a sound PTA program at our school.



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- Possess a deep understanding of the school's surrounding neighborhood, including its history, demographics, challenges, and assets.
- Has a track record of successfully building partnerships with community organizations to provide additional resources and support for students and families.
- Fundraising and Advocacy: Experience in securing funding and advocating for the school's needs within the community would be beneficial for expanding resources and opportunities.
- Experience in integrating community resources, such as health services, after-school programs, and social services, into the school environment would be an asset.
- Get donations and get in touch with local restraints for field trips etc.
- Vertical alignment with Elementary, Middle, & High School students to establish transparency learning (reading & math) skills.
- Showing support with students.
- Partnering with multiple local businesses.
- Push school pride through pep rallys, events, etc.