



# STAFF & COMMUNITY INPUT SURVEY RESULTS

SOAR PRINCIPAL RECRUITMENT - 2024

## OVERVIEW

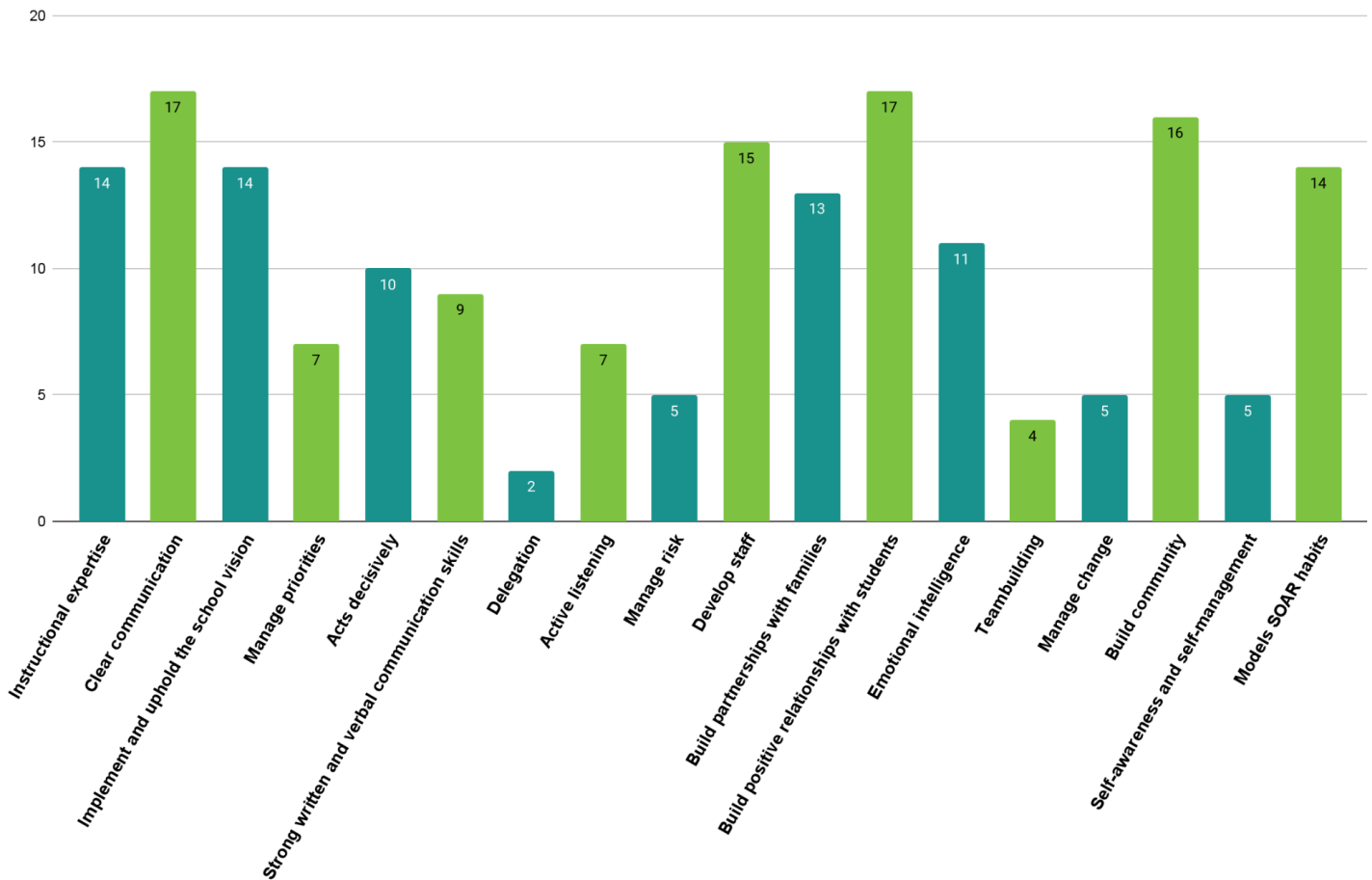
We are pleased to present a high-level overview of the insights gathered from the SOAR Staff & Community Survey, aimed at gathering valuable input regarding the recruitment of a new principal.

- The survey was sent to members of the SOAR community as well as staff members.
- The survey was provided in both English and Spanish.
- The survey was completely anonymous.
- The survey was comprised of two (2) questions:
  - Question 1 offered respondents the opportunity to select five critical qualities of a prospective school leader from a predefined list of 18 choices.
  - Question 2 invited open-ended reflections on additional traits desired in a prospective school leader.
- We collected a total of 39 response:
  - 16 responses from community members
  - 23 responses from staff members
- In this report we present the following:
  - Aggregate results of the responses to Question 1, represented both graphically and in raw data format, prioritized by frequency of selection (top traits/skills)
  - A synthesis of the insights gleaned from the responses to Question 2, emphasizing recurring themes and significant insights.

## ALL RESULTS



**Q1.** What skills and attributes must our new school leader have? Select the (5) things from the list below that are most important to you.



RANK	ANSWER CHOICES	RESPONSES	
1	Clear communication	17	43.59%
1	Build positive relationships with students	17	43.59%
2	Build community	16	41.03%
3	Develop staff	15	38.46%
4	Implement and uphold the school vision	14	35.90%
4	Instructional expertise	14	35.90%





4	Models SOAR habits (respect, compassion, perseverance, responsibility, integrity)	14	35.90%
5	Build partnerships with families	13	33.33%
6	Emotional intelligence	11	28.21%
7	Acts decisively	10	25.64%
8	Strong written and verbal communication skills	9	23.08%
9	Manage priorities	7	17.95%
9	Active listening	7	17.95%
10	Manage risk	5	12.82%
10	Manage change	5	12.82%
10	Self-awareness and self-management	5	12.82%
11	Teambuilding	4	10.26%
12	Delegation	2	5.13%

## Q2. What other skills and attributes must our new school leader have?

### *Leadership & Management Skills*

- Believes in staff skills and has the ability and the willingness to work alongside staff.
- Can lead a team to improve the growth of our staff, community, and student learning.
- Will uphold and implement the school mission and vision, communicate it clearly and consistently, and provide a vision and roadmap for achieving the goals and inspiring others to do the same.
- Addresses the needs of ALL stakeholders in the system, which also includes the faculty and staff that work with the parents and students.
- Does not need to be held accountable by staff.
- Wants the school to thrive and does so with staff, families, scholars, and the community.

### *Presence & Awareness*

- Is present in all grade level classes and knows what learning is taking place in each grade level
- Has the ability to give teachers feedback because they are present in the classroom.



- Should have a strong pulse on the school and every student.
- "Is seen" amongst the community.
- Engages with families and students.

### *Continuous Improvement Orientation*

- Is a lifelong learner building on the current strengths of the students to support all types of learners.
- Pushes for academic learning and gains in knowledge.
- Pushes for staff professional development.
- Gives praise to staff.
- Develops a teaching methodology.

### *Positivity & Supportiveness*

- Ability to name the school's challenges while also celebrating its successes.
- Is open-minded, warm, positive, empathetic, supportive, approachable.
- Promotes positive culture building among staff and students.
- Finds creative ways to boost morale and create a sense of unity.
- Understands each individual student and family's situation(s) when the time is needed.

### *Data-Driven Approach*

- Has a passion for data-driven instruction.
- Has a strong desire to hold teachers accountable to consistent data analysis that informs instructional choices.

### *Commitment to Establishing a Safe Environment*

- Makes SOAR a safe environment that values its in-house staff and offers them growth opportunities.
- Cares for staff's mental and physical well-being.

### *Educational Expertise & Learning Orientation*

- Is committed to embedding SEL into the classroom and everyday teaching practices.
- Has experience at the K-5 level.
- Has a firm understanding of the MTSS process, how to prioritize the components and hold all staff accountable for their deliverables in the MTSS process.
- Has a deep knowledge about the school academics and curriculums.
- Know strategies on how to model and coach in achieving academic growth.
- Has elementary leadership experience.
- Has experience in the academic and culture space.



### *Experience in Diverse Communities & Schools*

- Has leadership experience in diverse communities (socially, academically).
- Understands the nature of a Title 1, urban school.
- Is skilled in serving an at-risk community.
- Is diverse.

### *Behavior Management & Discipline*

- A strong leader who will enforce a school-wide uniform system of behavior management, discipline, and a restorative practices model.
- Has the strength to communicate, uphold, and enforce clear and specific school rules and expectations.
- Upholds a strong presence of authority towards students and has an understanding of what consequences are appropriate for disciplinary situations.
- Has clear rules and expectations for student growth in the area of self-regulation and character development.

### *Strong Communication & Clear Expectations*

- Has good communication with families
- Clearly communicates learning objectives and expectations of staff.
- Have frequent check-ins with teachers.
- Has clear expectations for SEL practices and implementation.
- Has strong written and oral communication skills.
- Has consistent and frequent communication.

### *Commitment, Integrity & Accountability*

- Shows a commitment to staff and student growth.
- Follow through with their commitments.
- Is willing to put in the work
- Is a doer and a go-getter
- Has accountability (for themselves and our staff members)
- Has a strong system of accountability for holding teachers and parents to meeting needs for the students
- Is committed to staying with SOAR
- Is respectful