Interviewer:   
Do you have an instructional leadership team?   
  
Interviewee:   
Yeah so we have a school improvement team.   
  
Interviewer:   
Okay.   
  
Interviewee:   
And so that is a variety of different positions within our building. There's a mixture of classroom teachers, co-teachers, curriculum implementation, special education teachers, crosscat teacher on there as well, and of course admin.   
  
Interviewer:   
Yeah. Okay and what role do they play? Are they the ones who create the plan and monitor it?   
  
Interviewee:   
Okay. So creating the plan, developing professional development or topics for our staff meeting surrounding it, messaging the school improvement plan, giving some connection to why this was decided amongst the school improvement team.   
  
Interviewer:   
Okay.   
  
Interviewee:   
That sort of thing.   
  
Interviewer:   
It kind of sounds like then the representation is kind of responsible for going back to the rest of their group so to speak. So the crosscat person might be the one talking to all of the self-contained special education teachers.   
  
Interviewee:   
Okay.   
  
Interviewer:   
Great. So are there any other opportunities for leadership for your staff outside of the school improvement team?   
  
Interviewee:   
Yes. There's a tutoring program where we have two coordinators for that program and so at is pretty self-sufficient in that they identify which students are going to be a part of that program because it's based upon academic need, and also specific grade-level band of second through fifth grade, and that was decided district-wide, so it's a district-wide initiative. But each elementary school has, I believe, a coordinator that runs that program and does the staffing, and so they have those classroom tutors as well.   
  
Interviewer:   
Do you need to check something?   
  
Interviewee:   
Yeah, somebody came in. I've got the other paper. I just need the questions.   
  
Interviewer:   
Oh, that's certified.   
  
Interviewee:   
I'm sorry.   
  
Interviewer:   
You're fine.   
  
Interviewee:   
Okay.   
  
Interviewer:   
We understand it's the life of the leadership. Okay, so then I want to stick with the school improvement team, and just thinking how does that team use data to monitor and adjust school initiatives or priorities, and how frequently?   
  
Interviewee:   
Yeah, so we developed the school improvement plan based upon the end of the year progress that was made, and so that's to begin with, and so the goals were established based upon then at that time how closely we had met those previous goals in academics and in our attendance. So it was math, reading, and attendance, and last year we looked at SEL as another measure. This school year we were told to just pick three, so it was math, literacy, and in attendance, and so in June of last year, 2024, we had decided on what the those percentages or increase of progress where we're expecting to make going a little bit further than the growth from previous years to make sure that the goals were rigorous. When we met again in the fall, before the school year started, we revisited those goals before then knowing that we were gonna present our school improvement goals to the staff. And so by that time I had, principals had all had, we have like a leadership institute basically, you called it, basically an admin, not academy, but institute, they call it. And we knew that the expectation was a certain goalpost for our map data. And so we adjusted, we knew that going in that our expectation was that at least 50% of our students needed to make adequate progress with their projected map goals. And so knowing that, I knew that we needed to push the needle and on our percentage that we had already. And so we decided then to make sure that it was consistent with what the district's goal was at that time. And so presented to the staff. And so throughout the school year, we've been doing things that are really tied to each of those, whether it be looking at data for map for our building. So we have different, three different benchmarks. So in the winter we gave some kudos to looking at, okay, well, great. We really met it in English language arts. We were almost there for math and talked about that. We did some individual goal setting for all students and not just as far as what the score is gonna be, but also within that individual setting template that provided what foundational skills were students needing if it was math or ELA. So those things were on there as well. So students knew that they weren't just trying to achieve a number, but also there was some, a learning goal, right? Tied to do that.   
  
Interviewer:   
And that makes it a little more personal.   
  
Interviewee:   
Yeah, absolutely. And so, and then attendance, I have a weekly or I wanna say biweekly, I should say meetings with, we have a position that's called the SEAA. So that is a student engagement advocate for attendance. And we, him and I look at where we're at with, with chronic absenteeism because that's our focus for that goal. We look at that monthly and see which students are on there. But then also our school improvement team looks at that separately, right? And just if they have any other input that they would like me to bring to my meeting with him, I also bring that as well. So I see the leadership team or the school improvement team kind of like as our problem solving tank and coming up with some actionable steps. And so we're always willing to make some adjustments. We haven't really made a lot of adjustments to the actual goals themselves, but the plan to achieve them, those goals has changed over time and we meet monthly, at least monthly.