

Cindy Socha
2025-2026
Goals

Goal 1- DATA(Student Achievement)	
Specific and Strategic	By June 2026, 100% of Primary School students will demonstrate grade-level proficiency or higher in literacy and numeracy, as measured by the Star Reading and Star Math spring assessments, indicating increased comprehension, problem-solving skills, and academic confidence.
Measurable	as assessed by the STAR Early Literacy and Math benchmark assessments.
Action-Oriented	Actions to follow: Using data, grade level teams will identify areas in which there are gaps/deficiencies and develop an ISSP (Individual Student Success Plan) for each student identifying skill areas and what is needed to achieve this goal. Data points will include: STAR Early Literacy, 5 times per year (approximately every 8 weeks) beginning, middle, end of year as well as progress monitoring using Curriculum Based Measures (CBMs) periodically. Reading Wonders Phonics assessments will be implemented as well. Teachers will use running records for each student to track progress.
Rigorous, Realistic, and Results-Focused	The goal is rigorous, realistic, and results-focused. It is using data to drive instruction and personalize instruction for each student.

Time-Bound	By the end of each assessment period, the Primary School staff will analyze the student progress and revise strategies as needed.
Inclusive	All students are included in the goal and will be instructed individually.
Equitable	All students will receive equitable services and instruction based on needs.

Goal 2-ICEL	
Specific and Strategic	By June 2026, 100% of instructional staff will participate in professional development on the ICEL framework (Instruction, Curriculum, Environment, Learner) and RIOT (Review, Interview, Observe, Test) data collection methods, and apply both in lesson planning and student support, as evidenced by walkthrough observations, documentation of RIOT usage, and improved student engagement metrics.
Measurable	The success of the goal can be measured by assessing the number of teachers who actively participate in the professional development program, the level of understanding and application of ICEL strategies demonstrated by teachers in their instructional practices, and the overall impact on student engagement, learning outcomes, and inclusivity.
Action-Oriented	The goal is achievable given the resources and support available. The principal can collaborate with ICEL experts, provide necessary training materials and resources, and allocate dedicated time for professional development sessions during Common Planning Time and/or monthly staff meetings.

Rigorous, Realistic, and Results-Focused	The goal is rigorous with monthly plans for PD. Results will be evident in classroom walk-throughs, resulting in increased integration of ICEL strategies in classroom instruction.
Time-Bound	The goal is time-bound to be achieved by June, 2026, allowing sufficient time for planning, implementation, and evaluation of the professional development program.
Inclusive	ICEL is crucial for promoting inclusive education, addressing the diverse needs of students, and ensuring equitable learning opportunities. The goal aligns with the school's commitment to providing a quality education for all students.
Equitable	ICEL skills are crucial for promoting inclusive education, addressing the diverse needs of students, and ensuring equitable learning opportunities. The goal aligns with the school's commitment to providing a quality education for all students.

Goal 3- SEL	
Specific and Strategic	By June, 2026, teachers will continue to focus on SEL topics listed to include during morning meetings. The School Counselor will align her lessons with these topics: Sept.: Friendship Oct. : Emotions Nov.: Gratitude and Kindness Dec. : Self Control and Impulse Management Jan. : Growth Mindset Feb. : Respect and Celebrating Differences Mar. : Problem-Solving and Decision Making Apr. : Cooperation and Teamwork May : Self-Awareness and Confidence June : Self-Care
Measurable	The goal will be measured by many walk-throughs during morning meeting times and used in the evaluation process.
Action-Oriented	Teachers will incorporate the 5 Steps for leading morning meetings with a focus on SEL- 1. Start with a greeting 2. Introduce a social emotional skill or topic 3. Start a group discussion 4. Do an activity 5. Reflect and discuss one more time

Rigorous, Realistic, and Results-Focused	It is realistic for staff to add more of these social emotional topics into their current morning meetings.
Time-Bound	By June of 2026, teachers will have developed new morning meeting slides incorporating the SEL topics of the month.
Inclusive	All students are included in the goal and in morning meetings.
Equitable	SEL topics will be equitable for all.

Goal 4- Family Engagement	
Specific and Strategic	By June 2026, the principal will host a monthly Coffee Hour following student drop-off, providing parents and guardians with opportunities to discuss topics of interest, ask questions, and share feedback, as measured by attendance logs and documented follow-up on discussed items.
Measurable	The goal will be measured by feedback from families and family surveys.

Action-Oriented	The Principal's Coffee Hour goal is action-oriented because it: · Specifies who will take the action (the principal) · Describes what the action is (hosting a monthly Coffee Hour) · Includes when it will happen (once a month following student drop-off) · Details how success will be tracked (attendance logs, surveys, follow-up documentation) So, the goal emphasizes the principal's <i>ongoing activity</i> of organizing and facilitating these sessions — which is a clear, concrete action.
Rigorous, Realistic, and Results-Focused	It is realistic for the Principal to speak directly with parents to collaborate and obtain feedback.
Time-Bound	By June of 2026, the Primary School will implement a monthly Principal's Coffee hour for communicating with families.
Inclusive	All students are included in the goal.
Equitable	Communication will be equitable for all.