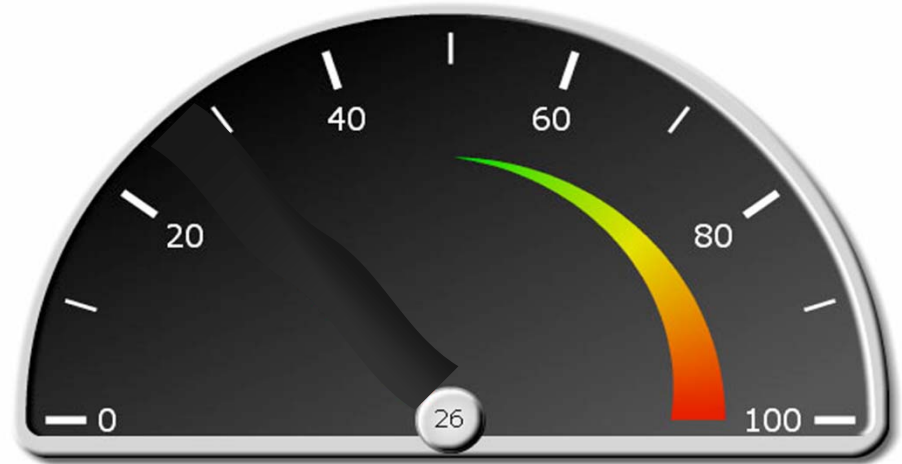


Leadership and the Learning Community



Student Achievement Focus

Effective schools make the success of all students the highest priority. The school's commitment is evident in clearly stated and well-developed student achievement Goals and specific Objectives.

Indicators

- | |
|---|
| ➤ Our Goal statements are clear and unambiguous. |
| ➤ We have selected SMART Goals: <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> esults-Oriented, <u>T</u> ime Sensitive. |
| ➤ Our school has been strategic in identifying a few key Goals rather than a long list of scattered or competing priorities. |
| ➤ There is strong evidence in our Goal statements that academic growth for all students is the key work of the school. We are committed to closing the achievement gap and supporting students at risk. |
| ➤ We are paying attention to one or more of : literacy, numeracy and social responsibility in the Goals we have selected. |
| ➤ Priority learning objectives (grade or subject) help teachers focus their attention on the core skills associated with student achievement. |

Leadership and the Learning Community

Evidence (Data)

Effective schools routinely consider a range of evidence including classroom, school and district information. Analysis of this evidence leads to exploration of the “stories behind the numbers.”

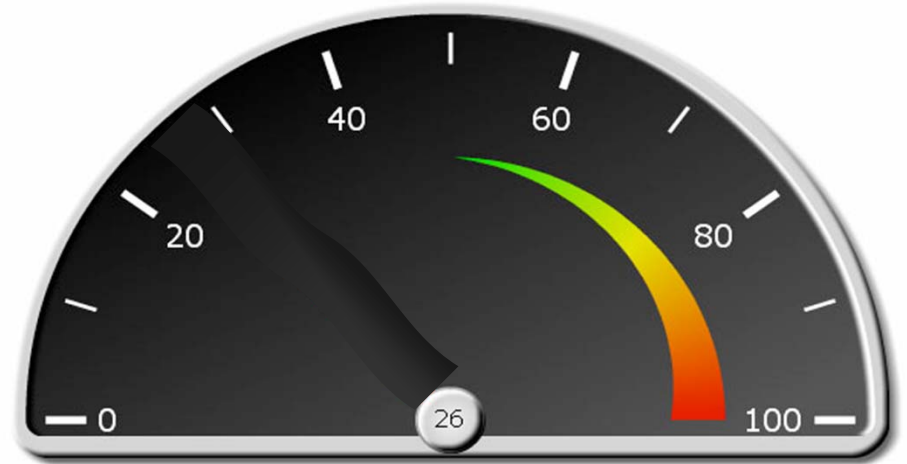
Progress toward School Goals is thoughtfully and regularly monitored, allowing for necessary adjustment of the Goals or the Strategies that support the implementation of the Goals.



Indicators

➤ We regularly gather and analyze evidence of student achievement and engage in productive data-driven dialogue.	
➤ We have considered multiple levels of data (classroom, school, district and province/state) in a balanced way.	
➤ In our school, we value teacher professional judgment as a key source of evidence.	
➤ We explore both high levels of consistency and significant discrepancies between and among data sources.	
➤ We examine trends over time and focus on student cohort performance rather than reacting to a single data point that is inconsistent with patterns and/or with teacher professional judgment.	
➤ In our school, there is wide acceptance that attention to evidence is everyone’s responsibility. Gathering, tracking and considering data doesn’t only happen at the administrative level.	
➤ We have developed professional routines to ensure that there is a sensible limit to the amount and range of evidence being gathered.	
➤ As a result of our data-driven dialogue, there is a direct connection between the areas of concern in student achievement data and the school’s Goal Statements.	

Leadership and the Learning Community



Strategies

Effective schools have a comprehensive School Plan that includes well-developed Strategies to support each Goal.

Indicators

- | |
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| ➤ Our school improvement strategies are clear and specific so that all staff members are empowered (and expected) to get involved in the initiatives. |
| ➤ We have developed strategies to meet the needs of the full range of learners. |
| ➤ Research into best practices has informed us in the selection of our Strategies. |
| ➤ Well planned and resourced staff development supports implementation of new strategies. |
| ➤ We are confident that the strategies we selected are sustainable. There is adequate time, resources, and energy to initiate and follow through with each strategy. |
| ➤ In our School Plan, we have assigned specific responsibilities for the introduction, promotion and frequent review of strategies. |

Leadership and the Learning Community

Alignment for Success



Effective schools are thoughtful in aligning their resources and organizational parameters to increase the likelihood of success. These schools focus the greatest attention on the greatest needs.

Indicators

- | |
|---|
| ➤ Throughout our school, we have made and sustained positive changes to support achievement of school Goals. It is clear that the staff is working toward a common purpose. |
| ➤ There is a culture of professional communication and overall coherence among the various groups within the school (staff, department heads, grade leaders, parent council...). |
| ➤ Our staff has a strong, shared commitment to areas of student achievement in greatest need of improvement and we commit quality time to discuss, monitor and adjust our practices. |
| ➤ The school's funding priorities are closely linked to the student achievement priorities. |
| ➤ We have developed positive routines for introducing, discussing and adopting new practices. |
| ➤ There are quality opportunities (time and focus) for our staff to discuss student achievement, the needs of particular students and what we are learning about best teaching practices. |
| ➤ We include support staff in implementing those initiatives with which they will be involved. |

Leadership and the Learning Community

Instruction and Assessment

Effective schools have professional staff who use instructional and assessment strategies proven to maximize student learning.



Indicators

- In our school, teachers work collaboratively to develop a wide range of instructional strategies to support students' learning styles.
- Teacher teams (subject or grade level) have developed appropriate time allotments so that priority learning objectives receive the necessary attention.
- In our classrooms:
 - There are individual and group learning activities
 - Accommodation is made for students to learn at different rates
 - Students are able to demonstrate their learning in different ways
- Assessment priorities are fair and consistent and old practices (averaging marks or blending attendance/behaviour data with achievement of learning outcomes) have been discontinued
- Our students understand and participate in their own assessments
- Assessments are frequent and are used to shape instruction and approaches to learning
- Our teachers use a variety of assessment methods to increase the accuracy of the feedback and to support greater student success
- There are no surprises for our students. They are aware of the learning targets and are realistic about their level of mastery.
- We value both the assessment **of** learning and assessment **for** learning.

Leadership and the Learning Community



High Expectations and Positive Results

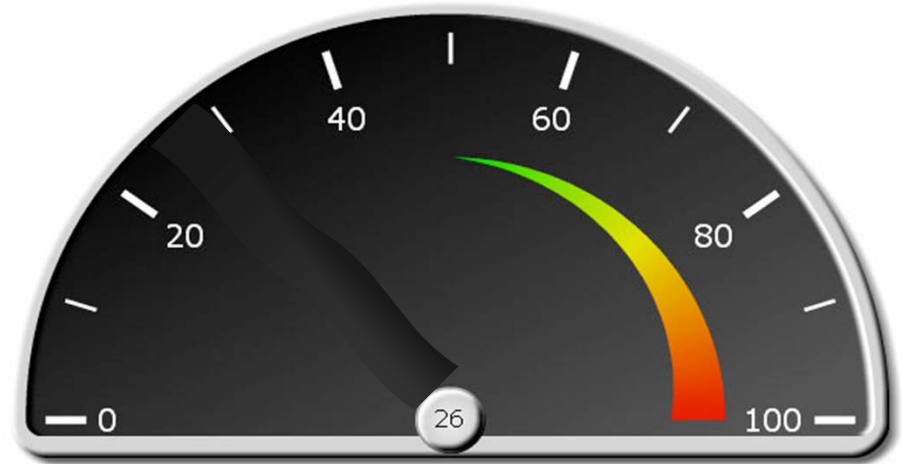
Effective schools create a culture of success and have high levels of accountability for learning. These schools frequently monitor student achievement and make adjustments to support increased student learning.

Indicators

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|--|
| ➤ Throughout our school, there are high profile reminders and celebrations of success to highlight our focus on student learning. |
| ➤ We have established a school culture that values academic achievement as its first priority. |
| ➤ In our school, classroom time is protected and interruptions are kept to a minimum. We don't let anything get in the way of high quality learning. |
| ➤ The school has established and widely shared the performance targets related to each Goal. |
| ➤ We gather, analyze and act on student achievement data. We build in time to both large and small group meetings for data-driven dialogue. |
| ➤ We have developed well-structured, highly supportive intervention resources for students who are struggling to meet success. |
| ➤ We create greater success by “adjusting in flight” based on the results gathered through classroom assessment. In our school, it is true that tomorrow’s lesson changes as a result of today’s classroom assessment. |

Leadership and the Learning Community

Communication



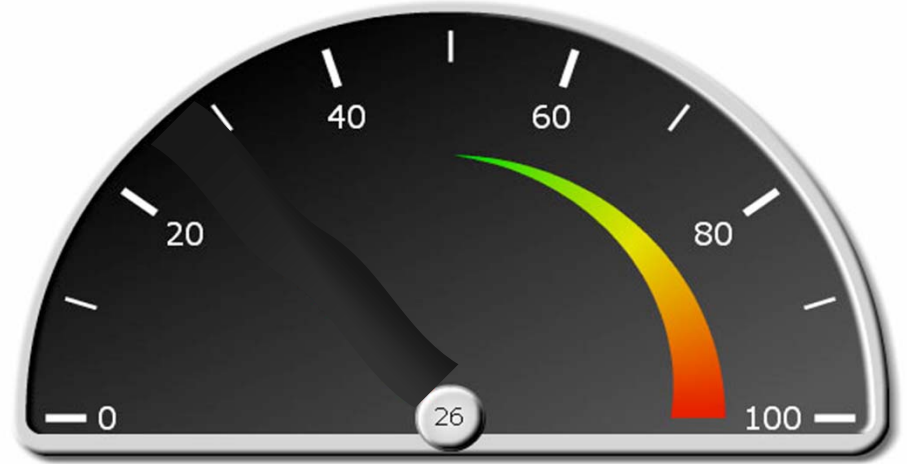
Effective schools communicate their student achievement focus and work with parents and other partners to maximize success.

Indicators

➤ We use plain language to communicate our student success agenda, the expected and achieved results and the monitoring of the School Plan.
➤ There are quality communications both within the school and with parents and other partners.
➤ Our linkages and protocols among the formal groups representing the school community (staff, administration, parent council, student government, neighborhood reps, business contacts...) are clearly understood and functional.
➤ We have accessible and inviting ways to build partnerships and solicit feedback at the classroom and school levels.
➤ Our administration and staff have worked to flatten the hierarchy within the school. All staff members – administration, teaching and support – feel a strong commitment to shared work and believe in their responsibility to contribute to the student achievement agenda.
➤ We are proud of our success in connecting with the diverse groups in the school community. It has helped us to jointly shape the school's direction.
➤ Our school is using technology to support our communications efforts.

Leadership and the Learning Community

Teamwork



Effective schools have an expanding leadership circle made up of people with a strong commitment to student success. Members of the school's leadership team work to maintain internal networks as well as those outside the school.

Indicators

- Our school community has developed strong working relationships supported by well-developed governance, communications and collaborative structures.
- We have committed to the work required to support the school's most important focus on student achievement.
- We have a culture that encourages promising new ideas. Our professional community commits to effective implementation of best practices.
- In our school, the leadership climate is inviting and energizing. Individuals take on different roles and responsibilities depending on needs.
- There is an appreciation for the principal's special role regarding key decisions made in the school community.
- We understand the importance of sustaining the focus necessary to implement effective changes.
- Our school team has the courage to take responsibility for setbacks and failures.
- We make an extra effort to establish and maintain collegial ties with the district office and with other schools.
- Our staff members willingly take on key roles at the school and district level on committees, and in ProD activities.

Leadership and the Learning Community



Parent Involvement in Children's Learning

Effective schools continually find ways to build meaningful partnerships between the classroom teacher and the parent to support each child's learning.

Indicators

- Our school personnel are accessible and provide timely, frequent and relevant information to parents regarding student progress.
- We have worked to establish meaningful connections with parents who are reluctant to initiate contact.
- There are communications catering to specific groups of parents whose children receive specialized services.
- At our school, we work hard to build quality relationships from the earliest time that students enter the school. Special events are scheduled in collaboration with feeder schools to support effective transition for parents as well as for students.
- The school provides frequent, personalized student progress updates in addition to formal report cards. As professionals, we commit to a positive partnership, and work hard to build trust with parents of students who have not historically achieved success.

Leadership and the Learning Community



A Positive School Culture

Effective schools sustain a positive and vibrant school culture. There is widespread commitment to making the school a safe, welcoming learning environment.

Indicators

- Our school makes a positive first impression on visitors. There is a welcoming feeling to the building and staff members and students invest in our shared reputation.
- The core human values of **compassion, fairness, honesty, responsibility and respect** are modeled and reinforced as part of our school's way of being.
- Staff and students are supported in establishing and sustaining a friendly tone throughout the school, promoting safety for everyone and also allowing for some fun in our business-like environment.
- We are known for a strong school spirit and there is pride in being associated with our school. Staff, students and parents can and do tell stories of some of the accomplishments achieved by members of our school community.