



“Whatever it Takes to Increase Student Success” **Continuous School Improvement Process**

Improvement

“.....is change with direction, sustained over time, that moves entire systems raising the average level of quality and performance while decreasing the variation and engaging people in analysis and understanding of why some actions seem to work and others don’t “

Richard Elmore

Building a Continuous Improvement Culture

“The most compelling factor leading to school success is functioning in a collaborative family-like atmosphere.”

-Bridging the Opportunity Gap

Guiding Principles

- Effective school improvement balances and aligns many diverse forms of accountability so that all support the goal of helping teachers help students succeed.
- Teaching and learning are at the heart of an effective school improvement process.
- The school improvement must be “a ladder, not a hammer.”
- School improvement can only be effective if it gains the understanding and acceptance of those who work within it. Educators and others must understand the goals they are expected to achieve, and accept their own responsibility for achieving these goals.

Essentials Questions

- If we know better; why don’t we do better
- What is a competent system?
 - What beliefs define our purpose? (vision)
 - What are the Gaps between what we believe and what we do? (data)
 - What are our priorities and how are they connected?
 - How do we make it happen? (strategic planning)
 - Who’s accountable and for what?
 - Why do some schools do better than others in school improvement?

Core Concerns

- Is school improvement a strategy, or a report of self fulfilling prophecies
- Is school improvement designed to break the mold, or conform our prejudices
- Is school improvement designed to improve education, or destroy confidence

Continuous School Improvement Goal: Increase Student Success

Implement by

- Create school improvement culture
- Initiate a needs assessment and school improvement process framework
- Develop, revise, align, and initiate changes to curriculum based on standards and pertinent legislations
- Articulate curriculum with post secondary institutions, local districts, parents, community and new employees
- Use data to measure program improvements and drive curriculum decisions
- Monitor school improvement activities

Three Key Indicators

- **System wide indicators** (Requirements)
Assessments, attendance, drop out rates, fiscal decisions, professional development
- **School Based Indicators**
Specific needs, parental involvement, grants and projects, focusing on under achieving groups not just gender and ethnicity
- **Reporting Indicators**
Not everything can be reported with a number. Focus on extraordinary challenges, successes, or even tragedies, staff growth