

School Improvement: Focusing on Student Performance.

1. **Developing the Profile:** outlines a process for gathering and analyzing information about the students and community
 - Types of Data:
 - Standardized norm-referenced measures
 - Criterion referenced measures
 - Performance based measures
 - Samples of student work
 - Observations of student performance
 - School Facilities
 - Staff profiles
 - Financial data
 - Examples of other data:
 - Language groups
 - Enrollment patterns
 - Students previous school experiences
 - Number of students on Free/reduced lunch
 - Percentage of graduates
 - Percentage of students taking specific challenging courses
 - Number of ELLs taking college entrance exams
 - Stakeholders perspectives
2. **Defining Beliefs and Mission:** sets the common mission statement and purpose of the school

Educational Agenda: Vision, Beliefs, Mission

Principle 1: The school facilitates a collaborative process in developing the school's vision, beliefs, mission and goals that engages the school community in an in-depth study and assessment of important information sources.

Principle 2: The school develops and effectively communicates a shared vision, beliefs and mission that define a compelling purpose and direction for all students in the school.

Principle 3: The school defines measurable goals focused on improving student learning.

1. Your School's Profile:

2. Explain Your Schools Beliefs and Mission

¹ National Study of School Evaluation. (2002) Program Evaluation: English as a Second Language.

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3. Defining Desired Results for Student Learning

Setting expectations using:

- Standards
- Assessment
- Curriculum

4. Analyzing Instructional and Organizational Effectiveness: Helps schools assess the quality of their work.

Review research-based indicators of high performing schools in your region

Examine alignment of practice with the school's beliefs and mission.

Critical dimensions of the school's instructional capacity to support achievement include:

Curriculum

Instructional strategies and Learning activities

Assessment of Student Learning

Vision, Beliefs, Mission and Goals

Leadership: data-driven and research-based decision making

Community building

Culture of continuous improvement and learning

5. Developing the Action Plan: Design the improvement initiatives to achieve the goals.

Estimate the timeline and resources for implementing strategies for change

Identify leadership responsibilities for implementation

Explain the means for documenting the effectiveness of the process of improvement

6. Implementing the Plan and Documenting Results

3. List the sources that define student learning and performance expectations.

4. List effective practices from research. Review the alignment of effective research and school practices in critical areas.

5. List Actions to accomplish school improvement goals.

6. Document the results and adjust the action plan as needed.

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Resources and References

Print Resources:

Brindley, G. (1989). *Assessing Achievement in the Learner-Centred Curriculum*. Macquarie University, Sydney: National Centre for English Language Teaching and Research.

Education Week. *A better balance: standards, tests, and the tools to succeed*.

"Seeking stability for standards-based education." January 11, 2001, 20(17): 8-9. (This whole issue focuses on state standards and assessment across the nation.)

English as a New Language Standards (for teachers of students ages 3-18+). National Board for Professional Teaching Standards. 1998.

Gottlieb, M. (2000). Standards-based, large-scale assessment of ESOL students. In M. A. Snow (Ed.). *Implementing the ESL standards for pre-K-12 students through teacher education* (pp. 167-186). Alexandria, VA: Teachers of English to Speakers of Other Languages.

NSSE. (1998) *Indicators of Schools of Quality*. Schaumburg, IL: National Study of School Evaluation.

Samway, K.D., & McKeon, D. (1999) *Myths and realities: Best practices for language minority students*. Portsmouth, NH: Heinemann.

Wintle, M. and Harrison, M. (1999). *Coordinating assessment practice across the primary school*. London: Falmer Press.

Internet Resources:

Buchanan, Keith. (2001). *School administrators' guide to the ESL standards*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

<http://www.tesol.org/assoc/k12standards/resources/esladminguide.pdf>

NCLB, A toolkit for teachers. (2004) <http://www.ed.gov/teachers/nclbguide/index2.html>

Pathways to School Improvement. North Central Regional Education Laboratory.

<http://www.ncrel.org/sdrs/>

Preview copy of TESOL's ESL Proficiency Standards for PreK-12, 2005.

http://www.tesol.org/s_tesol/bin.asp?CID=95&DID=3461&DOC=FILE.PDF

Lachat, Mary Ann. (1999). Standards, equity and cultural diversity. Providence, RI: The Education Alliance, LAB at Brown University.

http://www.techmarketing.brtrc.com/ou/institutes/Equity_Resources/Standards,_Equity,_and_Cultural_Diversity.pdf

National Education Association, a US teachers' union, has focused on improving school quality through its membership. <http://www.nea.org/schoolquality/index.html>