



Building Collaborative School Leadership Teams to Drive Continuous School Improvement

This training was designed to provide a clear plan for establishing or refining a leadership team focused on *continuous school improvement*.

The focus is on guiding teams to clarify their purpose and refine team operations and logistics. Regardless of where school leadership teams are in the continuous improvement journey, this training will help to increase the intentionality of their work in establishing student-centered goals, developing indicators of success, and implementing aligned strategies to achieve desired outcomes.

Session One: Establishing the Team

This session introduces participants to the foundational research and theories about the impact of a collaborative school leadership team on student learning and school climate.

Participants will have opportunities to reflect on the current practices of their leadership team(s) and consider refinements to ensure intentional continuous improvement of teaching and learning.

Session One Outcomes:

- Understand the purpose and function of a school leadership team in a systems approach to continuous improvement.
- Explore attributes of an effective team, including shared decision-making.
- Clarify the school mission, vision for student learning, and current school goals and priorities.

Session Two: A Data-Driven School Culture

A robust data culture is critical to goal setting and monitoring progress toward goals. Teams need to establish agreed-upon data sources to inform goals and school initiatives. Building the capacity of all team members to analyze school-level data ensures that grade-level and department teams across the school can engage in data analysis simultaneously. Finally, identifying additional formative assessments that inform lesson design and student engagement allows teachers and support staff to have input progress monitoring.

Session Two Outcomes:

- Understand the attributes of a dynamic, data-driven school culture that fosters mutual accountability and engagement of all staff in working collaboratively toward school goals.
- Complete a data inventory and come to a consensus on the assessments used to design goals and strategies, and monitor progress toward goals.
- Assess data fluency and capacity to use data to drive instruction among members of the SLT.
- Link school data to current practices for MTSS and ensure the comprehensive needs of all students are met.

Session Three: Building Effective Collaborative Practices in Grade Level and Department Teams to Improve Teaching and Learning (PLCs)

Research shows that student learning increases when teacher collaboration is focused on lesson design, instructional strategies, and analyzing student work. In the systems approach, the PLCs are the teams closest to the classroom environment. Establishing connections between the work of the SLT and the PLCs to determine school-wide expectations for designing and implementing engaging Tier 1 lessons for all students is a critical component of an effective SLT.

In addition, incorporating support personnel and related services to consult and help design additional support for students allows for relevant professional learning. Tier 2 and Tier 3 strategies shared might benefit all students and can increase authentic student engagement in classrooms.

Finally, integrating collaborative cycles of inquiry to monitor the impact of instruction on student learning provides consistent structures that will allow the SLT to gain a sense of school-wide successes and challenges.

Session 3 Outcomes:

- Review the attributes of professional learning communities focused on inclusive practices and determine current practices at your school.
- Articulate the MTSS system of supports or processes for providing comprehensive support to students, and identify strengths and opportunities for growth.
- Conduct a time inventory to inform the scheduling of collaborative meetings among staff.
- Design cycles of inquiry with established roles and responsibilities of support staff and related services to promote school-wide reflection on teaching and learning.

Session Four: Impact and Accountability

Two-way information pathways foster effective communication practices that engage all members of the school community. Embedding school goals and strategies in the everyday practices with students and staff creates relevance, mutual accountability and shared commitments to the work. Establishing feedback loops ensures timely guidance and support for all staff and coherence on priorities aligned with continuous school improvement.

Session Four Outcomes:

- Reflect on the current structures and processes for information sharing and the depth of knowledge of all community members related to school goals and practices.
- Assess and refine communication plans that elicit feedback from teachers and staff to inform shared decision-making among the SLT.
- Define engagement strategies for families and communities to ensure that all members of the school community are engaged in a shared approach to teaching and learning.