

## SHARED COMMITMENT TO STUDENT SUCCESS

### I. Act First in the Best Interest of Students

#### A. Administrators take personal responsibility for school improvement.

- Administrators convey through their day-to-day operations the belief that schools will change in order to ensure that every student in every classroom is succeeding.
- Administrators facilitate school-wide agreement on improvement goals and distribute responsibility for reaching them across all teachers.
- Administrators provide the resources (e.g. space, time, staff, and money) and flexibility needed for teachers to do their jobs well, and accountability to ensure those resources increase knowledge, improve instruction, and enhance student learning.
- Administrators creatively rework schedules so teachers can engage in professional discourse during work hours, rather than assuming they will “meet on their own”.
- Administrators ensure professional interactions and effective instruction are not compromised by unnecessary distractions such as bells to begin and dismiss classes.

#### B. Teachers take personal responsibility for school improvement.

- Teachers believe that the solutions for improving student learning in their school lies within their own sphere of influence.
- Teachers stay informed and actively engage in the school improvement process.
- Teachers have decision-making responsibility regarding school improvement and accountability for achieving results.
- Teachers use resources (e.g. time and money) effectively and efficiently and provide evidence of impact on school improvement and student outcomes

### II. Attentive to Individual Students

#### A. Teachers and Administrators build relationships with students on an individual basis.

- Each student knows how to approach adults in the school for assistance and support.
- Each student is academically motivated by relationships with adults in the school.
- Each student seeks and receives the personal attention and support needed to succeed academically.
- Teachers and Administrators make intentional choices to invest and engage with students to maximize their success within the school.
- Teachers and Administrators respond flexibly and frequently to target and customize the educational experience for each student.

#### B. Teachers and Administrators form professional relationships focused on student success.

- Formal and informal discourse is focused on individual students and customizing experiences and structures to fit their specific needs.
- Professional relationships motivate and demand hard, focused, and purposeful work in areas that are likely to engender real, long-term improvements for every student.
- Professional relationships foster improved professional knowledge, instructional practice, and job satisfaction that sustain a culture of continuous improvement.

### **III. Understand and Embrace Community Context**

#### **A. Teachers and Administrators target the challenges within their community in their school improvement process.**

- Teachers and Administrators commit to a vision of school improvement and student success, regardless of obstacles within their community such as poverty, parent ambivalence, large class size, high teacher turnover.
- Time is used to create and support the shared vision of student success that acknowledges contextual factors, but is not paralyzed by them.
- Data are purposefully collected and analyzed day after day, week after week to make sure that problems in student performance are quickly made visible.
- Data are considered from multiple angles to unmask problems and suggest appropriate solutions to support every struggling student or struggling teacher.
- Data are disaggregated to identify areas of weakness in individual students, to pinpoint deficiencies in the “inputs” (e.g. curriculum, instruction, etc.), and to inform effective actions.
- Data generate knowledge that is used to drive changes to improve student outcomes.

#### **B. Teachers and Administrators react positively and proactively to changes in their community.**

- Instructional and programmatic changes are made through a rigorous, collaborative, data-driven process and based on the school’s unique context.
- Changes in every classroom are monitored through ongoing data analysis.
- Human and non-human resources from internal and external sources are accessed and applied to support school improvement and student success.
- Improvement is achieved through diligence, persistence, and focused hard work that allows sufficient time for results to be achieved.

### **IV. High Expectations for Every Student**

#### **A. Teachers and Administrators take actions to ensure every student can succeed academically.**

- Academic expectations for students in all content areas are based on standards and supported by research.
- Academic expectations are communicated frequently to students, families, and staff.
- Teachers use student-level performance data in their daily practice to identify struggling students, inform instructional changes, and ensure each student is successful.
- Resources are identified and targeted at students that need additional support to meet academic expectations.

#### **B. Teachers and Administrators actively support those committed to improving academic performance of students.**

- Teachers and Administrators are provided with individual training at the time they need it to improve their practice.
- Teachers and Administrators who improve the academic performance of students are empowered to make decisions about their instructional practice and professional learning.
- Routine, daily practices in the school support, recognize, and reward Teachers and Administrators for their commitment to improving the academic performance of students.