

CREATIVE VISUALIZATION AND LEVERAGING RESOURCES, K-12

SCHOOL LEADERSHIP AND IMPROVEMENT PLANNING

SCHOOL LEADERSHIP TEAM (SLT), TBOE Policy 1524

Pursuant to N.J.A.C. 6A:10A-4.1(d) each school in the district shall have an SLC [SLT] to facilitate the participation of the school Principal, teachers, staff, parents, grandparents or guardians, and the community to develop a culture of cooperation, accountability, and commitment, all with a focus on improving pupil achievement.

The SLC shall assist in the development and approval of the school improvement plan and reporting on instructional priorities. The SLC shall concentrate on the objective of universal mastery of the Core Curriculum Content Standards (CCCS) and helping to create a climate of cooperation and focus on pupil achievement. The Building Principal and instructional staff are responsible for implementation and the SLC shall not manage the day-to-day implementation of school policies.

The SLC shall be the collaborative advisory and decision-making body to improve teaching and learning in the school. The SLC activities shall, under the leadership of the Building Principal include:

1. Participating in the development, implementation, and evaluation of School Improvement Plan (SIP) instructional priorities, strategies, and interventions and reporting on the progress of the SIP instructional priorities; including review of school-based budget
2. Continuously analyzing pupil performance assessment data, identifying obstacles to improving pupil achievement, and identifying possible instructional strategies to reduce such obstacles
3. Maintaining minutes and an agenda for all SLC meetings
4. Implementing the requirements of NCLB and other laws or regulations that govern school operations and the delivery of instruction
5. Participating in training designed to support SLT activities

"It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it is a right which must be made available to all on equal terms."

--U. S. Supreme Court, *Brown v. Board of Education*, May 17, 1954

SCHOOL IMPROVEMENT INTERVENTIONS

(New Jersey Administrative Code 6A:33-1.3)

"Turnaround principles" means interventions that are based on the needs of a school's students and are designed to enhance student achievement. The turnaround principles are:

1. School climate and culture: establishing school environments that support the social, emotional and health needs of all students;
2. School leadership: ensuring that the principal has the ability to lead the turnaround effort;
3. Standards-aligned curriculum, assessment, and intervention system: ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college-and career-ready standards that have been adopted;
4. Instruction: ensuring teachers utilize research-based effective instruction to meet the needs of all students;
5. Use of time: redesigning academic time to better meet student needs and increase teacher collaboration focused on improving teaching and learning;
6. Use of data: ensuring school wide use of data focused on improving teaching and learning;
7. Staffing practices: developing the skills to better recruit, retain and develop effective teachers and administrators; and
8. Family and community engagement: increasing academically focused family and community engagement

School Improvement Plan (SIP) Trend Charts are prepared by the Office of Grants and Funded Programs and are available upon request.

