

SCHOOL LEADERSHIP TEAMS (SLT)

The DLT will need to work with school administrators in selecting the people who are best suited for the continuous improvement process work. Considerations include:

- Consistency in expectations for all buildings including parameters for and authority of SLTs
- Current patterns for finding time to meet
- Support (financial, material, technology, personnel) for the buildings
- Capacity of DLT to support all buildings

Membership

The SLT shifts the focus from an individual to a team that can function as a purposeful community. The SLT needs to understand that this work continues after the plan is developed and that the work of continuous improvement is ongoing and involves the SLT in all stages of the continuous improvement process.

Membership of the SLT should include individuals with key positions at the various levels of the organization who may be representative of the following:

- Principal/building level administrator(s);
- Teachers who represent all grade-levels or grade-spans, early childhood, general education, special education and English Language Learners (ELL) including all subgroups;
- Non-administrative staff who serve in a leadership position, e.g., literacy coach, math coach, after school coordinator, parent liaison;
- Non-certified staff, e.g., secretaries, custodial and maintenance staff, food services staff;
- Stakeholders representing parents, local businesses and/or community organizations, such as a program that serves children and families who will transition into the elementary building;
- Teacher union representation; and
- Central office/DLT liaison or ad hoc members.

Roles and Responsibilities

A summary of the responsibilities of the SLT is identified below.

- Promote commitment to continuous improvement;
- Maintain school-wide focus on high achievement for all students;
- Facilitate the establishment and ongoing efforts of Instructional Teams (Its) that use data to inform and improve instructional practice;
- Develop a single SIP that focuses on a limited number of actions aligned to district goals and strategies;
- Monitor the progress of the SIP, specifically adult implementation and student performance measures and actions and make necessary adjustments based on data;
- Communicate to ensure coherence and continuity;
- Provide opportunities for meaningful input and feedback from internal and external stakeholders;
- Make decisions regarding financial and capital management aligned to district goals and strategies; and
- Evaluate the SIP for impact and process.