

Through experience, literature reviews, and research data, **Significant Success Factors** were identified and associated with **Successful Principals** who have succeeded in raising student achievement in schools. These factors, organized in the following categorize.

I: Successful principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.

- **Focusing on student achievement:**
- **Developing a culture of high expectations:**
- **Designing a standards-based instructional system:**

- Well informed about curriculum and instruction
- Know cognitive learning theories
- Equipped of tools to evaluate instruction and teachers
- They are able to set and maintain learning standards

II: Successful principals have the ability to work with teachers and others to design and implement continuous student improvement.

- **Creating a caring environment:**
- **Implementing data-based improvement:**
- **Communicating:**
- **Involving parents:**

III: Successful principals have the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.

- **Initiating and managing change:**
- **Providing professional development:**
- **Innovating:**

- **Maximizing resources:**
- **Building external support:**
- **Staying abreast of effective practices:**

VI. Place Students and Staff Learning at the Center

1. Creates and foster a community of learners.
2. Embody learner-center leadership
3. Seek leadership contribution from multiple sources.
4. Tie the daily operation of the school house to school and student learning goals.

Place Students and Staff Learning at the Center Con't

- Teach the teachers.
- Hire great teachers.
- Modeling effective interactions.
- Enter visitation program.
- Talent exchange.
- Loyalty to students.
- What is best for the school.

V. Set High Expectations and Standards for Students and Staff

1. Articulate a clear vision that reflects the beliefs and values of the school community.
2. Insure that all students have adequate and appropriate opportunities to meet high standards.
3. Develop a school culture that is flexible, cooperative, and supportive of efforts to improve progress of all students.

- ❑ Motivate people
- ❑ Create proactive orientation
- ❑ Gives direction within the organization
- ❑ Establishes standards for excellence
- ❑ Creates clear agenda for action
- ❑ Focus on behavior then focus on belief
- ❑ Lets call those parents
- ❑ Lets praise those students
- ❑ Lets improve those instructional practices

IV. Actively Engage the school community

- Engage the community to build greater ownership of the work of the school.
- Share leadership and decision making.
- Encourage parents to become involve in the school. ⁷²⁻⁷³
- Ensure that all stakeholders of the school are focused on learning.
- Involve families with their children's learning
- Communicating with families

1. Recruit parents as volunteers
2. Focus on student work
3. Avoid slang
4. Provide refreshments
5. Get feedback from parents
6. Volunteering
7. Include families in decision making through PTO/A
8. Get to know your local government
9. Support political candidates
10. Invite local leaders and group leaders

VII. Demand Content and Instruction that Ensure Student Achievement

1. Higher and retain high quality teachers.
2. Alignment of the curriculum with standards and school goals.
3. Observe classroom practices to ensure meaningful engagement in active learning.
4. Provide up to date technology and instructional material.
5. Review and analyze student work to determine whether students are being taught to standards.

VIII. Create a Culture of Staff Learning

- Provide time for reflection to improve instruction practice.
- Invest in teacher learning.
- Relate Professional development to the school goals.
- Provide opportunities for teachers to work and plan together.
- Recognize the need for self improvement and professional practice.

Create a Culture of Staff Learning Con't

School culture reflected in:

- ❖ How teachers teach
- ❖ How students experience school
- ❖ What is discussed in the teachers room
- ❖ Attitude toward work
- ❖ Stories told to visitors and newcomers
- ❖ Celebrations

VIII. Use Various Sources of Data as Diagnostic Tools

- Consider multiple data sources to measure performance.
- Analyze data using a variety of strategies.
- Use data to design strategies to improve instruction.
- Have demographic benchmark to improve student achievement.
- Create a school environment which is comfortable using data.

Use Various Sources of Data Con't

1. Standardized tests
2. Students portfolios and works
3. Classroom grades
4. Interviews
5. Surveys
6. Observations
7. Rubrics

- *Communicating Effectively in a High-performing School*
- *Building and Leading Effective Teams*
- *Leading Change: Building and Maintaining a Focused Drive Toward Student Achievement*
- *Organizing Time, Space, Staff and Resources to Improve Student Achievement*

Improving the School as a System

- **Using Data to Lead Change.** Schools that successfully improve student achievement regularly use data to guide decisions about instruction, student support and professional development.

- **Leading Assessment and Instruction.** Participants learn to link curriculum, assessment, and instruction; to use effectively assessment for learning strategies to improve learning; to recognize good instruction; and to use effective to observe/study assessment and instruction.

- **Fostering a Culture of High Performance: Changing Practice by Using Data.**

Improving student learning by changing classroom and school practices both requires and results in changes to a school's culture.

- **Providing Focused and Sustained Professional Development.** Professional development is a powerful tool for changing schools.

- **Organizing Time, Space, Staff and Resources to Improve Student Achievement.**

How can schools more effectively use time and resources for teaching, planning, and professional learning? How the school staff can work together to improve learning and achievement and how to use technology effectively.

- **Building and Leading Effective Teams.** The heart of leadership is the willingness to assume responsibility. Schools that improve and sustain improvement use teams to lead school reform.

- **Communicating Effectively in a High-performing School.** Effective communication is the key to an improving school community. Often the best intentions are sidetracked by poor communication.

- **Leading Change: Building and Maintaining a Focused Drive Toward Student Achievement.** School leaders have gotten used to the idea that "the only constant is change." Productive school leaders understand the forces that influence the change process and can direct these forces for continuous school improvement.

- ***Coaching for School Improvement.***

Schools undergoing transformational school improvement processes often need external coaches to help them through the process.