

## Leadership and School Improvement: Linking Expeditionary Learning and School Improvement

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### Overview

Expeditionary Learning school leaders apply Expeditionary Learning's core practices as the central means for improving instruction, student achievement, and school culture. During the annual improvement planning process, the staff examines achievement data, student work, and teaching practices to reflect on and analyze progress. The process of reflection and analysis leads to a focused and manageable set of school improvement goals and action steps. Expeditionary Learning professional development is the primary means of realizing these goals.

## **BENCHMARK 4:**

### **LINKING EXPEDITIONARY LEARNING AND SCHOOL IMPROVEMENT**

#### **A. Assessing Progress**

1. School leaders use feedback from Expeditionary Learning's annual implementation review along with other sources of data to assess instruction and target improvements.
2. School leaders organize achievement data and other evidence so that they can be analyzed collaboratively.
3. Structured time is set aside and used for school improvement planning.
4. The school's leadership team solicits input on the school improvement plan from staff, families, and other partners including Expeditionary Learning staff.

#### **B. Planning for Improvement**

1. The annual school improvement plan and the Expeditionary Learning implementation review are planned and conducted as one process.
2. The improvement plan and the Expeditionary Learning review result in a limited number of important and realistic goals focused on improving student achievement, instructional practice, and school culture.
3. School leaders partner with Expeditionary Learning to provide organized, strategic professional development designed to meet the school improvement goals.
4. School improvement goals are regularly monitored and modified. Data collection is ongoing.