

School Leadership Team Toolkit

Diagnostic Tool

Pursuant to State Education Law Section 2590-h, the SLT is responsible for developing an annual school Comprehensive Educational Plan (CEP) that is aligned with the school based budget for the ensuing school year. The School-based budget provides the fiscal parameters within which the SLT will develop the goals and objectives to meet the needs of the students and the school's educational program.

To this end the diagnostic tool is designed to help focus the efforts of the team in conformity with Chancellor's Regulation A-655.

Use this tool to help you determine how well you are functioning as a team in accordance with the six major components of school-based shared decision making pursuant to New York State Commissioner of Education Regulation 100.11. The SLT should discuss:

1. Educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and, at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members;
2. Manner and extent of the expected involvement of all parties;
3. Means and standards by which all parties shall evaluate improvement in student achievement;
4. Means by which all parties will be held accountable for the decisions that they share in making;
5. Process by which SLT disputes will be resolved at the local level; and
6. Manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be addressed by the overall plan.

As a team, it is important to create an environment in which you are able to identify areas of need, growth, and progress in order to ensure academic and personal success for all students.

School Leadership Team Diagnostic Tool

<i>Educational Issues Subject to Shared Decision Making</i>	
What educational issues are addressed by the SLT?	<input type="checkbox"/> Instructional <input type="checkbox"/> Social <input type="checkbox"/> Emotional <input type="checkbox"/> Parent Involvement <input type="checkbox"/> English Language Learners <input type="checkbox"/> Special Education <input type="checkbox"/> Title I <input type="checkbox"/> Other, _____
Which issues have been identified as CEP goals?	
How were these goals prioritized by the team?	
How will team measure the success of prioritized goals?	

Notes

Involvement of all parties	
What constituent groups are represented on the SLT?	<input type="checkbox"/> Parents <input type="checkbox"/> UFT <input type="checkbox"/> DC37 <input type="checkbox"/> Other, specify _____ <input type="checkbox"/> Community Based Organization <input type="checkbox"/> Student
How is team balanced reflected on your team?	<input type="checkbox"/> Number of Parents _____ <input type="checkbox"/> Number of Staff Members _____
How are team members involved in the creation and assessment of the CEP?	<input type="checkbox"/> CEP Goal & Priority Setting <input type="checkbox"/> Gathering, reviewing and assessing data <input type="checkbox"/> Committee & Subcommittee members <input type="checkbox"/> Assessments and Evaluations <input type="checkbox"/> Other, specify _____
How is the team communicating with the respective constituencies?	<input type="checkbox"/> Bulletin Board Postings <input type="checkbox"/> Email <input type="checkbox"/> Public Meetings <input type="checkbox"/> Newsletter <input type="checkbox"/> Minutes are Backed-Packed Home <input type="checkbox"/> PA/PTA President's Report <input type="checkbox"/> UFT Report <input type="checkbox"/> Principal's Report
What mechanism is used to solicit feedback and identify concerns from constituent groups?	<input type="checkbox"/> School Community Survey <input type="checkbox"/> Town Hall Meetings <input type="checkbox"/> Focus Groups <input type="checkbox"/> Suggestion Box <input type="checkbox"/> Other, Specify _____
How is full team participation measured?	

Notes

Means and standards used to evaluate improvement of student achievement	
What data and metric resources are used to evaluate initiatives to improve student achievement?	<input type="checkbox"/> Test Scores <input type="checkbox"/> Narratives <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Attendance <input type="checkbox"/> Parent Surveys <input type="checkbox"/> Quality Review <input type="checkbox"/> School Quality Snapshot <input type="checkbox"/> Other, Specify _____
What data sources are shared and discussed at SLT meetings?	<input type="checkbox"/> School Based Budget <input type="checkbox"/> School Quality Snapshot <input type="checkbox"/> School Report Card <input type="checkbox"/> School Survey <input type="checkbox"/> Arts in Schools Report <input type="checkbox"/> Building/School Facilities Report <input type="checkbox"/> Class Size <input type="checkbox"/> Student Progress <input type="checkbox"/> Student Demographics <input type="checkbox"/> Student Attendance <input type="checkbox"/> Other Data Sources
What training is provided to understand and evaluate the data?	<input type="checkbox"/> District Leadership Team <input type="checkbox"/> Superintendent <input type="checkbox"/> Network <input type="checkbox"/> Principal <input type="checkbox"/> Inquiry Team <input type="checkbox"/> NY State Education Department <input type="checkbox"/> Academic Coach
How often does the team review and evaluate data to measure progress?	

Notes

Shared Decision Making and Accountability	
Describe the process used by the team to make decisions?	
How are resources aligned effectively to support CEP goals and priorities?	
How are the CEP goals and priorities communicated to the School Community?	
Describe how the team ensures that the CEP is a "Living Document."	

Notes

Dispute Resolution	
How are conflicts identified by the team?	
What internal supports are used to help resolve team disputes?	
What external supports are used to help resolve team disputes?	<input type="checkbox"/> Superintendent <input type="checkbox"/> District Leadership Team <input type="checkbox"/> Network <input type="checkbox"/> FACE <input type="checkbox"/> Independent Mediator

Notes

Coordination of state and federal requirements for parental involvement	
How does the CEP prioritize Parent Involvement?	
How does the team identify and address Title 1 Parent concerns?	
Does the Title 1 Parent Involvement Policy (PIP) identify educational issues that would promote student excellence?	
How are Title 1 Funds used to support struggling students?	
What areas are targeted for impact?	<input type="checkbox"/> Academic <input type="checkbox"/> Behavior <input type="checkbox"/> Attendance <input type="checkbox"/> Other, please specify _____
How did the implementation of the Parent Involvement Policy impact the area(s) cited above?	

Notes
