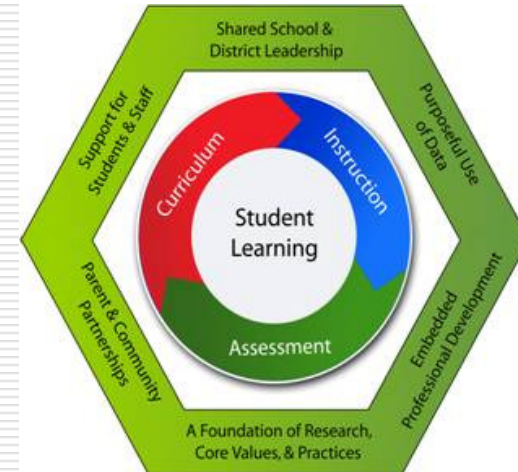


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# BUILDING A CULTURE OF ACHIEVEMENT



An Articulation of East Providence's Central Education Theme

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# Vision

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- A Culture of Achievement begins with a belief that all learners can achieve in a safe and orderly environment where effective teaching produces measurable and consistent growth in student learning. Optimum learning occurs when all students have equal access to and an opportunity for mastery of rigorous academic curriculum.
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# Mission

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- To build a Culture of Achievement in all schools and classrooms that ensures the delivery of educational experiences in which all learners achieve success.
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# Theory of Action

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- To successfully improve the quality of teaching and learning of standards-based content, the East Providence school district and schools must continue to create a **learning organization** that:
    - is committed to and designed for providing instruction based on an **effort-based concept of intelligence and education,**
    - has a coherent instructional program,
    - has a data-driven culture of direct observation, critical analysis and **two-way accountability,**
    - engages all instructional staff in on-going, practice-based professional development,
    - develops routine and continuing engagement with parents and members of the community, and
    - focuses all elements of the organization on developing a high-quality instructional core.
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# Core Values

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Success for all learners requires a comprehensive support system

- Driven by student needs
- Policies and resources aligned
- Quality teaching and leadership

Collegiality and integrity are the foundation for success

- Mutual respect and trust
- Good work is valued
- Partnerships between school home and the community

Continuous improvement of quality work is measured and reported frequently.

- Analysis and evaluation of teacher and administrator performance
  - Analysis and evaluation of student work
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# Policies

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- All efforts are made to assure that approved school district policy supports and advances our mission and vision and is educationally sound and student-centered.
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# Strategies

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RTI, PBIS, PLP's, School Improvement Plans, etc.

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# Accountability

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- DLP, SIP, District policy committee, AYP
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# Outreach

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## Parent and Community Partnerships

- Parents as Partners
  - Print and Electronic Communication
  - Pre-K-16 Collaborative Agreements
  - Business, Industry and Higher Education Partnerships
  - East Providence Schools/Bradley Partnership
  - Education Alliance
  - School-to Career
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# A Culture of Achievement: Begins with Belief

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- ❑ Achievement must be on everyone's mind and in everyone's heart.
  - ❑ Believe and act in accordance with the belief that all learners can achieve.
  - ❑ Give of your best self; look inside yourself and examine closely-held personal beliefs.
  - ❑ If needed, suspend your disbelief about students and/or your practice.
  - ❑ Professional skills and expertise are supported by personal, spiritual, and emotional commitments.
  - ❑ Professional educators must make a personal oath: *I believe that all learners can achieve, and I will work every day to make achievement happen.*
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# A Culture of Achievement: Is Tested by Action

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- ❑ Building a Culture of Achievement is the central goal; professional educators must set the tone.
  - ❑ All actions with students and parents must illustrate and confirm commitment to the belief that all learners can achieve. All resources should focus on actualizing this belief.
  - ❑ The work is undertaken in teams that:
    - Are collaborative
    - Are interdependent
    - Capitalize on and maximize each team member's important strengths
  - ❑ Professionals must place the work and the goals of the team ahead of personal recognition.
  - ❑ Everyone is a learner; everyone (students, teachers, administrators, counselors, etc.) grows and improves; contentment with a plateau is the warning sign of decline.
  - ❑ Provide opportunities-access, materials, a variety of different approaches and support-so that all learners can achieve.
  - ❑ Students need to learn continually and be surrounded by others who are also learning all the time.
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# A Culture of Achievement: Unites Teaching and Learning

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- Effective teaching yields measurable and demonstrable growth in learning; the most telling measure of teachers' professional competence is the ratio between teaching effort and real learning that occurs.
  - Focusing on the needs of learners motivates teachers to employ a variety of materials, techniques, environments and approaches that enable all learners to achieve.
  - Achievement increases in proportion to the percent of teachers who are knowledgeable about learning theory ("how students learn") and provide structured experiences that lead to learning.
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# A Culture of Achievement: Is Reinforced by Behavior

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- ❑ A Culture of Achievement is like any other culture, with norms of behavior both implicit and explicit.
  
  - ❑ A Culture of Achievement is characterized by:
    - ❑ collegial support
    - ❑ teamwork
    - ❑ honesty
    - ❑ generosity of spirit (helping others/believing in others)
    - ❑ positive interpretations of others' actions
    - ❑ sharing information
    - ❑ sharing best practices
  
  - ❑ Opposite behaviors (i.e., denigrating others, hoarding information, criticism without support, gossip, negativity) are destructive of the Culture of Achievement.
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# A Culture of Achievement: Permits No Excuses

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- ❑ "Excuses" for performance are unacceptable (i.e., students don't speak English/are poor/have uninvolved parents/live in group homes/don't study/ class sizes are too big/buildings are too old/technology isn't working).
  - ❑ Zero tolerance for excuses is **fundamental** to a Culture of Achievement.
  - ❑ Descriptors (as listed above) have value as description only-not as conditions for accepting low achievement as inevitable.
  - ❑ Description (above) helps professionals craft appropriate strategies and workable solutions to the challenges of educating **all** students.
  - ❑ Differentiated expectations for diverse groups of students will continue to yield differentiated results.
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# A Culture of Achievement: Conclusion

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- ❑ We are going to build a Culture of Achievement.
  - ❑ Everyone must be accountable for meeting high expectations for their own learning and their own achievement.
  - ❑ Working together, we're going to celebrate the achievement of our students and ourselves.
  - ❑ We are going to get results.
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