The Key to Sustain School Improvement

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Abstract:
This paper is basically focused on features of High Performing Schools. Here, to determine the High Performance is not an easy task. And to become High Performing school, it takes more years and also for that there is not a single factor which is responsible for that but there are no. of factors which are responsible for that. After reviewing articles, research papers , dissertations and journals, we can say that if these features implement in the Low Performing schools, it would be assure that the school achievement would be definitely improve.

Keywords: *Curriculum, Effective school leadership, Goals, High performing schools*

1. Introduction
Each and every year, no. of students is learning and participates in education system. Should we improve performance of the schools year to year? May or may not be. Each student has different abilities, capabilities, features, maturity level. To assess the performance of the school, it is not enough to look only at scores but also affect other factors for the improvement of the schools. School existence is very important for the group of the students. So following features are important to sustain the improvement of the schools.

2. Features of High performing Schools
2.1 Clear and Shared Focus
Every institute should have vision, mission and clear goals which give them clean direction. Goals give them clean path for achieving pre decided outcomes. Goals must be clear and transparent. Everybody knows where they are going and why. The focus is developed from current demands, affairs and values, for all round development creating a consistent direction for all involved. School should commit that high achievement of students and quality based instruction and then defines clear goals toward that vision.

2.2 High Standards and Expectations for All Students
After teaching the teachers believe that all students can get high achievement and meet high standards. Because of individual differences, all students have not same intelligence. Some students are slow learners. After recognizing their difficulties, remedies steps must be taken and obstacles must be overcome or reduce. They also believe that all students can succeed at high levels and expectations.

2.3 Effective School Leadership
If the institute want to execute the changes, efficient and effective instructional and administrative leadership is required. Effective leaders should have qualities such as school development planning, collaboration with other schools, communication with parents, community and other agencies and curriculum leadership. Effective leader should have care staff and faculty. They also nurture an

instructional program and freely learning climate and also for the development of Professional growth.

2.4 High Levels of Collaboration and Communication

There should be supportive and co-operative climate /environment among the staff members as well as the community members. If the institute want to implement any practice, there should be collected the opinions and feedback from the society or community. At that time the relationship between the school and community will be strong. They should identify the problems of the society and then give appropriate the solutions of the problems. School should have a collaborative relationship with staff and the community and effective communications structure to inform both internal and external stakeholders in setting and achieving district goals.

2.5 Curriculum, Instruction and Assessment Aligned with Standards

Curriculum must be updated on the basis on the demands or requirements of the society. It should be well planned on the basis of the research-based teaching strategies and materials are used. Staff should be updated the teaching as well as the assessment or evaluation process. Teachers should understand the levels of the students and according to that evaluation techniques should be adopted.

2.6 Frequent Monitoring of Learning and Teaching

Teaching should be adjusted based on frequent monitoring of student progress, needs and demands. It is also based on the behaviour of the classroom, addressing individual learning needs. Pedagogy and teaching techniques should be adopted on the basis on the needs of students and formative assessment and feedback should be given for the frequently monitor of teaching and learning.

2.7 Focused Professional Development

Government should organized training for the teachers for the updating of knowledge. A strong emphasis is placed on training staff in areas of most need. Conferences, workshops and seminars should be conducted for the continuous professional development. It should be at school level or district level or state level. Feedback should be collected from learning and teaching process. It focuses extensive and ongoing professional development.

2.8 Supportive Learning Environment

Students feel friendly atmosphere at school so the students can discuss counsel regarding the problems .If students feel conducive environment, then they interact with teachers. The school has a safe, civil, healthy and intellectually stimulating learning environment. Students also feel respected and connected with the teachers and are engaged in learning.

2.9 High Levels of Family and Community Involvement

Families, communities, businesses, social work agencies, and universities all play a vital role in the progress of schools. All have a responsibility and accountability to make educate and responsible students as well as the citizens who will make developed nation.

2.10 Strategic assignment of staff

Regular self-appraisal reports and API demanded by the Trust help the principal to place details about teachers' work before the management. The management decides about providing scale and other incentives to teachers by evaluating their performance.

2.11 Dedication to diversity and equity

The team at the institution firmly believe that people tend to replicate the system through which they have passed. Therefore, it is extremely necessary to provide very positive and diverse experiences to students, thereby shape their attitude towards differences among people around. Thus, to help students imbibe diversity the following activities should be envisioned in the curriculum.

Curricular Activities such as
1. Inculcating Values through subjects
2. Brainstorming
3. Discussion
4. Viewing &Reviewing Movie

Co-curricular Activities
1. Assembly Sessions
2. Value Week Celebrations
3. Workshops
4. Exhibition
5. Visits and Excursion
6. Youth Empowerment Program
7. Developing Life Skills
8. Celebrations
9. Gender Championship Cell Activities

3. Conclusion

Within last decade, most of the research studies have notice that schools have to focus on their development of whole education system. And we can conclude that these features also would be helpful to the policymakers for the sustainable development of the schools. So according to the needs and demands of the society, we have to provide new healthy practices by which we cater the diversity of the students. There is lot of need to monitor and employed improvement efforts. We should also commit that to make own learning, constructivist knowledge and skilled members and it would be great key for the success.

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