FY22 Support Schools Tool - School Improvement Survey Questions

This resource provides a list of the questions within the School Improvement survey of the Support Schools Tool.

The School Improvement survey is provided as a reflection tool for all schools. All schools, especially identified as Priority or Focus, are strongly encouraged to use this tool to evaluate their progress in the school improvement journey.

An identified group of schools are required to complete this survey. Their responses must be reviewed by the district prior to submission of the building survey. Responses will be reviewed by State Support Team staff and representatives from the Ohio Department of Education. The table below indicates the Department office that will review each question. A list of the required schools can be found on the Support Schools Tool website.

Deadlines	
Mandatory School Buildings Survey Submission (including District review)	**Friday, February 18, 2022**
Mandatory School District and Community Schools Survey Submission	**Friday, February 25, 2022**
State Support Team (SST) Review Completion	**Tuesday, March 15, 2022**
Ohio Department of Education (Education) Review Completion	**Thursday, March 31, 2022**

** Use data from school year 2020-2021 **

Traditional Public School Support Schools Tool - Questions				
Question	**CCIP label**	**Answer type**	**Reviewed by (only applicable for required buildings)**	**Evaluation Criteria**
School Improvement Plan				
Describe the process for determining the effectiveness of your school's continuous improvement plan.	N/A	Text box	District SST Office for Improvement and Innovation	1. A description of the process was provided in a narrative. 2. Includes a description of how effectiveness of the process is evaluated (how it is determined whether the process is successful). 3. Response references work or data from TBT/BLT/DLT.
Upload student and adult data used to determine effectiveness of the evidence-based strategies implemented to address the root cause(s) identified in your One Needs Assessment. Please do NOT upload any personal information that can identify students or teachers.	N/A	Checkbox and File uploads	District SST Office for Improvement and Innovation	1. Provide data that demonstrates the school performed a pre- and post-analysis for an evidence-based strategy that addresses a root cause. 2. Data is provided for at least two evidence-based strategies. 3. Provide both student **and** adult data. 4. Response references work or data from TBT/BLT/DLT.
Describe an activity or strategy that shows a productive, ongoing partnership inclusive of your school and community stakeholders throughout the continuous improvement process.	N/A	Text box	District SST Office for Improvement and Innovation	1. Response describes the involved stakeholders such as parents, teachers, students, administrators and community organizations. 2. Response identifies a partnership with community stakeholders and includes a description of how the team uses OIP for continuous improvement. 3. Response references work or data from TBT/BLT/DLT.
What strategies were chosen for at-risk populations? Why were the strategies chosen?	N/A	Text box	District SST Office for Improvement and Innovation	1. A rationale for tageting at risk-populations is provided. 2. Strategies selection process is explained and based on data. 3. Response references work or data from TBT/BLT/DLT. 4. For evidence based strategies, identify the level of evidence.
English Learners (EL)				
Describe the strategies the school will implement each year to support the (1) English language development, (2) academic achievement and (3) engagement of English learners and families in school activities. Each strategy should include observable objectives, baseline data and interim targets that allow the school to determine the extent to which progress is being made during the specified year.	EL	Text box and optional file uploads	District SST Office for Exceptional Children	1. Description of the numbers, English language proficiency levels, home languages, and grade levels of the current population of students identified as English learners. 2. Description of strategies that school staff (includes teachers of English learners and other teachers) use consistently to address the areas listed: language development, access to grade-level standards and family engagement. At least one strategy must be provided for each area. For example, the Sheltered Instruction Observation Protocol support of "building background knowledge" could be monitored through review of lesson plans, teacher observations, or teacher self-monitoring checklists. 3. Baseline, interim and end of year data (adult behaviors and student behaviors) associated with the implementation of the strategies that support students who are English learners.

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Traditional Public School Support Schools Tool - Questions				
Question	**CCIP label**	**Answer type**	**Reviewed by (only applicable for required buildings)**	**Evaluation Criteria**
School Quality Improvement Funding				
Describe the impact School Quality Improvement Grant work on student achievement and adult indicators.	N/A	Text box	District Office for Improvement and Innovation	
Upload evidence of the impact of School Quality Improvement Grant work (Adult and Student indicators). Please do NOT upload any student or teacher identifiable information.	N/A	File uploads	District Office for Improvement and Innovation	
Please describe changes that need to be made for the coming year for the School Quality Improvement Grant.	N/A	Text box	District Office for Improvement and Innovation	
The building assures that funds expended are allowable under the School Quality Improvement Grant, meet the intent and purpose of the fund and align with the building improvement plan.	N/A	Check box	District Office for Improvement and Innovation	
In the grant application, the subgrantee assured to accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto. This includes EDGAR and Uniform Grant Guidance 2 C.F.R 200.	N/A	Check box	District Office for Improvement and Innovation	
Team Narrative Evaluation of Plan Results				
How do adult implementation results compare to student performance results in relation to your goals?	N/A	Text box	District SST Office for Improvement and Innovation	1. Response identifies how adult implementation and student performance results are being measured. 2. Is the building making progress towards their goal or not? Does the data show if progress is being made or if the goal needs to be amended? 3. Response references work or data from TBT/BLT.
What should be done to eliminate unsuccessful practices? How can your district implement and institutionalize successful strategies based on what you learned?	N/A	Text box	District SST Office for Improvement and Innovation	1. Response addresses both questions. 2. Response identifies the process for modifying/eliminating unsuccessful practices and implementing successful stragies based on lessons learned. 3. Response references work or data from TBT/BLT.
District Feedback: Please review and coach your schools on the effectiveness of their implementation of the strategies that address their One Needs Assessments.	N/A	Text box	SST Office for Improvement and Innovation	1. The district feedback is constructive and connected to the questions and building responses.
SST Feedback for Schools: Please identify the individual that submitted the comments.	N/A	Text box	N/A	
Ohio Department of Education Feedback	N/A	Text box	N/A	