School Improvement Diagnostic Summary Report

Diagnostic Review Information

Dates of Diagnostic Review: Nov. 2-3, 2019

District Name: EXAMPLE City Schools **District IRN:**

School Name: EXAMPLE Middle School **School IRN:**

Team Leader and Other Participants:

Summary of Data Collections

Classroom Observations: 23

Grade Levels: 6-8

Content Areas: English Language Arts, Math, Science, Social Studies, Health, Technology, Band, Art

Participants in Interviews:

Administrators: 2

Leadership Team: 11

Teachers: 6

Family: 12

Additional Interview: State Support Team consultant

Documents Reviewed: School/Class Master Schedule, Sample Lesson Plans Grades 6-8, After-School Extended Learning Opportunities Schedule, Advisory Success Period Schedule, Student/Parent Handbook, Staff Handbook, School Improvement Plan (Academic, Universal Design For Learning, Attendance, Positive Behavior Intervention System), Student Perception Safety Results, Classroom Visit Feedback Form, Teacher-Based Teams Schedule, Building Leadership Team Schedule, District Leadership Team Schedule, District/School Professional Development Schedule, English Language Arts Grade 6-8 Writing Schedule, Local Report Card, School and District Website.

Unique Issues: None

School Overview

EXAMPLE Middle School is located in a two-story facility opened in fall 2003. Both the middle school and high school share areas within the building. The school security system consists of an entry buzzer system, video monitoring and three security guards, two of whom are on duty during the day and one for after-school activities.

The building has a multipurpose room that serves as a cafeteria for both middle school and high school students. Some hallway walls are lined with framed student art, murals, student of the month photos and academic achievement recognitions. Both school and community information were available in the office and hallway areas.

The Positive Behavioral Interventions and Supports framework was implemented with expectations posted throughout the building and in classrooms. Students receive incentives for good behavior, attendance and academic achievement. Students use these incentives biweekly to purchase prizes like earbuds and gift cards. During daily breakfast, the assistant principal awards students with certificates for positive referrals. There was a first quarter awards assembly.

Technology for students consists of Chromebooks, laptop and desktop computers for writing, researching, interventions and assessments. There is a computer lab with desktop computers. Teachers use instructional strategies such as direct instruction, co-teaching, small groups and individual conferencing.

Parent communication with teachers includes phone calls, parent conferences, emails, Progress Book, family nights, Remind app and text alerts. MIDDLE SCHOOL EXAMPLE has a grant for after-school programs. Some of these programs are Homework Help, Math Club, Junior Achievement, Power of the Pen, Future Scholars of America and Art club. Example Middle School provides transportation home for students participating in after-school programs

Two fulltime school counselors provide school-based services. Community mental health services are available through partnerships with Example X Community Outreach, Boys Club, YMCA and City Counselors United.

DIAGNOSTIC REPORT DESCRIPTION

The School Improvement Diagnostic Review is grounded in what is known about high-performing schools, with an emphasis on what has been learned through Ohio's Schools of Promise initiative. The Ohio Department of Education, through analysis of common themes in these schools has used these findings to inform the development of Indicators of Effective Practice. These Indicators of Effective Practice provide the underlying framework for the School Improvement Diagnostic Review. These indicators are organized around six Critical Areas of Performance/Systemic Practices as defined below:

Alignment with Standards — *Curriculum, instruction, assessments and student report cards are in alignment with Ohio's Learning Standards.*

Instructional Practices — *All students have access to the general education curriculum and teachers work together to meet the learning needs of students.*

Environment and Climate — *The school has a climate that supports high performance standards for all teachers and students.*

Systems of Leadership — *Leadership in the school is a shared responsibility.*

Professional Development — *Professional development is in alignment with school priorities and supports the instructional strategies.*

Data-Driven Decisions — *Data are used to improve performance.*

The Diagnostic Review Team gathered quantitative and qualitative data about building activities and procedures, analyzed this data and provided a written summary of the findings. The School Improvement Diagnostic Report describes school and district initiatives and recommends action steps to support improvement planning. This report, combined with additional data available from the Ohio Department of Education such as the Decision Framework and Ohio Improvement Process Implementation Rubric, will inform the development or revision of district and school improvement plans.

School Plan

FOCUSED INDICATOR 1: SYSTEM OF LEADERSHIP

PRESENT PRACTICE

EXAMPLE MIDDLE SCHOOL has a building leadership team and teacher-based teams. They are in the initial stages of learning the team processes. The building leadership team meets monthly. The teacher-based teams meet by English language arts, mathematics, science and social studies content areas. The teacher-based teams meet biweekly during scheduled common planning time. The State System of Support, the school principal, and/or the dean of students meet with the teams. The State System of Support provides directions and training to both teams.

OBJECTIVE

Establish the processes necessary for the building leadership team and teacher-based teams to improve adult instructional practices and student learning outcomes.

Ohio's Strategic Plan for Education Strategy 3: Improve targeted supports and professional learning so teachers can deliver excellence instruction today, tomorrow and through their careers.

RECOMMENTED TASKS

TASK 1: Utilize the expertise of the State System of Support and district personnel to provide professional development on the roles and responsibilities of the building leadership team and teacher-based teams in implementing the Ohio Improvement Process. (Reference the Ohio Leadership Advisory Council's modules and Ohio Department of Education's website for appropriate resources.)

TASK 2: Utilize the expertise of the State System of Support and district personnel to provide ongoing professional development in the implementation of the building leadership team and teacher-based Team processes.

TASK 3: Implement the building leadership team and teacher-based teams processes with consistency.

TASK 4: Monitor the implementation of the building leadership team and teacher-based team processes to determine improved adult instructional practices and student learning outcomes. Provide constant feedback to both teams to improve the processes.

FOCUSED INDICATOR 2: DATA-DRIVEN DECISIONS

PRESENT PRACTICE:

Teacher-based teams meet weekly. The school building is focusing on four initiatives: Restorative Justice, Positive Behavioral Interventions and Supports, Low-Stakes Writing and Classroom Discussion. Pro-Core is used as the main assessment tool to analyze data for the content areas of English language arts and mathematics.

OBJECTIVE:

Analyze data from benchmark, standardized tests and short cycle assessments to inform instructional practices to improve student learning outcomes.

Ohio's Strategic Plan for Education 2019-2024 - Strategy 3: Improve targeted supports and professional learning so teachers can deliver excellent instruction today, tomorrow and throughout their careers.

RECOMMENDED TASKS:

TASK 1: Reference the building leadership team-provided data to identify one focused instructional strategy in each content area that will target student learning gaps.

TASK 2: Utilize the expertise of the building data coach to provide academic support throughout this process.

TASK 3: Analyze data to determine the effectiveness of the implemented instructional strategy. Modify instructional practices as needed.