

Public Schools

Campus Snapshot Report

Date:

School: _____ Elementary School

Principal:

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On _____ representatives _____ and _____ from Baiza Associates Consulting conducted a site visit at _____ Elementary School. We would like to thank the staff at _____ Elementary School for the opportunity to partner with your campus.

The purpose of this report is to emphasize the findings and next steps highlighted during the campus visit and provide possible next steps and recommendations in support of the success and identified gaps in systems and structures. This report should be leveraged as a tool to enhance campus communication efforts and the development of the 90-day action plan or other campus improvement plan. It is not intended that you complete all recommendations in one year. This report and recommendations should be leveraged over a two to three year period to assist with your transformational efforts.

Additionally, the purpose of the Campus Snapshot process and report is to generate in district leaders an appreciation for the critical importance of developing a relationship and active knowledge of their schools as a foundational component for school improvement support.

It is our commitment to continue our coaching relationship as a thought partner to assist you in accomplishing your aspirational goals to establish conditions for school transformation highlighted in this report. The Baiza and Associate coach will utilize the content of this report to serve as your thought and accountability partner to ensure school leaders are driving critical change and developing systems to achieve transformation.

PART 1

Purpose, Outcome, Themes, and Related Compliances of the School Needs Assessment

Purpose and Outcomes

The purpose of the Campus Snapshot report is to:

- Utilize Campus Snapshot themes to better understand and evaluate the effectiveness of the internal systems and structures.
- Identify successes, next steps, and recommendations that address internal systems and structures.

Campus Snapshot Overview

The Campus Snapshot process utilizes a qualitative design in which multiple sources of evidence are analyzed to identify successful internal processes and opportunities for development. It extends beyond standardized measures of student achievement to collecting evidence in relation to the overarching themes identified. Evidence collection begins with the review of key documents and data that describe the school and students. Further evidence collection continues through additional document reviews, interviews with key school stakeholders, and classroom observations themes.

Themes

The Campus Snapshot focuses on four themes and corresponding sub-themes. All evidence is collected in response to the themes outlined below.

Theme 1: Climate & Culture - The school has a climate conducive to learning

- **Student Discipline:** Effective practices are in place to promote positive student behavior.
- **Student Engagement:** Students' social and emotional needs are effectively addressed.
- **Staff Culture:** The school staff is committed to improving student outcomes.
- **Parental Involvement:** Parents are encouraged to actively participate in school operations and activities.

Theme 2: Instructional Infrastructure - The school has an effective, cohesive, and data-driven approach to improve teaching and learning

- **Curriculum & Planning:** There is an established curriculum being implemented to ensure students are fully exposed to rigorous academic content.
- **Instruction:** Classroom instruction is intentional, engaging, and challenging for all students.
- **Assessment:** Effective assessment practices are implemented.
- **Data Analysis & Action:** The school has created a data-informed culture, where school staff collaborate and use data to make decisions about instructional practices, set goals, and allocate resources.
- **Differentiation:** Effective practices are in place to identify and address individual student needs.

Theme 3: School Leadership - The school principal effectively leads the change process to create the systems necessary to ensure short-term and long progress

- **Leadership Team:** There is a core leadership team engaged in effective, structured, and shared decision making.
- **Vision & Stakeholder Engagement:** School goals, priorities and vision for the future are firmly developed.
- **Communication & Stakeholder Engagement:** The school leader promotes effective communication and stakeholder engagement.
- **Instructional Leadership:** The school leader guides the central process of improving teaching and learning.
- **Resources:** Resources are aligned to school needs.

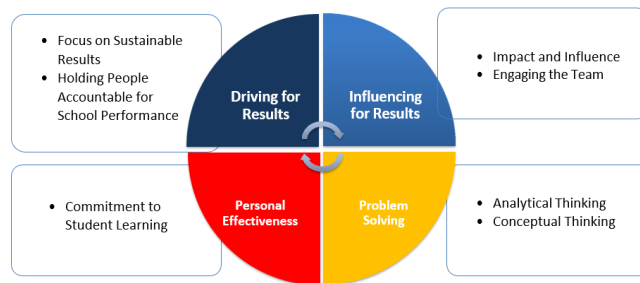
Theme 4: Talent Management - The school has effective systems in place to ensure quality teachers are in place

- **Hiring & Onboarding of Teachers:** Teachers are selected and onboarded effectively.
- **Retaining & Leveraging Effective Teachers:** High-performing teachers are recognized and intentionally leveraged to support school goals.
- **Support & Accountability:** Staff members are held accountable and are provided appropriate support.
- **Professional Development:** Professional development activities are effective and aligned to the needs of the teachers.
- **Support for Targeted Teachers:** Systems are in place to address struggling teachers.

Transformational Leadership Competencies

Transformational leadership competencies contribute to exceptional leadership performance. The Campus Snapshot identifies evidence of the competencies in action.

Transformational Leadership Competencies



Adapted from Public Impact & UVA Partnership for Leaders in Education
Baiza and Associates Consulting LLC

School principals are key in the success of a school. Leveraging these competencies provides underlying, enduring characteristics of a principal that relates to effective performance.

Driving for Results

- **Focus on Sustainable Results**
Principals take responsibility for improving school outcomes and implementing initiatives to accomplish sustainable results based on understanding and analysis of the challenges of the school.
- **Holding People Accountable for School Performance**
Principals are mindful of school performance needs and hold others accountable for high standards.

Influencing for Results

- **Impact and Influence**
Principals take actions for the purpose of affecting the perceptions, thinking, and actions of others.
- **Engaging the Team**
Principals work with a group of adults (e.g., teachers, administrators, parents, community leaders) to leverage their input, to develop actionable and tangible goals, and to implement change in the school.

Personal Effectiveness

- **Commitment to Student Learning**
Principals demonstrate the ability to see meaningful patterns among seemingly unrelated issues or ideas, leading to new ideas or fresh perspectives.

Problem Solving

- **Analytical Thinking**
Principals demonstrate the ability to analyze issues and opportunities and to recognize cause and effect.
- **Conceptual Thinking**
Principals see meaningful patterns among seemingly unrelated issues or ideas, leading to new ideas or fresh perspectives.

PART 2

School Visit Summaries

The Campus Snapshot team conducted a structured assessment of the principal’s knowledge, skills, and capacity as an instructional leader. The Principal interview and campus snapshot findings revealed the competencies and skills that are the driving force of principals, who successfully transform low performing schools.

Transformational Leadership Competencies

Driving for Results <ul style="list-style-type: none"> • Focus on Sustainable Results • Holding People Accountable for School Performance 	Evidence not identified during Campus Snapshot
Influence for Results <ul style="list-style-type: none"> • Impact and Influence • Engaging the Team 	Evidence not identified during Campus Snapshot
Personal Effectiveness <ul style="list-style-type: none"> • Commitment to Student Learning 	There was evidence of commitment to student learning through the development of the Staff Respect Agreement, Attendance Policy, Behavior Quick Guide, and weekly communications to parents. Additionally, in all interviews conducted there was an overarching consensus that Principal _____ has led by example and personally worked to improve the relationships and the climate and culture of the school to create an atmosphere conducive to student learning.
Problem- Solving <ul style="list-style-type: none"> • Analytical Thinking • Conceptual Thinking 	Principal _____ use of problem solving was evident through the creation of campus structures such as PLCs, Behavior Quick Guide, Attendance Policy, Respect Agreement, lesson plan template, and data sources to guide and develop instruction and create a positive learning environment. Principal _____ developed a specific walk-through “look fors” tied to the 90-day plan and provided teachers with specific feedback and return date for follow-up.
Recommendations	There is an opportunity to create systems of accountability across the structures in place at _____ Elementary School. It is important to communicate in meetings, in one-on-one exchanges, and provide in writing, performance expectations and performance standards to clearly communicate the expectations. Once clear expectations have been established and communicated, create systems to monitor expectations and follow through. When staff members do not meet the expectations, it is important to follow up with them to determine areas of support for the expectations to be met. Be clear on the expectations and take appropriate action and discuss specific consequences if the behavior does not change. Be direct and check to ensure that the person clearly understands the ramifications of their behavior and performance.

Campus Snapshot Overview

School: Elementary School		Principal:
District:		Date:

Campus Overview:

_____ Elementary School is located in SW _____ and serves 206 students PK-5th grade with 19 certified teachers, 11 EA’s, 1 health care professional, 1 counselor, and 6 non-certified staff, 1 Transformational Coach, and 2 special education teachers. The school has a robust PK program serving 97 of the 206 students.

_____ has been the principal at _____ for the past 3 years and has recently been promoted to Senior Director of Early Childhood. _____ is serving as the interim principal and has been at the school approximately 3 weeks. _____ and _____ were both present for the principal interview and the exit meeting.

_____ Elementary School demographic breakdown is:

- Amer Indian 8%
- Asian 2%
- Black 4%
- Hispanic 62%
- 2 or more races 5%
- White 19%.

21% of _____ students are currently participating in an ELL program. 36% of _____ students participate in Special Education, 0% are participating in Gifted Education.

2022 State Assessment Scores

- 14.3% of the students performed at the proficient level in ELA
- 5.7% of the students performed at the proficient level in Math

_____ Elementary School has focused on relationships, culture and climate. The leadership has established structures that support the teachers and school as a whole. The Campus Snapshot revealed that the staff is “supportive and the campus is heading in the right direction”.

The Campus Snapshot Team was warmly greeted upon arrival at the school. All staff members we interacted with were welcoming, professional and active participants. Students were well behaved and polite.

Theme 1: Climate & Culture – The school has a climate conducive to student learning.

Evidence of Success

- Positive relationships are evident among staff, students and community as was clearly communicated and observed in all interviews and classroom observations.
- The parents shared that they felt welcomed and respected by the campus and there were many opportunities for involvement such as volunteering in the classrooms, going on field trips and working in the food pantry. One parent volunteers daily in her child’s kindergarten classroom helping with tasks such as preparing materials. She also assists with distributing food from the

school food pantry. Another parent is planning to assist at the schoolwide field trip to Explora.

- The students shared that they feel safe and welcomed at _____. When they need help there is always an adult available. This practice has created a relational culture that supports an integral part of social emotional learning and healthy students.
- The campus has established a student success initiative that includes all staff members being trained in CPI strategies. Every staff member has a walkie talkie and they can reach out for assistance. Staff members respond if they are available. Related anecdotes indicate the initiative has created an environment of safety and support. This practice has served as a successful communication method that supports staff/teachers as needed.

Next Steps

- Increase the number of parents who are actively participating in parental involvement activities and attending Parent-Teacher Conferences. 15% of parents participated in the 21-22 Quality of Schools Survey.
- There is an opportunity to develop and communicate a clear vision. Stakeholder and Principal interviews indicated that there currently is no vision for the schools. There are plans in place for this work to occur at the upcoming Instructional Leadership team retreat.
- Strengthen parent and student understanding of academic progress including the system as a whole and associated documents. Students and parents had a vague or limited understanding of the content and expectations for academic progress measures including Parent Teacher Conferences.

Recommendations

- Consider the effectiveness of the current communication process (announcements) for inviting parents to participate in parental involvement activities. Global communication is the sharing of information through verbal and nonverbal methods to include social media platforms, on-line communities that transcend across your culture representations, newsletter, robo calls, asking parents to “bring a friend”, etc.
- Make direct attempts to reach out to parents that are not always involved asking them to participate in specific school activities such as chaperone for field trips, facilitators for parent involvement nights, and snacks for evening events.
- Develop a student led Parent-Teacher Conference that includes student goals and student agency thus increasing parental attendance and involvement in the education of their child.
- Create a system to communicate student academic progress on a more regular basis to students and parents in addition to the current report card cycle to include progress monitoring assessments.

<ul style="list-style-type: none"> Once the vision is established, ensure all stakeholders know it, live it, and make it the _____ Way.
<p>Theme 2: Instructional Infrastructure – The school has an effective, cohesive, and data-driven approach to improve teaching and learning.</p>
<p style="text-align: center;">Evidence of Success</p>
<ul style="list-style-type: none"> There are curriculum resources in place that are aligned to the State Standards. These include Foundations, Benchmark IReady and IStation. Teachers share the resources and are aligned to the state standards. Additionally, there is a pacing guide in place. There is a data management system called Synergy for all to access. _____ is the state data management system for data and assessment. iStation and iReady include progress monitoring monthly as well for BOY, MOY, and EOY. Structures in place for MLSS, behavior, and lesson planning. Lesson plans are not required although they are using the templates from resources. There is a structure in place for regular MLSS meetings. The campus has data sources available for data-driven decisions in math and reading through iReady, iStation and LTRS. The district has offered data-driven instruction training throughout the year. There is structured planning and collaboration time daily.
<p style="text-align: center;">Next Steps</p>
<ul style="list-style-type: none"> Identify high-leverage structures that are not gaining traction or missing, such as collaboration meeting times, MLSS timeline, implementation of the pacing guide, and monitoring of the high leverage action steps in the current 90-day plan. Prioritize the structures that will immediately improve student achievement. Develop clear and transparent systems for implementing current structures (PLCs, data analysis, progress monitoring, 90-day plan steps, behavior guide, etc). This includes progress monitoring and ongoing implementation. Ensure the pacing guides are being followed to ensure access to the curriculum for all students. This includes a root cause analysis of why this is a gap. After root cause analysis, identify actions needed by the classroom teachers to result in pacing guides being followed.
<p style="text-align: center;">Recommendations</p>
<ul style="list-style-type: none"> To address implementation structures consider the development of flow charts, timelines, calendars, pacing guides, clear expectations, and roles. To enhance the effectiveness of collaboration meetings, protocols should be developed that include: <ul style="list-style-type: none"> strong focus on Layer 1 instruction revised pacing guide for ELAR and math

<ul style="list-style-type: none"> o data that can be leveraged beyond iReady, iStation, and LTRS, such as common formative assessments or unit assessments o data driven protocols focused on using student data to progress monitor student growth and achievement <ul style="list-style-type: none"> ● Create a year-long professional development plan aligned to the campus priorities
<p>Theme 3: School Leadership – The school principal effectively leads the change process to create the systems necessary to ensure short-term and long-term progress.</p>
<p style="text-align: center;">Evidence of Success</p>
<ul style="list-style-type: none"> ● The school has a 90-day plan in place and posted in every classroom. All staff are aware of the measurable critical action steps. There are monitoring practices in place that include percentage completion rates. ● Expectations for the 90-day plan are in place and have been communicated. A walkthrough form aligned to the 90-day action steps has been designed and launched by the principal. ● Clear expectations have been developed for behavior, attendance, and adult-to-adult respect.
<p style="text-align: center;">Next Steps</p>
<ul style="list-style-type: none"> ● Conduct a gap analysis for the 90-day plan to determine what actions are occurring and the effectiveness of each high leverage action step. ● After clear expectations for collaboration and instruction have been established consistently, message, communicate in various modes that include: meetings, one-on-one exchanges, and e-mails. Monitor to ensure the expectations are being met. Provide support and follow up as needed. ● The principal has an opportunity to provide direct feedback in support of school improvement efforts. Directly hold people accountable for the clear expectations that have been established.
<p style="text-align: center;">Recommendations</p>
<ul style="list-style-type: none"> ● Once the gap analysis is completed for the 90-day action plan establish monitoring systems to ensure implementation. ● Use storytelling to build a compelling why for the 90-day plan. Incorporate the staff as the champions and the strategies as the tools and talent to overcome obstacles to achieve the vision. ● Monitor desired behaviors. If undesired behavior continues over time, then take appropriate action and discuss specific consequences if the behavior does not change. Be direct and check to ensure that the person clearly understands the ramifications of their behavior and performance.

Theme 4: Talent Management – The school has effective systems in place to ensure quality teachers are in place.
Evidence of Success
<ul style="list-style-type: none"> • Highly effective teachers are leveraged to be team leads and participate on the Instructional Council. • On-going professional development opportunities are available for all teachers and offered on a weekly basis. The focus for professional development has been data-driven instruction and iStation implementation.
Next Steps
<ul style="list-style-type: none"> • Create a specific teacher support system for new and struggling teachers. This can include the creation of a yearlong plan that includes training, observation and feedback cycles, modeling, and allows for the teacher to observe great practices occurring on campus. • Consider developing differentiated professional development for teachers that is aligned to the critical actions steps in the 90-day plan.
Recommendations
<ul style="list-style-type: none"> • Create a year-long professional development calendar that supports the priorities of the campus. This plan should include the focus on a shift in adult behaviors to ensure teachers are planning, delivering and monitoring student learning. The plan should also support the high leverage action steps outlined in the 90 day action plan. • Create a system to support the development of new and struggling teachers. Support plans need to be in place for new and struggling teachers, with consistent coaching, feedback and progress monitoring. A formalized instructional rounds process would benefit the school, to open up classrooms to share best practices.