



School Logo

[School Name]

- Comprehensive School Appraisal
- [Appraisal Date]



Four Domains of School Improvement

Student-Centered Leadership



School Leaders:

- Develop and communicate clear goals
- Communicate transparently with stakeholders
- Strategically allocate resources
- Nurture adult development and growth
- Balance accountability and support
- Ensure all decisions are student-centered

Intentional Teaching



Instruction is:

- Standards-aligned and proactively planned
- Evidence-based
- Engaging and rigorous for all students, regardless of background
- Designed to activate intrinsic motivation
- Responsive to evidence of learning

Collaboration



Collaborative structures:

- Exist at the district, school, and department level
- Empower teacher ownership over school improvement
- Are data-driven, efficient, and have an immediate impact on student learning
- Facilitate transparent, two-way communication among all stakeholders






Inclusive & Empowering School Climate

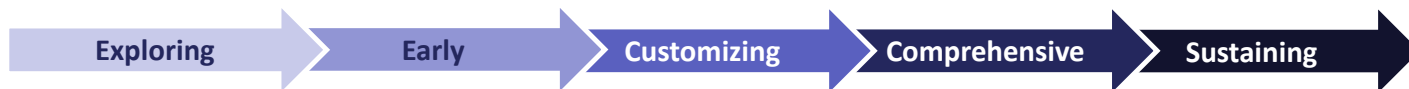


School climate:

- Demonstrates consistent conditions for student growth and achievement physically and in observed interactions for all stakeholders
- Promotes clear and comprehensive communication among stakeholders including faculty, students, and families
- Builds on relationships of trust

Stages of Implementation

	Stage 1 Exploring	<ul style="list-style-type: none"> • The need for improvement has been established among stakeholders • Baseline data has been collected and analyzed • Initial plans for improvement have been made • There is little or no evidence of implementation
	Stage 2 Early	<ul style="list-style-type: none"> • Educators are receiving support (i.e., professional learning and coaching), but practices are not yet visible in most classrooms • Implementation is limited to a narrow set of practices or a small subset of educators (e.g., a pilot) • Buy-in for practices is mixed among stakeholders
	Stage 3 Customizing	<ul style="list-style-type: none"> • There are structures and routines in place to collect data, monitor progress, and adjust plans and supports as needed • Educators engage in coaching and proactively use available supports • Stakeholders are generally bought-in to school improvement plans • There is early evidence that practices are having the desired impact on student learning
	Stage 4 Comprehensive	<ul style="list-style-type: none"> • Practices are implemented at scale, with few or no educators allowed to opt-out • Improvement efforts mostly feel cohesive and aligned • The School Leadership Team monitors implementation and impact, making strategic adjustments to plans and support as needed • Medium- and long-term data indicate that practices are having a positive impact on student learning
	Stage 5 Sustaining	<ul style="list-style-type: none"> • Implementation of practices is consistent and aligned throughout the school • Educators proactively leverage professional learning, collaboration, and coaching to refine and personalize practices • There are sustainable structures and strategies in place to monitor implementation of best practices and impact on student learning • There is a state of transparency, collaboration, and collective efficacy throughout the school



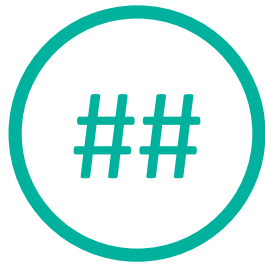


Data Sources



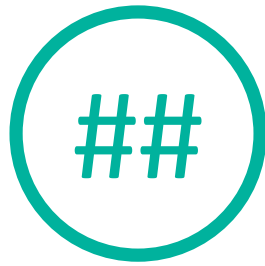
Interviews

- #/# Administrators
- #/# Teachers



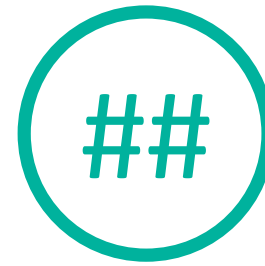
Survey Responses

- #/# Teacher Responses
- #/# Student Responses
- #/# Family Responses



Focus Groups

- # Staff focus groups
- # Student focus groups



Observations

- #/# Classrooms
- # Team Meetings



Artifacts

- # Curriculum Maps
- # Lesson Plans
- School Improvement Plan



Celebrations

- 1** [Insert celebration—quantify if possible]
- 2** [Insert celebration—quantify if possible]
- 3** [Insert celebration—quantify if possible]
- 4** [Insert celebration—quantify if possible]

Overall Ratings



Student-Centered Leadership

SY 2021-2022

Early

SY 2022-2023

Customizing



Intentional Teaching

Exploring

Early



Collaboration

Exploring

Early



Inclusive & Empowering School Climate

Early

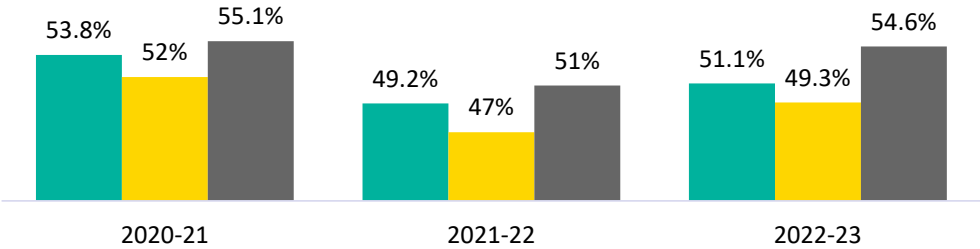
Customizing



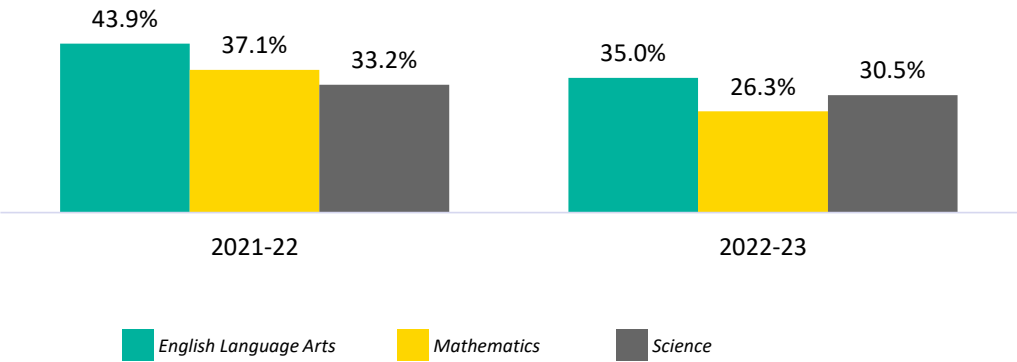
School Name | On the Surface

Grades: [Insert]

ACHIEVEMENT – Over time by Subject



GROWTH – Over time by Subject

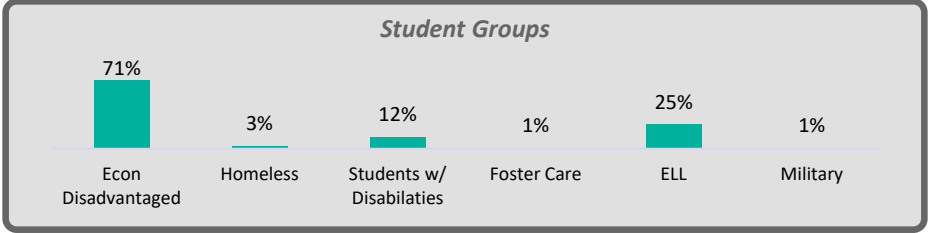
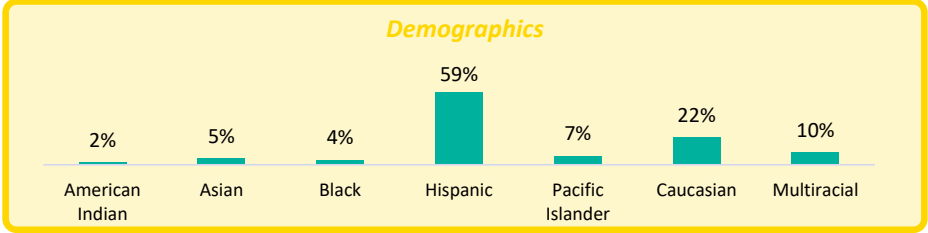


Other Key Statistics

Student Information

262
Students
Enrolled

84.9%
Consistent
Attendance

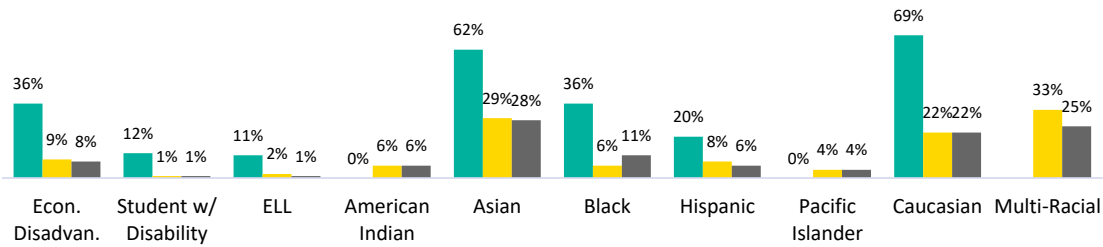




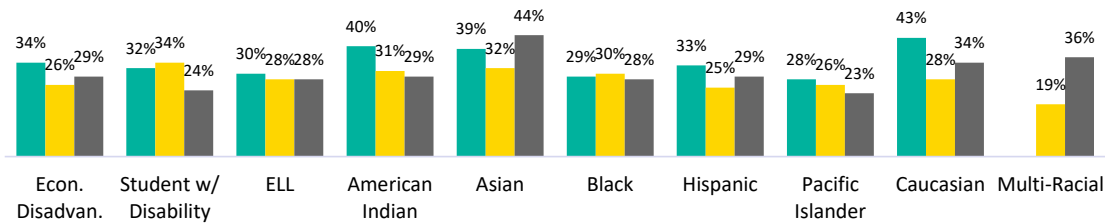
School Name | Digging Deeper

Grades: [Insert]

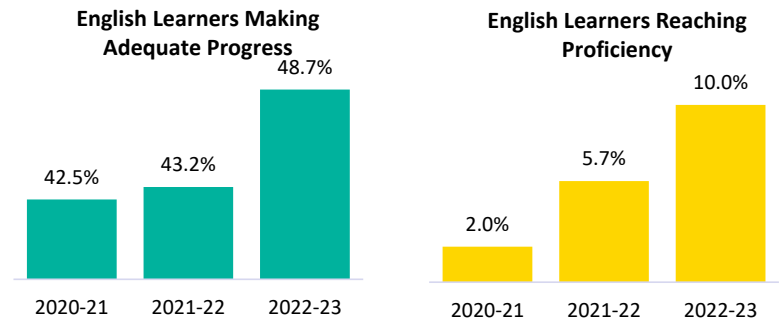
ACHIEVEMENT – By Student Group and Ethnicity (2022-23)



GROWTH – By Student Group and Ethnicity (2022-23)



English Learner Progress



Early Literacy

52.5%

Students Reading on Grade Level

55%

Students Making Typical or Better Progress

Student-Centered Leadership



Educator Knowledge & Beliefs

We heard...

- Describe what teachers and leaders reported through surveys and interviews

Educator Practice

We saw...

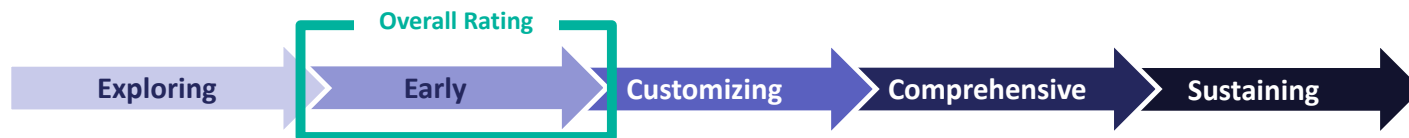
- Describe evidence of relevant educator practice gained through observations

Early

Exploring

Recommendations

- Describe recommended next steps, particularly as they relate to bridging the gap between knowledge and practice

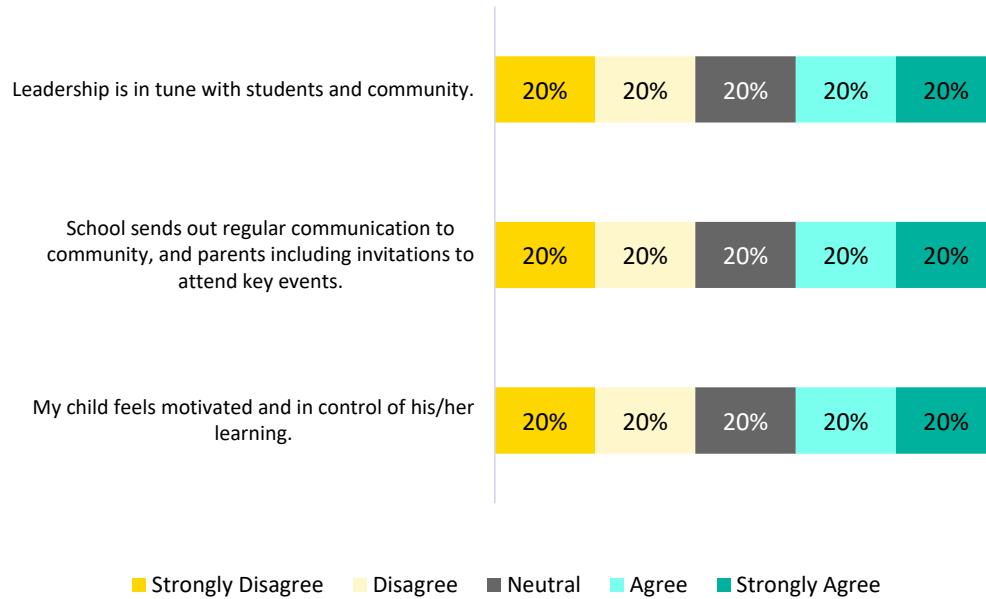




Student-Centered Leadership



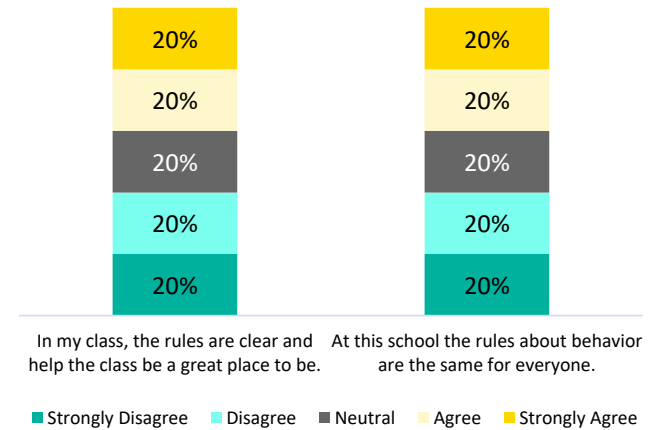
Family Survey Responses



Improvement Plan Analysis

- ✓ There is a narrow set of clear, understandable goals for school improvement
- ✗ School climate is addressed explicitly in the plan
- ✓ There are implementation supports identified for each goal.
- ✗ There is a plan to monitor progress toward school improvement goals.

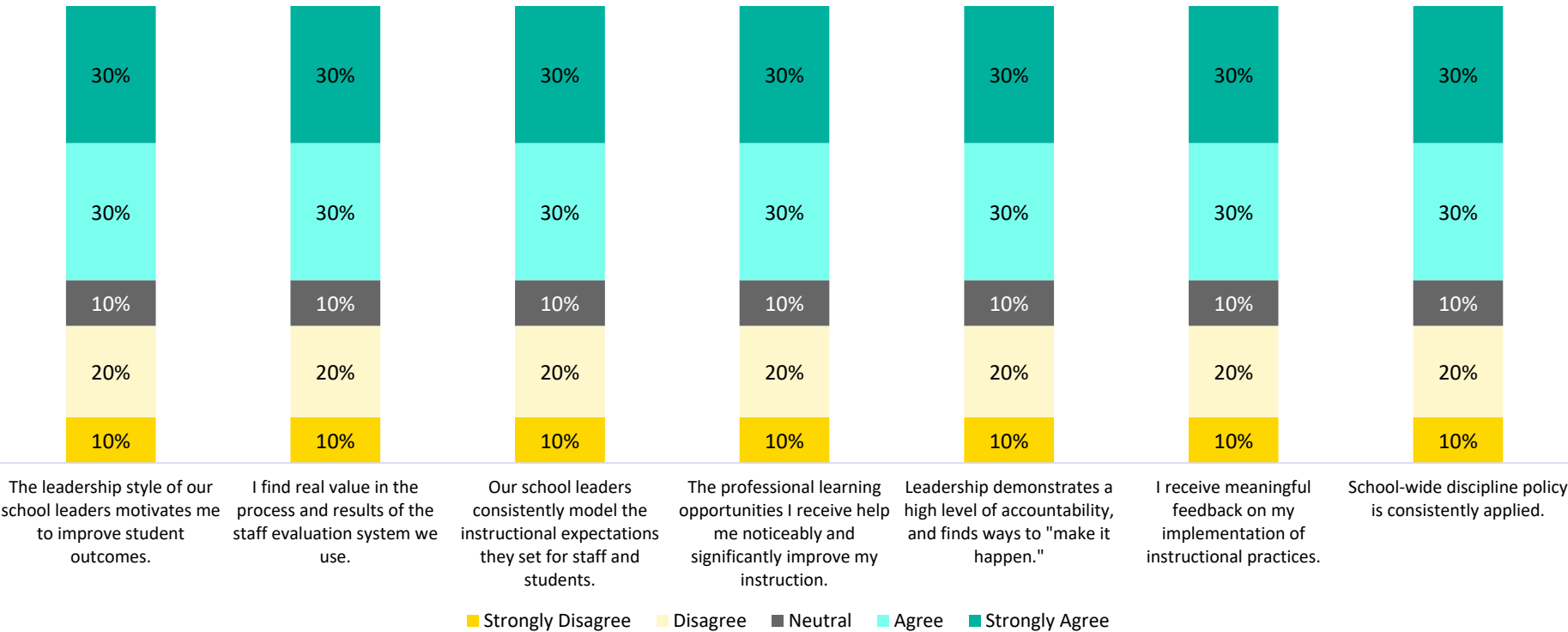
Student Survey Responses



Student-Centered Leadership



Teacher Survey Responses





Intentional Teaching

Educator Knowledge & Beliefs

We heard...

- Describe what teachers and leaders reported through surveys and interviews

Educator Practice

We saw...

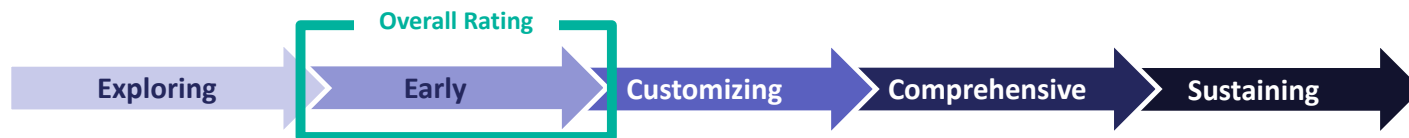
- Describe evidence of relevant educator practice gained through observations

Early

Exploring

Recommendations

- Describe recommended next steps, particularly as they relate to bridging the gap between knowledge and practice



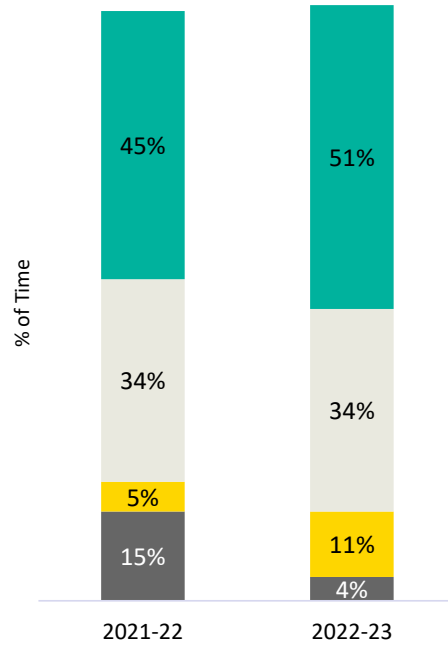


Intentional Teaching



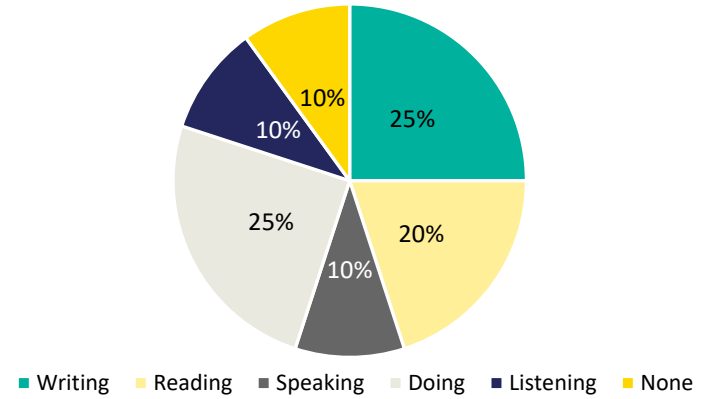
Observed Levels of Student Engagement

- Active Engagement:** Student learning is visible and/or audible
- Passive Engagement:** Students appear to be on task, but learning is not visible
- Off-Task:** Students are not engaged in the learning task
- Down Time:** There is no discernible learning task

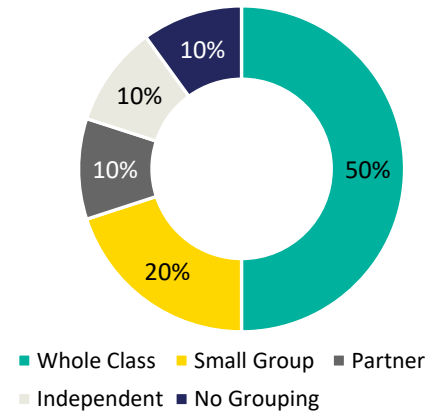


N =

Observed Learning Tasks



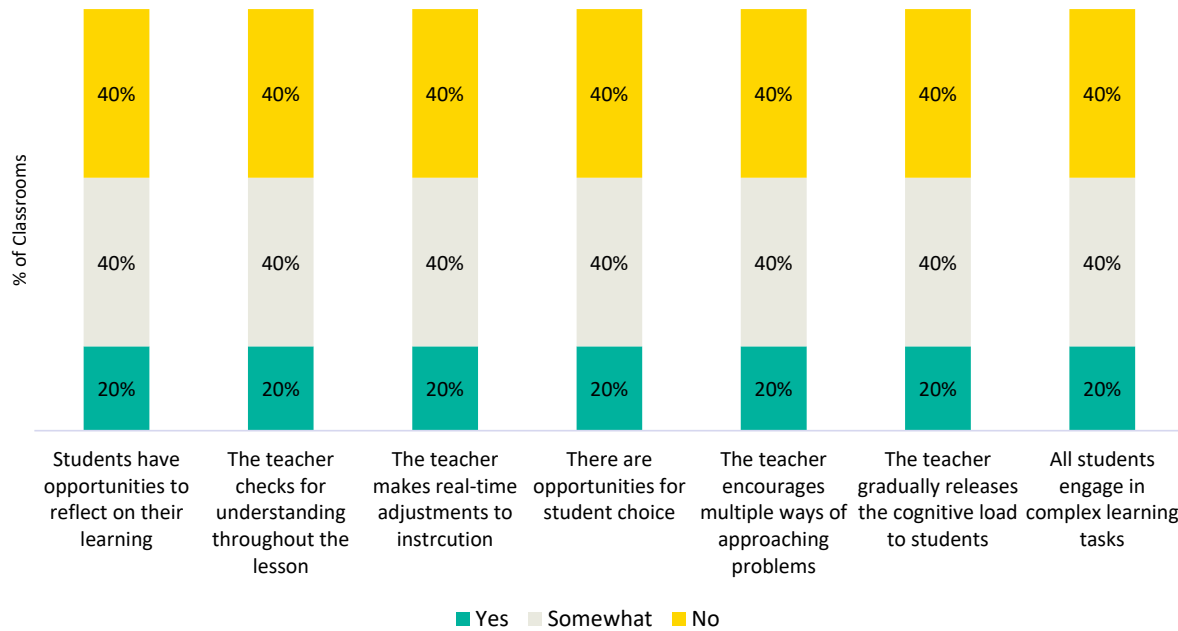
Observed Student Groupings



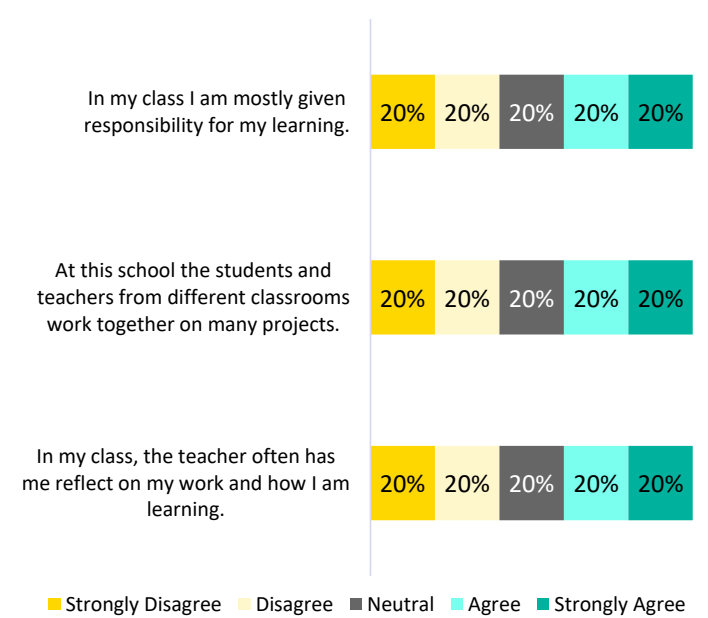
Intentional Teaching



Observed Opportunities for Student Ownership



Student Survey Responses

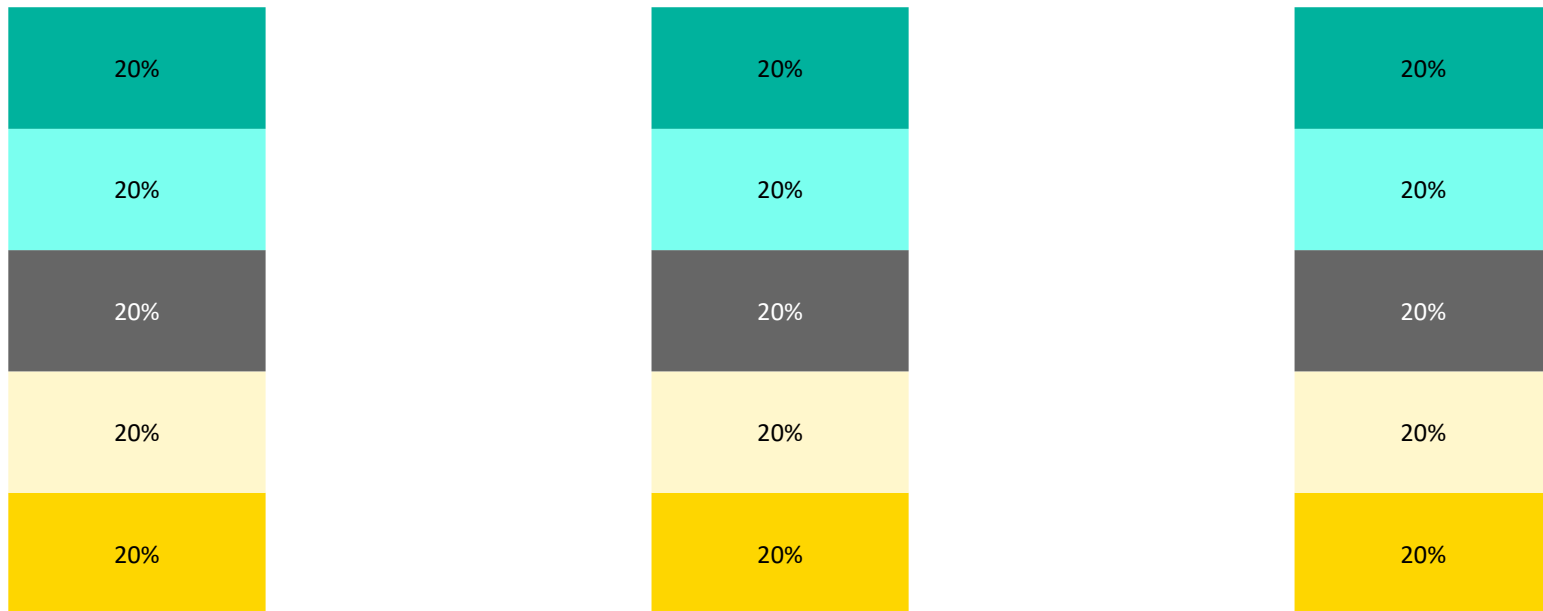


Intentional Teaching



Alternate Slides for Virtual Appraisals

Teacher Survey Responses



Students are given systematic opportunities to reflect on their learning progress.

Students learn to work cooperatively and as members of teams.

Students are seen as the primary users of assessment information, which is used to inform the learning process.

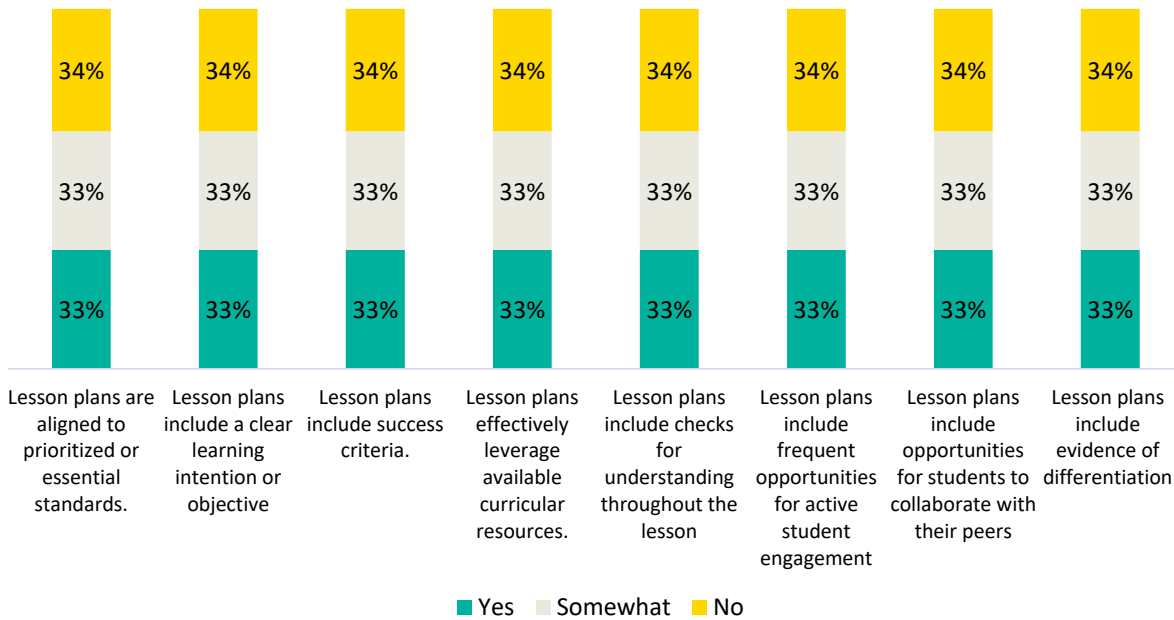
■ Strongly Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree

Intentional Teaching

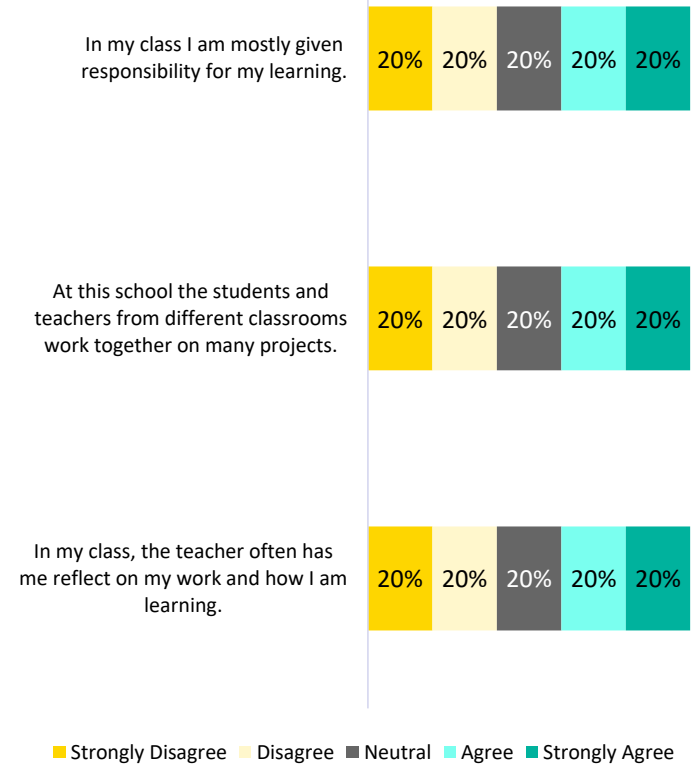


Alternate Slides for Virtual Appraisals

Lesson Plan Components



Student Survey Responses



Collaboration



Educator Knowledge & Beliefs

We heard...

- Describe what teachers and leaders reported through surveys and interviews

Educator Practice

We saw...

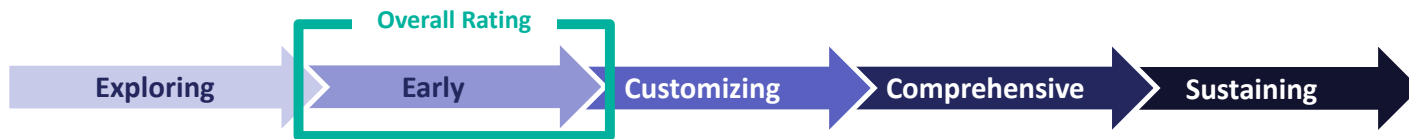
- Describe evidence of relevant educator practice gained through observations

Early

Exploring

Recommendations

- Describe recommended next steps, particularly as they relate to bridging the gap between knowledge and practice



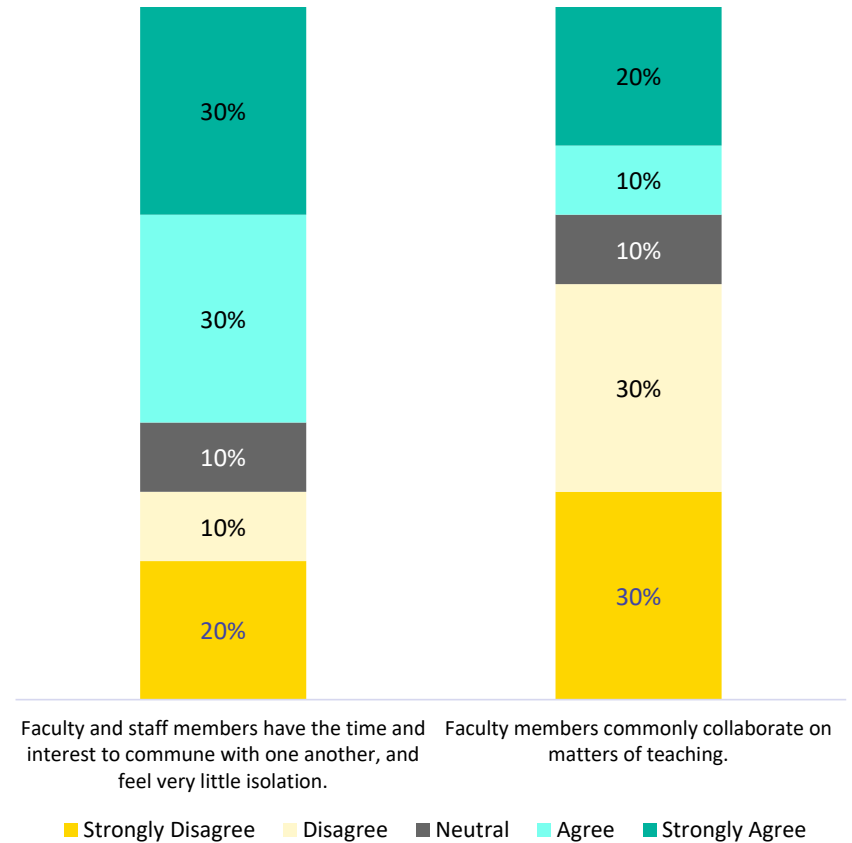
Collaboration



Collaborative Structures

- There is a district-level team monitoring school improvement
- There is a schoolwide leadership team that meets regularly and has ownership over school improvement goals and plans
- The schoolwide leadership team includes at least one teacher representative from each grade levels/content areas
- There is protected time for teacher collaboration at least weekly

Teacher Survey Responses





Collaboration



Professional Learning Community (PLC) Meeting Observations

	← Exploring	Early	Customizing	Comprehensive	→ Sustaining
Intentional		<ul style="list-style-type: none">[Notes on why they scored at this level]			
Data-Driven	<ul style="list-style-type: none">[Notes on why they scored at this level]				
Action-Oriented			<ul style="list-style-type: none">[Notes on why they scored at this level]		
Reflective					<ul style="list-style-type: none">[Notes on why they scored at this level]

Inclusive & Empowering School Climate



Educator Knowledge & Beliefs

We heard...

- Describe what teachers and leaders reported through surveys and interviews

Educator Practice

We saw...

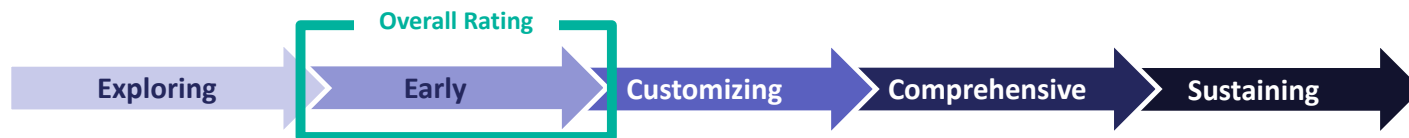
- Describe evidence of relevant educator practice gained through observations

Early

Exploring

Recommendations

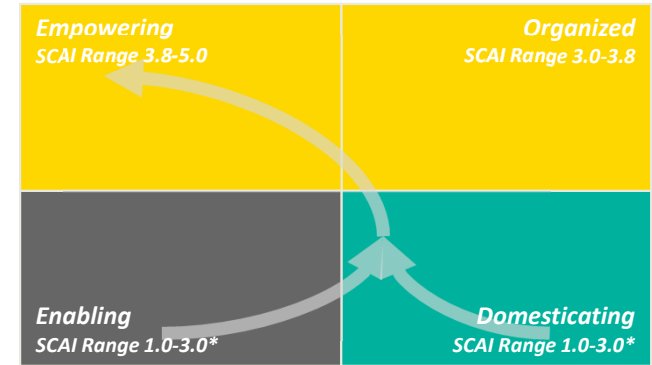
- Describe recommended next steps, particularly as they relate to bridging the gap between knowledge and practice



Inclusive & Empowering School Climate

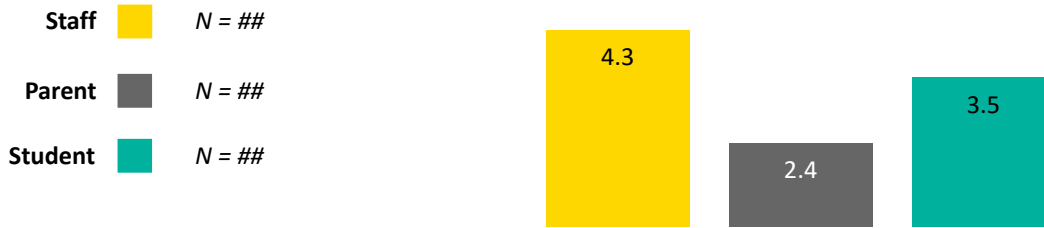


The School Climate Assessment Instrument (SCAI) is widely considered one of the best school climate instruments because of its highly predictive and valid model. Results correlate at a 0.7 level with key outcomes such as student achievement scores. A school's SCAI scores identify where it falls on a 'Continuum of Progression' toward more empowering mindsets and practices, which lead to measurable increases in student performance.

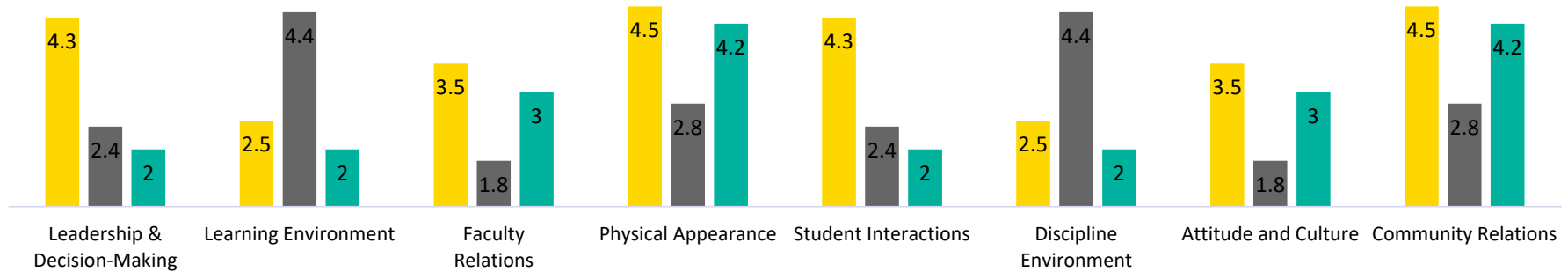


From the work of DRIVE, Dr. John Shindler and the Alliance for the Study of School Climate. University California State LA
**From the work of William Glasser Choice Theory*


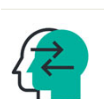




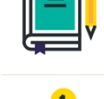
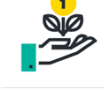
Overall School Climate Results



Results by Dimension



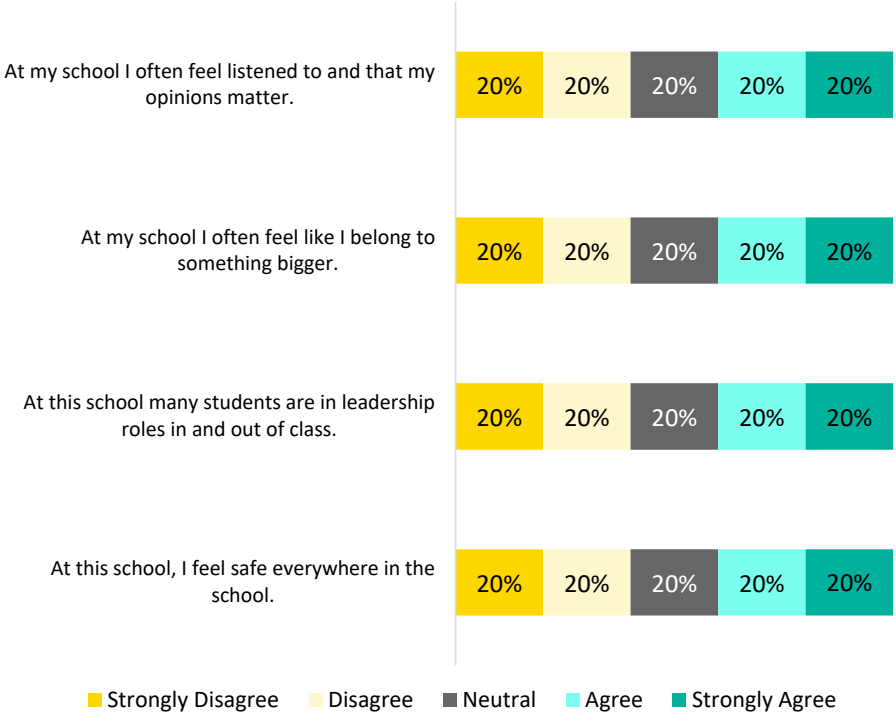
School Climate Indicators

	Appearance & Physical Plant	<ul style="list-style-type: none"> • Relationship between the physical characteristics and environment of a school and the climate that it promotes • Outsiders' perception of the school and its physical appearance • Expectations for, and treatment of, custodial staff
	Faculty Relations	<ul style="list-style-type: none"> • How members of the faculty relate to one another, and the effect this has on the climate of the school • Existence of collaboration, respect, capacity to interact, and a sense of collective purpose • Expectations among faculty members for how decisions are made and how duties are delegated and performed
	Student Interactions	<ul style="list-style-type: none"> • Student expectations, peer interactions, and the impact they have on the school climate • The degree to which students' interactions are governed by intentional vs. accidental qualities
	Leadership & Decision-Making	<ul style="list-style-type: none"> • Relationship between how decisions are made, administrative authority, and school climate • Existence of a shared sense of values and operational vision
	Discipline Environment	<ul style="list-style-type: none"> • Impact of management and discipline approaches on school climate • The degree to which management strategies promote higher levels of responsibility and motivation
	Learning Environment	<ul style="list-style-type: none"> • Instructional strategies and assessment methods used, and how the effect they have on school climate • Impact of instruction on engagement, student empowerment, and authenticity • The degree to which instruction and assessment create a success identity for students
	Attitudes	<ul style="list-style-type: none"> • Pervasive attitudes that operate within the school and their impact on school climate • Presence of social and/or communal bonds within the school • Levels of pride and ownership felt by members of the school community
	School-Community Relations	<ul style="list-style-type: none"> • How the school is perceived externally and its impact on school climate • The degree to which the school is welcoming, takes advantage of local community resources (including parents), and acts intentionally as a center of community life

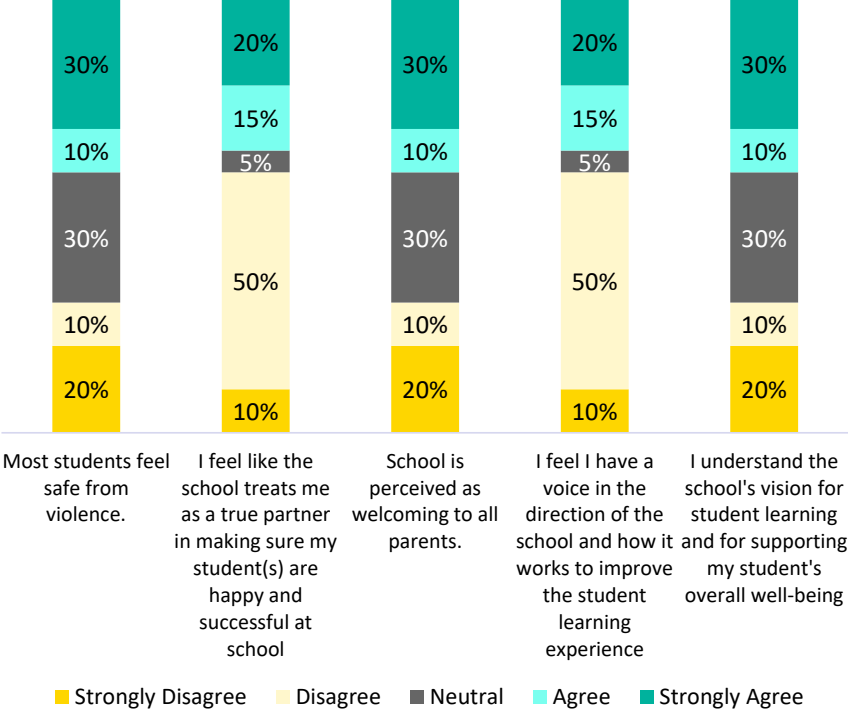
Inclusive & Empowering School Climate



Student Survey Responses



Family Survey Responses

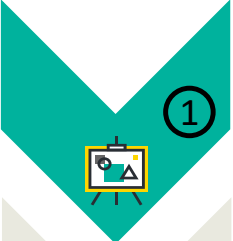


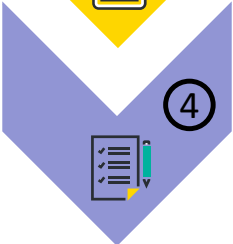


Summary

		Overall Rating	Recommendations
	Student-Centered Leadership	Early	<i>Copy and paste from domain summary slide</i>
	Intentional Teaching	Exploring	<i>Copy and paste from domain summary slide</i>
	Collaboration	Exploring	<i>Copy and paste from domain summary slide</i>
	Inclusive & Empowering School Climate	Early	<i>Copy and paste from domain summary slide</i>



Next Steps

Task	When	How
 <p>1 Share findings with School Leadership Team</p>		
 <p>2 Share findings with full staff</p>		
 <p>3 Conduct a root cause analysis</p>		
 <p>4 Create a School Improvement Plan</p>		