

## Office of School Improvement Elementary/Middle School – Site Visit Report

School Improvement Coach: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

School District: \_\_\_\_\_

Length of Visit: \_\_\_\_\_

School: \_\_\_\_\_

School Identification:  SAR  CSI  TSI  ATSI

Plan Review:  30 days  60 days  90 days

<b>DOMAIN 1: Transformational Leadership</b>	
<b>Indicators of Effective Practice</b>	<b>Implementation of Effective Practices</b>
<p><b><u>Check which indicators were the focus of the site visit:</u></b></p> <p><input type="checkbox"/> LDR2.09 Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives</p> <p><input type="checkbox"/> DC.1.01 LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed school transformation</p> <p><input type="checkbox"/> DC.1.03 School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals</p> <p><input type="checkbox"/> LDR.1.07 A Leadership Team consisting of the principal, teachers who lead the instructional teams and other key professional staff meet regularly (twice a month or more for an hour each meeting)</p>	<p><input type="checkbox"/> SLT meets regularly; SLT meetings are driven by data and discussion includes all members.</p> <p><input type="checkbox"/> SLT meetings end with tasks assigned to individual members and a timeline to complete each task.</p> <p><input type="checkbox"/> Goals are monitored on a regular basis; modifications are documented and changed as the data dictates.</p> <p><input type="checkbox"/> Work of the SLT is communicated to the remainder of the staff through PLC and/or faculty meetings.</p> <p><input type="checkbox"/> New teacher trainings/mentors are evident and support teachers new to both school and district.</p> <p><input type="checkbox"/> The principal receives support from the DLT regarding the school's action plan and procedures.</p> <p><input type="checkbox"/> The principal has a process in place for reviewing and engaging the work of PLCs, departmental, and grade level team meetings.</p> <p><input type="checkbox"/> Established systems are in place to hold teachers accountable. Evidence of teacher improvement plans and improvement plan reviews by the administrator is evident.</p>
<p><b><u>Recommendations/Opportunities for Growth:</u></b></p>          	

DOMAIN 2: Talent Development	
Indicators of Effective Practice	Implementation of Effective Practices
<p><b>Check which indicators were the focus of the site visit:</b></p> <p><input type="checkbox"/> LDR.3.07 Professional development of individual teachers includes an emphasis on indicators of effective teaching</p> <p><input type="checkbox"/> DC.1.02 LEA and school recruit, screen, select, and evaluate external providers</p>	<p><input type="checkbox"/> Job embedded professional development is based on formal/informal teacher observations conducted by both school and district administrators.</p> <p><input type="checkbox"/> Teachers participate in peer observations and principal provides evidence of shared instructional strategies emanating from and being implemented during classroom instruction as a result of this practice.</p> <p><input type="checkbox"/> DLT and administrators' observation schedule and feedback are evident.</p> <p><input type="checkbox"/> Learning walks are conducted by both school and district administrators.</p> <p><input type="checkbox"/> Evidence of teacher and administrator professional growth plans are aligned with student achievement data and the Mississippi Professional Growth System.</p> <p><input type="checkbox"/> External providers' contracts are available for review, outlining the scope of work to be done and includes benchmarks of progress.</p> <p><input type="checkbox"/> Evidence is provided where the external provider has been evaluated based on the progress of work performed over time.</p> <p><input type="checkbox"/> Documentation supports evidence of agenda minutes of meetings held (with DLT and SLT) to discuss services being provided by external providers.</p>
<p><b>Recommendations/Opportunities for Growth:</b></p>	

<p><b>DOMAIN 3: Instructional Transformation</b></p>	
<p><b>Indicators of Effective Practice</b></p>	<p><b>Implementation of Effective Practices</b></p>
<p><b>Check which indicators were the focus of the site visit:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LDR.2.02 The principal keeps a focus on instructional improvement and student learning outcomes</li> <li><input type="checkbox"/> LDR.2.04 The principal monitors curriculum and classroom instruction regularly</li> <li><input type="checkbox"/> PLN.4.05 Instructional Teams use student learning data to assess strengths and weakness of the curriculum and instructional strategies</li> <li><input type="checkbox"/> LDR.1.09 The Leadership Team regularly looks at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs</li> <li><input type="checkbox"/> PLN.1.01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLC meetings are instructionally focused, accompanied by working agendas which include and are driven by Dufour’s 4 Essential Questions, and meeting minutes reflect expected work outcomes.</li> <li><input type="checkbox"/> Observation data reflects implementation of best practices learned from peers and other PD learning opportunities.</li> <li><input type="checkbox"/> Lesson plan reviews and documented feedback is evident.</li> <li><input type="checkbox"/> Classroom agendas are posted, outlining allotted times for each identified activity.</li> <li><input type="checkbox"/> Assessments are reviewed by administrators during the lesson plan review process.</li> <li><input type="checkbox"/> Differentiated instruction is evident.</li> <li><input type="checkbox"/> DLT and administrators’ observation schedule and feedback are evident.</li> <li><input type="checkbox"/> Lessons represent higher order thinking activities through observations and lesson planning.</li> <li><input type="checkbox"/> A systematic and organized data collection and dissemination process is evident.</li> <li><input type="checkbox"/> School wide goals are developed, and specific instructional targets are set when learning gaps are identified.</li> <li><input type="checkbox"/> Special education teachers are included on instructional teams to allow for the development of standards-aligned IEPs.</li> </ul>
<p><b><u>Recommendations/Opportunities for Growth:</u></b></p>	

DOMAIN 4: Culture Shift	
Indicators of Effective Practice	Implementation of Effective Practices
<p><b>Check which indicators were the focus of the site visit:</b></p> <p><input type="checkbox"/> LDR.3.10 School implements strategies and practices to improve school culture and climate</p> <p><input type="checkbox"/> LDR.2.08 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement</p>	<p><input type="checkbox"/> There is a process for handling discipline at each Tier as well as a plan to intervene for students who do not respond to Tier 1 expectations.</p> <p><input type="checkbox"/> Evidence of P-16 council meetings that include district or school representatives is documented.</p> <p><input type="checkbox"/> The school’s website is current and displays upcoming events (both academic and extra-curricular).</p> <p><input type="checkbox"/> Sign in sheets where parents have attended school functions (meetings, open house, PTO meetings) are documented.</p> <p><input type="checkbox"/> The school incorporates various forms of communication to engage parents in the learning process.</p>
<p><b>Recommendations/Opportunities for Growth:</b></p>	

**Comments/General Observations**

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Actions to be Taken	Timeframe
	<input type="checkbox"/> Immediately <input type="checkbox"/> Ongoing __ / __ / __ Date __ / __ / __
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