

ARCHDIOCESE OF CHICAGO



Office of Catholic Schools

SCHOOL IMPROVEMENT REVIEW TEAM MEMBER HANDBOOK

SPRING 2017

Purpose of School Improvement Review

The purpose of the School Improvement Review is to assess the school's commitment to continuous improvement and quality assurance. The evidence of this commitment is in the implementation of the Continuous School Improvement Plan (CSIP), monitoring student learning of the Archdiocese of Chicago benchmarks, and evaluating school improvement efforts.

The School Improvement Review itself is not a "visit," a "compliance" review, nor an "episodic event" to prepare for every few years. As a School Improvement Review Team Member you and your team members are assigned to a school to assess the school's adherence to continuous improvement, the implementation of the CSIP, monitoring students' learning of the measurable objectives identified on the CSIP, and the adoption of Archdiocese of Chicago Curricular Benchmarks through curricular alignment and assessments.

On behalf of the students, teachers, and principals we wish to thank you for your service in helping our schools continuously improve.

Overview of School Improvement Review

There are three parts to the school improvement review process:

- Part one: preparing for the review,
- Part two: performing the review on the date assigned by the Office of Catholic Schools, and
- Part three: writing a reflection after the onsite review by each team member.

In part one you will learn about the school by reading the Executive Summary, the Catholic identity Stakeholder Feedback Diagnostic, the Self Assessment, the evidence in the Artifact Management Tool, the Continuous School Improvement Plan, and by visiting the school's website. After reviewing these diagnostics and evidence, schedule a phone meeting with the member(s) of the School Improvement Review Team to discuss what you have learned and questions you have about the school.

In part two you will perform the school improvement review by observing the learning environment in at least six (6) classrooms and conducting a forty-five-minute interview with the school's Continuous Improvement Leadership Team.

In part three each team member will write and submit a School Improvement Review Reflection within five school days after the review.

Part 1. Prepare for review

As you prepare for the review, look for evidence that shows the adoption of the Archdiocese of Chicago Curricular Benchmarks, such as in lesson plans, Student On-track Reports, and formative assessments (Aspire and/or Quizlets). The items on the list below are in the school's Google Drive folder. Use the "I Notice/I Wonder" Protocol when analyzing the diagnostics and evidence;

in a notebook or computer write “I notice” statements and “I wonder” questions. You will ask the “I wonder” questions during the 45-minute interview with the Continuous Improvement Leadership Team.

- Read the **Executive Summary**- description of the school, school purpose, notable achievements, and areas of improvement; look for what the school identified in the areas of improvement.
- Read the **Self Assessment**- assessment of the school’s adherence to the AdvancED Standards for Quality and continuous improvement; look for indicators rated Level 1 and Level 2, and wonder about what the school is doing to convert indicators rated Level 1 into Level 2, and Level 2 into Level 3; and how it is sustaining indicators rated Level 3 and 4. When reading the Self Assessment, open the Artifact Management Tool to analyze the evidence that supports the ratings for the indicators.
- Review the evidence in the **Artifact Management Tool (AMT)**- the AMT is a Google Spreadsheet located in the school’s Google Drive Folder; it is an electronic warehouse of evidence that supports the indicator ratings for the AdvancED Standards and Improvement Priority #3 and Improvement Priority #4. Look for evidence that shows the adoption of the AoC Curricular Benchmarks, such as in lesson plans or the Quizlets formative assessments, implementation of the Continuous School Improvement Plan, such as formative assessment results, evidence that shows the school is addressing Improvement Priority #3 and #4, such as lesson plans, Quizlets, data analysis meeting agendas, evidence that supports the ratings on the indicators, especially indicators rated Level 4.
- Review the **2016-17 Continuous School Improvement Plan (CSIP)**- notice if goals are ‘Benchmark’ or ‘Performance’ and write questions wondering how the school is going to meet Benchmark goals and how the school is sustaining Performance goals. Notice if the focus area is math or reading, and wonder how the school is monitoring student learning of the skills in part 4 of the CSIP. Notice the instructional strategies identified and wonder if these strategies are having an impact on students learning the skills identified in the CSIP.
- Read the **Student Performance Diagnostic**- this diagnostic facilitates the process of collecting and analyzing ACT Aspire results and other student performance data in order to identify areas of achievement and in need of improvement. The Student Performance Diagnostic consists of a Data Document, Evaluative Criteria, and Diagnostic Questions. The Data Document serves as a summary of the results the school uses for decision making; look for achievement gaps in the Equity of Learning section and ask the school its plans to close achievement gaps by gender.
- Read the **Stakeholder Feedback Diagnostic**- this diagnostic facilitates the process of analyzing stakeholder survey data in order to identify areas of achievement as well as areas in need of improvement. The Stakeholder Feedback Diagnostic consists of a Data Document,

Evaluative Criteria, and Diagnostic Questions. The Data Document shows a summary of the school's stakeholder feedback results; look for the survey items with the lowest average scores and ask the school about the implications of these findings.

- Read the **Catholic Identity Stakeholder Feedback Satisfaction Diagnostic**- assessment of stakeholder groups' satisfaction on the school's Catholic identity. There are three-parts to the diagnostic: Data Document, Evaluative Criteria, and Diagnostic Questions. Look for the areas that show high and low levels of stakeholder satisfaction in the diagnostic questions, along with the implications of the findings for these stakeholder perceptions.
- Browse through the school's website for more information about the school. Please note the school review does not include an audit of the school's website.
- After reading the above and prior to the on-site review, schedule a phone meeting with the members of the School Improvement Review and use the agenda in Appendix 1 for this meeting. Share what you learned from the diagnostics and evidence with "I notice" statements and "I wonder" questions. Identify the questions the team will ask during the interview.

Part 2. Day of Review

The agenda for the day of the review is in Appendix 2.

- Task #1: Classroom learning environment observations using ELEOT. Each Team Member performs at least six (6) ELEOT observations; observe 20 minutes of uninterrupted instruction for each observation. Observe any classroom in grades K- 8 in elementary schools and grades 9-12 in high schools; however, do not observe pre-Kindergarten classrooms or classrooms with a substitute teacher. When making an observation, walk around the classroom during student-centered instruction and examine the task(s) students are doing, when possible ask students about the rigor of the task they are engaged in doing and the teacher about the standards she/he uses to align curriculum and lesson plans. Avoid being a "Super Teacher" – helping students during an observation. After each observation, take five minutes to complete the ELEOT in the hallway (not inside the classroom). Bring eight (8) copies of the ELEOT with you along with a clipboard.
- Task #2: Forty-five-minute interview- perform introductions and ask questions identified from the phone meeting; ask clarifying and probing questions. All team members are to take notes during the interview.

Part 3. Post-review reflection

- Submit ELEOT ratings to OCS by email scan (jpena@archchicago.org) or fax (312-534-5295).

- Write and submit the School Improvement Review Reflection within five school days after the review. The School Improvement Review Reflection is in Appendix 3. Submit the report by attaching it to an email message and send it to jpena@archchicago.org.

Team Member Training

Webinars are posted on the OCS Resource Portal's Accreditation page. Team Members are to view webinars prior to the onsite improvement review.

- [Webinar #1](#)- Overview of the school improvement review process and preparing for the review
- [Webinar #2](#)- Using the effective learning environment tool to measure the learning environment
- [Webinar #3](#)- Writing the School Improvement Review Reflection Report after the onsite review

Appendix

Appendix 1- Team Member Phone Meeting

Archdiocese of Chicago School Improvement Review		
<p>MEETING AGENDA [date], [start-time] - [end time] [location]</p>		
<p>TOPIC: Team member introductions and discuss what we learned about the school</p>	<p>Attendees: School Improvement Review Team Members Facilitator: Timekeeper:</p>	
<p>MEETING OBJECTIVES:</p> <ul style="list-style-type: none"> ● Adopt norms ● Discuss what you noted about the evidence ● Discuss what you wonder about the school 		
<p>TO PREPARE FOR THIS MEETING, PLEASE:</p> <ul style="list-style-type: none"> ● Read this agenda ● Analyze school’s evidence using the “I notice/I wonder” protocol 		
<p>Schedule 60 minutes</p>		
TIME	MINUTES	ACTIVITY
x:xx- x:xx	5	<p>1. Check-in; Introductions First and Last name, role (principal, teacher) and school name</p> <p>2. Prayer (<i>Sign of the cross</i>)</p> <p><i>In our meeting Lord, help us to focus on what is important rather than just what is urgent. May everything that we discuss have a bearing on the children in our charge. Let us never forget that it is both a privilege and a responsibility to play a part in the education of the young. Grant that we may always support each other in that process. Amen. (Sign of the cross)</i></p> <p>3. Review objectives of this meeting</p>

x:xx- x:xx	5	OBJECTIVE 1 –Adopt norms <ol style="list-style-type: none"> 1. Take an inquiry position 2. Ground statements in evidence 3. Assume positive intentions 4. Start and end on time 5. Stick to protocol 6. Be here now 						
x:xx- x:xx	25	OBJECTIVE 2 – Discuss what you noticed about the evidence						
x:xx- x:xx	20	OBJECTIVE 3 – Discuss what you wonder about the school (these questions will be asked during the 30-minute interview)						
x:xx- x:xx	3	Review next steps from this meeting: <ul style="list-style-type: none"> - Identify date of school improvement review - Identify any logistics for the school review that need to be discussed/resolved in advanced - Identify which Team Member will ask the first question to begin the thirty-minute interview 						
x:xx- x:xx	2	Assess what worked well about this meeting and what we would have liked to change <table border="1" data-bbox="467 1339 1352 1570" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="467 1339 902 1444" style="text-align: center;">+ Plus</th> <th data-bbox="902 1339 1352 1444" style="text-align: center;">▲ Delta</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 1444 902 1503" style="text-align: center;">●</td> <td data-bbox="902 1444 1352 1503" style="text-align: center;">●</td> </tr> <tr> <td data-bbox="467 1503 902 1570" style="text-align: center;">●</td> <td data-bbox="902 1503 1352 1570" style="text-align: center;">●</td> </tr> </tbody> </table>	+ Plus	▲ Delta	●	●	●	●
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Appendix 2- Onsite School Improvement Review

Archdiocese of Chicago School Improvement Review		
MEETING AGENDA [date], [start-time] - [end time] [location]		
TOPIC: Perform school improvement review	Attendees: School Improvement review team members, Principal and teacher-chair Facilitator: Timekeeper:	
MEETING OBJECTIVES: <ul style="list-style-type: none"> ● Observe the learning environment in classrooms ● Conduct school improvement interview 		
TO PREPARE FOR THIS MEETING, PLEASE: <ul style="list-style-type: none"> ● Read this agenda ● Bring your “I wonder” questions ● Bring 8 hardcopies of ELEOT 		
Schedule		
TIME	MINUTES	ACTIVITY
8:30-8:40	10	1. Arrive at the school and report to the school’s main office 2. Ask school staff to escort you to the conference room where you will conduct the interview
8:40-10:40	120	OBJECTIVE 1 – Observe the learning environment in classrooms 1. Ask the principal to identify teachers absent. Note: do not observe the learning environment in classes with a substitute teacher. 2. Determine the classrooms each Team Member will observe and begin performing observations in Kindergarten through grade 8 (elementary) or grades 9-12 (secondary).
10:40-10:50	10	Break

10:50-11:45	55	OBJECTIVE 2 – Conduct school improvement interview <ol style="list-style-type: none">1. Take 10 minutes to debrief with your Team Member(s) the observations of classroom learning environments: what did you notice about the learning environments and what do you wonder about the learning environments.2. Ask the questions generated from the Team’s preparation for the review.
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Appendix 3- School Improvement Review Reflection

Directions: Answer the questions using descriptive and specific statements. Answers are to be supported with evidence, such as artifacts, diagnostics, or classroom observations. Save this file using the following naming scheme: 2016 Reflection Report for School Name (for example, *2016 Reflection Report for Mother Teresa Catholic Academy*). Complete this report within five school days after the review, and submit it as an email attachment to Dr. Jorge Peña (jpena@archchicago.org).

Name of school reviewed	
Team Member Name	

Question 1: Reflect on the school’s fidelity in the implementation of the Continuous School Improvement Plan. What is the evidence that shows or does not show the school is engaged in implementing the Continuous School Improvement Plan? What is the evidence that shows teachers are assessing and monitoring the measurable objectives?

Question 2: Reflect on the school’s adherence to Improvement Priority #3. What is the evidence that shows the school has adopted the Archdiocese of Chicago Curriculum Benchmarks?

Question 3: Reflect on the school’s adherence to Improvement Priority #4. What is the evidence that shows that teachers are trained in data analysis and interpretation? What is the evidence that shows teachers meet regularly to use data from formative assessments to inform adjustments to curriculum and instruction?

Question 4: Reflect on the school’s commitment to continuous academic improvement? What is the evidence that shows the principal and teachers are authentically committed and engaged in improvement with fidelity?