

DOINGWHATWORKS

 VIDEO
3:53 min

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Distributed Leadership

Southern Local Jr./Sr. High School, Ohio
January 2014

Topic **TURNING AROUND CHRONICALLY LOW-PERFORMING SCHOOLS**

Highlights

- » Southern Local Jr./Sr. High School has teacher-based teams that gather data to determine which students are on the Pathway to Proficiency.
- » The Building Leadership Team examines data across the school and makes key decisions to improve instruction and strengthen student achievement.
- » The school uses the 5-step Ohio Improvement Process to identify student strengths and weaknesses.
- » The Building Leadership Team is teacher-led; the teachers decide how to spend the grant funds and what programs should be purchased.

About the Site **Southern Local Jr./Sr. High School Salineville, Ohio**

Demographics

(Source: Southern Local School District, 2014-15)

- » Grades 7–12
- » 457 students

- » 97% White
- » 3% Other
- » 19% Special Education
- » 54% Free or Reduced-Price Lunch
- » Rural

- » In 2009, Southern Local Jr./Sr. High School was identified as one of Ohio's persistently lowest-achieving schools and began to implement the Ohio Improvement Process. In July 2011, the school received a School Improvement Grant.
- » The school developed Teacher-Based Teams and a Building Leadership Team to engage teachers in the turnaround process. The teams began to systematically collect and analyze data to strengthen teaching and learning.
- » The principal and associate principal began to conduct instructional walkthroughs known as Rounds. Through these walkthroughs, coupled with data analyses, the administrators and staff selected areas for professional development.
- » The school expanded its use of technology and provided a digital period for remediation and increased opportunities for course taking through community college and university partnerships.

Full Transcript



 **00:04** My name is Laura Thorne and I am the Building Leadership Team Facilitator from Southern Local High School.

 **00:10** I'm Kristy Sampson. I am our Federal Programs Coordinator at Southern Local School District.

Laura Thorne

 **00:16** The role of the Building Leadership Team at Southern Local is basically a forum for us to gather data from our TB team meetings, which are teacher-based teams. We have members that are facilitators of those teacher-based teams. They are sort of like a department head and they attend the Building Leadership Team meetings and bring data from those departments. Today we will be discussing Pathway to Proficiency data.

 **00:47 Thorne** [to group]: Do you want to talk about the high school math data?

 **00:49 Greg Sabato:** We did the 10th grade, the sophomore...the class that's going to be taking the OGT. We had 66 students; 43 of them were proficient. We had 12 of them that were on IEPs that were under-proficient. So what we did with that data is we decided—we ran a couple pretests, we ran two or three OGT test packets and found areas that we struggled in, and then we designed the next couple of weeks to hit on those areas in our regular lesson plans.

Kristy Sampson  **01:17** Throughout our five-step process that we used during the Building Leadership Team meetings, the teacher-based teams first have to populate Step 1 of the form, which is their data. So they populate that form on an online shared document that the teachers can get on, insert their own data. They actually then can move to Step 2 on their own—analyze their student data. Then when the meeting actually takes place, all of that information is already on the form and the discussion then is focused around Step 3 and 4 of the process, where we are looking at specifically what strategies are working, what the students are doing, what the adult implementation level is of the strategies that they're using, and then we can continue with what are our next steps in Step 5.

 **02:04 Thorne** [to group]: Does anybody else have any student strengths or weaknesses that you didn't already identify that you want to add? I can tell you, in the Social Studies department we have really, really, really been pushing vocabulary, and we feel like it's finally becoming something that our students are strong in.

 **02:27 Shannon Rogers:** We have also been...with the vocabulary we have been making—at least I have—making them prove. We did context clues last week and not only just choosing the correct answer, but we made them go back into

the passage, find the proof, and they had to have the evidence. That way we knew they didn't guess on their answers.

Laura Thorne  **02:44** Our Building Leadership Team has definitely focused our data collection a lot more and focused us so that we are able to provide our staff with professional development that's necessary, different things of that nature. Our Building Leadership Team, I would say—at first it was kind of confusing because most staff meetings are led by an administrator and this was a team that had teacher leaders on it. There are administrators that are members of it; our Federal Programs Coordinator is a member of it. But this is a teacher-led team; the teachers are making the decisions. As far as the School Improvement Grant, our Building Leadership Team even makes the decisions on what monies are going to be spent for what programs, as in technology, resources, professional development for our staff—all of the trainings that we would need to be able to help our students to be successful.

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