SchoolWorks
School Quality Review
Report

Anton Grdina School
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About the SchoolWorks School Quality Review Process

The Cleveland Metropolitan School District (CMSD) envisions 21st Century Schools of Choice in which students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences, and academic capabilities of each student, while engaging the highest quality professional educators, administrators, and support staff available. As part of Cleveland's Plan for Transforming Schools, CMSD has adopted a portfolio district strategy that includes: growing the number of high quality district and charter schools, and closing or replacing failing schools; focusing the district's central office on its role in school support and governance, while transferring authority and resources to schools; investing and phasing in high leverage school reforms across all levels; and increased accountability for all schools in the district through the creation of the Cleveland Transformation Alliance (CTA). CMSD has partnered with stakeholders to create a school performance framework that will be used to provide a comprehensive assessment of the quality of each school in the district. The comprehensive assessment will be an evidence-based process that includes data and information gathered on academic programs and performance, school climate, finance, operations, governance, and stakeholder satisfaction, among other sources.

CMSD has engaged SchoolWorks as a partner in implementing a school quality review (SQR) process aligned to CMSD initiatives and the school performance framework. The SQRs are used as one component of a comprehensive assessment of the quality of each school in the district; they are used to provide formative feedback to schools. Reviews include an action planning process in which the team and the school work together to identify prioritized areas for improvement.

The School Quality Review (SQR) protocol and review process provides a third-party perspective on current school quality for all students. The process will include two days of collecting evidence on site through interviews, classroom visits, and document review. While on site, the team meets to discuss, sort, and analyze evidence it is collecting. The site visit team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators. In addition, the review will include a half-day prioritization session on the third day to assist the school in identifying root causes of opportunities for improvement and identifying which opportunities for improvement are of the highest priority and most likely to impact student achievement. The outcome of the action planning process is a prioritized plan of next steps, including strategies, resources, and timelines to accomplish goals.

The report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: *Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn,* and *Governance and Leadership* The final page of the report is used to record the discussion and action plan developed by the team and the school during the prioritization process.

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Domains and Key Questions

Based on trends found in the collected evidence, the site visit team assigns a rating to each key question.

Domains	Rating			
	Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 2: Targeted Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 2: Targeted Support Required**
3. *Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**
Domain 2: Students' Opportunities to Learn	
4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*	**Level 3: Established**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2: Targeted Support Required**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 2: Targeted Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 3: Established**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Level 2 Targeted Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 3: Established**

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Domain 1: Instruction

1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 2: Targeted Support Required**

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
7%	14%	57%	21%

- **Behavioral expectations are clear and understood by many, but not all, students.** The site visit team observed effective implementation of behavioral expectations in 21% of classrooms (n=14). During these lessons, site visit team members observed students attending to the teacher and consistently behaving appropriately throughout the lesson. In a few classrooms, the teacher made use of a clip chart to reward positive behavior or administer consequences for negative behavior, and students responded demonstrating an understanding of classroom rules and routines. In 71% of classrooms, the site visit team observed partially effective implementation of behavioral expectations. In these classrooms, many students behaved appropriately throughout the lesson; however, several students were off task and not attending to the learning activity (e.g., students out of their seat, playing with a pencil, rocking in the chair, slamming the desk, sleeping on the desk). In other classrooms, student misbehaviors persisted throughout the lesson, but caused only minimal disruption. For example, students shouted out answers instead of waiting to be called on and/or constant chatter persisted throughout the lesson. In other instances, the teacher interrupted instruction to redirect behavior (e.g., eyes on me, eyes on you; class, class). While redirections were generally effective, they had to be repeated throughout the lesson. In focus groups, teachers indicated rules should be posted in classrooms across the school (which the site visit team observed). However, there are differences in the systems teachers use and the amount of support they need to manage more difficult student behaviors.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
0%	64%	36%	0%

- **The learning environment is structured; however, learning time is not consistently maximized.** A partially effective learning environment was observed in 100% of classrooms. Across classrooms, lesson preparation was evident and generally, materials were organized and ready for student use during the learning activity. In a few classrooms, teachers required time at the beginning of the lesson to prepare instructional materials (e.g., set up the computer program, turn on the projector, locate books, pass out materials), which took away from students' learning time. In other classrooms, instructional time was reduced as students transitioned between lesson activities. For example, a timer was used to signal transition, but students required direction to engage in the transition. Or students were asked to turn in the assignment/return materials and were slow to return to their seats. In other classrooms, instructional time was not maximized for all students. For example, students working in a group waited for the teacher's attention before engaging in the learning activity. Or

[1] Due to rounding, the percentages for a particular indicator may not appear to total to 100%.

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students completed the lesson activity and were not provided with another learning task (i.e., students talked with their peers). In a few classrooms, a timer was used to indicate the lesson was finished. However, in one instance, the timer was reset to provide additional learning time, which only some – but not all – students required. Finally, in a few classrooms, student misbehavior resulted in loss of instructional time. For example, the teacher stopped the lesson activity until students attended or student misbehavior required the teacher's full attention (e.g., an individual conversation), stopping instruction.

2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 2: Targeted Support Required**

Focused Instruction			
Ineffective	Partially Effective		Effective
1	1	1	1
14%	57%	14%	14%

- **Teachers are working to provide students with clear learning goals and focused, purposeful instruction.** In focus groups, school leaders and teachers reported it was an expectation that learning objectives (i.e., "I can" statements) are posted and explained to students. In most classrooms, the site visit team noted posted learning objectives that aligned to the lesson being delivered. In 14% of classrooms visited, the site visit team observed effective implementation of focused instruction. In these classrooms, the learning objective/s were posted and clearly aligned to lesson activities. In addition, academic instruction connected lesson content to larger concepts and/or real-life situations (e.g., the number of sides on a triangle, tri- means three, pizza is the shape of a triangle). The site visit team observed partially effective implementation of focused instruction in 71% of classrooms. In these classrooms, the learning objective was posted and aligned to the lesson activities. However, only some students were held accountable for achieving learning goals – for example: cold call to check understanding only addressed a few students; and follow-up occurred with some, but not all, students who were not demonstrating understanding. In other instances, the lesson lacked opportunities to hold students accountable for their learning (e.g., not all students had a peer during a pair-and-share; students completed the lesson activity and were not provided opportunities to extend their learning). In 14% of classrooms, the site visit team observed ineffective use of focused instruction. In these classrooms, the learning objective was not posted and/or the delivery of lesson content was limited (i.e., academic instruction was not observed; the only learning activity was a review of previously learned content).

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	1	1	1
21%	21%	36%	21%

- **Some teachers use varied instructional strategies to support students' learning needs.** While school leaders reported that the use of centers and differentiation were expectations for classroom instruction, the site visit team observed inconsistent implementation of varied instructional strategies. Effective use of instructional strategies was observed in 21% of classrooms visited. In these classrooms, students accessed academic content in varied ways (e.g., orally, visually, use of graphic

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organizers, independent work, manipulatives, models) in a single observation, or it was evident that students were working at differentiated learning levels (e.g., different texts, individualized computer programs). In the majority (67%) of classrooms visited, the site visit team observed partially effective implementation of instructional strategies. In these classrooms, there was some use of varied instructional strategies (e.g., whole group, pair-and-share, independent work); however, all students were engaged with the same content (e.g., worksheet) and differentiation of task was not evident. In other classrooms, learning activities were varied (e.g., writing an essay, completing a graphic organizer, reading a book); however, variation was based on completion of work and not differentiated content. In 21% of classrooms, the site visit team observed ineffective implementation of instructional strategies. In these classrooms, only one instructional strategy was used (e.g., whole group), the learning task was focused on low-level activities (e.g., same, single-step worksheet for all students), or there was limited instruction.

3	*Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	1	1	1
29%	36%	36%	0%

- **Teachers infrequently use in-class assessment strategies to reveal some students' thinking.** In 72% of observed classrooms, the site visit team observed partially effective use of in-class assessment strategies. During these lessons, teachers used an assessment strategy to check the understanding of some, but not all, students. For example, teachers asked questions of the entire class (e.g., "Who do you think this belongs too?" "How do you know this...") but only a few students answered the question (e.g., shouting out an answer), or several students offered to answer the question (i.e., raised their hands) and only the student who was called upon responded. In other classrooms, the teacher circulated to check student work and in some instances, ask follow-up questions to extend student thinking (e.g., How did you get this answer?). However, teachers circulated to some students only and did not check the understanding of all students. The site visit team also observed use of assessment strategies that provided a general, but not precise, sense of student understanding – for example, "thumbs-up" to demonstrate readiness and/or understanding and the traffic light (i.e., I don't get it (red); I get it a little (yellow); I got it (green)) to gauge student understanding class-wide. In 29% of classrooms, the site visit team observed ineffective implementation of in-class assessment strategies. In these classrooms, the teacher circulated to redirect misbehavior but not to check student learning. Questions focused on classroom procedures as opposed to academic content (e.g., "Who didn't get their paper?" "Where should your math book be?").

Feedback			
Ineffective	Partially Effective		Effective
1	1	1	1
36%	50%	14%	0%

- **Feedback is rarely provided to students during the learning process.** In 64% of classrooms, the site visit team observed partially effective feedback provided to students. In a few of these classrooms,

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teachers circulated and provided high- quality feedback to several students (e.g., using your fingers for spacing when writing, modeling how to draw precise lines, correcting a content error so the student can continue working independently); however, many students did not receive feedback. During other lessons, all students received feedback, but feedback was based on only one students' understanding. For example, a student responded incorrectly to a question posed to the whole group and the teacher corrected the response; however, it was not clear that all students required that explanation or if other students needed additional clarification. In a few classrooms, the teacher sat with students individually and provided feedback as the student progressed through an assignment, but other students did not receive feedback. Finally, the site visit team observed a few students engaged with differentiated computer-based programs (e.g., MobyMax), which provides immediate feedback to students based on their responses. In 34% of classrooms, feedback provided was limited and did not help students make progress toward the learning goal. That is, students received some feedback, but it was used to address student behavior (e.g., "You're not on task." "You're procrastinating.") or to focus attention on the task (e.g., "Finish the rough draft." "You may want to look that over"). In other classrooms, students were provided simple feedback (e.g., "That's okay." "That's correct."), which did not clarify any misunderstandings.

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Domain 2: Students' Opportunities to Learn

4. The school identifies and supports special education students, English language learners, and students who are struggling or at risk.	**Level 3: Established**

- **The school has a process for identifying struggling students and monitoring their progress.** Teachers and school leaders described various data sources that school leaders and staff use to understand students' learning: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), STAR Literacy, Reading Mastery, and Rewards. They also reported that school leaders review data on student attendance, suspension, and discipline data to ensure all risk indicators are being identified. For students who continue to struggle, administrators and teachers described use of the student support team (SST) process. They explained that referral to the SST is initiated through use of the SST Request Form – a school-developed form that ensures staff provides detailed information regarding student strengths, academic and behavioral concerns, classroom interventions, and student data (e.g., work samples, observations). School leaders described the use of a small team, which includes the school psychologist, curriculum and instruction specialist (CIS), and lead interventionist, to conduct an initial review of student data, intervention implementation, and to proactively recommend additional interventions prior to initiating the formal SST process. School leaders and teachers reported the SST meets weekly (usually every Thursday) and, in addition to the above-mentioned staff, includes the regular education teacher, parent, and other staff as relevant. Teachers indicated the meeting includes a detailed description of the student, a review of data, and interventions implemented prior to referral for a special education evaluation. In focus groups, school leaders and teachers cited several ways student progress is being tracked and monitored (e.g., data binders, AIMSweb, data trackers, intervention programs).
- **The school implements appropriate supports for struggling and special education students.** As described above, the school has a comprehensive SST process that is used to identify interventions to support students' needs. Review of the school's SST Request Form showed a range of classroom-based interventions (e.g., small-group instruction, daily behavior chart) used at the school. In addition, teachers explained that use of MAX Teaching strategies and other intervention resources (e.g., books, websites) are used to support students who are struggling. School leaders and teachers also described a range of research-based programs to support students' varied learning needs (e.g., Reading Mastery (K-2); Language for Learning (K-1); Phonics for Reading (3-5); Rewards (6-8). Teachers and school leaders indicated that teachers use the programs' built in assessments to group students, target skills with which they are struggling (e.g., letter sound recognition), and chart progress. They also reported daily intervention periods have supported use of student ability groupings and established expectations for more consistent intervention implementation. School leaders, teachers, and students described a partnership with 21st Century that provides after-school tutoring to students, and also reported teachers are often available to tutor students during lunch or after school. Further, school leaders and teachers described the school's eight intervention specialists who, in addition to supporting their caseload of students with Individualized Education Programs (IEP), also provide support to struggling students. They indicated that three of the intervention specialists support students in the general education setting; and the other intervention specialists lead classrooms (i.e., individually or via a co-teaching model) that provide instruction and supports to students with more significant disabilities in a substantially separate setting. Special education teachers reported that all students are included for encore periods and described a desire to continue to create more inclusive opportunities for students as they are ready.

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5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2: Targeted Support Required**

- **The school is still working to provide a safe environment to support students' learning.** School leaders stated one of the school's priorities is to establish the conditions that will lead to student achievement, which includes increasing students' desire to be in school and to feel safe in their learning environment. Students reported feeling safe at the school, citing the presence of staff in the hallways, two security guards, and the metal detector students and visitors pass through when they enter the building. School leaders and teachers also indicated the school is physically safe; however, several individuals reported at least some students do not feel emotionally safe. Teachers expressed this is often a result of external factors students may bring into the building because of what they experienced over the weekend, for example. Moreover, some teachers and school leaders indicated some bullying exists at the school and cited this as another factor contributing to some students not feeling emotionally safe. Staff explained they are typically able to identify and address instances of bullying and that the school is using the Winning Against Violent Environments (WAVE) mediation program and Not on our Watch (NOW) anti-bullying program. School leaders, teachers, and students reported that some students exhibit challenging behaviors and can interrupt teaching and learning. In focus groups, school leaders and teachers described their intent to implement Positive Behavioral Interventions and Supports (PBIS), but acknowledged they are in the initial phases of implementation. Finally, data from the Conditions for Learning Survey (CFL) provided in the November 2016 Investment School Report, shows the school has made gains in establishing a safe and respectful climate since the Spring of 2016; however, the school's adequacy percentage (i.e., a rating of adequate or excellent) is only 45.0% (grades 2-4) and 52.0% (grades 5-8).
- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** School leaders, teachers, and students reported (and a review of school documents confirmed) that there are after-school programs and activities that provide additional opportunities for students. For example, the school maintains a partnership with the Boys and Girls Club, which provides a structured after-school learning program. They also reported the school partners with 21st Century and Murtis Taylor to provide after-school tutoring supports for students. In a focus group, students indicated there were a variety of extracurricular activities at the school, such as newspaper, drama, band, choir, and various athletic activities (e.g., cheerleading, basketball, track, volleyball). School leaders, teachers, and parent volunteers described (and a review of flyers confirmed) the school organizes activities designed to increase family, student, and staff engagement in the school community – for example: Meet and Greet (school supply give away; meet staff and the parent leadership team; Father's Walk (scholars to school); and, a Family Feast (i.e., Thanksgiving dinner) with teachers and staff members. School leaders indicated a partnership with Bell, Burton and Carr (BBC) supports a site coordinator position at the school, which has helped to bring in additional resources and supports for students and families – for example, Gem-N Me and MANSA mentoring programs, for girls and boys respectively; Seeds of Literacy (early literacy for preschool children and adult education programs); Coats for Kids; Toys for Tots; and, the MetroHealth mobile clinic.

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Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 2: Targeted Support Required**

- **Professional development (PD) is designed to address school priorities and identified areas of need.** School leaders and teachers explained that most professional development at the school occurs during dedicated time on Wednesday afternoons. School leaders reported PD topics are typically identified by the leadership team (with input from teachers), based on the Academic Achievement Plan (AAP) or driven by district requirements. They also stated that PD may be all staff or differentiated by grade level/band, depending on the topic. Teachers and school leaders indicated instructional strategies have been the focus of most PD this school year and described partnerships with MAX Teaching and the Center for Student Achievement Solutions (C4SAS) as key in supporting this work. A review of the school's AAP showed partnerships with MAX Teaching and C4SAS as strategic practices to increase reading proficiency. Most teachers reported that PD has been helpful; the strategies they are learning can be immediately used in the classroom (e.g., three level guide, Phonics for Reading). They further explained the partner organizations demonstrate what the strategies look like in the classroom, how they can be used in the classroom, and also provide real-time coaching in the classroom to support implementation. School leaders and teachers described peer observations that have begun this year to share practices and learn from peers, which school leaders described as an outgrowth of the classroom-level support provided by partner coaches. Teachers also reported they are informed of district trainings, are provided opportunities to attend district PD (e.g., classroom management, science fusion, special education) and, in some cases, school administration requests that they sign up for certain trainings. Finally, teachers named other PD that had occurred at the school this year (e.g., Journeys, AIMSweb, data review sessions) that are also cited in the AAP and included on the school's professional development log reviewed by the site visit team.
- **Educators collaborate regularly to discuss teaching and learning; however, the impact of collaboration is unclear.** School leaders and teachers reported that teacher-based teams (TBTs) meet weekly on Mondays, which provides a formal structure for collaboration. Teachers reported meeting in grade-level bands (i.e., K-2, 3, 4-5 6-8), including all special education teachers that serve students at the respective grade levels. They described using the five-step process (and a review of TBT protocols confirmed) to conduct TBT meetings and indicated a cycle takes approximately three-to-four weeks to complete. School leaders reported the CIS monitors the work of the TBTs weekly and the building leadership team (BLT) provides feedback at the end of the cycle. While some teachers named helpful features of TBTs (e.g., review data, share assessment and feedback strategies, discuss how to support students), other teachers indicated TBTs were not a good use of time and were not having a significant impact on teaching and learning. In addition, some teachers reported that they did not receive regular feedback as part of the TBT process. Most staff acknowledged that TBTs are treated primarily as a compliance activity. In focus groups, teachers also described a common planning period that occurs weekly during the school day. Although collaboration is not required, staff expressed they typically use this time to work with colleagues.

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7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.	**Level 3: Established**

- **Educators' mindsets and beliefs reflect shared commitments to students' learning.** School leaders explained that staff commitment to student learning has improved significantly over the past few years. Staff are now all working toward a common goal, which is about the good of the student – further elaborating that now, "We think about them as our children even if they are not in our classroom." For example, teachers at some grade levels described use of a buddy system (i.e., a student that needs a time-out can go to another teachers' classroom) to support each other and provide an additional support for a student who is struggling. School leaders also reported teachers are no longer making excuses. They see the need for instructional change and are "striving to work from a place of empathy… to push all students through to succeed." In a focus group, students reported that teachers have high expectations, stating, "They push us to do our best." Students further explained how school leaders and teachers constantly encourage them to stretch beyond the expectations other people might have of them because of the neighborhood in which they live. School leaders and teachers also described how many staff make donations to ensure students and families have the resources they need (e.g., clothes, coats); and how some teachers voluntarily come to school early to greet students, and others stay late to support after-school activities. Teachers expressed their commitment to communicate with, and involve parents in, their child's education, including required phone calls if the student is absent for more than two consecutive days. In addition, teachers and school leaders indicated they conduct home visits if students are absent for more than five days to check on the student and to make sure they know they are missed.
- **The school reflects a safe and trustworthy professional climate.** School leaders, teachers, and parent volunteers described a shared commitment among school staff to improving student learning and well-being. One staff member described the school as an "all-hands-on-deck environment." Others characterized the climate as one where administration and teachers are working together, and not against each other. Several teachers explained that being an investment school requires more work, and the teachers who are here now, are committed to the work. Across focus groups, teachers and school leaders described a climate that is professional, open, collaborative, and where sharing ideas is the norm. Teachers reported that school leaders have an open-door policy; they are comfortable bringing questions or concerns to administration. In addition, teachers expressed that leadership does "little things" (e.g., provides lunch) that makes staff feel appreciated. Teachers are involved with, and support, activities that other staff are hosting in support of student learning (e.g., spelling bee). School leaders and teachers reported that staff are open to feedback and to having colleagues in their classroom. For example, PD this year has focused on instructional strategies and has included an expectation that teachers experiment with newly-learned strategies and accept feedback from partner coaches (see Key Question 6). Teachers have also begun conducting peer observations, which provides another vehicle to share and discuss instructional practices.

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Domain 4: Governance and Leadership

8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.	**Level 2: Targeted Support Required**

- **School leaders have established clear goals and promoted progress toward achieving school goals.** The school's AAP outlines four priority areas for improvement: chronic absenteeism; reading proficiency; math proficiency; and social-emotional learning. School leaders reported that the AAP was developed by the AAP team that included administrators, teachers, and parent representation. They also indicated the APP committee met quarterly and identified the four priorities because of low performance in these areas. School leaders and teachers reported that staff voted to approve the AAP; everyone has a copy of the plan in their data binder. When asked about goals in focus groups, parent volunteers and students stated to improve test scores and increase attendance. In addition to improved test scores, teachers discussed moving students to proficiency in reading and math, also citing improvements to attendance and the learning climate. In focus groups, school leaders identified the following priorities: improving use of instructional strategies; increasing attendance; building culture/discipline; and improving student achievement in both reading and math. School leaders and teachers reported that staff meetings are often used to review data (e.g., NWEA, attendance, suspensions, discipline, and CFL survey data) and review implementation of strategies to address school priorities. They also indicated the principal's weekly bulletin provides updates on progress toward goals and information related to school priorities. The school maintains a data wall (shared with the site visit team) that is used to track students' academic performance information, suspension, and attendance data. Finally, school leaders, teachers, and students reported there are celebrations and awards to recognize students who meet attendance goals (e.g., perfect attendance for the month).
- **There are structures to support teacher practices; however, it is not clear they ensure high-quality instruction.** Teachers and school leaders reported that administrators are frequently in the classroom and described various structures that are used to gather information and provide feedback on classroom practices – for example, classroom observations as part of the district-based Teacher Development Evaluation system (TDES). School leaders reported that observations are on track; teachers confirmed having received multiple observations. In addition, administrators described conducting instructional rounds using PD 360 – Edivate, which provides a quick snapshot of what was observed in the classroom, using one of six pre-established templates (e.g., two network developed, two building developed, two that align with instructional programs). School leaders explained PD 360 – Edivate allows them to send immediate feedback to teachers, with suggested resources/videotapes. School leaders also described learning walks that are completed specific to their roles (e.g., CIS focuses on academics; the dean conducts culture walks; the principal has a weekly "look-for"). They reported providing informal, written feedback to teachers and indicated that, during administrative meetings, they discuss trends observed. All teachers reported receiving feedback from administrators weekly; however, they shared varied perceptions on the usefulness of feedback. A few teachers reported they had received some helpful feedback (e.g., how to incorporate increased wait time). Others indicated that feedback was less helpful (e.g., focused on the bulletin board, not kids; described what was happening but did not provide feedback). Teachers also explained that the feedback provided to them covers a large range of topics that vary by administrator and observation template, as well as from week-to-week.

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9. School leaders effectively orchestrate the school's operations.	**Level 3: Established**

- **School leaders encourage inclusive decision making and effective communication across the organization.** School leaders described two primary leadership team structures – the administrative team and the union conference committee (UCC) that are used to guide planning, decision making, and support building-wide communications. The administrative team (principal, assistant principal [AP], CIS, dean of engagement) reported meeting weekly at a regularly scheduled time, and also touching base daily. They described the agenda for weekly meetings that includes updates on everyone's areas of responsibility, review of instructional-round information, and identification of items to be discussed at the UCC. The site visit team met with the UCC, which includes administrators as well as teachers, who are nominated by the staff. They reported the UCC meets monthly to discuss building-wide questions and to provide input on school policies (e.g., uniforms, scheduling, arrival/dismissal). Teachers reported meeting with UCC representatives to provide input on agenda items and to receive updates from previous meetings. Teachers also indicated they have input into decisions (e.g., lesson plan templates, professional development) and also described several committees (e.g., sunshine, PBIS, attendance) that offer opportunities for staff to be involved in planning and implementing school policies. Teachers and school leaders described various forms of communication that are used at the school (e.g., staff meetings, weekly bulletins, individual emails). Teachers and parents also cited multiple methods of communication between the school and home (e.g., email, ClassDoJo, telephone calls, in-person conversations).
- **The principal allocates resources to ensure a productive learning environment.** The site visit team noted a clean and welcoming elementary school building. Students are greeted by administrators and staff in the morning, and student work and celebrations (e.g., attendance awards) are posted throughout the building. The site visit team observed the morning assembly, which occurs daily and is used to provide updates, review goals, and establish an environment focused on learning. Students described "the launch" that occurs at the end of the assembly, which helps them to "get fired up to have a good day and do the best you can." School leaders reported (and a review of documentation confirmed) that the school utilizes Beech Brook counseling services, and also engages many community partners (see Key Question 5) to address students' mental and physical health needs. In focus groups, teachers indicated that they have the resources needed to support teaching and learning. They also reported if they need and ask for additional materials (e.g., manipulatives, books, dry erase markers), these are usually provided. School leaders explained they prioritize materials for students first, specifically citing technology, including the school's computer lab, two mobile labs, and at least three student computers in each classroom. They also indicated they have been able to accommodate at least some teacher requests for resources (e.g., poster maker, laminator). Further, the school has numerous human resources to support its educational program. In addition to a robust administrative team (i.e., principal, AP, CIS, dean of engagement), school staff described partnerships with MAX Teaching and the C4SAS that have brought additional instructional leadership into the building. As previously described, the school has eight intervention teachers who, in addition to providing direct services to students with disabilities, also support other students who are struggling and act as a resource to teachers. Finally, the school maintains a parent volunteer who school staff described as an additional advocate for students and families.

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Prioritization Process

The site visit team met with the Anton Grdina School's leadership team to review its findings, discuss the school's areas of strengths and areas for improvement, prioritize areas for improvement, and discuss ways to address the identified areas for improvement.

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included: students' learning supports, educators' learning culture, and organizational leadership. The site visit team also noted the following areas for growth: classroom climate and instructional strategies.

The group identified the instruction domain as the area for growth to prioritize. The group identified the following priority within this Key Question as having the most potential impact on the success of the school: varied instructional strategies.

The team then developed the following goal, success measure, and action plan:

Goal: All teachers use varied strategies and tools to support students' learning needs.

Success Measure: By February 16, 2017, 100% of administrator's observations will find evidence of effective instructional strategies.

Actions	Target Dates	Champions
Share SQR findings and action plan with all staff.	12/14/16	Leadership Team
Create a list of effective instructional strategies and tools that includes existing resources and tools.	Complete by 12/23/16	Leadership Team
Deliver PD to share list of identified strategies.	1/9/17	Leadership Team
Provide teachers an opportunity to practice using identified instructional strategies and tools.	1/10/17 – 1/20/17	Teachers
Administrators provide feedback to teachers on implementation of identified instructional strategies/tools.	Begin on 1/23/17	Administration
Provide additional supports so staff continues to build a repertoire of effective instructional strategies and tools – for example, video, shadowing, modeling, reminders.	Ongoing	Administration
Teachers share successes and challenges implementing new instructional strategies and tools.	2/17/17	Administration
Conduct observations to ensure accountability for implementation of effective instructional strategies.	Ongoing	Administration

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Appendix A: Site Visit Team Members

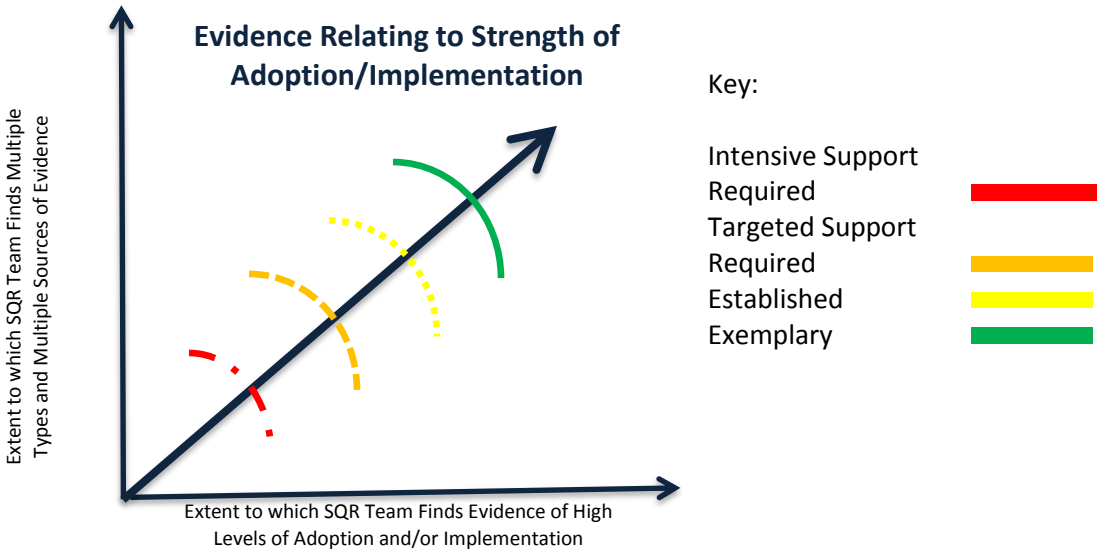
The SQR to Anton Grdina was conducted on December 7-9, 2016 by a team of educators from SchoolWorks, LLC.

Jeff Vogel, Team Leader	SchoolWorks, LLC
Megan Tupa, Team Writer	SchoolWorks, LLC

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Appendix B: Implementation Rubric

The site visit team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types[2] and multiple sources[3] of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



Rating	Implementation Level	Quality Standard
1	**Intensive Support Required**	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2	**Targeted Support Required**	Evidence indicates that the key question is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
3	**Established**	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.
4	**Exemplary**	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.

[2] "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups and/or interviews; and classroom observations.

[3] "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups and/or interviews; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

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Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 14 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	2	3	4
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 9	**33%**	**11%**	**44%**	**11%**
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 5	**0%**	**80%**	**0%**	**20%**
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	**7%**	**14%**	**57%**	**21%**
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	**0%**	**64%**	**36%**	**0%**
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	**0%**	**29%**	**36%**	**36%**
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	**14%**	**57%**	**14%**	**14%**
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	**21%**	**21%**	**36%**	**21%**
	7. Cognitive Engagement Active student participation Perseverance	**7%**	**57%**	**29%**	**7%**
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	**29%**	**64%**	**7%**	**0%**
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	**29%**	**36%**	**36%**	**0%**
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	**86%**	**14%**	**0%**	**0%**
	11. Feedback Feedback to students Student use of feedback	**36%**	**50%**	**14%**	**0%**

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