SchoolWorks
School Quality Review
Report

Bolton Elementary School
March 8-10, 2017

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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 1: Intensive Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1: Intensive 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 1: Intensive Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 1: Intensive 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 1: Intensive Support Required**
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 1: Intensive Support Required**

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
15%	31%	23%	31%

- **Behavioral expectations are understood by some students.** Teachers and school leaders at the Bolton Elementary School (Bolton) explained that although the school has recently adopted a positive behavior intervention and support system (PBIS) with generalized behavioral values (be safe, be respectful, be responsible), there are no specific schoolwide rules or expectations for student behavior that are consistently enforced or communicated to students. During classroom observations (n=13), the site visit team observed the effective establishment of behavioral expectations in 31% of classrooms. In these classes, students typically followed instructions consistently with little or no redirection from the teacher. For example, during one lesson, students' attention consistently remained on the teacher, the class used the restrooms in an orderly fashion, and largely ignored a disruption from outside the classroom without losing their focus on instruction. The site visit team observed the partially effective establishment of behavioral expectations in 54% of classrooms. In these classes, some students engaged in off-task behavior and the teacher did not always redirect off-task students. For example, during one class, all students were engaged in an activity at first; however, when students began to finish the activity, they engaged in side conversations. During another lesson, most students remained seated, although others moved around the room for reasons that did not pertain to the teachers' instruction; also, many engaged in social conversations throughout the observation. Finally, the site visit team observed the ineffective establishment of behavioral expectations in 15% of classrooms. In these classes, student behavior significantly disrupted teachers' instruction and students' ability to engage in the lesson. For example, during one class, almost all students misbehaved throughout the observation, ignoring the teachers' attempts to redirect them, engaging in more serious misbehavior such as rolling on the floor, hitting other students, sleeping, and yelling at one another.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
54%	38%	8%	0%

- **Few classes are highly structured and learning time is not maximized.** The site visit team observed the partially effective establishment of structured learning environments in 46% of classrooms. In these classes: some learning time was wasted before, during, or after transitions; students worked on tasks for extended periods of time with very little engagement from teachers on the academic content of the activity; or teachers were not always prepared. For example, during one lesson, the teacher and students did not enter the classroom until well after the period had started and the teacher appeared unprepared for the upcoming lesson. During another lesson, students engaged in a single

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

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task throughout the entire observation while the teacher remained at his/her desk and students who finished the task were not consistently given another activity in which to engage. In the majority of classrooms (54%), the site visit team observed the ineffective establishment of structured learning environments. In these classes, site visit team members did not find any posted agendas of learning activities, teachers appeared unprepared, and/or significant amounts of learning time were wasted. For example, during one lesson, the teacher explicitly communicated to the students that he/she was not prepared to teach the upcoming lessons. During another observation, the teacher and students arrived in the classroom 5 minutes after the period started, the students began to engage in a do now task for a few minutes, but then were taken to the restroom as a group; as a result, formal instruction did not begin until approximately 30 minutes after the start of the period.

2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1: Intensive Support Required**

Focused Instruction			
Ineffective	Partially Effective		Effective
1	2	3	4
54%	15%	15%	15%

- **In the majority of classrooms, teachers do not provide students with clear learning goals and focused, purposeful instruction.** The site visit team observed effective focused instruction in 15% of classes. In these classes, teachers commonly demonstrated high expectations for student engagement in the learning process and communicated academic content consistently and with clarity. For example, during one lesson, the teacher reviewed work the students had turned in, affirming his/her expectations for how the task was to be completed, returning work that did not meet those expectations so that students could begin to redo it, and requiring students to provide reasoning and evidence for answers they provided during the lesson. The site visit team observed partially effective focused instruction in 30% of classrooms. In these classes, students engaged in activities that aligned to learning objectives that were clearly posted in the classroom, but academic content was not always clearly communicated. For example, during one lesson, students worked in groups on a task that reflected the expectations on the learning objective that was posted clearly on the board. When reviewing the task, the teacher asked students to share their work; however, s/he did not require students to meet specific expectations for the task that were posted on the board. In the majority of classrooms (54%), the site visit team observed ineffective focused instruction. During these lessons, team members typically observed little formal instruction, learning objectives were unclear, and teachers infrequently communicated academic content to students. For example, during one lesson, students worked in workbooks for the entire observation with almost no interaction with the teacher. During another lesson, no learning objectives were visible or communicated to students and the class engaged in extended discussions with little academic content for the entire observation.

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Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
54%	46%	0%	0%

- **Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team observed the partially effective use of higher-order thinking strategies in 46% of classrooms. During these lessons, teachers commonly asked students recall-level questions, and questions or tasks that did require higher-order thinking occurred rarely or were asked to a few students only. For example, during one class, students watched a videotape and then engaged in a lesson in which they spent the majority of the time recalling the events in the videotape, followed by a few questions requiring students to make predictions based on what they had seen. During another lesson, all students were asked to identify details from a reading; however, the teacher asked only a few students questions that required more analysis, such as identifying themes or main ideas. However, in the majority of classrooms (54%), the site visit team observed the ineffective use of higher-order thinking strategies. In these lessons, students were only presented with questioning that required one-step responses; also, tasks in which students engaged were not rigorous or challenging. For example, during one lesson, students spent a significant amount of time simply repeating verbal prompts from the teacher. During another class, students passively watched a videotape and then spent the rest of the observation filling in worksheets.

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	2	3	4
46%	46%	8%	0%

- **In-class assessment strategies rarely reveal students' thinking about learning goals.** In the majority of classes (54%), the site visit team observed the partially effective use of in-class assessment strategies. During these classes, teachers' efforts to assess student understanding and progress toward learning goals reached only a few students in the room and/or teachers' assessment strategies focused on task completion rather than academic content. For example, during one lesson, site visit team members observed the teacher collect the papers on which students had been working and review them for completion, rather than accuracy. During another observation, the class engaged in two activities during which the teacher selected a handful of students to verbally assess their understanding of the concepts that had just been taught; however, the majority of students in the class were not assessed. The site visit team observed the ineffective use of in-class assessment strategies in 46% of classes. During these lessons, site visit team members did not observe any assessment of students' comprehension of academic content. For example, during one observation, the teacher circulated while students worked; however, s/he checked only to see if students had finished the task and did not circulate to all students. During another class, the teacher remained seated at a desk for almost the entire observation, only looked at the work of students who

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approached the desk, and did not question any student's understanding of the academic content of the activity.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
62%	31%	8%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** The site visit team observed the partially effective delivery of instructional feedback to students in 39% of classes. In these classes, there was typically little feedback provided by teachers related to progress towards learning goals and the feedback that was observed was directed at a few students or was very general in nature. For example, during one lesson, the teacher stopped the entire class to give all students feedback on a specific skill they had just practiced as a group. In this case, both the assessment of students and the related feedback was directed at the whole group and, therefore, there was little opportunity for impact on the learning of individual students. During another lesson, the teacher sporadically commented on students' work; however, these comments were very repetitive, consisted almost entirely of vague praise, and only a few were focused on the accuracy of their work. However, in the majority of classes (62%), site visit team members observed the ineffective delivery of instructional feedback. In these classes, site visit team members typically did not observe teachers providing any content-based feedback to students that would effectively guide students to improve their work. For example, during one class, the teacher offered procedural feedback to a few students and content-related feedback to one student, but the vast majority of students received no feedback at all. During another lesson, the teacher did not offer any feedback of any kind to students at any time during the observation.

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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 1: Intensive Support Required**

- **The school has a limited process for identifying struggling and at-risk students, and there is no evidence that the school systematically monitors student progress and program effectiveness.** Teachers and school leaders reported that the school has a student support team (SST) that meets weekly to review teacher referrals of students who have presented academic and/or behavioral concerns. School leaders stated that the SST team includes one assistant principal, a fifth grade teacher, an intervention specialist, the planning center instructional aide, the teacher making the referral, and the parent of the referred student. Teachers and school leaders explained that, during SST meetings, the referring teacher reports concerns about the student and then develops interventions to implement in the classroom for a period of six weeks. School leaders stated that only after two cycles of intervention are found ineffective at meeting the needs of the student are they referred for a special education evaluation. However, stakeholders reported factors that inhibit the effectiveness of the SST process. For example, teachers and school leaders reported that Bolton does not have a school psychologist and, therefore, the SST lacks expertise regarding some student health needs. School leaders acknowledged that the SST does not consistently monitor the progress of students referred to the SST. Teachers also reported that substitutes are seldom available to cover their classes during SST meetings and, therefore, they are frequently unable to attend. Further, interventions to address students needs are not always planned collaboratively; rather, a teacher is provided a website that contains a menu of intervention strategies. Teachers reported that the failure of the SST to identify at-risk students and effectively service their needs contributes to a school environment in which teachers admit that they do not feel safe around some students and do not trust that school leaders will protect them from students who have exhibited dangerous and/or unpredictable behaviors.
- **The school implements some supports for struggling and at-risk students.** Teachers and school leaders reported that the school uses a differentiated literacy intervention called Walk to Read. School leaders explained that teachers split students into three groups based on assessment data and that each group meets daily during a double block that was created specifically for this program. While school leaders and some teachers reported a clear impact on students' reading development, school leaders explained that it is not implemented consistently by teachers at all grade levels. In addition, teachers explained that some tutoring services are provided by both Bolton teachers and via partnerships with external organizations. For example, school leaders reported that tutors from the Jewish Federation tutor students in reading twice per week and that five tutors from Case Western Reserve University support teachers in their classrooms. Teachers stated that instructional staff provide after-school tutoring to approximately 30-to-50 students for one hour, four days per week for eight weeks per semester. In addition, school leaders explained that the school has a partnership with an external organization, Bellfaire, which provides counseling services to students. However, teachers and school leaders reported that this service is severely limited. For example, school leaders stated that there is an extensive waitlist of students and that recent turnover in counselors has destabilized this support. In addition, multiple stakeholders stated that the school nurse works at other schools and is available to students at Bolton only one day per week; also, the school does not have a full-time social worker to address the significant behavioral needs of students.

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5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 1: Intensive Support Required**

- **Few staff hold high expectations for academic learning.** Teachers reported that the school hosts regular assemblies during which students are recognized for achievements based on their academic grades, such as honor roll, merit roll, and most improved, along with attendance awards. However, school leaders explained that there are no schoolwide grading thresholds and that there are students who receive high grades in their classes while exhibiting low achievement on formal assessments, such as the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) and Ohio State test (OST). In addition, students reported that, in some of their classes, it is easy to earn high grades by doing classwork and homework, and exhibiting good behavior. Further, parents and school leaders reported inconsistency in academic expectations across grade levels. For example, parents stated that some younger elementary grade students are assigned more homework than some middle school students. School leaders explained that in some content areas, elementary students are learning the same vocabulary as middle school students. The site visit team also reviewed samples of student work at different grade levels and found some significant disparities from approximate grade-level expectations. For example, a research paper assignment for older middle school students was expected to be 1-to-2 pages in length. In addition, teachers did not consistently convey high expectations for their students' learning. For example, while some teachers explained that they utilized content standards to provide students with specific examples of their expected achievement, others explained that the school's established goals for student achievement are unrealistic for a school in an urban environment.
- **The school does not provide a safe environment to support students' learning.** Multiple stakeholders expressed serious concern about the safety of students and staff. For example, teachers and school leaders acknowledged that students are not properly supervised in common areas, during meal times, and during dismissal. Teachers described these parts of the building and schedule as chaotic, and reported that student incidents that occur outside the classroom frequently disrupt instruction. Students reported that students are routinely asked to leave class for misbehavior and are expected to remain in the hallway unsupervised for extended periods of time. Site visit team members regularly observed unsupervised students in common areas, as well as students who were left in classrooms unattended by staff. All stakeholder groups stated that there are frequent incidences of physical violence, bullying, and harassment at the school. Students and staff described a recent altercation between two students that occurred during a transition that resulted in a serious injury. In addition, parents unanimously identified safety as their most pressing concern at the school. Further, teachers reported that the administration does not consistently implement appropriate consequences and/or supports for students who exhibit dangerous behavior and, as a result, some students have become difficult to redirect and are unpredictable, presenting risks to the safety of students and staff. Teachers stated that, at times, they worry for their safety. Teachers and parents reported breaking up fights and/or being assaulted by students. Lastly, multiple stakeholder groups stated (and site visit team members consistently observed) that many areas of the building are visibly dirty, cluttered, and in disrepair. Site visit team members observed abandoned materials in many classrooms and common areas and found student bathrooms to be littered with trash. Students reported that the condition of the school and the cleanliness of the bathrooms, specifically, as the first things they would like changed at the school.

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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 some school improvement goals; however, its effectiveness is limited.** Teachers explained that PD occurs both in the morning and in the afternoon on Tuesdays and Wednesdays, along with a number of full-day sessions throughout the year. Teachers stated that PD activities consist of staff meetings, committee meetings, teacher-based team (TBT) meetings, and personal planning time. Teachers reported that the content of whole staff PD is delivered by school administrators and/or external providers and focused on topics such as the implementation of the Walk to Read program and the analysis of student achievement data. A review of the school's corrective action plan (CAP) by site visit team members revealed established expectations that training on the use of the Walk to Read program would be delivered by staff from the Center for Student Achievement. In addition, a review of the school's academic achievement plan (AAP) identifies reading proficiency as a priority area and school goals listed in staff bulletins contain improvement targets in student achievement on NWEA MAP assessments in reading and math. However, stakeholders described factors that limited the impact of PD initiatives. Teachers explained that they have not always received the relevant materials for a PD session by the time it occurs. In addition, teachers reported that, at one point, there were instructional coaches from more than one external organization providing feedback to teachers on their implementation of the Walk to Read program during the school day, and that these coaches sometimes provided contradictory feedback. Finally, teachers stated that instructional coaching from Center for Student Achievement was discontinued without their knowledge.
- **Although educators meet regularly to examine student progress, the impact on instruction is not consistently evident.** Teachers and school leaders reported that Bolton has three TBTs that meet each week on Tuesday mornings: one for kindergarten through second grade staff, one for third-through-fifth-grade staff, and one for sixth-through-eighth-grade staff. Teachers explained that members of each TBT follow a State-mandated process and document their progress on forms that are submitted to school administrators and reviewed by the building leadership team (BLT), which provides feedback to each team regarding its work during these meetings. Site visit team members reviewed an array of TBT protocol forms from different teams and found them to be in varying stages of completion. A review of documented BLT feedback regarding the TBT process revealed a form containing fields with questions such as: "Do the unpacked learning targets and sub-targets match the rigor of the standard?" and "Does the implementation describe specifically what will be done and who will be doing it?", as well as blank fields for narrative descriptions of team strengths and weaknesses. However, teachers and school leaders reported that some teams are not fully invested in the TBT process and are just "going through the motions." Their data-driven instructional interventions are not consistently incorporated into teachers' classroom instruction. For example, school leaders and teachers explained that one TBT was restructured twice during the current school year. School leaders stated that these changes were made in response to significant delays in the completion of TBT cycles.

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7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.	**Level 1: Intensive Support Required**

- **Not all educators' mindsets and beliefs reflect shared commitments to students' learning.** Teachers and school leaders reported that the principal has expectations and initiatives that focus on improving classroom instruction, such as the analysis of student achievement data, the consistent use of exit tickets, clear learning objectives, and the implementation of the Walk to Read program. However, teachers reported that a significant segment of the staff do not share in the principal's vision and values regarding teaching and learning and, therefore, are not willing to implement these programs or meet expectations. For example, teachers and school leaders reported that some teachers were unwilling to adapt their daily schedules to accommodate the full implementation of the Walk to Read program. Classroom observations by site visit team members revealed that staff members were not consistently implementing common instructional expectations identified by school leaders, such as exit tickets and clear learning objectives. In addition, when asked to explain current levels of student achievement, some teachers identified external factors: the urban setting of the school; frequent student transience; and the recent closing of nearby schools. Other teachers identified issues that are within the control of the school, such as behavioral disruptions in common areas and frequent changes in curriculum materials. Furthermore, teachers reported that when students are loud or disruptive in common areas or during meal times, they commonly close their doors and stay in their rooms. Site visit team members frequently observed that staff members who encountered unsupervised or misbehaving students in common areas did not always redirect those students, reflecting a lack of collective responsibility for student well-being among the staff.
- **The school does not reflect a safe, trustworthy, and growth-oriented professional climate.** Teachers explained that some staff are wary of bringing ideas or concerns to the principal. Others stated that if administrators like a staff member's idea, they adopt it as their own. If they disagree with something said by a staff member, then discussion is stifled. Teachers described Bolton as a stressful work environment that is overwhelming, and that they feel micro managed by administrators. Teachers also stated that they feel that the administration blames them for challenges regarding student behavior, even though they feel that requests for support in stabilizing student behavior have been ignored and that the administration does not take appropriate action to administer consequences for serious behavioral incidents. In addition, teachers reported that they feel that some administrators do not possess the experience or skillsets to model the instructional expectations on which they receive feedback. Staff survey responses reviewed by site visit team members further revealed a deep division between teachers and administrators. For example, when asked to identify threats to the school, staff responses included "the division between admin(sic) and teachers," "lack of respect for teachers," and "the culture of blame."

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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**

- **The principal has a vision and clear goals for the school; however, not all stakeholders have a shared understanding of these goals.** School leaders explained that the principal coordinated an effort to develop vision and mission statements for Bolton in January 2017 in response to the lack of any effective guiding themes or core values. Teachers and school leaders reported that the principal engaged the staff in a collaborative process to develop the vision and mission statements during staff meeting times. Also, school leaders stated that the principal repeated this process with groups of parents and students to cull input from an array of school stakeholders. In addition, teachers and school leaders reported (and a review of school documents confirmed) that the school has an set of established goals for the current year that align with the documented priorities in the CAP and AAP, including: a 50% increase in students who are on-track on NWEA MAP reading and math assessments; an 11% reduction in chronic absenteeism; a 6-to-9% increase in each category of the Conditions for Learning (CFL) survey; a 15% reduction in discipline referrals; and a 25% reduction in out-of-school suspensions. School leaders stated that these goals were established by the principal prior to the start of the school year. Site visit team members observed the mission and vision statements posted visibly throughout the school and reviewed sample staff bulletins that regularly contained school goals and measures of progress toward meeting each goal. Despite the establishment of these guiding principles, teachers could not consistently recall the content of the vision or mission statement and stated that they did not feel ownership in the mission or vision of the school.
- **While school leaders provide regular feedback to improve the quality of instruction, the effectiveness is not yet evident.** Teachers and school leaders reported that administrators regularly observe classroom instruction and provide feedback to teachers based on those observations. Teachers reported being observed with varying frequency; from 4-to-5 times during the current school year to multiple times per week. A review of sample observation feedback contained fields to indicate the learning standards connected with the lesson and links to the Cleveland Metropolitan School District's (CMSD) formal evaluation rubric. In addition, sample observation feedback included very specific comments and suggestions directly related to instruction and schoolwide expectations, such as: "I noticed students were using key vocabulary with fluency;" "I would suggest specific and targeted feedback on student work to let students know what they did well and where they need improvement;" as well as a consistent emphasis on the use of varied instructional strategies to increase student engagement. However, the impact of these efforts has not been realized; classroom instruction is not consistently effective (as described in previous sections of this report). Teachers explained that they are observed by more than one administrator and that, at times, feedback from each one is contradictory or reflects a lack of communication or coordination among administrators. Further, teachers stated that some staff do not feel that the administrators who observed their instruction have enough experience relevant to their grade level or content area to offer effective guidance in improving their practice.

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9. School leaders effectively orchestrate the school's operations.	**Level 1: Intensive Support Required**

- **The principal does not ensure effective communication and inclusive, transparent decision making across the organization.** Teachers and school leaders described a lack of effective communication between the staff and administrators. Teachers stated that most communication from the principal occurs over email, they do not have frequent opportunities to interact with the principal in person, and full staff meetings do not always occur regularly. Teachers explained that staff members who were new to the school this year received little to no on-boarding and learned important operational expectations only after not meeting those expectations in some way and receiving feedback on them. In addition, teachers stated that they are not always informed about disciplinary incidents or consequences involving students in their classes. Teachers stated that some staff members who work with students in different grade levels are not always informed of schedule changes, such as field trips, which directly impact their professional responsibilities. School leaders acknowledged that communication with teachers could be improved. Further, teachers and school leaders explained that communication from the administration is most unclear regarding decision making and that many decisions seem to be made by the principal without input from any other members of the staff. School leaders explained that the principal did not offer other administrators an opportunity to provide input in recent decisions regarding school budgeting, the changing of administrator roles, the purchase and allocation technology resources, and the adoption or discontinuation of curriculum programs or academic supports.
- **Allocation of resources and management of school operations do not yet ensure a safe and productive learning environment.** As established in previous sections of this report, the principal has not created a safe, clean, and nurturing learning environment that addresses the physical and mental health needs of all stakeholders. Although administrators developed staffing plans for the monitoring of common areas, those plans have not been implemented with fidelity. School leaders acknowledged that common expectations for student behavior and established staff procedures for these parts of the school day have broken down and or not been re-established. In addition, school leaders and teachers stated (and a review of staffing lists confirmed) that the administrative team includes seven staff members. Teachers and parents stated that supervision in common areas is a critical need of the school. Teachers reported that administrators have not delegated enough human resources to ensure consistent monitoring of students during these times. In addition, stakeholders explained that the learning environment is hindered by a lack of other physical and human resources. Teachers reported that the school has not provided laptops to teachers, that shared student laptops are not reliably available due to the lack of a functional reservation procedure, and that the few Smartboards that the school does have do not work and are regularly used as white boards. However, the principal states that some technology issues are actively being addressed and there are plans for next school year to address teachers' needs. Lastly, teachers and school leaders reported that, due to a lack of safety, substitute teachers are unwilling to serve at Bolton. Teachers and school leaders explained that, as a result, the learning environment is consistently disrupted when staff members are pulled to cover classes and responsibilities for their peers when teachers are out sick, attend off-site professional development, or participate in meetings that occur during the school day (e.g., SST, special education meetings).

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Prioritization Process

The site visit team met with the Bolton 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: process for identifying struggling and at-risk students, supports for struggling students, professional development initiatives, and school vision and goals. The site visit team also noted the following areas for growth: behavioral expectations, structured learning environments, focused instruction, and higher order thinking strategies.

The group identified instruction 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:

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

Goal: All classes are highly structured and learning time is maximized.

Success Measure: 85% of teachers will grow their practice in this instructional strategy as indicated in their pre- and post-self-assessment.

Actions	Target Dates	Champions
Communicate SQR results and goal • Short term message – email • Short data share out with BLT created data sheet • In depth review of action plan which includes pre- self-assessment by teachers - KWL -	3/10 (email) 3/14 (10 min) 3/17 (60 min)	BLT (not Principal)
Planning PD -BLT subgroup to plan and organize	3/10 – 3/17	BLT sub group
Deliver Professional Development (formats: modeling of strategies, exemplar lesson plans, teacher shares of best practices, use of videos, limit articles or handouts, etc.) Rotate formats • 4 teacher-led – one per grade band • 5 other formats	9 weeks (10-15 min per week- Tuesday PDs)	BLT subgroup (Michael, Sandra, plus…) Teacher leaders
Practice period for teachers	3/17-5/10	Teachers
Post self-assessment by teachers - KWL	5/10	Teachers
Share growth – possibly including teachers	End of school year	BLT

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Appendix A: Site Visit Team Members

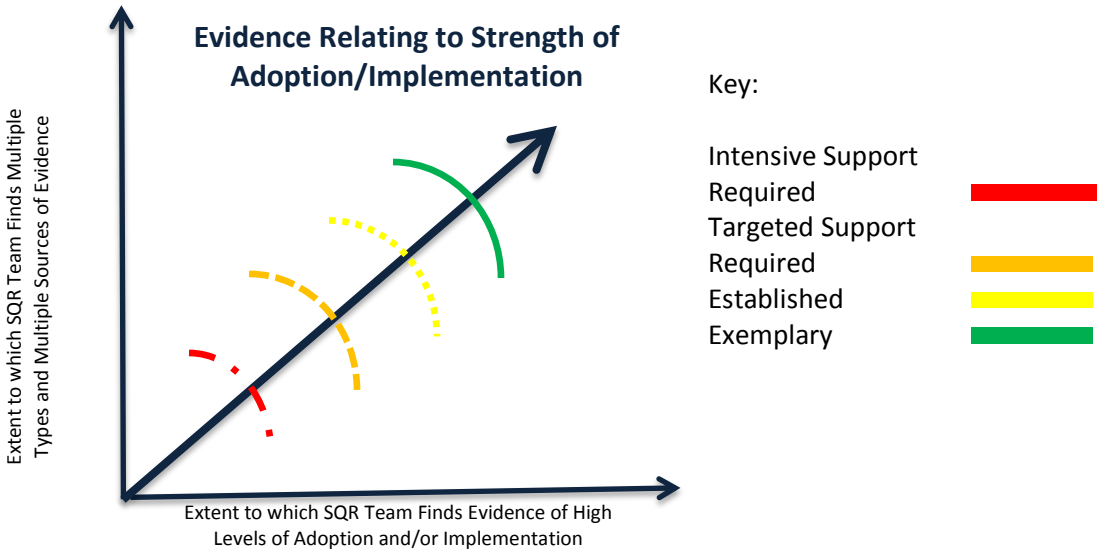
The school quality review (SQR) to the Bolton Elementary School was conducted on March 8-10, 2017 by a team of educators from the CMSD and SchoolWorks, LLC.

Robin Hull, Team Leader	SchoolWorks, LLC
Nick Thompson, Team Writer	SchoolWorks, LLC
Jill Cabe, SQR Coordinator	CMSD

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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 13 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 = 10	70%	0%	10%	20%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 3	67%	33%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	15%	31%	23%	31%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	54%	38%	8%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	15%	23%	31%	31%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	54%	15%	15%	15%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	31%	38%	23%	8%
	7. Cognitive Engagement Active student participation Perseverance	23%	23%	46%	8%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	54%	46%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	46%	46%	8%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	77%	23%	0%	0%
	11. Feedback Feedback to students Student use of feedback	62%	31%	8%	0%

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