SchoolWorks
School Quality Review
Report

Clara E. Westropp Elementary School
December 13-15, 2016

SchoolWorks®
Assess. Plan. Achieve.
100 Cummings Center, Suite 236C,
Beverly, MA 01915
(978) 921-1674 www.schoolworks.org

CLEVELAND METROPOLITAN SCHOOL DISTRICT

Table of Contents

About the SchoolWorks School Quality Review Process 1

Domains and Key Questions 2

Domain 1: Instruction 3

Domain 2: Students' Opportunities to Learn 7

Domain 3: Educators' Opportunities to Learn 9

Domain 4: Governance and Leadership 11

Prioritization Process 13

Appendix A: Site Visit Team Members 14

Appendix B: Implementation Rubric 15

Appendix C: Summary of Classroom Observation Data 16

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 includes 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 includes 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.

© 2017 SchoolWorks, LLC. All rights reserved.

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 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 1: Intensive Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 2: Targeted 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 1: Intensive Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 2: Targeted Support Required**

© 2017 SchoolWorks, LLC. All rights reserved.

Domain 1: Instruction

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

Behavior Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
0%	19%	50%	31%

- **Classroom behavioral expectations are clear and understood by most students.** In 31% of classrooms, the majority of students consistently behaved throughout the lesson. In one such classroom, students worked quietly in small groups throughout a literacy lesson with no prompting or redirection by the teacher. In another, students worked independently on math practice problems, appearing to have internalized the teacher's classroom expectations. In 69% of classrooms, student behavior reflected partially effective classroom behavior expectations. In one classroom, for example, groups of students occasionally engaged in off-task talking, but most students quickly corrected their behavior when addressed by the teacher. However, consequences were not administered and behavioral expectations were not restated when misbehavior continued. In another, a small number of students were consistently off task throughout the lesson, and the teacher referenced, but did not use, the behavior chart in the front of the classroom. In another classroom, most students behaved, but a small number of students' misbehavior distracted their peers from working. The teacher responded by calling the students to the table where s/he was working with a small group of students, which disrupted the learning of that group multiple times. In no instances did the site visit team observe openly inappropriate or disrespectful classroom behavior (i.e., defiance, physical aggression), or classroom learning environments that were chaotic or unruly. Finally, although teachers and school leaders stated that color charts are used consistently, the site visit team did not observe their use in classrooms. The site visit team observed multiple instances of teachers using positive narration of student behavior and various classroom behavior incentives.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
25%	38%	38%	0%

- **Learning environments are not consistently highly structured, and learning time is not consistently maximized.** In 76% of classrooms, the learning environment was partially effectively structured but did not maximize learning time. In multiple classrooms, for example, students were clearly familiar with class routines (i.e., rotating through stations, beginning work after a class transition), but lesson activities did not maximize learning time. In one instance, students were given approximately 20 minutes to complete a small number of single-step math word problems. In another, students spent approximately 20 minutes on a grammar review activity. In another, learning time was maximized for most students, but a small number of students were unable to access the computer programs that they were asked to use, and were asked to sit quietly and wait for the teacher for an extended period of time. In 25% of classrooms, effective structures and maximized learning time was not observed. In

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

© 2017 SchoolWorks, LLC. All rights reserved.

one such classroom, students who completed their work were instructed to wait until their classmates completed their work, rather than being directed to extend their learning or begin other activities. They then became off task. In another, staff were observed on their computers and talking with their colleagues while students chatted idly.

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

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
0%	63%	38%	0%

- **A variety of instructional strategies are not used to support the needs of the majority of students.** Partially effective use of instructional strategies was observed in all classrooms. Although teachers and school leaders reported that differentiation is a common instructional practice, the site visit team did not observe any instances of intentional differentiation by process (i.e., different activities) or product (i.e., different content) for individual students. In some classrooms, the site visit team observed multiple instructional formats (i.e., individual work, partners, small groups, stations), but these instructional formats were used for a small portion of the lesson only or did not consistently contribute to academic learning. In one classroom, for example, small groups of students rotated through independent work, using computers and small group instruction, but all students completed the same activities at each station. In another classroom, the lesson began with brief group problem solving on the whiteboard, but students worked independently on worksheets for the majority of the lesson. In some classrooms, students worked independently on worksheets for the majority of class, and were provided brief opportunities to engage in different activities, such as computer practice programs, but these opportunities did not consistently contribute to student learning. For example, during computer rotations in one classroom, some students were assigned Accelerated Reader or Imagine Learning practice, but others played computer games unrelated to academics. In another classroom, students were asked to cut, paste, and color worksheets, but these activities were not related to the academic content of the lesson.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
31%	56%	13%	0%

- **Instruction requires few students to use and develop higher-order thinking skills.** Effective promotion of higher-order thinking, in which the majority of students were engaged in rigorous tasks for the majority of the lesson, was not observed in any classrooms. Partially effective promotion of higher-order thinking was observed in 69% of classrooms. In one classroom, the teacher circulated and asked students to refer to evidence in a nonfiction text to explain their answers, but only a small number of students were required to do this. In another, students were asked to explain how they solved multi-step math word problems during one portion of class, but spent the remainder of class working on comparatively simple single-step math worksheet practice problems. In another, students were required to reflect on their writing when working in small groups with the teacher, but not during

© 2017 SchoolWorks, LLC. All rights reserved.

the majority of the lesson when worked independently. In 31% of classrooms, the promotion of higher-order thinking was ineffective or not observed. In one such classroom, students read a nonfiction passage and were required to answer only short-answer recall and comprehension questions. In another classroom, students were asked to provide numeric answers to math problems, but were not asked to explain or extend their thinking after answering.

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
44%	56%	0%	0%

- **In-class assessment strategies do not reveal students' thinking about learning goals.** In 56% of classrooms, assessment strategies were partially effective. In one classroom, for example, a teacher used cold call to assess students, but called on only two students during that portion of the lesson. In another, the teacher began circulating and asking for students' responses to questions, but appeared frustrated by students' lack of understanding and, instead, directed them to assess their own work. A teacher in another classroom circulated and listened to students' small group discussion, but listened to a few of the small groups only. In 44% of classrooms, ineffective or no assessment strategies were observed. In one classroom, for example, the teacher asked comprehension questions of the whole class, but answered his/her own question without requiring students to answer. In another, the teacher solicited a choral response from students, but only for the purpose of increasing student engagement, rather than to assess understanding. In multiple classrooms, teachers circulated while students worked, but teachers did not view student responses, or only checked that students were on-task. The site visit team observed just one reference to an exit ticket, and did not observe any instances of teachers using systematic strategies to check the understanding of the majority of students (i.e., individual whiteboards or hand signals).

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
44%	50%	6%	0%

- **Timely, frequent, specific feedback is rarely provided throughout the learning process to inform improvement efforts.** The site visit team did not observe examples of effective feedback, in which the majority of students were provided guidance to inform their learning. In 56% of classrooms, partially effective feedback was observed. In one classroom, for example, the teacher asked probing questions about science content to help students correct their answers using graphics from a non-fiction text, but supported only a small number of students' learning in this way. In another lesson, the teacher did not directly identify and correct students' misunderstandings but, instead, referred students to information on the whiteboard when their responses were incorrect. Another teacher provided a mix of effective feedback (i.e., directing students to consider a different approach to solving problems) and nonspecific praise (i.e., "Good work;" "Good job"). In 44% of classrooms, feedback was absent or ineffective. In one classroom, for example, when students answered a question incorrectly, the

© 2017 SchoolWorks, LLC. All rights reserved.

teacher, in frustration, asked a different question rather than correcting students' initial incorrect responses. In the majority of these classrooms, no feedback was provided. The site visit team did not observe examples of rubrics, exemplar work, or other such tools to provide feedback.

© 2017 SchoolWorks, LLC. All rights reserved.

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 does not consistently implement its process for identifying struggling and at-risk students.** The site visit team found that the school has an established Student Support Team (SST) process, but that teachers' understanding and implementation of the system varies. Teachers, for example, described varying methods for referring students to the SST, from completing referral forms to informally contacting individual members of the SST. Some teachers identified the SST process as the school's primary method for supporting struggling students; others stated that SST is primarily an avenue for identifying students for special education. Teachers also reported irregularity in SST meetings. Some staff reported (and documents from SST members indicated) that the SST meets regularly on Thursdays; others stated that meetings vary, depending on the availability of SST members. Some teachers reported having successfully referred multiple students to the SST this year; others expressed a hesitation to refer students due to the burden of completing referral paperwork and the requirement to implement various interventions prior to referral. Teachers who have successfully referred students to the SST reported that the process has sometimes resulted in the effective use of further testing for learning disabilities. Others reported that the school has recently begun to use AIMSWeb Plus to effectively monitor the progress of referred students in relation to the state's policy regarding 3rd grade reading proficiency cut scores (e.g., 3rd Grade Reading Guarantee).
- **The school provides limited supports for struggling and at-risk students.** Teachers and school leaders identified tutoring as the most common intervention for struggling students, but indicated that tutoring is not available to all students. School leaders and teachers stated that for pre-kindergarten through 3rd grade students, Experience Corps volunteers provide tutoring; however, this program provides only six volunteers who work with a maximum of three students each, between two-and-three times per week, for 30 minutes. The site visit team observed Experience Corps tutors on campus. School leaders and teachers stated that in 4th through 8th grades, tutoring is provided by classroom teachers, either during the lunch period or during teachers' planning time after school; however, this tutoring is voluntary for teachers. Multiple teachers reported that they regularly tutor students during this time, but that the availability of tutoring varies with teachers' willingness and availability. Students reported that some teachers and grade levels offer tutoring, but some do not. Some teachers also identified assessments, such as Achievement Network (ANet) and AIMSWeb, as forms of intervention for struggling learners, but were not able to describe how these assessments provide academic intervention. School data indicate that the school serves 32 students designated as Limited English Proficiency (LEP) and 19 designated as Gifted and Talented (G&T). Teachers and school leaders stated that these students are served by district support staff, but could not identify classroom strategies used to support LEP or G&T students, and were unaware of the supports these students receive from district support staff. Teachers and school leaders also stated that the school serves a large number of transient students. Various staff members stated that the school received 11 new students in the week prior to the site visit. They indicated that the school struggles to support and integrate these students, but is beginning to provide intentional onboarding of new students through the school's Planning Center.

© 2017 SchoolWorks, LLC. All rights reserved.

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

- **Staff hold varying levels of expectations for students' academic learning.** Staff and students, for example, reported that staff members vary in their approaches to recognizing students' academic progress and the messages they convey regarding student academic achievement and expectations. School leaders and some teachers reported that the school celebrates academic achievement each quarter by presenting students with certificates of academic achievement (e.g., for earning all A grades) and attendance in their classrooms, and presents similar awards at the end of each semester in a school-wide celebration that is open to parents. Students did not consistently recall the school-wide celebrations, but stated that individual teachers recognize academic achievement in their classrooms though incentives, such as class parties. The school's parent newsletters referenced attendance awards and students-of-the-month, but not academic achievement. Students also stated that teachers convey varying messages regarding students' academic abilities. Students stated that some teachers hold high expectations and provide the same high level of support for all students. Students reported that these teachers also convey the message that all students can achieve and earn good grades through hard work, and encourage students to exceed their goals, such as their individual Northwest Evaluation Association (NWEA) goals. Students stated, however, that other teachers do not consistently hold high expectations for them or their classmates, and seem to lower expectations for students whom they perceive to care less about education or who misbehave. Students reported that some, but not all, teachers require them to do challenging work and projects, such as extended writing assignments, research projects, science experiments, and reading challenging novels. The site visit team did not observe students engaged in these types of projects during classroom observations.
- **The school does not consistently provide a safe environment for all students.** All stakeholders reported that the campus is secure (e.g., locked, staffed by two security guards). The majority of teachers reported feeling safe at school, but teachers, students, and parents all identified that bullying is an issue on campus. Teachers and students stated that students do not always feel safe as a result of this bullying. In the school's most recent Conditions for Learning (CFL) survey, 73% of students reported feeling safe. Students and teachers stated that bullying is most frequently verbal, but that it also sometimes leads to fights. Staff indicated that fights take place frequently in hallways, the cafeteria, and after school. Students confirmed that fights take place, and reported that the bullying focuses on issues such as students' weight or skin color, and that much of the bullying is directed at students who are new to the school. School leaders, teachers, parents, and students all expressed that when bullying happens, school staff are typically able to intervene effectively to make it stop, and also reported that the school is implementing anti-bullying programs, such as peer mediation. The majority of students interviewed by the site visit team reported taking part in the peer mediator program, having recently received a full day of training from the district staff who coordinate the program.

© 2017 SchoolWorks, LLC. All rights reserved.

Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 1: Intensive Support Required**

- **Professional development is aligned to stated school priorities but does not address instructional improvement.** The school's top priorities, as stated in the Academic Achievement Plan (AAP), include improving the level of academic challenge, adult supports for students, and attendance. The strategies to meet these goals include the use of ANet, Engrade (an online grade book program), student planners, student data tracking forms, and posting objectives ("I Can" statements). Teachers and school leaders consistently reported that ANet has been the priority professional development (PD) topic this year and reported that multiple ANet sessions have been offered. The site visit team found that ANet, Engrade, and I Can statements were included in Fall PD agendas. While this PD aligns with AAP strategies, teachers expressed that PD has focused on programs and assessments, rather than how to improve their classroom practices. They were typically not able to provide examples of how PD has helped them implement classroom instructional strategies more effectively. In addition to ANet, PD agendas included sessions on using Imagine Learning to form student groups, examination of math standards, and attendance procedures, but does not address academic content or instructional strategies. Teachers indicated that they are unaware of how PD topics are chosen, do not evaluate PD, and do not have input in choosing PD topics. School leaders stated that January's PD will include examining student data, but acknowledged that the school does not have a year-long PD calendar. Some teachers indicated that school leaders are supportive in allowing staff to choose PD based on their interest; others stated that teachers are responsible for their own professional growth.
- **Educators do not consistently use collaborative time to learn about effective instruction and students' progress.** School leaders reported that staff schedules were designed to allow for common planning time. The majority of teachers stated that they have various opportunities during the week to collaborate with their colleagues, including Teacher Based Team (TBT) meetings and unstructured planning time. Although this collaborative time is reflected in teachers' schedules, teachers indicated that this time is not consistently used to focus on instruction or students' academic progress. School leaders stated that all instructional staff meet in a shared location for TBTs every Wednesday. Teachers confirmed that these meetings take place and that administrators supervise these meetings. Some teachers stated that TBTs are effective; others stated that they are not invested in these meetings and questioned their value. Some TBT protocol notes were complete and included thorough data analysis and specific plans for re-teaching content, while others did not. Teachers also shared that the use of unstructured planning time varies. For example, teachers stated that there are no expectations for how they use planning time. Some described a high level of informal collaboration with their colleagues, and were able to describe specific instructional strategies that they have learned from this collaboration. Others indicated that their interactions with colleagues tend to focus on student behavior, rather than instruction. Also, teachers stated that during planning time they have other commitments, such as tutoring students.

© 2017 SchoolWorks, LLC. All rights reserved.

7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.	**Level 2: Targeted Support Required**

- **Educators' mindsets and beliefs do not consistently reflect a shared commitment to students' learning.** Staff expressed varying beliefs regarding the school's responsibility for student learning and commitments to serving all students in the school. When asked about the school's low academic performance, some staff expressed responsibility for students' learning and behavior, suggesting that the school could have higher academic expectations or more effective behavior systems. However, the majority of staff indicated that the school's performance is the result of factors outside of the school's control – students' home situations, parents' education levels, mobility, various home languages, and a lack of intrinsic motivation. Some indicated that low academic performance is due to students not putting full effort into testing or the changing cut scores on tests. Similarly, staff expressed varying levels of expectations for different groups of students. Some teachers stated that all students can achieve at high levels; others expressed less investment in teaching some groups of students, such as those with less stable home situations or those who do not behave as well. Further, some teachers stated that educators do not consistently hold each other accountable for shared commitments, such as monitoring hallway behavior.
- **The school reflects a safe, trustworthy professional climate for most stakeholders.** The site visit team found that the majority of educators at the school conveyed a willingness to share and discuss their own instructional practices, experiment with new teaching strategies, and described their colleagues as well-intentioned and reliable. Many teachers, for example, stated that they frequently reach out to their colleagues for help with challenging student behavior issues. Some described working with their peers to motivate students for testing. Others gave examples of working with peers to design projects and units that would be more interesting to students, such as projects involving raising chickens and fish in the school's vivarium. Some teachers also reported that they feel free to experiment with new instructional strategies. Staff provided examples of their colleagues showing great care for students, such as offering tutoring during their personal time, buying supplies for their classrooms with their personal money, and seeking to learn more about the home conditions of students who live in nearby homeless shelters. Although the majority of staff expressed these positive sentiments, a small number of staff members reported that there is a division between school leadership and teachers.

© 2017 SchoolWorks, LLC. All rights reserved.

Domain 4: Governance and Leadership

8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.	**Level 1: Intensive Support Required**

- **The principal has not yet created consistent awareness of the school's goals.** The site visit team found that school leaders have not yet completed school-wide goal-setting, and that school goals are not known by all staff members. Although school leaders and teachers stated that the school has an AAP committee, the principal reported that – due to disagreements between the district, teachers, and the teachers' union regarding the appropriate level of specificity of student achievement goals – the school's AAP has not been approved. The school's most recent AAP draft does not include complete or specific student achievement goals. The school leader provided documents outlining grade-level academic achievement goals based on the Ohio State Test (OST), but stated that she has not yet presented that information to staff. Teachers were not consistently able to recall other school goals, including goals for attendance or NWEA scores. Some teachers were able to present their class academic goals for the year (e.g., reaching an average classroom NWEA score of 180), but the majority were not. Some were able to recall the school's goal of 93% attendance, but others could not. Others were able to recall only broad goals, such as improving reading or increasing the school's rating.
- **School leaders do not consistently ensure that teachers deliver high-quality instruction.** Teachers reported receiving formal evaluations, and that school leaders regularly visit classrooms. However, the site visit team did not find that teachers receive regular, meaningful feedback that helps them improve instructional practices. School leaders and teachers reported (and sample formal observation forms confirmed) that teachers have received formal evaluations. However, review of sample observation forms indicated that teachers are provided with ratings, but not specific or actionable instructional feedback. Similarly, teachers reported that administrators frequently informally visit classrooms, but were not able to provide examples of instructional feedback that had informed their classroom instruction. Teachers indicated that rather than receiving feedback on the implementation of instructional strategies (i.e., feedback regarding how to more effectively provide literacy instruction), school leaders observe classrooms to confirm the presence or absence of strategies or common expectations. For example, teachers reported receiving feedback on making classrooms more visually appealing or posting objectives. Review of school-wide instructional observation data indicated that school leaders observe classrooms for observable artifacts in the learning environment, such as the availability of lesson plans, student engagement, anchor charts, word walls, varied grouping, technology, having student work displayed, data walls, and classroom libraries, but not the quality of instruction, academic content, student work or outcomes, or rigor.

9. School leaders effectively orchestrate the school's operations.	**Level 2: Targeted Support Required**

- **School leaders do not consistently ensure effective communication and inclusive, transparent decision making across the organization.** The school leader reported that methods of communication with staff include the school's weekly bulletin and frequent informal check-ins with teachers. Sample bulletins included items such as announcements, upcoming events, and reminders of instructional expectations; some teachers reported that school leaders are approachable with concerns or suggestions. However, many staff members expressed frustration with communication at the school.

© 2017 SchoolWorks, LLC. All rights reserved.

These staff reported that the weekly bulletin does not consistently include all of the items expected of teachers, is not consistently updated with new items, and is not consistently issued with ample time to prepare for required items. Some also reported that planning for special events often takes place at the last minute, resulting in disruption of teaching schedules. Others reported that they do not feel comfortable approaching school leaders with concerns or suggestions. Staff also reported inconsistency in the level of inclusiveness and transparency of decision making. School leaders and teachers reported that the school has a building leadership team (BLT) and AAP committee, but stated that the committees are largely composed of the same individuals. Some teachers reported having input through the BLT and AAP committees and in being able to approach school leaders; others stated that they feel teachers do not have a voice in the school, and that the BLT and AAP committees are not open to all staff. Teachers could not consistently recall examples of important decisions that have been influenced by staff input.

- **The principal engages parents and community members in the educational process and creates an environment in which community resources support learning.** All stakeholders shared examples of ways that the school involves parents and uses community resources to improve student learning. School leaders, teachers, and parents reported that the school has an active student parent organization (SPO). They stated that the SPO meets monthly, has a Board that meets prior to full SPO meetings to guide the larger meetings, and has approximately 25 members, of whom 12-to-16 attend monthly meetings. They also provided examples of SPO support of academic learning at the school – for example, hosting academic content nights for parents, fundraising for projects such as purchasing recorders for all students in the school, and including an academic focus in special events, such as an upcoming movie night during which science content will be included. Sample parent newsletters referenced both SPO meetings as well as academic content events. The school leader also reported that the school has more than 80 partnerships, many of which she has cultivated over her years of experience in various roles in the district. In addition to incentives such as tickets to local sporting games, school leaders, teachers, and parents identified various ways that these partnerships directly benefit students. Examples include partnerships with Experience Corps (tutoring for students in grades pre-K to 3), the Cleveland Browns (playground), and the Cleveland Clinic (free dental and vision services). Teachers also reported having frequent contact with parents regarding academics and behavior, often sharing their personal cell phone numbers with families. Parents reported that the school effectively communicates through telephone, newsletters, and student work folders, and engages parents through the SPO and special events and parent nights.

© 2017 SchoolWorks, LLC. All rights reserved.

Prioritization Process

The site visit team will meet with the Clara E. Westropp Elementary 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. After rescheduling due to inclement weather and school closure, the Prioritization Session took place on March 3, 2017, from 8:30 am to 11:30 am.

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength that the team discussed included the school's classroom behavior expectations, trustworthy professional climate, and parent and community engagement. The site visit team also noted areas for growth, including a lack of consistent classroom structures, varied instructional strategies, and student feedback.

The group identified *Domain I: 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 as a whole: *Instructional Strategies.* The school building team developed a goal, success measure, and action plan:

Goal: A variety of instructional strategies will support the needs of all students.

Success Measure: By May 15, as observed through instructional observations, 100% of teachers will attempt two or more instructional formats in each lesson.

Actions	Target Dates	Champions
Meet with staff to explain the SQR process and action plan, and survey regarding current instructional formats	3/15	Principal, Dean of Student Engagement, Reading Coach
Meet with BLT to create and format instructional observation tool	3/16	Principal
Design PD (including clarification of the number and variety of strategies that staff will be expected to use, and exemplars)	Week of 3/6, done by 3/15	Principal, ANet Coach, Reading Coach, Instructional Coach
Deliver PD	3/17	Principal, Reading Coach, Instructional Coach
Collect baseline instructional observation data	3/24	Reading Coach, Instructional Coach
Deliver second PD to review baseline data, strategies staff use, and for staff to reflect and share best practices	4/19	Principal
Collect final instructional observation data, and share this data with staff	5/26	Reading Coach, Instructional Coach

© 2017 SchoolWorks, LLC. All rights reserved.

Appendix A: Site Visit Team Members

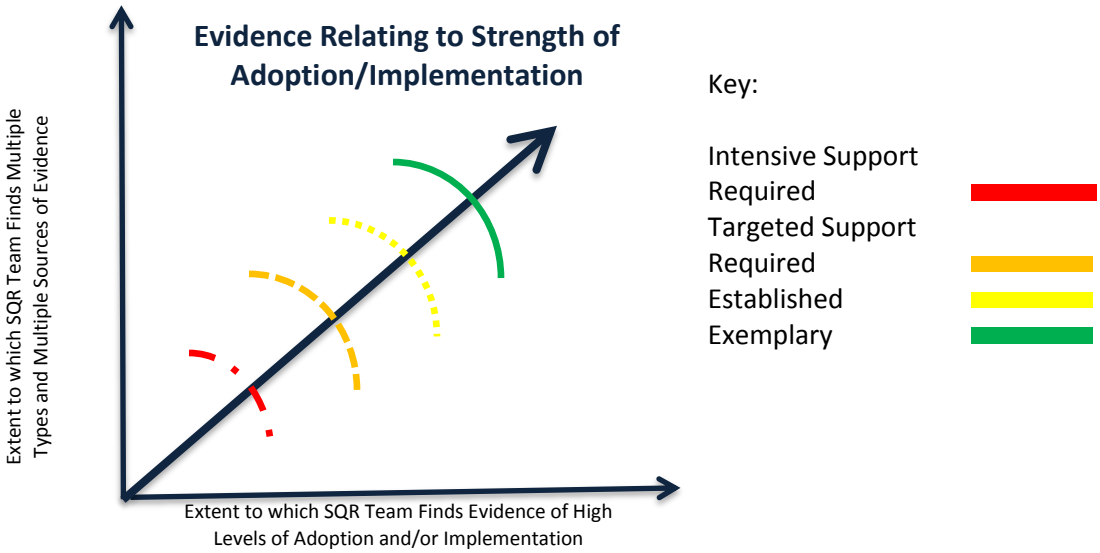
The SQR to Clara E. Westropp Elementary School was conducted on December 13-15, 2016 by a team of educators from the CMSD and SchoolWorks, LLC.

Paige Gonzalez, Team Leader	SchoolWorks, LLC
Nick Bucy, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	CMSD

© 2017 SchoolWorks, LLC. All rights reserved.

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.

© 2017 SchoolWorks, LLC. All rights reserved.

Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 16 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 = 12	67%	33%	0%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 4	0%	75%	25%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	19%	50%	31%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	25%	38%	38%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	6%	38%	44%	13%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	31%	44%	25%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	0%	63%	38%	0%
	7. Cognitive Engagement Active student participation Perseverance	0%	44%	44%	13%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	31%	56%	13%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	44%	56%	0%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	75%	25%	0%	0%
	11. Feedback Feedback to students Student use of feedback	44%	50%	6%	0%

© 2017 SchoolWorks, LLC. All rights reserved.