SchoolWorks
School Quality Review
Report

Clark K-8 School
January 17-19, 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 3: Established**
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 2: Targeted 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 2: Targeted Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 3: Established**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 3: Established**
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 3: Established**
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 3: Established**

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
5%	5%	35%	55%

- **Behavioral expectations are clear and understood by most students.** School leaders, teachers, and students reported that school-wide rules and procedures are clear, and that teachers set their own classroom behavioral expectations. In 55% of classrooms (n=20), site visit team members observed effective implementation of behavioral expectations. In these classrooms, students behaved appropriately during the lesson, either because behavioral expectations were explicitly communicated or because students had internalized classroom expectations. In many classrooms, classroom expectations (e.g., be a good listener, be safe, be honest); rewards (e.g., sit with a friend, free time on the computer); and consequences (e.g., time-out; a call home) were clearly posted. In other classrooms, teachers managed minor misbehaviors without disrupting the lesson through simple chants (e.g., 1, 2, 3, eyes on me; crisscross applesauce), or other redirection strategies. In 40% of classrooms, site visit team members observed partially effective implementation of behavioral expectations. In these classrooms, student behavior was generally good; however, minor student behaviors disrupted lessons. In one class, for example, the teacher had to clap numerous times to get students' attention. In another class, a teacher rewarded students for positive behavior; however, a few students continually misbehaved resulting in lost points on the classroom reward system during the lesson.

Supportive Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
5%	0%	25%	70%

- **Classroom interactions are supportive and conducive to learning.** School leaders and teachers consistently reported that caring for students was the foundation for student learning. Moreover, school leaders and teachers reported (and a review of the school's 2016-2017 Academic Achievement Plan [AAP] confirmed) that the school's social-emotional curricula -- Promoting Alternative Thinking Strategies (PATHS) in the lower grades, and Second Steps targeted to grades 6-8 -- have provided the framework for caring and respectful classrooms throughout the school. In 70% of classrooms, site visit team members observed effective establishment of supportive and caring classrooms. In these classrooms, teachers used positive narration, reassurance, and encouraged students to be respectful of each other. For example, in one classroom, as students transitioned from their desks to the carpet the teacher praised students, "I like how X came directly to the carpet," and "I love how X is helping X"). In another class, when a student was struggling with a learning task, the teacher put a hand on his/her shoulder and said kindly, "It's OK to gather your thoughts." In another class, the teacher guided students to explicitly greet each other at the beginning of the day. Site visit team members observed numerous examples of teachers asking students about their well-being (e.g., Are you OK? Did you have a good breakfast?). Site visit team members observed partially effective establishment

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

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of a supportive classroom in 25% of classrooms. These classrooms were generally supportive; however, in a few cases, students were not noticed as they struggled with a task or had a raised hand. For example, in one class, students were working independently on a task. One student had his/her hand raised during the entire observation and the teacher did not respond to this student.

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

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
0%	35%	35%	30%

- **Teachers are working to use a variety of instructional strategies and materials to support students' diverse needs.** School leaders and teachers explained (and a review of teacher lesson plans confirmed) that differentiating instruction is a school-wide strategy to ensure that all students' learning needs are met. In 30% of classrooms, site visit team members observed effective implementation of a variety of instructional strategies and materials. These classrooms were characterized by quality materials and opportunities for students to display learning, as well as multiple instructional formats. For example, in one class, students worked in four groups: one group worked with the teacher viewing pictures of words that rhyme; another group worked on computers; in another group, students were reading a book together; and a few students worked individually. In 70% of class classrooms, site visit team members observed partially effective implementation of instructional strategies. In these classrooms, the instructional strategies were not always effective; or there was one instructional format. For example, in one class, students viewed a videotape and were asked to write a reaction. Viewing and writing were the only formats for students to access the content and display their learning. In another class, whole group instruction required students to follow along as another student read a passage. The teacher then asked comprehension questions. The predominant way for students to access the lesson was listening. In this class, not all students followed along, nor did many students have an opportunity to respond to the teacher's questions.

Higher Order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
10%	40%	35%	15%

- **Instruction does not consistently require all students to use and develop higher-order thinking skills.** School leaders and teachers reported that higher-order thinking and academic rigor was a school priority. In 15% of classrooms, site visit team members observed effective promotion of higher-order thinking. In one class for example, students in four groups were all engaged in higher-order thinking: comparing and contrasting two elements; identifying factual evidence in texts; measuring and recording information; and comparing and contrasting multiple elements. In 75% of classrooms, site visit team members observed partially effective promotion of higher-order thinking. These classrooms were characterized by a variability of tasks at different work stations that resulted in higher-order tasks for some students, or higher-order tasks for only part of the lesson. For example, in one class, during group work, those students who worked with the teacher were engaged in higher- order tasks (e.g., explain reasoning, defend a point of view, evaluate other's responses). Other students were doing lower level tasks (e.g., identify, define vocabulary words). In another class, students spent the

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majority of the observation filling in vocabulary words – a low-order task. Then students began to create skits based on the vocabulary words – a task requiring them to use higher-order skills. In another class, students led their classmates as they identified letter names and sounds, identified pictures, and practiced site words. And while students were responsive to their classmates as "teachers," choral responses to the pictures were rote for many students.

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 2: Targeted Support Required**

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
20%	20%	40%	20%

- **In-class assessment strategies reveal some students' thinking about learning goals.** In focus groups, school leaders and teachers reported that teachers used questioning, hand gestures (e.g., thumbs up), and white boards to formatively assess students. In addition, school leaders and teachers reported that they use exit tickets; however, site visit team members did not observe this strategy. In 20% of classrooms, site visit team members observed effective use of in-class assessments to reveal students' learning. In these classrooms, assessments included all students, were focused on the lesson content, and provided teachers with real time information on student understanding. In one class, for example, students read several sentences and decided if each were fact or opinion. After each sentence, students displayed a 'thumbs up' for fact, and a 'thumbs down' for opinion. To gauge a deeper understanding of some students' thinking, the teacher then called on random students to explain their responses. In 60% of classrooms, site visit team members observed partially effective use of in-class assessments to reveal students' thinking. In these classrooms, teachers assessed some, but not all, students. For example, in one class, those students who were in a small group with the teacher were assessed; while other students at different learning stations were not. In another class, during whole group instruction, the teacher asked students to display their answer to math problems by holding up their fingers. Not all students were observed holding up their fingers. In another class, the teacher used questioning strategies with only a few students to gauge student comprehension of a reading passage. In 20% of classrooms, site visit team members observed ineffective use of assessment strategies to reveal student thinking. In these classrooms, the teacher did not assess students. In one class, for example, students worked on a Do Now – an activity that students complete at the start of class – for 20 minutes. During that time, the teacher did not monitor students' work, ask questions, or check students' understanding of the task.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
30%	40%	25%	5%

- **Feedback is provided to some students during the learning process.** Site visit team members observed partially effective delivery of feedback in 65% of classrooms. In these classrooms, teachers provided feedback to some, but not all, students, or the feedback did not clarify students' misunderstanding. For example, in one class, the teacher circulated to check some students' work (e.g., reviewing the steps to a problem and identifying an incorrect step). In another class, during

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whole class instruction, one student misunderstood a concept and the teacher asked a number of probing questions for that student alone, while other students disengaged briefly with the lesson. In another class, teacher feedback did not clarify misunderstanding when students responded incorrectly. Site visit team members observed ineffective delivery of feedback in 30% of classrooms. In these classrooms, teacher feedback was focused on procedure or behavior (e.g., following the activity steps or asking students to stay focused) as opposed to lesson content, or there was no feedback at all. For example, in one class, the teacher provided feedback to one group of students on how to do the activity. In another class, there was no feedback as students worked on a learning task.

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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 2: Targeted Support Required**

- **The school has a process for identifying struggling and at-risk students and monitors student progress.** In focus groups, school leaders and teachers reported (and a review of the school's 2016-2017 AAP confirmed) that school leaders and teachers used a variety of assessments to identify struggling students. These assessments include: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP); Academic Improvement Measurement System (AIMSweb); Standardized Test for Assessment of Reading (STAR); Competency Assessment Program (CAP) for social studies and science; as well as other data (e.g., development of teacher-made pre- and post-tests). In addition to academic data, school leaders reported that they use attendance and other behavior data, combined with academic data, to identify those students who are at risk. School leaders and teachers stated (and a review of teachers' data binders and grade-level team meeting agendas confirmed) that student progress is monitored weekly during grade-level team meetings. For those students whose struggles persist in the classroom, school leaders and teachers reported that they first ensure that teachers have tried a variety of strategies, such as adjusting instruction, differentiating instruction, and using on-line resources in order to keep students in the classroom. However, if these strategies are not successful, school leaders, teachers, and parents described (and a review of Student Support Team [SST] meeting schedule and student referral data confirmed) the SST process. The SST process begins with a teacher or parent referral, an initial SST meeting to review data and identify additional interventions beyond what teachers have tried in their classrooms, and a period of time to monitor progress. School leaders and teachers reported that if students do not respond to the interventions, testing is scheduled.
- **The school implements some supports for struggling and at-risk students; however, these supports do not yet meet the needs of all students.** School leaders and teachers reported that the prime support strategy for struggling students occurs in classrooms. Teachers are expected to group students, differentiate instruction, and use learning centers as a primary way to ensure that students' academic and behavioral needs are met. Moreover, school leaders and teachers reported (and site visit team observations confirmed) that teachers use research-based programs for remediation and additional help (e.g., Leveled Literacy Instruction [LLI K-5]; Imagine Learning; and Compass learning K-8). School leaders and teachers reported that they use a full inclusion model with special education students and English language learner (ELL) students. Also, school leaders and teachers reported (and site visit team observations confirmed) that in grades 6 through 8, three teachers – a bilingual paraprofessional, interventionist specialist, and classroom teacher - are in the classroom together as a way to mitigate the lack of certified TESOL (Teaching English to speakers of other languages) or bilingual teachers in these grades. School leaders and teachers reported (and a review of the 2016-2017 AAP confirmed) that the school is implementing Power Hour – a program in which students are grouped by levels (intervention, proficiency, enrichment) and focus on a specific skill. However, Power Hour has only recently started in kindergarten. Grade one is about to start, but Power Hour has yet to be implemented in the upper grades. School leaders, teachers, and students reported that two tutoring programs – Federal Tutors and Paraprofessionals – are offered, but these programs service a fraction of the school's students for limited time periods. A review of the Federal Tutoring documents indicates that approximately 60 students are tutored for an hour weekly. School leaders reported that these students are chosen to participate for academic support, but some students are chosen because of poor student attendance, hoping that this program will increase their attendance. School leaders

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and teachers further explained that few students participate in the before- and after-school paraprofessional tutoring opportunities because of student transportation challenges. School leaders and teachers reported that teachers are responsible for planning the tutoring content, and the focus varies by student and the month.

5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 3: Established**

- **The school provides a safe environment to support students' learning.** School leaders, teachers, parents, and students reported (and a review of the Fall 2016 Conditions for Learning [CFL] Survey confirmed) that students generally feel safe at school. These stakeholders indicated that the presence of security guards, metal detectors, and adults throughout the building contribute to school safety. Parents reported (and the 2016 CFL Survey confirmed) that some students feel unsafe in the neighborhood outside of the school, but parents reiterated that they would not want their children to attend any other school. School leaders, teachers, parents, and students stated that building-wide rules and procedures are clear, with student conduct expectations set during assemblies at the beginning of the school year. Students reported that they are never unsupervised at school. School leaders, teachers, and students explained that those students that do not behave appropriately are sent to a different classroom, the school office, or they can be referred to the Planning Center where they reflect on their behavior, participate in mediation, or do homework. Site visit team members observed a clean, orderly, and safe school with security guards, a metal detector, and adults visible throughout the building.
- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** School leaders and teachers explained (and a review of the school's 2016-2017 AAP confirmed) that strengthening relationships with students is one focus of the school. As previously noted, school leaders and teachers reported that the PATHs and Second Steps programs have provided a framework whereby students develop social and emotional awareness skills. According to the 2016 CFL Survey, 94% of students in the grades 2-4 and 81% of students in grades 5-8 indicate that their peers have adequate or excellent social and emotional skills. School leaders, teachers, and students listed some of the programs for students to form positive relationships with each other and adults: chess, sign language, basketball, cheerleading; Not on our Watch (NOW) – an anti-bullying program; the Federal Tutoring Program; and student mediators. Moreover, school leaders, teachers, and students described (and a review of the 2016-2017 Buddy Mentoring Program student list confirmed) the Buddy Program, whereby each adult in the school mentors up to three students from other grades during monthly breakfast meetings or other impromptu meetings. Students reported that not all their classmates participate in after-school clubs or sports, but the best thing about the school is that they feel cared for, and they trust their teachers and school leaders.

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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 3: Established**

- **Professional development (PD) is designed to address school priorities, and/or identified areas of need.** School leaders and teachers consistently identified (and a review of the school's 2016-2017 AAP confirmed) the schools' priorities: increasing literacy and math scores through increasing student attendance, differentiation, and higher-order questioning; enhancing vocabulary; and building relationships. School leaders and teachers described (and a review of the professional development calendar and agendas confirmed) the structure and content of the monthly, three-hour, mandatory, and whole school meetings in which teachers spend most of their time on PD topics. A review of PD agendas indicated that approximately two hours of each meeting is dedicated to PD and the remaining hour is dedicated to committee meetings, school and district announcements. School leaders stated (and a review of the PD calendar confirmed) that PD topics are aligned with school priorities (e.g., NWEA data dives, rigor, differentiation, and academic vocabulary). Furthermore, school leaders stated that PD topics were decided during the development of the AAP with input from the Building Leadership team (BLT); however, topics are adjusted based on data and emerging needs. For example, school leaders reported that this school year, they added a session on classroom management because school leaders saw classroom management challenges. School leaders and teachers reported that PD is active, frequently differentiated, and teachers are required to fill out an exit ticket on which they indicate how they will use what they learn; this was confirmed by a review of PD exit tickets. Teachers reported that in addition to the monthly school-wide meeting, they seek PD opportunities based on interests and need. Teachers reported attending off-site PD on science, reading, and math. Also, one teacher reported visiting another school to observe how they organized learning centers. Finally, school leaders and teachers reported (and a review of PD agendas confirmed) that a seven-session PD series was provided at the beginning of the year for new teachers.
- **Educators collaborate weekly to learn about effective instruction and students' progress.** School leaders and teachers reported (and a review of grade-level team meeting agendas and teacher data binders confirmed) that teachers, including intervention specialists and bilingual teachers, meet weekly in grade-level teams to create common assessments, review data, group students, and plan for instruction. School leaders and teachers reported that school leaders oversee grade- level team meetings with the principal focusing on grades 3 to 8 team meetings; and the assistant principal and aspiring principal focusing on K-2 team meetings. School leaders and teachers reported that school leaders create the agendas and attend most meetings. In addition to weekly grade-level team meetings, school leaders reported that most grade-level teams have the same block of time free daily during which teachers collaborate informally; teachers confirmed that they often use that time to collaborate. Finally, school leaders and teachers reported that collaboration among classroom teachers, bilingual teachers and paraprofessionals, and intervention specialists was central to providing effective instruction to all students, including the growing number of ELL students in the upper grades. Also, school leaders and teachers spoke respectfully about their colleagues' expertise and willingness to share instructional ideas and materials.

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

- **Educators' mindsets reflect shared commitments to students' learning.** All stakeholders stated that they are committed to ensuring that all students achieve academically and socially, and that strengthening relationships with students was the foundation. School leaders and teachers reported (and reviews of the AAP, the principal's weekly bulletin for teachers, and the monthly parent and family newsletter confirmed) on consistent messages about school goals and relevant data; instructional tips for teachers; resources for families; and shout-outs to students who are progressing academically and socially. School leaders and teachers explained that they will not give up on individual students, adding the importance of differentiating instruction so all students can learn. Outside of the classroom, school leaders and teachers reported their commitment to all students through participation in the Buddy Program; staying late or coming early to meet with students; driving students to school when needed; conducting home visits to increase student attendance; providing students with clothing; or washing student's clothing at school if necessary. Students reported the trust that they have in their teachers. They feel that adults in the school care about them, and that teachers and other adults in the school are always available to help them succeed.
- **The school reflects a safe and trustworthy professional climate.** School leaders and teachers reported that data and instructional strategies are shared among staff both formally (during grade-level team meetings) and informally with the goal of helping all students' progress academically and socially. School leaders and teachers reported that school-wide, class and individual student data are shared frequently during PD sessions, grade-level team meetings, and SST meetings in a blame-free setting. For example, a review of a weekly staff bulletin showed attendance data reported by grade level for all staff to see. Teachers described supporting each other through sharing differentiation and other instructional strategies, asking each other for help, and providing each other with suggestions and feedback. For example, teachers stated that more experienced teachers informally mentor less experienced teachers. Furthermore, all stakeholders explained that the school culture was one of trust, stability, and community, resulting in a large number of veteran teachers at Clark.

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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 3: Established**

- **School leaders support teachers' efforts to deliver high-quality instruction.** School leaders and teachers described the frequency and quality of teacher feedback that school leaders provide on instruction. School leaders and teachers reported (and a review of teacher feedback confirmed) that school leaders conduct daily three-minute walkthroughs in many classrooms to ensure that students are engaged and that teachers are grouping students and differentiating instruction. In addition, school leaders reported that they are in classrooms as often as possible, with teachers reporting that they receive feedback as often as every two weeks. School leaders spoke with knowledge about classroom-based trends (e.g., the need to support some teachers on formative assessment strategies); what individual teachers were working on to improve their practice; and which teachers and/or grade levels needed more support. A review of teacher feedback revealed that feedback is most often structured with a statement of strength, a wondering, and sometimes a suggestion. School leaders provided multiple examples of this type of feedback to the site visit team. For example, written feedback to one teacher included: "I saw that you pushed questioning, asking your students how and why; how can you push your students to support their response with evidence? How can you incorporate literacy skills into this section of the lesson?" Teachers reported that instructional feedback is frequent, helpful, and targeted to school priorities. Finally, school leaders and teachers indicated that they are on schedule providing teacher feedback through the district-based Teacher Development Evaluation System (TDES).
- **School leaders provide conditions that support a school-wide data culture.** As noted previously, school leaders and teachers use a variety of assessments to identify struggling students, group students for differentiated instruction, and monitor progress. School leaders and teachers reported (and a review of teachers' data binders confirmed) that all teachers are required to have a data binder that includes all assessments for their grade level. Teachers use NWEA MAP; AIMSweb; STAR; CAP data; and teacher-made assessment data, in addition to their students' yearly Ohio State Test scores; during grade-level team meetings and PD sessions. A review of the school's PD calendar and grade-level team meeting agendas indicate that a significant amount of time is dedicated to using data to group students, plan for instruction, and monitor progress. School leaders reported that the BLT and school leaders meet monthly to review school-wide academic, behavioral and attendance trends. School leaders reported that they cross-reference academic, discipline, and attendance data to understand the root cause of student performance. In focus groups, students reported that they know their NWEA scores, although they were unclear about what the scores meant, and that their teachers group them based on how they perform academically. Site visit team members observed attendance and NWEA data displayed throughout the school and referenced in the principal's weekly bulletin. In focus groups, most teachers spoke positively about the usefulness of data to inform their instruction; some teachers reported that they wanted to become more proficient in their ability to use data.

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

- **School leaders ensure effective communication and inclusive decision making across the organization.** School leaders, teachers, and parents described communication in the building as effective. As noted previously, the principal sends a weekly bulletin that provides consistent messages about the school's goals, academic news, upcoming events, an instructional topic (e.g., converting

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NWEA sub-goals to Khan Academy exercises; question types), and teacher shout-outs for differentiating instruction or using data. Parents reported (and a review of the monthly parent and family bulletin confirmed) that families receive a monthly school bulletin in addition to a weekly bulletin from teachers. Moreover, parents added, teachers call home frequently with both positive news and concerns about their child's academic performance or behavior. Teachers and parents described the schools' leadership team as accessible and available to help solve problems and listen to concerns. School leadership and teachers reported that the BLT meets monthly to review data, discuss school concerns, and provide input on school-wide decisions. Teachers reported that although the principal makes school-wide decisions, they have opportunities to provide input through the BLT or directly to school leaders. For example, teachers and school leaders reported that, most recently, teachers have been asked to provide suggestions about use of funds for the next school year. Teachers reported that they also have had input into the testing schedule and PD topics.

- **School leaders engage families and community members in the educational process.** School leaders, teachers, and parents reported (and a review of the parent and family bulletins and family activity sign-in sheets confirmed) that the school sponsors a number of activities for parents and families to engage in the education of their children. For example, school leaders, teachers, and parents described the Parent-Teacher Conferences, Pre-K – 3 Family Literacy Night; the Family Literacy Night; Math Night; morning Literacy for Mom's meeting; the Fathers' Walk; and the upcoming Family Science Night on March 9, 2017. School leaders and teachers reported that teachers are required to send a weekly bulletin to families. A sample bulletin included what students will be learning for the week, PATH students for the week; homework; a math riddle; and classroom/school announcements. Parents and students reported that parents are required to sign the bulletin after their child has completed his/her homework. In focus groups, parents and students described the preparation for the upcoming middle school field trip to New York City. Parents reported that in order for their child to attend, they need to attend classes at the school about New York so they are prepared to talk with their child about the trip. All stakeholders reported that relationships with families and students is a strength of the school. In addition, school leaders and teachers described the community organizations that support the school – for example, the W. 58th Street Church of God provides back packs and school supplies for students; the Huntington Bank sponsors a student achievement day; the Clark Recreation Center allows students to use their pool; and Stockyard sponsors a Bike-a-thon where they repair bikes so families can ride together.

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Prioritization Process

The site visit team met with the Clark 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 educator's opportunities to learn; and governance and leadership. The site visit team also noted the following areas for growth: instructional strategies, higher order thinking; and classroom assessment strategies and feedback.

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 as a whole: assessment strategies.

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

Goal: All teachers use in-class assessments to drive instruction.

Success Measure:

By April 1, classroom walkthroughs will show that 80% of teachers will use a variety of strategies to effectively check all students' understanding.

By April, 90% of teachers will demonstrate understanding of in-class assessment as measured by a school-designed assessment.

Actions	Target Dates	Champions
1. BLT share findings with rest of BLT and then full staff (mandatory)	Jan 23-24 2017	BLT -Teacher
2. Reach out to Cleveland State University for PD partner	Wk. of Jan 23	Principal
3. Prep for PD (assessment, on-going assessments, checking for understanding) a. collect samples of teacher assessments b. create criteria for assessments c. create template for analysis of assessment data d. create handout about types of assessments e. create a staff survey	Jan 23 to Feb 6, 2017	BLT – Teacher
4. PD a. Review goal and action plan b. PD on assessment (including modeling and sharing practices)	Feb 7, 2017	BLT
5. Ongoing Support a. Voluntary PD – set dates (Aspiring Principal) b. Full day PD (3/17) c. Team time to support teachers with formative assessment d. Walk through feedback focused on formative assessment	Feb. 8-	Admin Team. Aspiring Principal will set dates for voluntary PD

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Appendix A: Site Visit Team Members

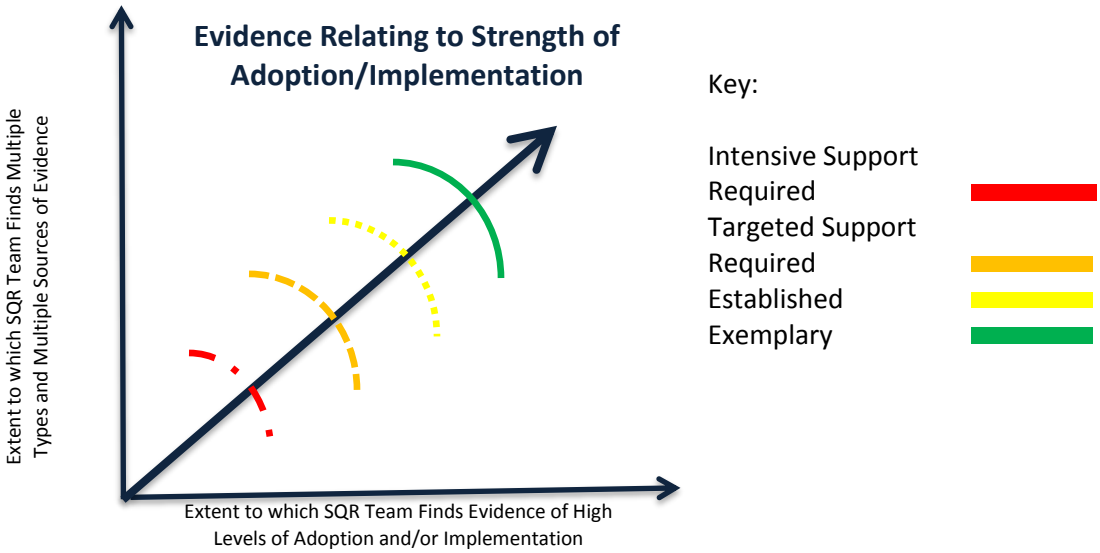
The SQR to Clark K-8 School was conducted on January 17-29, 2017 by a team of educators from SchoolWorks, LLC.

Jeff Vogel Team Leader	SchoolWorks, LLC
Nancy Clair Team Writer	SchoolWorks, LLC
Dominique Astier Team Member	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 20 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 = __20__	7%	40%	35%	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 = __20__	0%	40%	60%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	5%	5%	35%	55%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	0%	30%	25%	45%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	5%	0%	25%	70%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	5%	50%	35%	10%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	0%	35%	35%	30%
	7. Cognitive Engagement Active student participation Perseverance	15%	30%	25%	30%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	10%	40%	35%	15%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	20%	20%	45%	20%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	85%	0%	10%	5%
	11. Feedback Feedback to students Student use of feedback	30%	40%	25%	5%

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