SchoolWorks
School Quality Review
Report

Franklin D. Roosevelt School
January 17-19, 2017

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

Table of Contents

About the Process 1

Domains and Key Questions 2

Domain 1: Instruction 3

Domain 2: Students' Opportunities to Learn 7

Domain 3: Educators' Opportunities to Learn 10

Domain 4: Governance and Leadership 12

Prioritization Process 14

Appendix A: Site Visit Team Members 15

Appendix B: Implementation Rubric 16

Appendix C: Summary of Classroom Observation Data 17

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.

© 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 2: Targeted Support Required**
3. *Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**
Domain 2: Students' Opportunities to Learn	
4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*	**Level 3: Established**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 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 2: Targeted Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 3: Established**

© 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**

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
0%	31%	44%	25%

- **Behavioral expectations are clear and understood by most students.** The site visit team observed effective implementation of behavioral expectations in 25% of classrooms (n=16). In several of these classrooms, students consistently behaved appropriately throughout the lesson, working at their desks, and raising their hands with questions; redirection to attend to the task was not necessary. In other classrooms, students engaged in conversation with their peers but were not disruptive and responded immediately to teacher requests to attend to the lesson activity. In addition, teachers praised students for adhering to classroom rules and expectations (e.g., proper voice levels). In 75% of classrooms, the site visit team observed partially effective implementation of behavioral expectations. In a few classrooms, student behavior was excellent for part of the lesson, but was disruptive at other times. For example, students were attentive during learning activities but as the lesson transitioned (e.g., teacher looking for materials), student misbehavior increased (e.g., chatting with peers, moving around the rug or classroom). In other classrooms, minor student misbehaviors persisted throughout the lesson but caused only minimal disruption. For example, students were laying their heads on the desk, squirming in their seats, playing with pencils, and chatting with peers. During several lessons, the site visit team observed teachers effectively anticipating and redirecting student misbehavior (e.g., counting down until students were quiet; Let's get back. I need you to raise your hand.). However, in other instances, efforts to redirect student behavior were not always effective (What's the voice level? This table is too loud.). Students did not respond to the redirection, and continued to shout out and talk over each other.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
0%	63%	37%	0%

- **The learning environment is generally structured; however, learning time is not always maximized.** A partially effective learning environment was observed in 100% of classrooms. Across classrooms, the site visit team noted that materials were prepared and accessible for students as the lesson began and throughout the learning activity (e.g., worksheets to complete the warm-up activity, textbooks out on the desk, graph paper and flash cards available when needed). In most classrooms, an agenda was posted; however, use of the agenda to describe and structure what students were expected to do was mixed. In some classrooms, the agenda consisted of a list of activities only (e.g., homework, practice, warm-up, corrective reading); in other classrooms, agendas more explicitly described the lesson tasks (e.g., review, read about topic, read article together, exit ticket). Further, the use of instructional time was not consistently maximized across the school's classrooms. For example, in some classrooms, transitions from one activity to the next were slow (e.g., students required multiple

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

© 2017 SchoolWorks, LLC. All rights reserved.

instructions, behavior required redirection), which took away from students' learning time. In a few classrooms, students were engaged in an independent task for the entire observation and, as a result, instruction was not observed. In other classrooms, teachers continued to extend the length of time for the current activity, delaying instruction and/or continuation to the next learning activity. Finally, in several classrooms, lesson activities took an extensive amount of time. For example, review of previously learned material, the lesson introduction or the "do-now," lasted for most of the site visit team observation.

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

Cognitive Engagement			
Ineffective	Partially Effective		Effective
1	2	3	4
0%	38%	56%	6%

- **Most students are cognitively engaged in learning.** In focus groups, school leaders reported that student engagement in learning has been a focus at the school. The site visit team noted that students' cognitive engagement was partially effective in 94% of observed classrooms. Across these classrooms, most students actively participated in the lesson and engaged in the activity provided. For example, students engaged with the teacher (e.g., asking and answering questions, responding to directions, attending to the lecture), worked with peers when asked (e.g., pair-and-share, small group activities), and completed independent tasks (e.g., silent reading, worksheets). Most students' engagement persisted for the duration of the observation. However, in most classrooms, there were a few students who did not complete (or were not asked to complete) learning activities and/or their level of engagement with the work decreased over time. In these instances, for example, a few students sat at their desks quietly or chatted with peers, while other students continued to engage with lesson content. In other instances, a few students' engagement diminished when lesson pacing slowed (i.e., activities were extended for a longer time) or transitions from one activity to the next were lengthy.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
75%	25%	0%	0%

- **Instruction does not require students to use and develop higher-order thinking skills.** The site visit team noted that instruction requiring higher-order thinking was partially effective in 25% of observed classrooms. In a few of these classrooms, learning activities asked students to do more than summarize and recall, but the level of rigor was moderate, rather than high. For example, an assignment asked students to compare, contrast, distinguish between, and/or determine influences. However, additional questions asked throughout the lesson were low-level (i.e., define, identify) and did not ask students to apply new content or extend their thinking. In other classrooms, the lesson activity was a low-level task but students were asked few higher-order questions (e.g., How does this solution solve the problem? How would you apply this design process?) or were asked to justify a response after solving a math problem. In 75% of classrooms visited, higher-order thinking tasks and questions were not observed. Lesson activities asked students to complete low-level, single-step tasks only. For example, students were asked to circle vocabulary words, recite sight words, identify

© 2017 SchoolWorks, LLC. All rights reserved.

rhyming words, write sentences, read picture books, do math problems, and complete matching activities. In some classrooms, questions were not asked for the duration of the observation, limiting opportunities for students to explain, extend, or reflect on their thinking. During the site visit, the site visit team observed several intervention periods, which school leaders reported that by design, ask students only to review, recall, and recite.

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
38%	38%	18%	6%

- **Use of in-class assessment strategies to reveal student's thinking is limited.** In 56% of observed classrooms, the site visit team observed partially effective use of in-class assessment strategies. During some of these lessons, teachers asked questions related to lesson content (e.g., Identify the concept. What will happen? What causes this?). However, questions were asked of the entire class and students responded chorally or shouted out answers, which provided teachers a general – but not precise – sense of which and/or how many students understood. In other instances, when questions were asked of the entire class, only a few students offered answers to the question (i.e., raised their hands), which checked the understanding of a few, but not all, students. During other lessons, the teacher circulated to monitor students' progress completing the assignment and reviewing responses (i.e., correct, incorrect). However, they circulated to only some (not all) students. In 38% of classrooms, the site visit team observed ineffective implementation of in-class assessment strategies. During these lessons, teachers circulated but did not ask questions about the content. In several of these classrooms, questions and assessment strategies focused on task direction and procedures (e.g., Put your thumbs up if you're on the right page. Tell me what we are going to look and listen for.), not academic content to check or deepen student understanding. In other classrooms, students completed learning tasks independently and teachers did not circulate to check student work or understanding.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
63%	25%	12%	0%

- **Feedback is rarely provided throughout the learning process.** The site visit team observed partially effective use of specific feedback in 37% of classes. In several classrooms, all students received feedback; however, feedback was general (not specific) and it was not clear that all students needed this clarification. For example, teachers circulated to review student responses on a worksheet and then provided high-level feedback to students (e.g., how to use a word, or how to look for clues to obtain the correct response). In another classroom, one student completed math problems at the board and the teacher reviewed the problem with the entire class. During other lessons, only a few students received and used high-quality feedback. For example, students received feedback on incorrect grammar and then applied the feedback to the following responses. Or teachers provided prompts and models to support students in answering the question correctly after providing an

© 2017 SchoolWorks, LLC. All rights reserved.

incorrect response. In 63% of classrooms, the site visit team observed ineffective use of feedback. In most of these classrooms, feedback did not tell students how they were doing in relation to the learning goal. For example, students received some feedback, but it was focused on task directions and procedures (e.g., That is not the right text book. Names and dates should go first. I need all eyes on the page. You should be working now.) and not focused on the academic content. In other instances, feedback provided to students did not clarify misunderstandings. For example, feedback only told students that answers were correct (e.g., That looks good, keep going) or incorrect (e.g., Try that again). Or the teacher corrected the response for the student, eliminating opportunities for students to revise their own work.

© 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 3: Established**

- **The school has a process for identifying struggling and at-risk students and monitoring student progress.** School leaders and teachers uniformly described use of universal screeners through the school's intervention programs (e.g., Reading Mastery, Corrective Reading) to identify students' learning needs. They are given to all students at the beginning of the year, as well as to new students who arrive at the school throughout the year. They reported that results from screeners are used to group students for core instruction and identify students who would benefit from Tier 2 and Tier 3 interventions. School leaders and teachers also described (and a review of school documents confirmed) use of classroom-based assessments, standardized testing and reporting (STAR) assessments, AIMSweb, and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) to understand and monitor student learning, as well as the School-Wide Information System (SWIS) to track and monitor behavior data. In addition, teachers and building leadership team (BLT) members explained that data binders are kept for each student to track progress toward goals and monitor performance. They further indicated that binders do not all have the same inclusions; they are customized based on student needs and applicable grade-level assessments. School leaders, teachers, and related service providers described the student support team (SST) process that is used for students who continue to struggle. For example: staff described how students are referred using the district's SST referral form; they reported the SST meets every Thursday and, as needed, on Monday (which was also noted on the school calendar); and how the process is facilitated by the SST lead and a core team (e.g., administrator/s, special education and general education teachers, psychologist, speech-language pathologist); other staff are invited as needed. They explained there is an initial meeting to review data, problem solve, and plan interventions, as well as a follow-up meeting (approximately six weeks later) to review intervention outcomes, additional data, and adjust interventions to ensure that all options have been exhausted prior to referral for a special education evaluation.
- **The school implements appropriate supports for struggling, at-risk, and special education students.** School leaders indicated "review, refine, results" is a key element of practice at the school and described Response to Intervention (RtI) as the school's instructional framework, citing improving daily (core) instruction and implementation of tiered intervention as priorities for this school year. As described above, universal screeners are given to all students and results are used to place students in intervention groups, which school leaders and teachers described as fluid and, based on progress monitoring results, changing every four-to-six weeks. In focus groups, teachers described use of research-based intervention programs specific to their grade levels, which are also cited in the school's 90 Day Strategic Action Plan (e.g., Language for Learning [K]; Reading Mastery [K-2]; Corrective Reading [3-5]; Rewards [6-8]). They also reported using Compass Learning, Leveled Literacy Intervention (LLI), individualized support through Reading Recovery for the lowest performing students in grades 1 and 3, as well as various classroom-based assessments, depending on students' needs. School leaders and teachers explained how interventions are implemented during dedicated intervention blocks, double-dose intervention blocks are used at the lower grade levels, and that skill-based intervention groups include both general education and special education students. Teachers indicated that services are provided to students with Individualized Education Programs (IEPs) through both a push-in model and pull-out model, depending on student needs and grade level. They also described efforts to include all students in encore classes, clubs, and various school activities.

© 2017 SchoolWorks, LLC. All rights reserved.

Finally, the school maintains numerous self-contained classrooms that provide instruction and supports for students with more significant disabilities who require a continuum of services.

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.** Staff, students, and parents all reported the school is physically safe. The site visit team observed students passing through a metal detector on the way into the building and the presence of security guards at the building entrance and in the hallways throughout the day. School leaders and teachers reported they have worked hard to establish a safe and respectful climate. They described several initiatives at the school to promote a positive learning environment, which are also outlined in the school's 2016-2017 culture plan. For example, Positive Behavioral Interventions and Supports (PBIS), which has helped to establish a common language at the school, focusing on the positive and decreasing the negative. The site visit team noted school-wide behavioral expectations – "Be Safe. Be Respectful. Be Responsible." – posted across classrooms and in common areas, which were also described by school leaders, teachers, parents, and students. School staff also reported progressive discipline (i.e., incremental interventions) is used to address inappropriate behavior and further described use of partner teachers (classrooms) where students can go if they need to take a timeout. The site visit team observed use of color-coded behavior clip charts and the partner teacher model during classroom visits. While the school provides a physically safe environment, several students and staff reported there is at least a little bullying that exists at the school. Students indicated there was some name calling and bullying in the hallways and bathrooms but also stated that there are consequences because "bullying is not taken lightly here." Teachers reported the school is using the Not on our Watch (NOW) anti-bullying program and Winning Against Violent Environments (WAVE) mediation program to address bullying and student conflicts. In addition, staff also described how the school's planning center is used to promote safety, provide positive supports, and, in some instances, students self-refer to the planning center to de-escalate their own behavior.
- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** In addition to intervention blocks provided during the school day (see Key Question 4), teachers, parents, and students reported (and a review of school documents confirmed), there is after-school tutoring support through partnerships with the Boys and Girls Club and City Year Cleveland. School staff also reported there is a new collaboration with a local church to offer tutoring for students at the lower grade levels. Leadership and teachers described wraparound services for students and their families through community partnerships (e.g., Murtis Taylor) and the school's parent resources center (e.g., support obtaining bus passes, searching for jobs, résumé development). The school also has programs to develop students' social-emotional skills. In addition to PBIS, NOW and WAVE, school leaders and teachers described individual student supports, group supports (e.g., lunch groups to talk about differences and appreciating others), and a home-grown social-emotional learning (SEL) curriculum that is implemented through the planning center. Teachers also described how new students are provided an orientation through the planning center to help them learn about, and better integrate into, the school environment. Finally, there are opportunities for students to form relationships with adults in the building. Students described the True 2 U Mentoring Program, which provides 8th grade students mentors to assist with preparation for high school and beyond. Teachers explained that City Year volunteers have a focused list of students requiring Tier 2 supports (i.e., attendance, behavior, and coursework), with whom they regularly check in and support in the classroom. They also described how students are given opportunities to earn passes to visit and have

© 2017 SchoolWorks, LLC. All rights reserved.

lunch with adults in the building (e.g., planning center aide, wraparound coordinator, school psychologist). Finally, school leaders and teachers at the lower grade levels explained how the Grannies volunteer their time to provide additional support to students and teachers in the classroom.

© 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 3: Established**

- **Professional development (PD) is active and designed to address school improvement priorities.** School leaders and teachers explained that most PD at the school occurs on release days or during dedicated time on Wednesdays after school. They also reported (and a review of the school's PD log and PD agendas confirmed) that most PD this school year has been provided by the Center for Student Achievement Solutions and has focused on the implementation of the instructional framework (i.e., interventions programs and tiers). A review of the school's Academic Achievement Plan (AAP) Snapshot and the 2016-2017 90 Day Strategic Action Plan showed use of tiered instructional supports and intervention programs (e.g., LLI, Reading Mastery; Corrective Reading; Rewards) as key strategies to improve student learning. Teachers explained PD has been useful because they are currently implementing these strategies in their classrooms. They described how coaches conduct classroom observations to model what the strategies look like and provide feedback on implementation. In focus groups, teachers reported being open to feedback; the feedback felt both supportive and impactful because it is improving practices. They also explained embedded feedback was still occurring and it could be requested. The BLT and teachers reported there is a year-long calendar for the Center for Student Achievement Solutions; however, other Wednesday PD topics (e.g., PBIS, journeys, compass learning, reading strategies, lesson plan reviews) are typically announced in the weekly staff bulletin. Teachers reported that the flexible Wednesday calendar allows for PD to be responsive to teacher needs throughout the school year. Teachers also explained how the school is working to differentiate PD so that it is based on teachers' individual needs. They further reported having a voice in PD topics via surveys and informal feedback so PD sessions reflect topics in which teachers are interested and believe they need.
- **Educators collaborate regularly to discuss instruction and students' learning.** School leaders and teachers reported teacher-based teams (TBTs) meet weekly on Tuesdays, which was also confirmed by a review of the school's 2016-2017 TBT calendar. TBTs provide a regularly scheduled time for teachers to meet to discuss teaching and learning. Teachers described how they meet in grade-level bands (i.e., K-2, 3-5 6-8), including encore teachers and all special education teachers who serve students at the respective grade-level bands. BLT members and teachers explained how they use the five-step process to conduct TBT meetings. A cycle takes approximately four-to-six weeks to complete, and the BLT provides feedback (which was confirmed in a review of BLT/APT protocols). BLT members further described how the feedback loop is effective. There is representation from each grade-level band on the BLT who can explain feedback, if needed, to TBTs in person. In focus groups, teachers indicated they are more clearly seeing the benefits to TBTs; the focus has shifted to classroom practices, citing for example: strategies they are seeing and learning from colleagues in other grade levels; pooling and sharing resources (cross grade level and with special education teachers); and tapping each other's knowledge about individual students. School leaders also reported that TBTs are being used to review data, consider student groupings, and connect core instruction and interventions. Furthermore, teachers discussed a willingness to talk about, and share, instructional practices, to try new things (e.g., coach recommendations), and to seek out practices from other teachers where they have been successful. Teachers also described having common planning periods organized by grade level that provides additional opportunities for collaboration.

© 2017 SchoolWorks, LLC. All rights reserved.

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

- **Educators' mindsets and beliefs reflect shared commitments to students' learning and well-being.** School leaders, teachers, and support staff conveyed a common vision for the school and its' students, which parallels the stated mission and vision statement in the school's staff handbook, printed in weekly staff bulletins, and posted on the school's walls. For example, school stakeholders stated the school's purpose and priorities are to: "Provide students the fullest education we possibly can." "For students to be safe, supported and working toward their full potential." "A commitment to student well-being, social-emotional learning, engaging parents and the community." School leaders and teachers also described their commitment to students' learning, indicating that it is important to show students are growing academically, but the goal is to move them to proficiency. Teachers also explained how they are working to help students excel at their current level and then pushing them to the next level. For example, "If students are struggling, push them to the next level. If on grade level, push to the next grade level." School leaders and teachers described how use of targeted intervention groups (see Key Question 4) has helped to support the learning of all students, including students with disabilities. In addition, the intervention groupings have afforded staff an opportunity to form relationships with, and hold accountable, other students in the building. School leaders and teachers also described how staff have helped connect families to community resources to ensure they have resources they need (e.g., coats, food). Some teachers have visited students' homes to encourage them to come to school and help parents problem solve how to get their child to school (e.g., completing the extended day program application, pairing students with walking buddies). In a focus group, teachers stated, "School leaders are here for the kids. That's important, and we think that is true of everyone here."
- **The school reflects a safe, trustworthy, and growth-oriented professional climate.** School leaders, teachers, and parents reported there is a shared focus and commitment to student learning and well-being. They described the school as a family-oriented environment with an "it takes a village" approach. One staff member explained, "Teamwork makes the dream work. And, teamwork makes us great." Across focus groups, school staff and administrators described their colleagues as open, collaborative, well-intentioned, and explained how they work together to support all students. For example: they collaborate to reinforce discipline for all students (not just their classroom students) in public spaces and through partner teachers; if a student is struggling, they all (support staff, teachers, administrators) come together to identify what that student needs to be successful. Teachers indicated that sharing is the norm; they can ask their colleagues anything and do not feel embarrassed asking for help. They also reported school leaders have an open-door policy, and they are comfortable bringing questions or concerns to administration. School leaders described teachers and support staff as caring individuals who go above and beyond (e.g., stay after work hours, always available by phone) and are "100% accessible to leadership." Furthermore, school staff described how they are willing to share and discuss ideas about their own instructional practice, seek and accept feedback and collectively experiment with new teaching strategies, including using each other as resources, frequently popping in and out of each other's classrooms to observe practices, check on students and seek feedback. Teachers also reported being open to coaching and having administrators in their classrooms; they find the feedback valuable.

© 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 2: Targeted Support Required**

- **The principal promotes collaboration and shared leadership to support success of all students.** School leaders and staff reported the school employs a distributed leadership model and a divide-and-conquer mindset to achieve its goals. They explained how individuals have specific responsibilities that were purposefully distributed (and align to the school's goals) to ensure a focus on key aspects of the school's improvement efforts. For example: the principal provides oversight for core instruction (Tier 1); the assistant principal (AP) is focused on intervention implementation (Tiers 2 and 3); the dean of engagement spearheads PBIS; and SEL supports are driven through planning center leadership. In addition, staff further reported the principal has established opportunities for teacher input and leadership through the BLT and the First Responders. BLT members described their primary roles at the school to assist with the leadership of the building and to ensure improvements in student achievement through a variety of activities (e.g., reviewing NWEA data, providing feedback to TBTs). Teachers explained (and a review of school documents confirmed) how school staff serve as First Responders, or the initial point of contact on various topics (e.g., after-school, budget/finance, discipline, PD, SST, technology), in order to support the principal's focus on instructional improvement, build leadership capacity in the school, and provide efficient and effective responses to students, staff, and parents. The principal explained that shared leadership empowers the people who are working hard at the school and she can lead from behind. In a focus group, parents reported there are several leaders at the school, not just the principal. Nevertheless, teachers, student, and parents identify the principal as the ultimate leader.
- **School leaders are in the early stages of ensuring that teachers deliver high-quality instruction.** Teachers and school leaders reported that administrators are frequently in the classroom and described various structures that are used to gather information and provide feedback on classroom practices. For example, administrators described conducting informal pop-ins and instructional rounds that are based on a weekly focus (i.e., look-fors), which are announced in the staff bulletin. Teachers stated they appreciate the look-fors, indicating they serve as reminders and provide some accountability for implementation of classroom practices – for example, feedback on daily agendas, use of "I can" statements, and levels of student engagement. School leaders indicated that feedback from pop-ins is typically oral and offers little tips. Teachers reported receiving feedback weekly and explained they know it is provided to support their success. One teacher stated, "Feedback tells me different ways I can specifically refine practices." In focus groups, teachers also described how they receive feedback via classroom observations as part of the district-based Teacher Development Evaluation system (TDES). School leaders reported observations are on track and teachers confirmed having received multiple observations. As previously described (see Key Question 6), a partnership with the Center for Student Achievement Solutions has provided staff demonstration teaching, modeling, and embedded feedback on some classroom lessons. Teachers indicated it has been a positive experience to watch another individual and that feedback was helpful in improving practices. While there are some foundations in place to provide feedback to teachers, it is not clear that it is impacting the quality of instructional practices and, therefore, student achievement.

© 2017 SchoolWorks, LLC. All rights reserved.

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

- **School leaders ensure inclusive decision making and effective communication across the organization.** Teachers indicated that school leaders have an open-door policy and they often seek input on important decisions (e.g., survey on PD provided at the school). They also described committees (e.g., attendance, PBIS, honors and award, lunch, sunshine) that offer opportunities for staff to be involved in decision making and planning and implementing school policies. School leaders, teachers, and support staff reported frequent and open communications among all staff, including with administrators, via in-person conversations, text messages, emails and morning announcements. Teachers described the weekly staff bulletin as the Bible; it contains a wealth of important information for all staff. For example, the bulletin contains a calendar of events, meeting information, procedural reminders, and a weekly focus for instructional rounds. They also indicated the weekly bulletin ensures that all staff receive and are aware of information at the same time. School administrators and BLT members described regular (sometimes daily) huddle meetings, where leadership gathers to discuss barriers or items that require a response and that individuals speak to their respective responsibilities. Teachers also described all-school huddle meetings at the beginning or end of the day to ensure that important and/or time-sensitive information is communicated to all staff. Finally, school leaders, teachers, and parents cited multiple methods of communication between the school and home (e.g., text messages, individual phone calls, robo calls, Class Dojo).
- **The principal allocates resources and manages school operations to ensure a safe and productive learning environment.** The site visit team noted a safe, clean, and welcoming elementary school building that has been organized so students at lower and upper grade levels reside on different floors for most of their classes; most students with disabilities are located close to their grade-level peers. Students are greeted in the morning by school staff, security guards, and City Year volunteers who provide students their "panther bucks" (scholar dollars) for attending school that day. Teachers and students also indicated that students can earn panther bucks throughout the day for good behavior, staying on task, being kind, and other positive actions. They also reported panther bucks can be redeemed weekly at the school store. School leaders, teachers, and students described pride assemblies during which students receive awards by grade band for perfect attendance, citizenship, personal responsibility, showing improvement, and honor roll. In focus groups, teachers indicated that, in general, they have the materials and resources needed to support teaching and learning (e.g., supplies, textbooks, manipulatives) and if they find they need something, they can always borrow from, or share with, a colleague. Further, the school has numerous human resources to support its education program. In addition to a robust administrative team (i.e., principal, AP, dean of engagement, wraparound coordinator), school staff described partnerships with the Center for Student Achievement Solutions that have brought additional instructional leadership (i.e., PD, coaching, modeling) into the building. Finally, school leaders and staff reported that the school utilizes Beech Brook counseling services, engages many community partners (see Key Question 5), and has a full-time nurse, speech language-pathologist, and a school psychologist on site four days per week to address students' mental and physical health needs.

© 2017 SchoolWorks, LLC. All rights reserved.

Prioritization Process

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

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included students' learning supports and students' learning culture. The site visit team also noted the following areas for growth: higher order thinking, in-class 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: in-class assessment strategies.

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

Goal: Use of in-class assessment strategies will reveal students' thinking towards mastery.

Success Measure: By March 24, 2017, effective in-class assessment strategies will be used in 85% of classrooms.

Actions	Target Dates	Champions
Define what effective use of in-class assessment strategies looks like (consider using CVT definitions as a starting point).	1/24/2017	BLT members
Identify the rubric/survey tool that will be used to measure effective use of in-class assessment strategies (consider using CVT definitions as a starting point).	1/24/2017	BLT members
Gather data on current use of in-class assessment strategies (baseline walkthrough).	1/25/17 to 2/2/2017	BLT members
Review data and set interim goals	2/2/2017	BLT members
Plan professional development that allows staff to share and discuss grade level assessment strategies. Include model / exemplar practices.	2/6/2017	BLT members
Conduct professional development.	2/17/17	BLT members
Practice use of effective in-class assessment strategies.	TBD	TBD
Receive feedback (modeling and coaching) on use of effective in-class assessment strategies.	TBD	TBD
Use PLC structure to continue the cycle of practice, reflection, and feedback	TBD	TBD

© 2017 SchoolWorks, LLC. All rights reserved.

Appendix A: Site Visit Team Members

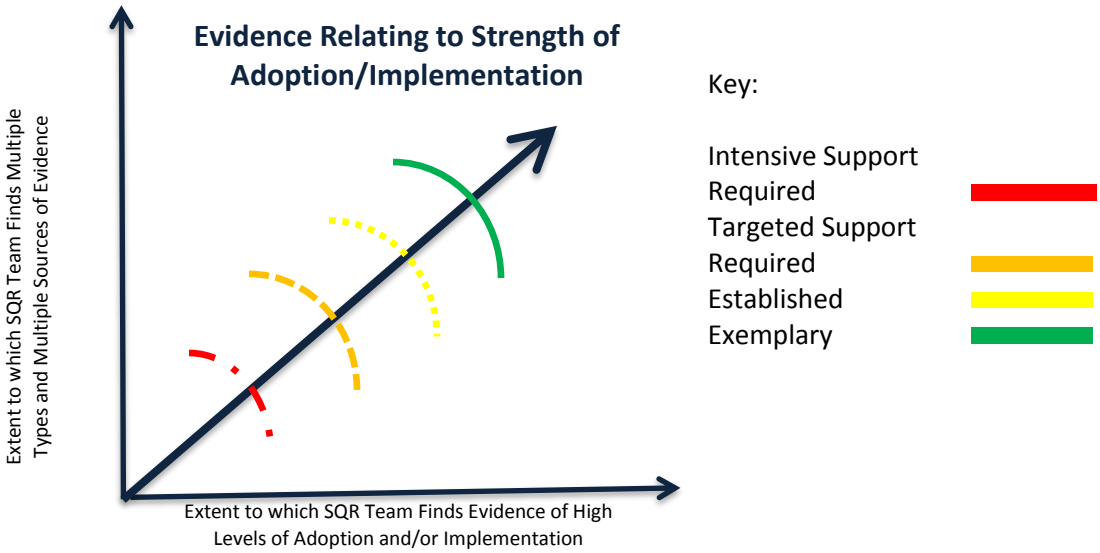
The SQR to Franklin D. Roosevelt School was conducted on January 17-19, 2017 by a team of educators from SchoolWorks, LLC.

Debon Lewis, Team Leader	SchoolWorks, LLC
Megan Tupa, Team Writer	SchoolWorks, LLC

© 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 sixteen 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 = 13	15%	69%	15%	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 = 3	33%	33%	33%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	31%	44%	25%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	0%	63%	37%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	31%	44%	25%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	13%	63%	25%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	31%	50%	19%	0%
	7. Cognitive Engagement Active student participation Perseverance	0%	38%	56%	6%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	75%	25%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	38%	38%	18%	6%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	81%	19%	0%	0%
	11. Feedback Feedback to students Student use of feedback	63%	25%	12%	0%

© 2017 SchoolWorks, LLC. All rights reserved.