SchoolWorks
School Quality Review
Report

Garfield Elementary School
January 24-26, 2017

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CLEVELAND
METROPOLITAN
SCHOOL DISTRICT

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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 1: Intensive Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 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 2: Targeted Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2: Targeted Support Required**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 2: Targeted Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 2: Targeted Support Required**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Level 2: Targeted Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 1: Intensive Support Required**

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Domain 1: Instruction

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

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
28%	33%	11%	28%

- **Most classrooms are not highly structured, and learning time is not consistently maximized.** In 28% of classrooms (n=18), the learning environment was effectively structured and learning time was maximized. In one such classroom, students rotated through stations quickly (having internalized the procedure), the teacher had prepared various differentiated materials at each station, and a timer was used to mark time at each station, resulting in maximized instructional time. In 44% of classrooms, classroom structures were partially effective. In one such classroom, work was prepared at different stations and students rotated every 7 minutes, but approximately half of students did not engage in the assigned work at each station. In another, an agenda for learning activities was posted, but students were given more time than posted on the agenda or needed to complete activities, resulting in significant lost learning time. In 28% of classrooms, the learning environment was not structured effectively and learning time was not maximized. In one classroom, the teacher was unprepared so that instruction did not start until 10 minutes after students entered class. In another, more than 10 minutes was spent explaining directions for a lesson activity.

Supportive Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
28%	11%	28%	33%

- **Classroom interactions are not cooperative in all classes.** In 33% of classrooms, interactions were respectful, caring, and supportive. In one such classroom, a teacher provided individual encouragement to students during lesson activities, while in another, a teacher briefly celebrated students through a Promoting Alternative Thinking Strategies (PATHS) student recognition activity. In another, the teacher briefly asked a student who had been ill about how he/she was feeling. In 39% of classrooms, the learning environment was partially supportive. In one such classroom, the teacher's affect was positive, but he/she ignored student requests for help and did not acknowledge students. In another, the teacher briefly celebrated a student when he/she lost a tooth, but did not demonstrate other positive interactions throughout the lesson. In 28% of classrooms, the learning environment was not supportive. In one classroom, teachers reprimanded students for having to revisit material from a previous lesson, and in another the teacher only spoke to students in short, frustrated statements. In other classrooms, teachers' frustration with students' lack of understanding resulted in increasingly agitated questioning, resulting in an aggressive tone with students. Similarly, another teacher sent students from the whiteboard to their seats without comment when they answered incorrectly.

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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
22%	22%	39%	17%

- **The majority of classrooms employ a variety of instructional strategies.** In 17% of classrooms, varied instructional strategies and learning modalities were used effectively throughout the lesson. In one such classroom, students were grouped by varying ability levels and rotated through stations that incorporated computers, whiteboard problem solving, and small group work with the teacher. In 61% of classrooms, varied instructional strategies were partially effective. In such classrooms, teachers often employed various instructional strategies, but did so for only a portion of the lesson or with a small number of students such that the strategies were not fully effective in meeting the needs of diverse learners. In one classroom, for example, students were grouped in various stations with different activities, but spent more than 20 minutes at a single station. In another, students rotated through different activities, but each activity was paper-based (i.e. practice worksheet, reading worksheet, exit ticket). In 22% of classrooms, instructional strategies were not effectively varied to meet the needs of learners. In one example, students received only lecture for approximately 20 minutes, while in another, students listened to an audio recording for approximately 20 minutes, during which time the majority of students did not complete the graphic organizer that had been provided.

Higher Order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
56%	17%	22%	6%

- **Instruction requires few students to use and develop higher-order thinking skills.** Students were engaged in rigorous, challenging, higher-order tasks throughout the lesson in 6% of classrooms observed. In this classroom, activities reflected Common Core instructional shifts as students engaged deeply in above-grade-level texts, and all students were required to answer text-based questions and make text-to-text connections at various points throughout the lesson. In 39% of classrooms, higher-order thinking was partially effective. In one such classroom, students were required to answer text-based questions briefly at one point in the lesson, but completed recall-level worksheets for the remainder of the lesson. In another, students were asked to explain the problem solving strategy that they had used to solve math problems on individual whiteboards, but only a small number of students were required or given the opportunity to answer these questions. In 56% of classrooms, higher-order thinking was ineffective or not observed. In one classroom, for example, students completed only basic math facts worksheets throughout the lesson. In another, students were challenged by the first few problems on a worksheet, but quickly mastered the simple math task, then repeated similar problems for the remainder of the lesson. The site visit team did not observe examples of challenging

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activities such as extended writing. Students reported that they feel challenged in approximately one third of their classes.

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

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
44%	33%	17%	6%

- **In-class assessment strategies are rarely used to reveal students' thinking about learning goals.** In 6% of classrooms, assessment strategies were used to gauge the understanding of most or all students at various points throughout the lesson. In 50% of classrooms, assessments were partially effective. In many of these classrooms teachers used effective assessments (i.e. scaffolded questioning, whiteboards, circulating to observe student responses) at some point in the lesson, but only used these strategies to check the understanding of a small number of students. In one classroom, for example, a teacher required students to solve problems on whiteboards, but only viewed the work of a few students. In another, the teacher circulated and looked at many students' worksheets, but only noted whether students were on-task and following directions rather than examining their academic responses. In 44% of classrooms, classroom assessments were ineffective or absent. In these classrooms, the site visit team did not observe instances of purposeful circulation of questioning, or the use of systems such as whiteboards, hand signals, or choral response. The site visit team observed only one instance of an exit ticket in use or referenced on a class agenda.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
61%	11%	22%	6%

- **Timely, frequent, specific feedback is rarely provided to inform improvement efforts.** Teachers provided effective feedback to guide student learning in 6% of classrooms. In this classroom, the teacher observed student written work and gave each student feedback on how to improve his/her writing before returning to have their work checked again later in the lesson. In 33% of classrooms, feedback was only partially effective, most often because it was not provided to most or all students. In one such classroom, students were provided high-quality feedback on a math organizer, but only a small number of students received the feedback. In another, students working with the teacher in a small group received feedback on their writing, but the majority of students in the classroom did not. In 61% of classrooms, feedback was absent or ineffective at informing learning. In one classroom, for example, a student was unable to complete the vocabulary task assigned by the teacher, but when the student answered incorrectly, he/she was asked the question repeatedly rather than being provided guidance. In another, when students solved math problems incorrectly on the whiteboard,

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the teacher erased incorrect answers but provided no feedback. The site visit team did not observe the use of rubrics or anchor charts to guide student work in any classrooms.

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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.** School leaders and teachers consistently reported that the school has an active and effective Student Support Team (SST) process, and the site visit team found that this process is transparent, consistent, collaborative, and includes the use of data. Teachers, for example, consistently reported that they are familiar with the SST referral process (e.g. contacting the appropriate SST member, collecting classroom data, presenting to the SST), and review of the staff handbook found that this process is documented. All staff also reported that SST meetings take place each Tuesday morning. Teachers were able to recall students who have been successfully referred for supports, and described a collaborative process for generating interventions during SST meetings. SST and non-SST members were also able to describe how data, such as NWEA and AimsWeb data, are examined when referring students. SST members estimated that the SST has collaboratively discussed more than 20 students this year. Teachers also expressed that ensuring a strong SST is a priority for the principal, who ensures that SST meeting time is protected and that staff attends. While staff consistently shared these positive attributes of the school's SST process, staff members were not able to consistently articulate how the effectiveness of SST interventions are monitored.
- **The school implements supports for some struggling and at-risk students.** The site visit team found that the school provides appropriate supports for most students who struggle academically, but provides few supports for English Language Learners (ELLs). School leaders and teachers explained that Tier I interventions include the use of small group and differentiated classroom instruction; Tier II interventions include research-based programming such as Razz Kids, Reading A to Z, Study Island, Fundations, Math IXL, and Think Through Math; and that Tier III interventions include push-in and pull-out supports. The site visit team observed each of these types of intervention in place at the school. Similarly, staff was able to consistently describe the school's approach to supporting students with special needs, and reported that the principal closely monitors Individual Education Plans (IEPs), ensures accurate reporting from intervention staff, and provides adequate resources and staffing for the special education team. However, a number of staff members shared concerns regarding the school's ability to serve ELLs. District data indicates that approximately 5% of the school's student population (approximately 30 students) are ELLs, and some teachers identified ELLs as the subgroup of students who struggle most, but school leaders and teachers stated that staff has not received professional development (PD) on ELL strategies, and teachers were not able to describe strategies that they use to serve these students in classrooms. Teachers and school leaders reported that the district provides a part-time support person who works directly with ELLs on campus for 2 days each week, but staff was not able to identify other ways that these students are supported. The site visit team did not observe the use of common ELL sheltering strategies in classrooms.

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

- **The school does not consistently provide a safe environment for students.** The majority of students reported feeling physically safe as a result of the school security guards and oversight by teachers. However, the majority of students did not report feeling emotionally safe (safe from bullying or teasing). Students, parents, and teachers all indicated that bullying is a consistent challenge at the school. Younger students stated that they fear bullying that is directed at them from older students. Some students reported that teachers and school leaders effectively respond to bullying when it is reported, but others stated reporting bullying does not help. Students also stated that teasing and bullying in classrooms, hallways, and the cafeteria occasionally lead to fights after school, and on some occasions in classrooms. The site visit team observed that hallways and the cafeteria were typically calm and orderly in elementary school, but disorderly behavior was observed in the hallways in middle school, and teachers were not always present. School leaders, teachers, parents, and students all stated that the school is implementing the Not on Our Watch (NOW) anti-bullying program as well as the Winning Against Violent Environments (WAVE) peer mediation program, and student peer mediators reported that this program is active. Despite students' concerns regarding safety, the school's most recent Conditions for Learning (CFL) survey data from fall of 2016 indicates that 81% of middle school students feel safe at school (compared to the district average of 69%) and that 72% of elementary school students feel safe (compared to the district average of 65%).
- **The school provides opportunities for students to form positive relationships with peers and adults.** Various school leaders, teachers, and students identified that relationships between students and their peers, and also between students and staff, are a strength at the school. Teachers and students, for example, stated that in addition to building relationships in the classroom, they have the opportunity to build relationship through clubs (e.g. chess club, drama club, Boy and Girl Scouts) and sports (e.g. cheerleading, basketball, volleyball). Staff and students estimated that approximately ⅓ to ¼ of students (approximately 150-200 students) take part in these after school activities. In addition to after school activities, students and staff reported that students build relationships and social skills through programs such as NOW (for middle school students) and PATHS (for elementary students). The site visit team observed a weekly PATHS celebration in which the class gathered and collectively spoke positively of a classmate. The majority of students also stated that they feel their teachers care about them, and many were able to quickly identify a specific teacher with whom they have a trusting personal relationship, including staff in the school's planning center. Older students also stated that they feel comfortable speaking with their peers about personal challenges. Teachers and students identified additional ways in which teachers proactively build relationships, such as having lunch with students as a reward for positive grades and behavior.

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Domain 3: Educators' Opportunities to Learn

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

- **Professional development aligns with school priorities but does not yet consistently result in instructional improvement.** School leaders and teachers consistently identified that the school's three instructional priorities this year are (1) increasing differentiated grouping, (2) unpacking math standards, and (3) increasing the use of text-based questioning. All staff stated that PD takes place regularly during the 200 minutes of morning planning time. Teachers stated that multiple sessions have been offered to support staff with each of these initiatives. Review of PD agendas from two full-day PD days found that multiple sessions (typically 30-45 minutes long) have been offered that align with differentiated grouping (i.e. sessions regarding data use and grouping strategies) and text-based questioning. School leaders stated, and teachers confirmed, that the school has offered three differentiated PD sessions, and that school leaders attempt to be responsive to teacher needs with the PD sessions offered (e.g. inviting a district data expert to address staff concerns regarding NWEA cut scores). Despite these strengths, many staff members shared frustration with the school's approach to PD. Some staff, for example, stated that they feel as if PD is not well-planned, and staff who are responsible for planning some PD confirmed that planning PD sessions is not consistently prioritized during particularly busy weeks. Others stated that they feel that that PD is reactive rather than proactive, and school leaders acknowledged that the school does not have a yearly PD calendar. Other staff reported that PD sessions are not always useful, and many teachers were unable to articulate how PD has improved their teaching practice. Others stated that the large number of PD topics presented result in some programs not being fully implemented, such as Positive Behavior Interventions and Support (PBIS). Finally, the site visit team observed attempts at differentiated grouping in some classrooms, but observed limited evidence of the school's other two instructional priorities.

- **Educators collaborate regularly to learn about effective instruction and students' progress.** Teachers unanimously reported that collaboration with their peers is one of the school's strengths, and provided examples of both formal and informal collaboration. When asked about their primary instructional supports, most teachers quickly identified their peers as their best sources of support, often naming specific individuals who consistently help them improve in areas ranging from data use to lesson planning to student behavior. School leaders confirmed that a great deal of staff collaboration takes place informally, and also identified common planning time and teacher-based-teams (TBTs) as ways in which the school supports collaboration. Teachers stated that grades 4, 6, 7, and 8, for example, have regularly scheduled common planning time, and all teachers stated that TBTs are an avenue for formal collaboration. Observation of a TBT meeting revealed that teachers were well-prepared (having completed their data analysis prior to the meetings), collaborated enthusiastically with their peers, thoughtfully discussed data and student results, shared best-practices, and completed the TBT forms. The majority of teachers frequently stated that they feel that TBT time is valuable in improving their practice, but some questioned the value of the TBT paperwork and indicated that the TBT form sometimes interferes with their sharing of best practices.

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

- **Educators do not consistently convey mindsets that reflect a shared commitment to students' learning.** Staff conveyed varying levels of collective responsibility for serving all students (regardless of home situations or achievement levels), and offered differing views regarding the school community. Nearly all staff expressed that the school's demographics are changing, suggesting that the school is serving an increasing number of students who come to school with greater academic gaps and socio-emotional needs. Others also noted that the school has reached its building capacity. Some staff acknowledged these challenges, and then spoke positively about actions the school can take to better serve those students (e.g. providing more technology support to help fill students' technology learning gaps, differentiating more effectively to meet the needs of learners at greatly differing achievement levels, more effectively motivating students and managing classroom misbehavior). Others, however, described the same challenges, but instead suggested that it is not reasonable to be expected to effectively serve those students, and made suggestions such as not accepting new students. Similarly, some staff spoke very positively of families, noting that they find it rewarding to have taught students and their siblings over many years at the school. These teachers also highlighted ways in which the school serves families, such as providing coats and holiday food baskets for families. Others, however, spoke somewhat negatively of families, expressing frustration with their low level of participation and investment in the school.
- **The school reflects a safe, trustworthy, and growth-oriented professional climate.** Despite expressing differing beliefs regarding students and families, the vast majority of staff spoke favorably of their colleagues. In addition to identifying their colleagues as helpful in improving their instructional practice, they generally described them as well intentioned, occasionally noting ways in which their colleagues help students beyond the classroom. Some gave examples of their colleagues initiating projects such as the holiday food drive or coat collection. Others highlighted the ways that their peers partner with other organizations to provide resources or opportunities for students. For example, teachers identified colleagues who have deepened partnerships with nearby businesses to acquire science supplies for students, or colleagues who have leveraged relationships with the neighborhood church to provide students with engaging lessons outside of school. Numerous teachers also expressed a willingness to experiment with new instructional strategies. Although some staff spoke of disagreements between some teachers and school leaders, many stated that they feel supported by school leaders in experimenting in their classrooms. These teachers gave examples of this support from school leaders, such as being encouraged to visit high performing high schools to better learn about the skills students will need upon matriculating from 8th grade. Others stated that they feel school leaders are supportive of teachers in finding innovative solutions to the school's challenges, and give them the freedom to do so.

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Domain 4: Governance and Leadership

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

- **The principal has begun to create a shared instructional vision but lacks clearly articulated school goals.** All staff could quickly recall the school's three instructional priorities/vision (increasing differentiated grouping, unpacking math standards, and increasing the use of text-based questioning). In addition, school leaders were able to articulate what this instructional vision would look like at different grade levels, particularly in regards to differentiated grouping, and the site visit team observed this instructional vision actualized in many classes. However, although the principal has effectively communicated this instructional vision, the site visit team found little evidence of concrete, measurable goals, either academic, or in relation to the implementation of the instructional vision. The school's Academic Achievement Plan (AAP) includes limited NWEA and AimsWeb data, but staff was not able to describe this data. Some teachers referenced moving 5 of their students up one quartile on the NWEA (described in greater detail in the following claim), but were not able to articulate their class' math or reading goals for the year in terms of student achievement. Similarly, a small number of students were able to recall their Accelerated Reader (AR) goals, but none were able to state other academic achievement goals for the year or whether or not they are on track to meet those goals. Finally, teachers and school leaders were not able to describe whether or not the school is on track to fulfill the instructional vision or how these priorities are monitored.
- **School leaders provide conditions that support a school-wide data culture.** The site visit team found evidence of effective data use in various school systems and processes, frequent PD to support data use, and various other strategies to build a culture of using data to inform instruction. School leaders and teachers, for example, described that NWEA and AimsWeb data are used in the SST process, and this was confirmed by SST members. Teachers also stated that NWEA data is frequently used to create differentiated groups for reading; and Special Education, intervention, and support staff stated that this data also informs their intervention efforts. Similarly, teachers and school leaders reported, and the site visit team observed, the use of data in the TBT process. School leaders and teachers shared, and PD agendas confirmed, that PD has been offered on data topics including NWEA, Ohio State Test (OST), and ANet data analysis. In addition, all staff reported that the school is attempting a new approach to student data and interventions this year involving the use of NWEA quintile data, in which each staff member identifies 5 students in each class who are nearing the next quintile, then monitors those students' progress and provides targeted interventions throughout the year. Some teachers object to this approach, stating that the focus on students at the high end of a quintile detracts from the focusing on the needs of all students, but others reported that by focusing on the learning of a small group of students, they have learned to more effectively consider the learning needs of all students. Staff also reported that the school's instructional coach makes data more accessible to teachers. The site visit team observed a staff data wall as well as teachers' data binders.

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

- **School leaders do not consistently ensure effective communication and inclusive, transparent decision-making across the organization.** Although the school has systems in place for communication and transparent decision-making, various stakeholders shared concerns with the effectiveness and implementation of these systems. To communicate day-to-day logistics, for example, school leaders and teachers reported that the principal uses a weekly bulletin, a calendar in the office, and in-person announcements. The site visit team reviewed sample newsletters and observed the calendar, but many teachers shared frustration that they are often notified last-minute of events and due dates, and that receiving late notice complicated daily operations and inhibits effective parent communication. Parents echoed this concern, citing examples such as receiving notification of an awards ceremony with just one day of notice, and not being able to attend due to work. Numerous staff members' more significant concern was a lack of voice in decisions. For example, teachers were able to identify work that the building leadership team (BLT) performs, but not important decisions the BLT has made. Others were unclear on the process by which decisions, such as the selection of PD topics, have been made. While some teachers stated feeling comfortable approaching school leaders with suggestions, other stated that they do not, and school leaders acknowledged that staff concerns are often raised through the union. Staff and parents also reported that the former parent organization, a decision-making body, was disbanded and replaced with a more socially focused group, and that participation has since declined. School leaders acknowledged that the BLT and parent groups do not currently make many decisions, and expressed an intention to provide greater opportunities for decision-making in the future.
- **The principal is beginning to engage parents and community members in the educational process and creates an environment where community resources support learning.** School leaders and teachers shared multiple examples of ways in which the school is developing deeper partnerships with parents and the community. The most common community partnerships cited by staff involve the nearby church (provides space for events, parking, and after school activities for some students), a nearby paint business (provides volunteers and grant money for classroom supplies), and a high-performing local high school (provides access to technology such as 3-D printers), and school leaders gave examples of other partnerships in development (e.g. a local development group). While these and other partnerships are being established, the site visit team found that most partnerships do not yet provided a high level of sustained resources or academic supports to students. Similarly, teachers and parents indicated that partnerships with parents are still being developed. They reported that the school offers events such as conferences, award assemblies, movie nights, and dances, but that attendance at these events, and participation in the parent-teacher organization, is not consistent. Parents generally spoke highly of staff, but shared that communication regarding events, students' academic progress, and supporting students with homework are inconsistent, and some shared that they do not feel fully welcomed or at home at the school. School leaders acknowledged that they are still in the process of building stronger relationships with parents and the community.

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Prioritization Process

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

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included educators high level of collaboration, the positive relationships between peers and adults, and the school's increasing community partnerships. The site visit team also noted that assessment strategies and classroom structures were areas for growth.

The group identified *Domain I: Instruction* as the area for growth to prioritize. The group identified the following priority within this Key Question as having the most potential impact on the success of the school as a whole: using in-class assessment strategies to reveal students thinking around learning goals.

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

Goal: In-class assessment strategies are used regularly to reveal students' thinking about learning goals.

Success Measure: By May 1, 60% of teachers will demonstrate all check for understanding "look-fors" in classroom walkthroughs.

Actions	Target Dates	Champions
1. Meet as a leadership team to create a system for observation (calendar, class room "look fors")	Jan 26	Assistant Principal and Teacher (TBD)
2. Compile check for understanding toolkit and collect best practices.	Jan 26	2nd Grade BLT member
3. Share and model toolkit and best practices for checks for understanding during weekly PD.	Feb 7	Instructional Coach
4. Conduct round 1 observations, collect and analyze data	Feb 28	Assistant Principal
5. Share observation data with staff	Mar 17	Assistant Principal
6. Conduct round 2 observations, collect and analyze data	May 1	Assistant Principal
7. Share observation data with staff	May 1	Assistant Principal

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Appendix A: Site Visit Team Members

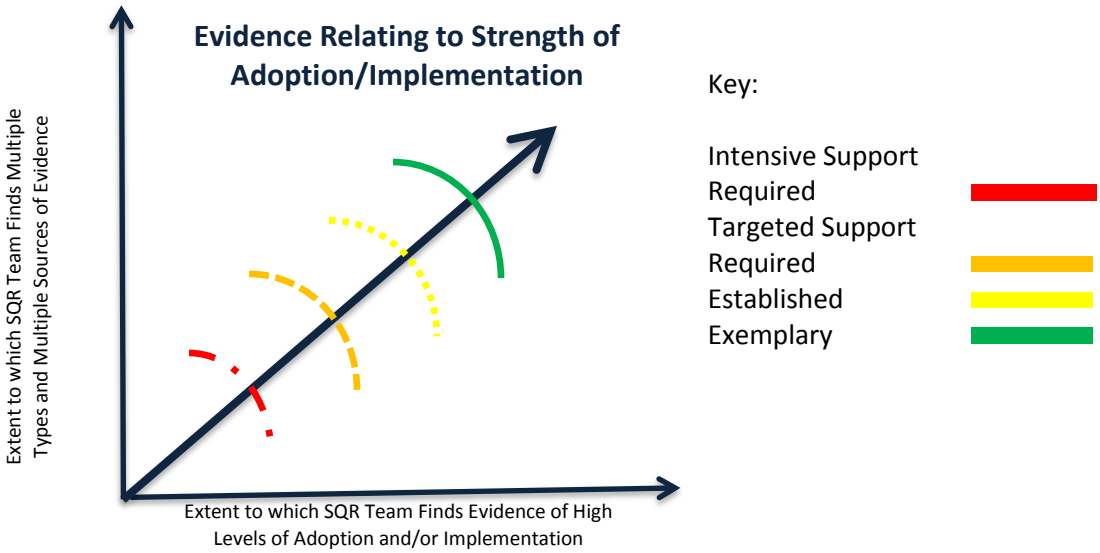
The SQR to Garfield Elementary School was conducted on January 24-26, 2017 by a team of educators from CMSD and SchoolWorks, LLC.

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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[1] and multiple sources[2] 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.

[1] "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.

[2] "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 18 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	2	3	4
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 12	58%	8%	17%	17%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 6	17%	17%	67%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	6%	17%	44%	33%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	28%	33%	11%	28%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	28%	11%	28%	33%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	33%	22%	33%	11%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	22%	22%	39%	17%
	7. Cognitive Engagement Active student participation Perseverance	17%	39%	17%	28%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	56%	17%	22%	6%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	44%	33%	17%	6%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	83%	6%	11%	0%
	11. Feedback Feedback to students Student use of feedback	61%	11%	22%	6%

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