SchoolWorks
School Quality Review
Report

Harvey Rice Elementary School
January 18-20, 2017

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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 1: Intensive Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1: Intensive Support Required**
3. *Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**
Domain 2: Students' Opportunities to Learn	
4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*	**Level 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 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 2: Targeted Support Required**

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
15%	38%	46%	0%

- **Behavioral expectations are clear and understood by some students.** In 84% of classrooms visited, site visit team members observed the partially effective implementation of behavioral expectations (n=13). In many of these classrooms, most, but not all, students behaved according to the code of conduct, demonstrating class routines and responding to teacher directions. For instance, in one classroom, a few students took the initiative to redirect fellow students who were off-task by re-reading directions and helping their peers manage the logistics of the learning centers. In another classroom, a teacher noted and praised some students who demonstrated on-task expectations, which prompted other students to demonstrate the teacher's desired behaviors. In other examples of partially effective implementation, the site visit team observed that there was more inconsistency in student cooperation and demonstration of the code of conduct. For instance, in one classroom, a teacher narrated positive behaviors to some students who were misbehaving. When these attempts proved unsuccessful, the teacher subsequently instructed students to move behavior clips; however, students continued to talk socially and moved about the room constantly. Additionally, the site visit team observed few instances (15%) of ineffective implementation of behavioral expectations. In these classrooms, most students were off task, socially talking to their peers, and demonstrating unsafe behaviors (i.e., hitting other students). Teachers did not attempt to, or were unable to, correct and redirect students' behavior. For instance, in one classroom, three students were hitting one another during a small group activity. When one of the students who was hit told the teacher, the teacher did not address the situation or assign consequences to the other students.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
23%	69%	8%	0%

- **The learning environment is not highly structured nor is learning time maximized.** In 77% of classrooms visited, site visit team members observed the partially effective implementation of a structured learning environment. In most of these classrooms, teachers were prepared with materials and provided structured tasks, but learning time was not maximized for most students. For instance, in one classroom, teachers provided materials and assigned learning tasks, but some students, because they needed models to build their skills, were unable to maintain focus on the task. In another instance, the class timer signaled the end of the 20-minute center, but students took four minutes to transition to the rug. Several students ignored the timer and did not move or wrap up activities. In another classroom, transitions between centers were long, and the teacher was unable to provide clear expectations or redirect students to reduce wasted time. In 23% of classrooms visited, site visit team members observed ineffective implementation of a structure learning environment. In these

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

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classes, the teachers were unprepared with materials and students were off task. For instance, in one classroom, students were expected to conduct a listening activity on the computer but did not have access to working headphones. The students continued to sit idle until the next directions were given.

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

Focused Instruction			
Ineffective	Partially Effective		Effective
1	2	3	4
31%	46%	23%	0%

- **Most teachers do not provide students with clear learning goals or focused, purposeful instruction**. Site visit team members observed the partially effective implementation of focused instruction in 69% of visited classrooms. In some of these classrooms, lesson objectives drove lesson activities, were posted and connected to larger concepts. Many, but not all, students knew the expectations for the lesson, and the teacher clearly communicated the content with proper terms. For instance, in one classroom, the teacher regularly referenced the learning target throughout the lesson, ensuring that some students understood the purpose and expected outcome of the lesson; also, the teacher clearly communicated the content with proper terms. In the remaining portion of these classrooms, lesson objectives were posted, but were inconsistently aligned to the lesson. Some students did not understand the objective of the lesson. For instance, in one classroom, a literacy or reading comprehension standard was posted while some students completed spelling exercises or grammar worksheets. In another instance, most students were unable to state the objective when asked by site visit team members. In another classroom, students were expected to place fractions on a number line but did not know the difference between fractions and whole numbers; teachers did not clearly communicate those differences. In 31% of classrooms visited, site visit team members observed the ineffective implementation of focused instruction. In these classrooms, the learning objective was not posted or aligned with the lesson activities and was not clear to most students. For instance, in one classroom, student work revealed a variety of misunderstandings and was often incomplete because students were unsure how to proceed. Further, the work was not checked or collected and students were not held accountable for achieving or stating learning goals.

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
23%	38%	38%	0%

- **A variety of instructional strategies and materials are used, but are not yet supporting students' diverse needs.** In 76% of classrooms visited, site visit team members observed the partially effective implementation of instructional strategies. In these classrooms, teachers used multiple modalities, varied groupings, and encouraged student choice, impacting many, but not all, students. For instance, in one classroom, stations were set-up to enhance student learning, the teacher encouraged student leadership and problem-solving for some students, and the teacher prompted frequent transitions to ensure that many, but not all, of the students interacted with the teacher for direct instruction. In another instance, students used manipulatives to demonstrate an understanding of abstract concepts; however, the teacher did all the problem-solving. Students were expected to cut, paste,

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and put them in order. When asked about the abstract concepts, students could not state them. In another instance, a teacher worked with the whole group to generate a K-W-L (knows; wants to know; and has learned) chart; most students copied the teacher's content from the board onto worksheets, instead of using it to reflect on their own thinking. In 23% of classrooms visited, site visit team members observed the ineffective implementation of instructional strategies. In these classrooms, teachers did not access multiple strategies, groupings, or approaches. For instance, in one classroom, students worked independently throughout the lesson on a worksheet that required students to answer knowledge-based questions.

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
54%	31%	15%	0%

- **In-class assessment strategies rarely reveal students' thinking about learning goals.** In 46% of classrooms visited, site visit team members observed the partially effective implementation of assessment strategies. In these classrooms, teachers utilized at least one formative assessment for some students. For instance, in one classroom, teachers circulated during learning centers, checking most students' work and coaching some students. In another classroom, students were practicing vocabulary words through word webs, but the teacher checked some of the students' work, and did not check other students' work. In 54% of classrooms visited, site visit team members observed the ineffective implementation of assessment strategies. In these classrooms, teachers did not assess most of the students during the lesson. For instance, in one classroom, many students produced work during learning centers that revealed misconceptions; their work was not checked by the teacher and, consequentially, students proceeded throughout the learning task with misunderstandings uncorrected. In another instance, in one classroom, a teacher circulated only to a few students to review their independent work.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
77%	15%	8%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process.** In 23% of classrooms visited, site visit team members observed the partially effective implementation of feedback. In these classrooms, teachers gave feedback to students on assignment completion but did not provide feedback on the learning process. For instance, in one classroom, a teacher gave feedback on behavior or responded with, "I love your answer," but did not elaborate on the quality of the answer. In 77% of classrooms visited, site visit team members observed the ineffective implementation of feedback. In these classrooms, most students did not receive any feedback on assignments. For instance, in one classroom, a teacher worked with two-to-three students, giving feedback on quizzes, but the remaining students were not provided feedback. In other instances, the site visit team did not observe teachers providing feedback to any students.

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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 begun a process for identifying struggling and at-risk students.** School leaders and teachers reported that the school has established a Student Support Team (SST) that includes the curriculum instruction specialist (CIS), and several teachers from multiple grade bands. The school does not have school psychologist to serve on the team. Staff reported that teachers identify students who have not made significant gains in reading or math skills and make referrals accordingly. School leaders and teachers reported that the SST meets each Wednesday to review student referral forms that are presented by a referring teacher. Stakeholders reported (and sample SST referral forms and SST meeting minutes confirmed) that the SST and referring teacher review the risk indicator data, propose solutions, and generate an action plan that enumerates appropriate, targeted academic and behavioral supports for the student. Stakeholders further reported (and SST meeting minutes confirmed) that the referring teacher implements the plan for six weeks. The team then revisits the progress and determines additional plans/recommendations for further evaluations (e.g., medical, behavioral, special education services). Some teachers added that the SST effectively identifies and monitors at-risk students. Further, the site visit team noted that stakeholders frequently reported that the school is working to change the reputation of the SST from a pre-referral process for special education services.
- **The school has begun to provide supports for struggling and at-risk students.** School leaders and teachers reported that the school has begun to implement differentiation and small group instruction, aiming to provide in-class prevention and support for all students. Teachers reported that they form small groups based on formative assessments (e.g., exit tickets, Journey's weekly assessments), and benchmark assessments (e.g., AIMSWeb and Northwest Evaluation Assessment [NWEA] data). Teachers added that they plan center activities to suit the needs of those students. Additionally, teachers reported that they employ the Journey's program (literacy support) and the leveled literacy intervention (LLI) program (reading intervention support for low-skilled readers) during center activities. School leaders and teachers reported that teachers and teacher teams have begun to implement specific, targeted academic plans (through Teacher Based Team [TBT] results) and behavioral supports or interventions (through behavioral plans) for identified at-risk students. Yet, stakeholders noted some limited supports provided by the school. The site visit team noted that classroom observation trends demonstrated that students are not being provided with adequate support during centers. Teachers and school leaders reported challenges of adequately staffing inclusion positions to fully implement a co-teaching model or to adequately serve special education students. The principal reported that the school has openings for 3 special education/intervention positions. Staff reported that the Beechbrook counseling services are helpful, but cannot meet the current demands of students.

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

- **The school is beginning to provide a safe environment to support students' learning**. The site visit team observed that the school's physical environment is clean, orderly, and safe. Arrival procedures

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were well-established as students proceed into the building, pass through metal detectors, and move toward appropriate common spaces calmly. Additionally, the site visit team observed teachers facilitating restorative conversations with students to reflect on how to be safe. Also, school leaders and staff explained (and classroom posters confirmed) that the school has adopted a code of conduct (Mission in Action) for the classroom, hallway, and other common areas. Key actions of the code include: being safe; being responsible; and being respectful. However, the site visit team observed that hallway transitions during the day were inconsistent. Lower grades transitioned from bathroom and recess with ease and more self-control; upper-grade students demonstrated unsafe behaviors such as excessive running and yelling/cursing/teasing peers and adults. Lastly, most students and parents reported that they felt physically safe in the school and noted that violence has significantly reduced since last year. A review of office referral data documents confirmed that discipline infraction rates have decreased this year; however, infraction rates remain high with 290 discipline incidents this year. A review of professional development documents revealed that in November 2016 there were 45 incidents of bullying, physical aggression, or fighting. In focus groups, students reported that bullying continues to occur at the school.

- **The school provides some opportunities for students to form positive relationships with peers and adults in the school**. Some stakeholders reported that the school has begun to offer programs and supports to develop all students' social and emotional skills. Teachers indicated that peer mediation is held during lunch time in order to maximize student participation. Staff reported that 15 students have been recently trained to conduct group sessions. Students stated that the peer mediation has been helpful in quelling some of the recent conflicts among students. Also, school leaders reported (and teachers confirmed) that teachers are expected to use the PATHS program throughout the day to foster students' social/emotional skills. However, teachers explained that the program is inconsistently used among staff. Multiple stakeholders reported that the school provides opportunities for students to engage in positive social group activities. For instance, students and teachers indicated that some students are frequently engaged in extracurricular activities such as Boy & Girl Scouts, chess club, girl empowerment club, and the tech team. Lastly, school leaders reported (and the school calendar and weekly staff bulletin confirmed) that the school has developed diversity workshops with City Year to ensure that students and adults learn to value differences among people groups.

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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 is active, intensive, but is not yet sustained.** Staff reported that some teachers have a role in professional development, including: informally mentoring other teachers; and providing classroom management, lesson development support, and pedagogy support. For instance, teachers described peer-led professional development sessions on NWEA math strategies and total participation techniques. Additionally, school leaders and staff reported that the CIS and principal intern are trained coaches and have recently begun to support some teachers as part of professional development, including coaching around lesson planning, lesson design, and assessment. However, stakeholders reported that the school does not hold regular professional development sessions or follow-up sessions to provide ongoing support for teachers' continued learning. Staff remarked that previous professional development days addressed district priorities, rather than school-specific needs. Staff reported (and professional development PowerPoint presentations and professional development calendar confirmed) that the school has had few internal professional development sessions this year. Sessions have included: an August training for teachers focused on instructional philosophies, such as multiple intelligence; a November session on discipline; and a January session on analyzing NWEA data and attendance data. Staff reported that professional development seldom includes follow-up sessions and ongoing support for teachers' continued learning.
- **Educators collaborate regularly to learn about effective instruction and students' progress.** School leaders reported that educators meet each week on Wednesdays for 100 minutes to collaborate during teachers-based teams (TBTs). Teachers reported that TBTs have improved from last year, explaining that staff in the previous year were trying to maintain the paperwork, learn the steps, and produced clear reports. Teachers added that this year's TBT has improved, resulting in constructive dialogue among staff and an increase of data-informed instructional decisions among teachers. A review of TBT minutes revealed that teacher teams have generated reteach strategies, such as peer-revision of word problems based on rubrics, using manipulatives for learning centers, and using think-pair-share to generate more student discourse. During focus groups, teachers stated that this time was valuable and has improved collaboration among staff. Also, teachers reported that they collaborate informally when time permits, actively pursuing new teaching strategies and accepting feedback from colleagues. Staff reported that the staff are paired (i.e., building buddies) to help each other with classroom management, to encourage relationship among staff, and to help each other with any teacher needs. School leaders explained (and teachers confirmed) that the staff building buddies program offers informal mentorship to new teachers. Some teachers recognized that their building buddies, in addition to other staff, have been extremely helpful during their first year at the school.

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

- **Many educators' mindsets and beliefs reflect shared commitments to students' learning.** Stakeholders conveyed a shared commitment to students' well-being and to the learning of all students in the school. When asked how staff demonstrated their commitments to students, staff gave examples such as calling home for positive phone calls, commitment to achievement goals, and

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sharing strategies with each other to improve teaching and learning for struggling students. School leaders and teachers spoke fondly of their students and expressed their commitment to raising students' attendance. Also, stakeholders conveyed a belief that students' learning is their collective responsibility. Teachers reported that they share discipline duties via buddy rooms to keep students in the learning environment. School leaders reported that they are trying to reduce office referral and make the data public to improve the problem. Lastly, administrators expressed their belief that most teachers want to do well for their students.

- **The school substantially reflects a safe, trustworthy, and growth-oriented professional climate.** School leaders indicated that they are trying to leverage coaching opportunities for staff to ensure that staff members are able to try techniques and take risks in their teaching practice. Similarly, many teachers confirmed they feel safe and are able to take risks as they develop their instructional practice. Only a few teachers reported that they do not feel as free to share their failures with the administration. Most staff described colleagues and administrators as open, honest, supportive, caring, and reliable. Teachers described their teacher teams and staff as family, noting that many staff socialize outside of the school. Also, school leaders noted that more teachers are going to the CIS, principal intern, and administrators for help, signifying that the staff has built more trust. Additionally, the school leaders have begun to established structures and norms for a growth-oriented professional climate. For instance, school leaders reported (and teachers confirmed) that the TBT has been a place where teachers are able to grow in their understanding of formative assessment, grouping, and student-centered strategies. Finally, school leaders reported (and the professional expectations document confirmed) that the principal seeks to create a fair and consistent professional climate, stating, "I don't want evaluation to be worrisome…In an effort to promote continuity and clarity of instruction, I have outlined my professional expectations for the staff of Harvey Rice."

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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 defined an academic vision and has articulated clear goals that are understood by stakeholders.** School leaders reported that the principal has defined a vision for school improvement, ensuring that all students have a top-academic choice for elementary, middle, and high school and a safe, nurturing place in the community. Similarly, parents noted that the school is becoming a hub for the community – a safe space for children and families. Also, school leaders explicitly linked the vision to this year's school goals (i.e., improving attendance, increasing reading and math literacy proficiency, increasing social/emotional skills, and increasing parent engagement), explaining that the focus on these goals would result in student achievement. School leaders and teachers reported (and staff communication documents confirmed) that the principal has shared the school's goals with staff through staff meetings, morning announcements, weekly staff bulletins, and TBT meetings. All teachers were able to state the four goals of the school. Lastly, school leaders and some teachers explained that the principal has elevated data conversations with teachers to focus on both growth and proficiency gains for individual students. Many teachers stated how they are using formative and benchmark data to target instructional strategies in order to facilitate student achievement.
- **School leaders do not yet ensure that teachers deliver high-quality instruction.** School leaders stated (and a review of the staff operations manual confirmed) that the principal has set student-centered expectations for staff: knowledge of the subject; effective planning and organization; rigorous questioning and explaining; and student engagement. Teachers indicated that staff were expected to have an organized lesson in which students direct their own learning and work in differentiated groups. Also, school leaders reported (and teachers confirmed) that staff are beginning to develop a data-driven culture through analysis of NWEA data and other formative data to create differentiated student groupings. Additionally, all stakeholders indicated that school leaders formally observe teachers according to the Teacher Development and Evaluation System (TDES). School leaders noted that they have begun to take pictures of artifacts and lesson plans to have meaningful post-conferences for TDES observations. Also, some staff reported that school leaders informally observe teachers on a regular basis (i.e., three-to-five times per week). However, teachers reported that the frequency and quality of informal feedback varies among school leaders, and is not helpful to improving their practice. Sample feedback showed that written responses to informal observations had few suggestions, and posed general questions to teachers. The site visit team noted that the reflection questions were not sufficient in providing next steps for teachers to improve their practice, nor included a follow-up meeting to work on the strategy. Lastly, school leaders reported that, as of January, they have begun to use trackers to monitor informal feedback, and have begun to discuss and calibrate their feedback on lesson plans.

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

- **School leaders have begun to implement effective communication and inclusive decision making across the organization.** Stakeholders reported that the communication between leadership and staff is regular and open. School leaders explained (and review of a staff bulletin confirmed) that school leaders provide weekly bulletins to staff each Monday morning. A review of a staff bulletin revealed

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that it includes events for the upcoming week and month; reminders about initiatives; norms around school structures (i.e., TBT expectations, Bear Bucks Incentive Trips); articles/video links to initiatives; and attendance and discipline trend data for the previous week. Additionally, staff reported that school leaders communicate with staff through monthly staff meetings, TBT meetings, and daily announcements. The site visit team heard students make daily school announcements that indicated the day's events, student shout-outs for good behavior, and staff reminders related to the implementation of instructional initiatives (i.e., lesson planning, posting "I can" statements, and aligning to common core standards). Additionally, school leaders reported that the principal has begun to provide opportunities for faculty and staff to make, or provide, input on important decisions. For instance, some teachers reported that teachers participate in school committees such as the SST, the academic progress team, the building leadership team, the school administration management support (SAMS) team, and the individualized education plan (IEP) team. Some teachers noted that school leaders are open to suggestions about school policy and improvement. Some teachers explained that if you give the principal a suggestion, she generally expects you to come with a plan and solution, and will help to implement the solution.

- **The principal engages parents and community members in the educational process and is beginning to create an environment in which community resources support learning.** Parents reported feeling more involved and welcomed into the building this year. Stakeholders explained (and event flyers and school calendars confirmed) that the school conducts monthly "Chat and Chew" events at the school, which allow parents to connect with community partners. Similarly, school leaders noted (and the academic parent-teacher team [APTT] guide confirmed) that the school has adopted the APTT to build a partnership with families around student academic growth and achievement. Stakeholders reported that the APTT meets during parent-teacher conference nights, informing families about student mastery goals and their current progress. Parents also learn how to help support student's learning at home through literacy tips and math tutorials. School leaders reported that they are implementing this model with lower grade parents this year, aiming to build parent's capacity in support of math and reading literacy. Stakeholders reported (and event flyers confirmed) that the school hosts other events such as a Father's Day walk, math and reading literacy nights, monthly parent recognition luncheon (celebrates parents that have supported students with perfect attendance), parent meet-and-greets, and trimester parent-teacher conferences. Also, all stakeholders reported that the principal uses community resources to improve student learning, frequently citing a long list of resources. A review of the community partners roster confirmed that the school has more than 20 active partner organizations that provide support for students and families. These partners include: Alliance for Healthier Generation, Boys and Girls Club of Cleveland, City Year of Cleveland, Cleveland Neighborhood Progress, East End Neighborhood House-Foster Grandparent Program, and Junior Achievement of Greater Cleveland.

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Prioritization Process

The site visit team met with the Harvey Rice 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 Students' Learning Supports, Educators' Learning Culture, and Instructional Leadership. The site visit team also noted the following areas for growth: Purposeful Teaching and Assessment and Adjustment.

The group identified Purposeful Teaching as the area for growth to prioritize. The group identified the following priority in this Key Question as having the most potential impact on the success of the school as a whole: clear, focused instruction.

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

Goal: Teachers provide regular clear learning goals and focused, purposeful instruction.

Success Measure: Instructional walkthrough data indicates that 75% of classes include an appropriate student learning outcome (SLO) aligned to the learning tasks within the lesson.

Actions	Target Dates	Champions
BLT teachers plan for practice of proper SLO implementation	1/23	Administrators
Conduct instructional rounds (IRs) with focus on alignment of SLO and the learning task	2/23	Administrators
Gather data from IRs and analyze them	3/24	Administrators
Share data with staff	3/24	Administrators
Conduct PD on design and creating purposeful centers; ensure that teachers build assessments for centers	4/11	Principal & CIS
Provide target support for staff based on IR data (refine coaching model)	4/12	BLT

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Appendix A: Site Visit Team Members

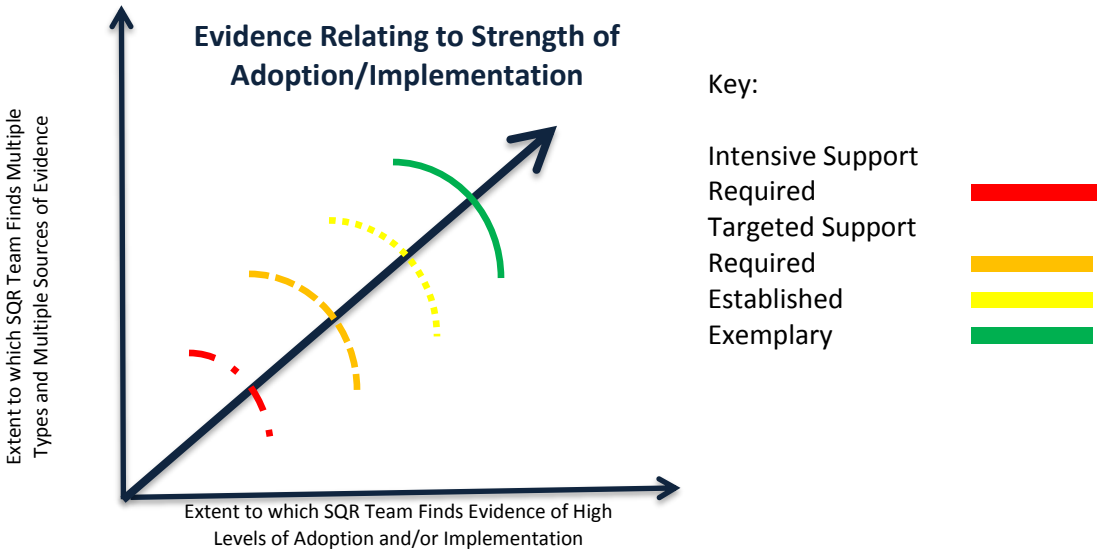
The SQR to Harvey Rice Elementary School was conducted on January 18-20, 2017 by a team of educators from the CMSD and SchoolWorks, LLC.

Amber Leage, Team Leader	SchoolWorks, LLC
Kara Dunn, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	CMSD

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Appendix B: Implementation Rubric

The site visit team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types[2] and multiple sources[3] of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



Rating	Implementation Level	Quality Standard
1	**Intensive Support Required**	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2	**Targeted Support Required**	Evidence indicates that the key question is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
3	**Established**	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.
4	**Exemplary**	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.

[2] "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups and/or interviews; and classroom observations.

[3] "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups and/or interviews; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

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Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 13 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 7	43%	57%	0%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N =5	40%	60%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	15%	38%	46%	0%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	23%	69%	8%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	15%	54%	23%	8%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	31%	46%	23%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	23%	38%	38%	0%
	7. Cognitive Engagement Active student participation Perseverance	23%	46%	31%	0%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	54%	38%	8%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	54%	31%	15%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	77%	23%	0%	0%
	11. Feedback Feedback to students Student use of feedback	77%	15%	8%	0%

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