SchoolWorks
School Quality Review
Report

Iowa-Maple Elementary School
November 30-December 2, 2016

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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 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 1: Intensive Support Required**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 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 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**

Behavior Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
29%	29%	29%	14%

- **Behavioral expectations are not consistently communicated to, or followed by, students.** Behavioral expectations were effectively communicated to, and followed by, students in 14% of classrooms observed (n=14). In one such classroom, the majority of students were on task for the majority of the lesson, teachers consistently reinforced positive behavior with verbal praise, and all students worked silently and independently on extended writing assignments as requested by the teacher. In 58% of classrooms, behavior expectations were partially effective in being communicated to, or followed by, students. For example, in one classroom, the teacher stopped instruction several times to respond to persistent minor misbehavior. In another, the majority of students were on task for a read-aloud activity, but became off task when asked to complete independent work. In 29% of classrooms, behavior expectations were ineffectively communicated to, or not followed by, students. In one classroom, for example, the teacher ignored a group of students who were visibly and loudly off-task while their classmates worked as expected. In another, a teacher repeatedly asked students to follow directions, but students ignored the teacher's request and continued their off-task behavior and conversations. Teachers and school leaders stated that teachers are expected to use a system of color charts to issue consequences, including warnings, a change in learning environment and, ultimately, removal from class, and parent contact. The site visit team observed color charts posted in all classrooms. However, despite frequent misbehavior in many classrooms, the site visit team observed only one instance in which a teacher referenced a color chart, and observed no instances of a teacher applying a consequence by moving a student's card on the chart. Students reported that some teachers use the color chart system, while others do not. Teachers described different variations of how they apply the charts in their classrooms.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
57%	36%	0%	7%

- **The learning environment is not highly structured and learning time is not maximized.** The classroom learning environment was effectively structured and learning time was maximized in 7% of classrooms observed. In one such classroom, the teacher was fully prepared to bring students into the classroom, instruction began immediately at the bell, and students were familiar with the routines for seating and the instructional strategies used for the practice activities. Partially effective classroom structures and use of learning time was observed in 36% of classrooms. In one classroom, the teacher was prepared for a whole-group activity, but not for the following independent activity. Students were not able to begin independent work due to unclear directions, and students who finished work early

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

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sat idly or began off-task talking. In other classes, students were given extended periods of time to complete simple activities (i.e., approximately 15 minutes to complete a Frayer Model, 10 minutes to respond to a short journal prompt, 20 minutes reviewing four math worksheet problems). Teachers did not convey a sense of urgency to complete activities quickly. In 57% of classrooms, classroom structures were ineffective or absent and learning time was not maximized. For example, in one classroom, students sat idly for the first 5 minutes of class, while the teacher finished preparing the blackboard for class. In another, the learning plan was not communicated to students and students were not able to explain the purpose or sequence of class activities. The site visit team observed just one posted agenda of learning activities.

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
57%	21%	21%	0%

- **Most teachers do not provide students with focused, purposeful direct instruction.** Instruction was partially focused and/or purposeful in 42% of classrooms. In multiple classrooms, for example, lesson objectives were posted, but were process-based or not specific (i.e., "I can engage in discussion;" "I can analyze key ideas;" "I can read realistic fiction"). In other classrooms, objectives were posted but not effectively communicated, such as in a classroom in which a student was asked to read the lesson objective aloud when approximately half of the students had not yet taken their seats. Instruction was not effectively focused or purposeful in 57% of classrooms. In some of these classrooms, multiple lesson objectives – sometimes as many as 12 – were posted, but it was not evident that lesson activities related to the posted objectives. For example, in one classroom, the posted objectives referenced reading and understanding informational texts, but students completed fluency activities. Lesson plans revealed that the use of numerous objectives is common at the school. School leaders indicated that this might be the result of teachers' lack of understanding of standards or the process for unpacking standards. Rather than receiving explicit instruction, students were frequently engaged in read-alouds, computer-based practice, review stations, worksheets, fluency practice, journaling, completing Frayer Models, or listening activities in which new academic content was not presented.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
64%	29%	7%	0%

- **Instruction does not require all students to use and develop higher-order thinking skills.** Partially effective promotion of higher-order thinking skills was observed in 36% of classrooms. In one such classroom, students were required to explain their math reasoning and problem-solving strategy to their peers during one portion of the lesson, but were asked to complete only lower-level questions during other portions of the lesson. In another, the teacher asked rigorous questions that required students to refer to their text, but did not require all students to answer questions at that level of rigor. In 64% of classrooms, the promotion of higher-order thinking was ineffective or not observed.

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In one classroom, for example, the posted objective stated that students were to analyze math problems, but during the lesson activities, students answered only math fact questions on a worksheet. In other classrooms, teachers verbally asked comprehension questions only, students completed only multiple-choice questions, or students were prompted to write about opinion- or experience-based questions (i.e., holiday traditions), rather than academic content. In another classroom, students listened to an extended read-aloud but were not required to complete work or answer questions related to the reading. The site visit team observed no examples of students engaged in academic dialogue with their peers, and just two instances of students being required to cite textual evidence or reflect on their learning. Students reported that their classes are not consistently challenging. Lesson plans were not found to consistently include higher-order thinking questions or challenging activities.

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
71%	21%	7%	0%

- **In-class assessment strategies are not used to reveal students' thinking about learning goals.** Partially effective use of assessment strategies was observed in 28% of classrooms. In one classroom, for example, students solved math problems on the whiteboard, and their peers indicated whether their answers were correct with hand signals; however, not all students participated with hand signals. In another class, a teacher used choral response to check students' understanding of oral fluency for one section of the lesson, but not throughout the lesson. In 71% of classrooms, assessments strategies were ineffective or not observed. In the majority of these classrooms, teachers did not use strategies to systematically check the understanding of multiple students or make student thinking visible (i.e., individual whiteboards, hand signals, circulating or questioning to check for academic mastery, exit tickets). In one classroom, for example, the teacher circulated while students worked in groups, but did not examine student responses and, instead, addressed student misbehavior only. In another classroom, the teacher checked students' academic responses as s/he circulated, but reviewed the responses for a small number of individuals only. School leaders stated that they have observed more examples of formal than informal assessments in classrooms, and that informal assessments have not been an instructional focus this year.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
71%	21%	7%	0%

- **Frequent and specific feedback is not provided throughout the learning process to inform improvement efforts.** Partially effective use of feedback was observed in 28% of classrooms. In one classroom, teachers provided concrete, specific feedback to students regarding their strategies to solve word problems, but only a small number of students received this feedback. In 71% of classrooms, feedback was ineffective or not provided. In the majority of classrooms, no examples of

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feedback were observed. In other classrooms, teachers provided positive reinforcement related to students' work, but the teachers' comments (e.g., "Good work;" "Interesting answer") did not provide guidance to help students improve their performance. In others, teachers circulated but the feedback given to students focused on behavior or activity directions, rather than students' academic work. In many classes, teachers referenced the use of rubrics, and student work samples often included scored rubrics. However, in classroom observations, the site visit team did not observe examples of rubrics being used to provide academic guidance. In one example, a teacher provided rubrics to students and asked them to score their writing, but did not allow time for students to do so. In another, the teacher stated that students would score their work with the rubric but, instead, collected the work when the lesson activity went longer than expected.

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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.** Teachers and school leaders consistently stated that the school's Student Support Team (SST) operates effectively. Although school leaders acknowledged that the SST referral process is not formally documented, school leaders and teachers were able to consistently describe the process for referring a student, including contacting the appropriate individual on the SST, gathering student achievement data and observations, and presenting information to the SST for discussion. Teachers stated (and the professional development [PD] log confirmed) that a PD session was offered to staff in the Fall to review the process for SST referral. SST members stated (and the SST meeting calendar confirmed) that the SST meets for a full day each month. Most of that time is spent discussing student data and observations, as well as possible interventions. SST meeting notes confirmed that one hour is allocated for discussing each student referred to SST, and that up to six students are discussed in monthly SST meetings. Teachers and school leaders also stated that achievement data (e.g., Northwest Evaluation Association Measures of Academic Progress [NWEA MAP] data, phonics screening assessments, classroom behavior observation data) is central to SST student referral discussions. Review of SST meeting notes confirmed that these data are included in SST discussions. SST members stated (and teachers confirmed) that the approach to determining interventions is collaborative. Both SST members and teachers recalled specific challenges and corresponding interventions for students discussed during SST meetings.
- **The school provides limited supports for struggling students.** Although teachers and school leaders stated that the school's SST process is effective, teachers shared concerns with the school's broader supports for struggling learners. Teachers stated that the majority of students are below grade level in reading and math. School leaders and teachers indicated that the school's approach to supporting struggling learners is largely based on the implementation of computer-based programs, primarily Compass Learning. Teachers stated that students are invested in Compass Learning, but that teachers do not yet have data to indicate whether the program is effective in improving students' academic performance. The school's schedule includes a 90-minute literacy block, but does not include time for differentiated remediation or tutoring. School leaders and teachers stated that tutoring in grades K-3 is supported by Experience Corps volunteers (observed in classrooms by the site visit team), but that those volunteers have limited availability and are able to serve approximately three students in each classroom. Further, teachers and school leaders stated that tutoring in grades 4-8 is informal, and is typically initiated when students request help. Parents of students in upper grades shared frustration and challenges with seeking additional academic support for their student through tutoring services not affiliated with the school. However, teachers and school leaders consistently stated (and review of the staff handbook confirmed) that after-school tutoring is slated to begin in February; this tutoring is provided to students based on standardized test scores, as well as student or parent interest.

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

- **The school does not yet ensure a safe environment to support students' learning.** All stakeholders shared concerns regarding school safety, particularly as it pertains to procedures and facilities, as well as student bullying and behavior in common spaces. Teachers and parents shared concerns that parents are able to access classrooms and the cafeteria without permission after entering the building with their students during arrival. All stakeholders also stated that bullying is a significant concern on campus. Teachers stated that students have expressed that they do not feel safe in hallways, restrooms, and the cafeteria. The site visit team observed instances of students yelling, pushing, and striking one another in common spaces; staff sometimes observed these incidents but did not intervene. Teachers and school leaders stated that students are expected to be monitored in the hallways and while going to and from restrooms. However, students stated that teachers do not consistently enforce this expectation and that students misbehave in the restrooms. The site visit team observed unsupervised students in hallways and restrooms at various points throughout the school day. School leaders stated (and district data confirmed) that on the school's most recent Conditions for Learning (CFL) survey, just 48% of students reported feeling safe on campus. School leaders acknowledged that incidents of bullying have become more frequent. They stated that improving safety is a priority this year, and highlighted the recent implementation of the Not on Our Watch (NOW) anti-bullying program as part of the school's response. Students and teachers confirmed that the school is using the NOW program, and the implementation of NOW is identified as a priority in the school's Academic Achievement Plan (AAP). Staff also reported that the school is piloting the Mindful Practices program; this program appears to be effective for students in the pilot groups.
- **The school is beginning to provide opportunities for students to form positive relationships with peers and adults in the school.** Students and parents consistently stated that students have positive relationships with adults at the school. They identified specific individuals, including teachers and school leaders, in whom they can confide. Teachers and students also shared that some students have close relationships with teachers who are not their primary classroom teachers (buddy teachers), and that they sometimes talk to those teachers when frustrated or discouraged. Students also spoke favorably of their relationships with teachers and peers in groups such as the Girl Talk program – a social skills group for middle school girls. Students who participated in this program stated that they enjoy the group and are learning skills, such as self-confidence and empathy. The school leader stated that meeting students' needs for social relationships is among the schools' new priorities this year, and gave the example of school-wide morning class meetings as one of the school's new strategies to meet these needs. School leaders and teachers also stated that that the school increased its use of peer mediation this year as another strategy for building relationships and reducing bullying. Peer mediation is included as a strategy in the school's AAP. Students reported having received training on peer mediation, and also stated that helping their classmates is part of the school's core values.

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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 aligned to the school's priorities.** The site visit team found that the PD delivered by the school this year closely aligns to the priorities stated in the school's AAP and goal-setting form (a truncated version of the AAP). The school's stated AAP academic priorities, for example, include the use of teacher-based teams (TBTs), Compass Learning, leveled literacy intervention (LLI), and student-led conferences. The school's PD log and agendas indicated that in the Fall, PD sessions were presented on LLI, Compass Learning, and TBT plans; teachers confirmed receiving PD on these topics. Similarly, the AAP's parent engagement strategies include hosting an open house, for which a PD session was offered in September. Social-emotional initiatives identified by the principal, such as implementing classroom meetings, are also reflected in both the goal-setting form and PD log, as well as in PD agendas. School leaders also stated that increasing the school's use of data is a priority this year. The school's PD log and teachers confirmed that sessions have been offered on Ohio Department of Education (ODE) assessments, NWEA data, and reviewing the school's report card, among others. With the exception of operational and mandated topics (i.e., staff handbook review, CMSD policies, and teacher evaluation system review), there are few topics on the school's list of 55 50-minute PD sessions this year that are not related to either the school's AAP or goal-setting form.
- **While professional development is active, it is not intensive or sustained.** Although PD topics are closely aligned with the school's priorities and all stakeholders stated that PD takes place weekly, many teachers reported that PD lacks the depth or frequency necessary for teachers to fully or effectively implement initiatives. Many teachers, for example, stated that they believe Compass Learning is an effective program for their students, but expressed that they have not received enough PD to know how to fully use the program's features. The school's PD log indicated (and teachers confirmed) that two sessions were offered on Compass Learning in early Fall, but teachers reported that those sessions focused on an overview of the product rather than thoroughly exploring how to most effectively use the program in their classrooms. Review of observation feedback provided to teachers found few examples of feedback related to the implementation of these programs. Teachers suggested that they would benefit from greater follow-up on previous PD topics. Many teachers also stated that the large number of programs selected by the school reduces their ability to implement programs effectively. A number of teachers shared frustration that because they are frequently expected to implement new programs, they are not able to master programs introduced previously. Also, this inhibits their ability to try other new instructional strategies in their classrooms. Other teachers stated that the amount of time required to implement new programs reduces their planning time. School leaders acknowledged that staff have expressed frustration with the number of programs being implemented by the school.

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

- **Educators' mindsets and beliefs do not reflect shared commitments to students' learning.** The site visit team found that staff do not consistently convey shared beliefs regarding responsibility for students' academic achievement, responsibility for students' behavior, or holding colleagues accountable for collectively established tasks. In explaining the school's low ratings on the ODE report card, for example, some staff members expressed personal responsibility and stated that they want to improve instruction at the school. Others, however, instead blamed the school's academic performance on the state's metrics, poverty, the education level of students' parents, or attendance, indicating these factors were beyond the school's control. Some staff members explicitly stated, in alignment with the school's mission statement, that all students at the school are capable of high levels of academic achievement. Others distinguished between two groups of students – those students who are capable and motivated – and other students. Similarly, when speaking about student behavior, some teachers suggested that the school could improve student behavior by improving the school's incentives and discipline or clarifying behavioral expectations. Others indicated that the misbehavior is due to students' lack of respect for authority or home situations. In some instances, teachers were observed actively monitoring hallways and addressing student misbehavior in common spaces. However, in other instances, staff members ignored overt and unsafe misbehavior. Staff shared differing views regarding accountability. Some teachers expressed the need for peer accountability, while others suggested that peer accountability is inappropriate and that they feel uncomfortable addressing their peers in this way.
- **The school reflects a safe, trustworthy professional climate.** Despite differing beliefs regarding student behavior and learning, teachers and school leaders unanimously expressed that adult culture at the school is collaborative and positive. Numerous teachers, for example, likened their relationships with their colleagues to a family, and provided various examples of how colleagues support each other. Teachers described, for example, the practice of teachers volunteering their rooms that may be better suited for testing to their peers, then giving encouragement to those students before testing. Teachers stated that providing a buddy classroom for another teacher's struggling students is also a common practice. The site visit team observed numerous instances of teachers using this system. In another case, a teacher took his/her class to a colleague's classroom to allow students to practice reading with expression to younger students. Teachers also reported sharing best practices, both formally in TBTs, and informally. Finally, teachers shared examples of peers being especially generous to students – for example, teachers giving lunch money to students, or intentionally maintaining relationships with former students who may be struggling in higher grade levels.

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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 not yet created a shared vision and clear goals.** School leaders and teachers did not consistently present a shared understanding of school goals or a common vision for instructional excellence. Some teachers, for example, were able to state that achievement goals are measured with NWEA MAP data, but others were not able to recall the assessments by which the school's goals are measured. Also, none were able to describe their specific grade-level or class goals. School leaders and some teachers also stated that improving safety is a school goal, but no stakeholders were able to readily recall the metrics for these goals. Similarly, school leaders and teachers did not consistently identify common instructional practices. While all stakeholders identified the use of Compass Learning and the Frayer Model as common practices (and these were observed in many classrooms), there were no other examples of instructional practices that were observed in the majority of classrooms. When discussing instruction, school leaders and teachers frequently spoke about programs and classroom artifacts (e.g., Compass Learning, word walls, behavior charts, posted student work), rather than instructional strategies (i.e., communicating learning plans, checking for understanding). Classroom walkthroughs and instructional feedback provided to teachers after observations frequently centers on these programs and artifacts, rather than instructional strategies. For example, the school's classroom walkthrough checklist, an instructional document referenced by both school leaders and teachers, includes approximately 25 items. Each of the 25 items refers to visible artifacts in the classroom environment (e.g., behavior charts, curricular resources), rather than instructional strategies.
- **School leaders are beginning to provide conditions that support a school-wide data culture.** The site visit team observed the use of data in many school processes. All stakeholders, for example, consistently described the use of various types of data in the school's SST process. Review of SST documents confirmed that data (e.g., AimsWeb, NWEA MAP) are used in these conversations. Teachers also reported having attended PD sessions on the school's Ohio State Test (OST) performance and school report card in the early Fall (confirmed by the PD log and PD agendas). School leaders and teachers also reported that the school has recently begun hosting student-led conferences. Students and parents confirmed that these conferences are held. Review of conference guides found that student achievement data, including MAP and Accelerated Reader (AR) data, are included in these conferences. Student data folders were also found to include data such as individual goal-setting and tracking sheets for NWEA MAP, AR reading levels and book logs, and progress reports (including STAR, NWEA, OST), and attendance data. Some students were also able to describe their individual MAP goals and indicated that they are invested in doing well on these tests. Teachers and school leaders also stated that data are discussed in TBT meetings. TBT protocol and meeting documents confirmed that data are discussed. However, teachers stated that while they receive and examine data frequently, data do not consistently inform their classroom instruction. The site visit team did not observe the use of data in classrooms. The principal stated that she is still developing her use of data, actively seeks out data support from district support team members, and that this is improving her understanding of data use.

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

- **School leaders do not consistently ensure effective communication and inclusive, transparent decision making across the organization.** Teachers, for example, reported a lack of communication regarding how the school's programs (e.g., Compass Learning, Fundations, iLiteracy, LLI) were chosen, or which of these programs are the top priorities for them to use with their students. The principal stated that she communicates with staff through weekly bulletins, which includes items such as upcoming events, academic updates, and instructional best practices. Review of bulletins confirmed the regularity and content of the bulletins, but teachers stated that while the bulletin included important information, they often only skim the bulletin, due to its length of approximately 10 pages. Teachers also expressed that they have limited input in school decisions. For example, teachers indicated that they believe the building leadership team (BLT) is intended to both make school decisions and also help implement those decisions. However, a number of teachers stated that the BLT has not consistently had input on important decisions and, instead, primarily does the work of implementing decisions made by school leaders. Both school leaders and multiple teachers identified the decision to not implement a common lesson plan template as an example of a decision that the BLT made, but also indicated that this decision was due to union intervention. Teachers also stated that the BLT does not have input into instructional decision making, such as choosing topics for PD or which programs are to be implemented as a school. Teachers and school leaders also stated that the school has few active committees – just the AAP committee and BLT. The AAP committee does not meet regularly, and the same individuals are members of both of those committees.
- **The school engages parents and community members in the educational process.** All stakeholders – school leaders, teachers, parents, and students – provided multiple examples of ways in which parents and community partnerships take part in the school. School leaders stated that the school offers a Fall open house, quarterly awards assemblies, student-led conferences, a monthly engagement event for fathers (Dad Chats), an annual winter Readers' Theater event, and, as well, has an active parent teacher organization (PTO). Parents and students confirmed that these events take place. Parents reported taking part in the PTO. Both parents and students spoke positively of the Readers' Theater event. Sign-in sheets indicated that attendance numbered approximately 90 at the open house event, 25 at the Fall awards assembly, 75 at Fall conferences, 6 at Dad Chats, and 12 at PTO meetings. Parents also stated that they have frequent contact with teachers when dropping their students at school. Teachers reported occasionally inviting parents to attend and support field trips. Stakeholders also identified various outside organizations that support the school, including the local library, BelleFaire (counseling services), the Experience Corps (retired volunteer tutors), Girl Talk, Dancing Classrooms (a dance program for 5th grade students), a chess organization, NBA Hoops (in-class math lessons), and Junior Achievement (career-related activities). School leaders reported that parent engagement, as measured by the CFL, increased significantly during the last school year, and that continuing to improve parent engagement is a priority this year.

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Prioritization Process

The site visit team met with Iowa-Maple 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 that the school reflects a safe and trustworthy professional culture. The site visit team also noted the following areas for growth: The school does not ensure a safe environment to support students' learning.

The group identified a lack of student safety 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: *The school does not yet ensure a safe environment to support students' learning.*

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

Goal: The school ensures a safe environment to support students' learning.

Success Measures: 1. The safety component on the CFL survey will increase from 48% in the Fall to 75% in the Spring. 2. The school will show measurable improvement on the common area observation tool (to be developed) from Winter to Spring.

Actions	Target Dates	Champion(s)
1. Design brief staff and student surveys regarding concerns about student behavior in common areas, then collect input from BLT on the surveys before administering.	Dec 9	Curriculum and Instruction Specialist
2. Administer the staff and student surveys regarding common areas.	Dec 12-13	K-6 Intervention Teacher
3. Hold staff session to share student and staff survey results to build investment in this action plan.	Dec 19	3rd Grade Teacher
4. BLT members observe common area procedures at similar school (possibly Euclid Park).	Jan 20	Principal
5. Plan and deliver staff PD sessions (likely two) to review/revise common area procedures and build shared commitment and investment in these procedures.	Jan 23	Curriculum and Instruction Specialist and 6-8 Intervention Teacher
6. Create a student lesson/presentation with staff to teach/reinforce common area procedures for students.	Jan 30	2nd Grade Teacher
7. Design a brief common area observation tool to quantify student behaviors for progress tracking.	Jan 30	Curriculum and Instruction Specialist

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Appendix A: Site Visit Team Members

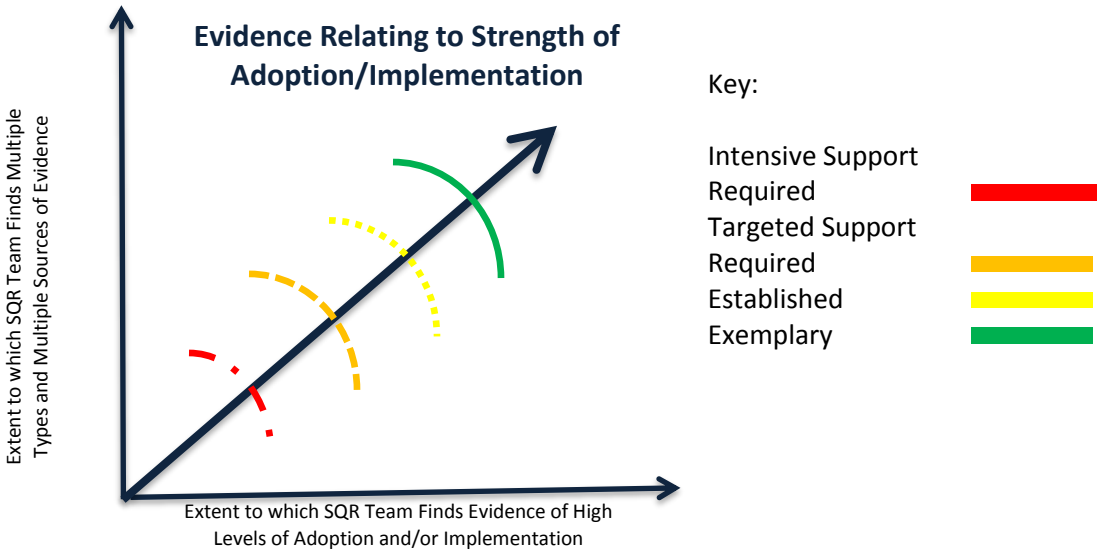
The SQR to Iowa-Maple Elementary School was conducted on November 30-December 2, 2016, by a team of educators from the CMSD and SchoolWorks, LLC.

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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[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 14 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 = 9	**44%**	**44%**	**11%**	**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	**20%**	**60%**	**20%**	**0%**
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	**29%**	**29%**	**29%**	**14%**
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	**57%**	**36%**	**0%**	**7%**
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	**21%**	**43%**	**29%**	**7%**
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	**57%**	**21%**	**21%**	**0%**
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	**57%**	**36%**	**7%**	**0%**
	7. Cognitive Engagement Active student participation Perseverance	**29%**	**29%**	**36%**	**7%**
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	**64%**	**29%**	**7%**	**0%**
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	**71%**	**21%**	**7%**	**0%**
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	**86%**	**7%**	**7%**	**0%**
	11. Feedback Feedback to students Student use of feedback	**71%**	**21%**	**7%**	**0%**

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