SchoolWorks
School Quality Review
Report

Joseph M. Gallagher School
January 25-27, 2017

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Table of Contents

About the Process 1

Domains and Key Questions 2

Domain 1: Instruction 3

Domain 2: Students' Opportunities to Learn 7

Domain 3: Educators' Opportunities to Learn 9

Domain 4: Governance and Leadership 11

Prioritization Process 13

Appendix A: Site Visit Team Members 14

Appendix B: Implementation Rubric 15

Appendix C: Summary of Classroom Observation Data 16

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.*	**Targeted Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**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.*	**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.*	**Established**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**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.*	**Intensive Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Established**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Targeted Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Targeted Support Required**

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
5%	20%	25%	50%

- **Behavioral expectations are generally clear and understood by students**. According to leaders and teachers, the school does not promote a common, school wide system of behavioral expectations. Teachers are expected to develop their own individual classroom behavioral expectations, rules, and systems. Teachers reported using (and the site visit team observed teachers employing) incentivized behavioral systems, such as color-coded clip charts and ClassDojo, to promote positive behavior. In 50% of visited classrooms (n=20), the site visit team observed that the use of clear behavioral expectations was effective; students were observed consistently behaving according to rules and expectations. In these classrooms, although positive behavior rules were posted, teachers did not need to use instructional time to state rules or expectations to redirect student behaviors. Instead, students appeared to have internalized appropriate behavioral expectations and behaved accordingly. In the 45% of classrooms where behavioral expectations were partially effective, most students were generally observed complying with behavioral expectations, but not every student was on task during instruction, and these behaviors were not always redirected. For example, in some of these classrooms, students engaged in minor distracting behaviors, such as side conversations or getting up from desks during transitions; these behaviors were not redirected, but did not disrupt most students. In other classrooms, teachers redirected students who were off-task or misbehaving, issued consequences such as lunch time detentions, and continued with instruction.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
15%	55%	25%	5%

- **The learning environment is not consistently structured and learning time is not always maximized.** In 15% of visited classrooms, student learning time was ineffectively structured and maximized, and students were generally not provided with a sense of urgency for learning. For example, during a 20-minute observation in one classroom, students were tasked to copy projected notes from a transparency onto lined paper in a specific format, but were not provided with content instruction during this time. In other classrooms, students were not provided with learning tasks for periods of time while teachers engaged in non-instructional activities, such as looking for or passing out materials, preparing charts, or reassigning students' seats. In 80% of observed lessons, learning time was partially structured or maximized. In these lessons, class agendas or timed activities were generally not used to structure or maximize learning time, transition times were not minimized, and students were not provided with additional learning tasks if they finished early. For example, in one classroom, students were given bell work on entering, but the activity stretched to 15 minutes, and some students completed the work early without additional assigned tasks. In another classroom,

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

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students were engaged in independent work; however, the teacher checked in with only 7 of 14 students; some students were unclear about what to do while working on, or after, completing a task. During several other lessons, teachers set timers to limit time on tasks but let activities continue past deadlines.

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

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
50%	40%	10%	0%

- **Use of varied instructional strategies to meet students' diverse student needs is limited**. In 50% of observed classrooms, the use of differentiated strategies was observed as ineffective. In these classrooms, the site visit team noted the general absence of strategies used to vary student groupings, to engage students in multi-sensory activities, or to differentiate academic content and materials. Even during literacy and math lessons in these classrooms, observed instruction was primarily in the format of whole group instruction with teacher-dominated voice. Students were working on the same literacy and math problems, using the same instructional handouts and materials. For example, in one whole group lesson, the teacher modeled how to solve the same math problems that all of the students had already completed, and students passively listened. In the remaining 50% of observed classrooms, the use of varied instructional strategies was partially effective. In some of these lessons, teachers used multiple instructional formats for parts of the lesson, but the majority of the lesson consisted of a single instructional format. For example, in one classroom, the teacher used video and an interactive notebook to guide active reading, but the teacher provided most answers while students passively listened. In another classroom in which students were called in sequence to read and present their writing project to the whole class group, students passively listened, missing an opportunity to engage in paired or small group instructional formats to share critical feedback with peers using the project's rubric. In other classrooms in which varied instructional formats were provided to part of the class, some individual students were assigned to use computers in order to access differentiated academic content through online curriculum programs such as MobyMax, Study Island, and Imagine Learning.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
50%	45%	5%	0%

- **Instruction that requires students to use and develop higher-order thinking skills is limited**. In 50% of visited classrooms, the site visit team observed the ineffective use of strategies to promote critical thinking and higher-order thinking skills. During these lessons, the site visit team noted that higher-order thinking strategies were either absent or that teachers missed opportunities to employ them. For example, some teachers asked lower-level questions that did not extend student thinking ("Which character was your favorite?"), and did not follow-up with more probative questions such as, "Can you explain why?" In some classrooms, students were engaged in low-level or below-grade-level tasks. For example, in one literacy lesson, all students were provided with the same worksheet to fill

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words in blanks and underline examples of adjectives. In some lessons, students were asked only procedural questions ("What were the steps you took?"), and questions asked by students were limited to clarifying task directions. In the remaining 50% of observed lessons, instruction requiring higher-order thinking skills was only partially effective. In these classrooms, only some students were asked to engage in extended thinking, or students were more generally engaged with higher-order instruction, but for only a small part of the lesson. For example, during a math lesson, students were asked why they chose multiplication over division to solve word problems but were not given time to elaborate. In other lessons, some, but not all, students were asked to extend their thinking. As an example, in one class, the teacher privately asked a student to provide a real-world application of the concept, missing the opportunity to engage all students in similar higher-order thinking.

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.*	**Intensive Support Required**

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
35%	55%	10%	0%

- **In-class assessment strategies do not reveal students' thinking**. Although leaders and some teachers reported that teachers are expected to use formative assessment strategies, such as exit tickets in lessons, the site visit team did not observe many examples of formative assessment strategies in practice. In 35% of visited classrooms, the use of assessment strategies was observed as ineffective. In these lessons, the site visit team did not observe formative assessment strategies such as think-pair-share, stop-and-jot, turn-and-talk, or entrance/exit tickets being used to gauge student learning. In some of these classrooms, students were observed working independently without direct instruction, and teachers did not circulate to check in with students about their academic progress. For example, in one classroom, the teacher was observed circulating to students to be proximate and to check behavior; in another classroom, the teacher circulated to check completion of the task. In 65% of visited classrooms, the use of formative assessment strategies was observed as only partially effective. In the majority of these lessons, teachers did not check the specific content understanding of all students. For example, in several classes, teachers used basic assessments, such as thumbs-up or choral response, to gauge general understanding of part of the lesson's content, but did not further probe students' specific understanding. In other lessons, teachers asked content-based questions during whole group instruction or while circulating purposefully, but called on only a few students to explain their answers.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
55%	35%	5%	5%

- **Use of specific feedback throughout the learning process is limited**. In 55% of visited classrooms, the use of strategies to provide formative academic feedback was observed as ineffective. In these lessons, specific feedback to help students clarify misunderstandings or guide their work was not provided. In some of these classrooms, teachers provided non-specific feedback unrelated to academic content such as, "Very nice" or "Excellent" following academic efforts, or feedback that

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failed to clarify academic understandings such as, “Does that sound right?” or “You made the same mistake again.” In 40% of observed lessons, use of formative feedback to inform improvement efforts was only partially effective. In the majority of these lessons, only a few students generally received and used academic feedback. For example, in one classroom, the teacher circulated to inform students that their math answers were right or wrong. Some students corrected their work, but other students were not consulted at all. In other classrooms, some students working independently on web-based academic programs received feedback about their work that clarified and guided their answers, and they continued with their work. However, the remaining students did not receive feedback.

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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.*	**Established**

- **The school has a process for identifying struggling and at-risk students and monitors student progress.** Both leaders and teachers consistently reported (and review of provided sample student performance data supported) that teachers routinely review assessment data such as Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) reading and math scores, AIMSWeb, and STAR early literacy to identify students needing additional academic support. In addition, teachers reported using frequent classroom assessments and online learning programs such as MobyMax and Imagine Learning to monitor student progress, and to target instruction in classroom and pull-out groups. Leaders and teachers also reported that the school's Student Support Team (SST), that includes an administrator, school psychologist, specialist teacher, and other staff as needed, meets weekly to review students referred for academic and behavioral support and to propose and monitor targeted interventions or accommodations for periods of four-to-six weeks as needed. Further, review of sample SST referral and tracking forms indicated that teachers are expected to identify struggling and at-risk students' academic, learning, and behavioral difficulties, and to initiate and monitor interventions or accommodations, such as small group instruction, changes in assessment procedures, or behavior contracts as part of a pre-referral process leading to possible special education evaluation.
- **The school implements supports for struggling, English language learner (ELL), and special education students**. Both leaders and teachers reported that the school utilizes a variety of in-class supports to promote academic and behavioral growth for all students, including research-based online learning programs such as Study Island. In addition, teachers and bilingual and special education paraprofessionals reported (and the site visit team observed) that they closely collaborate to provide students with individualized classroom support and pull-out group instruction. Also, bilingual paraprofessionals further support around 50 bilingual students performing in the lowest quintile in an after-school tutoring program four days a week. Leaders and teachers also explained that the school serves and provides a continuum of services for bilingual and special education students. For example, leaders reported that classrooms accommodate a range of bilingual students with limited, beginning, and advanced English language proficiency levels and languages, including newcomer Spanish-speaking, as well as Nepalese, Chinese, and Somali students. In the area of special education, leaders reported that the school provides a spectrum of services and classrooms, including classes for students with multiple disabilities (MD) in grades K-2, and for students with autism (AUT) and emotional disturbances (ED) at all grade levels. Further, leaders explained that the school is staffed with cross-categorical and intervention specialist teachers, a part-time bilingual school psychologist, and two full-time nurses to support medically fragile students.

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

- **The school generally provides a safe environment to support students' learning**. The site visit team observed that the school has a metal detector at the entrance, visitors are asked to sign in, and two security officers are stationed in the building. In addition, the site visit team observed that the school is generally well-maintained, and classrooms and public spaces are colorful and decorated with positive messages. Leaders and teachers reported that the school feels physically safe. Review of the

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school's October 2016 Conditions for Learning (CFL) survey indicated that 83% of students reported that the school's level of safety was adequate or excellent. Leaders, teachers, and students reported that the school has had some incidents of bullying, which are addressed when brought to the attention of administrators. Leaders and teachers stated that the school has implemented some preventive practices based on the Not on our Watch (NOW) and Winning Against Violent Environment (WAVE) programs. The site visit team additionally observed some unsupervised students in hallways at times, and noted differences in the hallway and transition behavior of older and younger students. Leaders and teachers reported that the school does not have explicit school-wide rules for behavior or hallway transitions.

- **The school provides a few opportunities for students to form positive relationships with peers and adults in the school**. Leaders reported that students' social and emotional learning (SEL) is a school-wide priority goal documented in the school's Academic Achievement Plan (AAP). The site visit team's review of the APP indicated that the school has identified practices to promote relationship-building. Specifically documented for implementation in the AAP are NOW, WAVE, the district's SEL PATHS curriculum, as well as the Society for Violence Prevention lessons. However, in focus groups, some teachers and students referenced occasional, but not systematic, engagement in these practices. Teachers and students reported that some students obtain tutoring support from teachers at lunch or after school, but explained that the school's after-school tutoring program serves primarily bilingual students. Several teachers reported that they sometimes pair bilingual and regular education students together to translate and work together. Leaders, teachers, and students also reported that the school provides some activities to engage students, such as themed clubs and sports (e.g., girls, multicultural, art, basketball), and an elected student council that engages students in periodic community service projects like food drives.

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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.*	**Intensive Support Required**

- **Professional development (PD) is not strategically designed to address school priorities or school improvement goals.** The site visit team's review of the school's 2016-17 AAP indicated that the school has currently identified two improvement goals: implementing writing across the curriculum; and improving students' social and emotional learning. When asked about the school's strategic PD plan, leaders and teachers reported that the school has tried to focus teachers on implementing writing across the curriculum, using the Teacher Based Team (TBT) meeting structure. However, leaders and teachers did not report that the school has provided teachers with sustained PD this year to improve students' SEL learning. According to leaders and teachers, the school has provided teachers with topical PD workshops for various purposes such as: using Google docs; interpreting NWEA data; setting SMART goals and using NWEA data; teaching to the Sheltered Instruction Observation Protocol (SIOP); and planning lessons aligned with the Teacher Development and Evaluation System (TDES). When asked about PD, teachers identified these topical workshops, but did not generally reference or articulate the school's provided PD in terms of its being part of a strategic plan to support teacher development in alignment with school goals. According to leaders, structuring the TBT work with the goal of implementing writing across the curriculum has served as an embedded form of PD for teachers. However, teachers generally reported that while they have engaged in activities to assess student writing using rubrics during TBTs, they have not been provided with focused PD that has helped them learn and use explicit instructional strategies for how to teach writing across content areas and grade-levels. Some teachers further stated that the school's provided PD experiences generally have not been intensive enough to have impacted or deepened their instructional practices.
- **There is limited structured time for educators to discuss effective instruction and student learning**. According to leaders and teachers, teachers may be scheduled for structured collaborative work for a total of 100 minutes weekly, and teachers may use the remaining 100 minutes at their discretion as flex time. Leaders explained that structured time is used to engage teachers in professional development activities, all-school meetings, and school-based committee meetings in each area once monthly, and more regularly in weekly TBT meetings. According to leaders and teachers, these weekly protocol-based TBT meetings are the primary structure in which teachers are expected to collaborate and use student performance data to inform instructional decisions. This year, leaders and teachers consistently reported that TBTs have been heavily focused on teacher collaboration around using and creating standards-based writing rubrics to assess student writing. According to teachers and leaders, teachers are required to meet in grade-band teams only to conduct TBTs. Some teachers reported that the school used to assign teachers structured time for team meetings explicitly for grade-band level purposes, and that teachers used this time to plan cross-curricular lessons, discuss students, share curriculum tools and materials, and plan initiatives. However, teachers reported that they currently use some of their flex time at their own discretion to meet informally with grade-band-level colleagues to share ideas, curriculum materials, or teaching strategies as needed.

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

- **Educators share a commitment to student learning**. When asked to describe colleagues' beliefs about students and learning, teachers generally reported that they view colleagues as commonly wanting to help students succeed; some used language such as, "We're all in it together." Other teachers identified preparing students for success in particular subjects, such as science or math, or success in high school in general, as personal or school goals. When asked to describe what makes coming to work enjoyable, leaders and teachers commonly identified watching students grow and progress as the main reason, and specifically cited the diversity of the school's regular education, bilingual, and special education population as an overall asset and enhanced opportunity for students to learn. Some teachers provided examples of caring staff who locate or purchase needed resources such as winter coats, food, or school items for students and families. When asked about student achievement, teachers consistently discussed students positively, and described students in terms such as student engagement, effort, and skill levels, and not in terms of citing barriers to success, such as personal or home situations.
- **The school reflects a safe and trustworthy professional climate**. Leaders and teachers generally described the overall professional culture as safe and respectful, and used terms such as "friendly" and "caring" to describe colleagues, and described working relationships as "cordial." Further, in focus groups and while observing meetings, the site visit team observed interactions among teachers and administrators as warm and respectful, noting that educators commonly addressed one another using courteous titles such as "Mr." and "Ms." Teachers additionally reported that, within grade-band levels, teachers know colleagues well, and generally feel comfortable discussing, sharing, getting feedback, and trying new instructional practices. Teachers also explained that they are used to having any of the school's administrators, apart from their assigned TDES evaluator, conduct unannounced classroom walkthroughs and offer informal feedback about classroom instruction. Finally, teachers generally reported that they are comfortable bringing concerns or suggestions to the principal and other administrators.

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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.	**Targeted Support Required**

- **School leaders are in the early stages of establishing a shared vision and clear goals to drive continuous improvement**. Teachers generally reported having an understanding of how school goals are developed, explaining that goals have been developed by leadership and the Building Leadership Team (BLT), who communicate them to the wider staff. Leaders confirmed that the BLT selected writing across the curriculum as a priority academic school goal in a shift away from the school's past focus on reading, which was not producing desired results. Leaders additionally explained that the BLT is charged with looking at building data trends, including TBT data, to determine PD opportunities for teachers. When leaders and teachers were asked to identify school goals, both stakeholder groups identified multiple goals: SEL learning, differentiation, rubrics, and improving test scores. However, leaders and teachers more commonly identified the school's priority academic goal as writing across the curriculum. The site visit team noted that this goal was not generally discussed as specific, measurable, achievable, relevant, and timely (SMART), even though leaders and teachers reported that developing SMART goals for use school-wide and by classroom teachers as learning objectives has been a recent focus. For example, leaders and teachers commonly identified improving writing as a school wide goal. Many discussed the writing goal in non-specific measurable terms such as, "raising scores," or as ancillary purposes such as, "teaching a needed skill" or "focusing on persuasive writing in the real-world." Further, review of the school's AAP suggested that school's SMART goal for writing ("At the end of TBT instructional cycle, 60% of students will be proficient, based on teacher-created standards-based rubrics.") is not clearly linked to any identified standardized assessment data goals for reaching writing proficiency.
- **School leaders are beginning to ensure that teachers deliver high quality curriculum.** Leaders and teachers reported that administrators routinely conduct the required five evaluative touches mandated by the Teacher Development and Evaluation System (TDES). Apart from individually-provided teacher feedback in this process, the site visit team noted that leaders are looking at, and attempting to respond to, school-wide instructional trends. For example, the site visit team reviewed an email sent by the principal to staff that highlighted an article about crafting measurable learning objectives, which the administrative team had generally observed as needing improvement. In addition to TDES, leaders and teachers explained that teachers are provided instructional feedback based on short, informal classroom observations called rigor walks. Leaders indicated that frequency of rigor walks varied among teachers based on need, and teachers reported frequency of visits from one weekly to two visits so far this year; in addition, rigor walk focus areas are sometimes flagged in advance. Review of sample rigor walk feedback indicated that teachers are provided with examples of positive highlights ("Your lesson plan detailed succinct activities"); constructive feedback ("Try to plan a manageable objective"); and next steps ("Link your objective-activities-assessments"). In addition, leaders reported (and a review of sample documented instructional coaching meeting notes indicated) that teachers who need greater support are being provided with instructional coaching from the school's curriculum and instruction specialist, who is supporting teachers with Bambrick-Santoyo's *Get Better Faster* coaching model.

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

- **School leaders are working to promote effective communication and decision making across the organization.** Teachers stated that they routinely communicate with each other in grade-band levels grouped on the same floor, but have little routine communication or interaction among teachers on other floors. For example, some lower grade teachers stated they had never visited the upper grade floor. Teachers reported receiving weekly bulletins from administrators; leaders reported that, this year, they have implemented Google drive and docs to improve and encourage increased teacher communication. For example, the site visit team reviewed samples of conversations via Google docs between members of the Building Leadership Team (BLT) and TBT teams discussing the BLT's review of grade-level band TBT instructional data. Teachers also reported that they individually communicate with parents mostly by text and email, and reported that they do not yet use an online communication tool to communicate grades or assignments to students and parents. Leaders reported that the school has an elected Academic Planning Team (APT) that writes the school's AAP, and a BLT which meets twice monthly to discuss school-wide initiatives, policies, and to review the work of the TBTs. In addition, leaders stated that they meet with the teacher union representative frequently to bridge communication with teachers. Leaders and teachers explained that teachers are provided with monthly meeting time to serve on a school-based committee (e.g., PD, data, wellness) intended to increase teacher involvement in school affairs. For example, the PD committee has been working on obtaining continuing education units for staff; the wellness committee received a bronze award for having certain foods in the cafeteria, removing the vending machines, and promoting school-wide intervals of five minutes of exercise.
- **The principal is beginning to manage school operations in order to foster a safe and productive learning environment**. Teachers generally stated that the principal is working to provide a safe school environment. Leaders and teachers indicated that the school partners with Guidestone and Applewood social service agencies to provide counseling and supports to students and families. However, some teachers reported that the school lacks other community partnerships that could be useful, providing the example of a past collaboration with a neighboring church that sponsored a food bank. Leaders and teachers reported that teachers are expected to be visible in hallways during transitions, and indicated that the school is working to bring every parent into the building whenever student misbehavior necessitates parent contact. However, some teachers stated that they wished the school had an additional security officer, citing the need in particular for greater support to manage floors with upper grade students. Some staff stated that, although the school has many resources to support its 793 students, more resources are still needed to support learning (e.g., differentiated curriculum materials, books, technology). The principal indicated that he leverages the district budget, providing the example that all classrooms had recently been provisioned with projectors for teaching, but there is still only one shared computer lab.

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Prioritization Process

The site visit team met with the Joseph M. Gallagher 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: the school implements supports for struggling, ELL and special education students; and the school reflects a safe and trustworthy professional climate. The site visit team also noted the following areas for growth: instruction that requires students to use and develop higher-order thinking skills is limited; the use of specific feedback throughout the learning process is limited; and there is limited structured time for educators to discuss effective instruction and learning.

The group identified Instruction as the domain to prioritize; and identified the Key Question "Is classroom instruction intentional, engaging, and challenging for all students?" 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: A variety of instructional strategies and materials support students' diverse needs.

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

Goal: Increase use of various instructional strategies to meet students' diverse needs.

Success Measure: Use a self-assessment/reflection and a pre- and post-assessment to show the increase.

Actions	Target Dates	Champions
1. Define varied instructional strategies that will meet students' needs: Use a "cheat sheet;" incorporate technology; and maximize instructional time.	2/1/17	Building Leadership Team
2. Discuss definition of "diverse instructional strategies" at next whole staff PD meeting.	2/8/17	Building Leadership Team
3. Determine how to differentiate PD for all staff and identify each grade-band level focus area. **3.a Complete self-reflection/pre-assessment.**	2/15/17	Building Leadership Team
4. Have teachers practice new strategies and reflect on them as an ongoing process.	2/15-3/26	Building Leadership Team
5. Have teachers observe other teachers' practices and reflect on them as an ongoing process. **5a. Complete post-assessment, self-reflect, and use success measure.**	Complete by 3/26/17	Building Leadership Team

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Appendix A: Site Visit Team Members

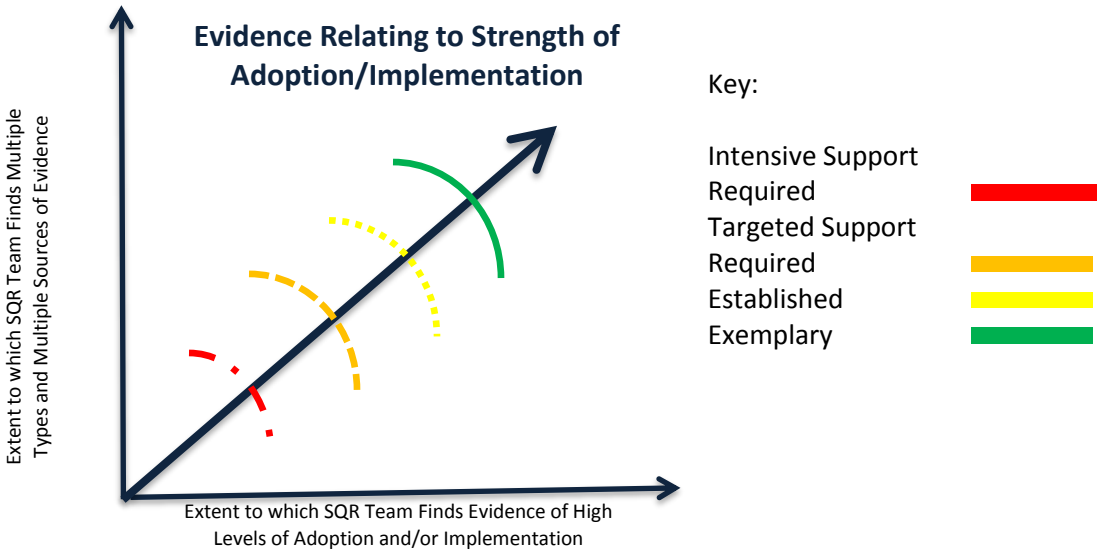
The SQR visit to Joseph M. Gallagher School was conducted on January 25-27, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

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

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = _13___	46%	15%	31%	8%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = _7___	0%	0%	57%	43%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	5%	20%	25%	50%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	15%	55%	25%	5%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	40%	25%	35%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	35%	40%	20%	5%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	50%	40%	10%	0%
	7. Cognitive Engagement Active student participation Perseverance	30%	30%	35%	5%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	50%	45%	5%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	35%	55%	10%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	70%	30%	0%	0%
	11. Feedback Feedback to students Student use of feedback	55%	35%	5%	5%

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