SchoolWorks
School Quality Review
Report

Kenneth Clement Elementary School
April 11-13, 2017

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 2: Targeted 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 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 1: Intensive 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 2: Targeted Support Required**

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
11%	33%	22%	33%

- **Behavioral expectations are clear and understood by some students**. Leadership and teachers reported that they engaged in a process this year to develop common behavioral expectations (the [mascot] BEE expectations) drawn from the Positive Behavioral Intervention and Supports (PBIS) model; however, teachers are allowed to develop their own individual classroom behavioral strategies, rules, and incentivized systems. The site visit team observed the partially effective promotion of clear behavioral expectations in 55% of visited classrooms (n=9). During some of these lessons, teachers anticipated and redirected some, but not all, student misbehavior. For example, teachers attempted strategies such as All Eyes on Me or moving student behavioral clips, but several students failed to comply with teachers' attempts to redirect their attention or engagement. In other classrooms, teachers used systems to manage behavior, but these were not used effectively. For example, during one lesson, the teacher paused instruction to have students put their heads down, but when some students failed to comply, the teacher needed to use positive narration repeatedly to garner compliance. However, in 33% of visited classrooms, the site visit team observed the effective promotion of clear behavioral expectations. In these lessons, students either complied with teachers' stated behavioral expectations or appeared to have internalized expectations for positive behavior and students behaved accordingly. For example, in one class, the teacher gave concrete directions ("Put your pencils down and open your books") and all students immediately complied. In another class, students consistently behaved well during instruction, appropriately raised hands, actively participated, and stayed seated.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
11%	56%	33%	0%

- **The learning environment is not consistently structured, and learning time is generally not maximized**. In 89% of visited classrooms, the use of strategies to promote consistent structure and maximized instructional time was only partially effective. During some observed lessons, teachers did not adequately prepare or provide anticipated materials in advance. For example, during a math lesson, the teacher needed to retrieve a class set of calculators while students waited. During another lesson, the teacher referenced a worksheet as students sat idle during instruction, but did not distribute it to students until the middle of the lesson. In other observed classrooms, teachers did not consistently monitor or maximize instructional time. In many of these classrooms, teachers were prepared with lessons and materials, but lesson agendas describing tasks or class activities were not generally posted or referenced; also, teachers generally did not use timers or other strategies to set or monitor time limits to support student productivity. For example, in one class, the teacher had provided students with a worksheet containing multiple math problems; while the teacher spent 15

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

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minutes modeling how to solve one of the problems during whole group instruction, numerous students had worked ahead to solve problems ahead of the teacher. During another lesson, the teacher announced twice that students had just a few minutes to finish the assigned task, but students continued to work without a clear ending to the activity.

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
44%	22%	11%	22%

- **Teachers do not consistently provide students with clear learning goals and focused, purposeful instruction**. Although leadership and teachers reported that there is an expectation that teachers use and post student-centered "I can" statements aligned with Common Core standards during instruction, the site visit team observed an inconsistent use of strategies to promote clear learning goals in visited classrooms. In 22% of observed lessons, there was an effective use of strategies to communicate academic content with clear learning outcomes reflecting high expectations. For example, during one lesson designed as a review, the teacher restated academic content, held all students accountable for solving problems until they arrived at correct answers, and encouraged students to justify their thinking. In 33% of observed lessons, strategies promoting focused instruction were only partially effective. In these lessons, teachers engaged students in learning tasks without clarifying learning targets and success criteria. For example, in one lesson, when students were asked what they were learning, they described tasks (drawing and writing) rather than the teacher's intended learning objective (including details in narrative writing). In another lesson, students were reading independent texts; however, the learning objective ("I can read a grade-level text") did not indicate how students would successfully meet this goal. In 44% of observed lessons in which strategies promoting focused learning were ineffective, learning objectives were generally not posted or referenced, and instruction was not focused. For example, during one math lesson, the teacher did not reference a learning objective and solved problems alone without engaging students in questioning or providing direct instruction.

Cognitive Engagement			
Ineffective	Partially Effective		Effective
1	2	3	4
44%	11%	22%	22%

- **Students are not consistently cognitively engaged in learning**. In 22% of observed lessons, there was an effective use of strategies to promote cognitive engagement of all students. For example, during one lesson, all students were observed actively participating in whole group instruction, eagerly waving their hands to answer questions, and the teacher systematically returned to encourage and question students who had initially answered questions incorrectly. In 33% of visited classrooms in which the use of cognitive engagement strategies was partially effective, some students in the class were observed not actively participating in learning activities. For example, in one lesson, 5 out of 20 students were observed off-task and out of their seats while the teacher moved around the classroom to check in with students working independently. In another lesson, the teacher modeled how to solve a math problem from a homework assignment during whole group instruction; while students were expected to check their answers, only several students were called on to provide answers; most

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students sat and listened passively. In 44% of observed lessons in which the use of cognitive engagement strategies was ineffective, the majority of students were not actively participating in learning. For example, during one 20-minute-long class visit, 9 out of 17 students were observed engaging in off-task behaviors (side conversations, heads down), and 8 out of 17 students sat and listened passively to the teacher's explanation of how to complete the task.

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
33%	22%	44%	0%

- **In-class assessment strategies generally do not reveal students' thinking about learning goals**. In 33% of visited classrooms, the use of formative assessment strategies to check student understanding of learning goals was ineffective. In some of these observed lessons, teachers posed questions during whole group instruction, but answered the questions themselves. In other lessons, formative assessment strategies based on academic content were not attempted or used at all. For example, in one classroom, the teacher circulated to students primarily to assess whether students understood or were following task-based directions, rather than academic content. In 66% of visited classrooms, the use of formative assessment strategies was observed as only partially effective. In some of these classrooms, teachers attempted to use formative assessment strategies but with limited effect or precision. For example, in one lesson, the teacher posed questions to the whole class to be answered with hands up or down, but without further probing, and called individually on only 2 out of 17 students to explain their answers. In another lesson, the teacher distributed and identified a handout as a rubric for the learning activity, but the actual handout consisted of a checklist that did not provide needed qualitative criteria to assess the quality or performance of the academic learning goals.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
44%	33%	22%	0%

- **Timely and specific feedback is generally not provided throughout the learning process to inform improvement efforts**. In 44% of visited classrooms, the use of instructional feedback related to lesson content was observed as ineffective. During some of these observed lessons, students did not receive any content-based instructional feedback to inform improvement efforts. In other lessons, teachers provided students with non-specific feedback unrelated to academic content, such as "Excellent work" or "Nice job," or provided non-academic, procedural feedback related to student behaviors such as staying on task, lining up well, or following directions. In 55% of visited classrooms, provided instructional feedback was observed as only partially effective. For example, in some classrooms, students received general feedback for answers on worksheets in the form of "correct" or "incorrect" as the teacher circulated, and students were expected to correct their answers. In other classrooms, only a few students received and used instructional feedback. For example, during a lesson in which students were working independently, the teacher circulated to several students to explain how to use a graphic organizer to plan their writing, and only these students revised their work.

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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 generally has a process for identifying struggling and at-risk students and is working to monitor student progress.** Leadership and teachers reported that the school has an established Student Support Team (SST) and process to identify students needing academic and behavioral supports. Both leadership and teachers explained that the SST includes an intervention specialist coordinator, principal, school psychologist, dean of engagement, and other staff as needed. Weekly SST meetings to review referred students from parents and teachers have shifted this year to scheduled meetings on an as-needed basis. Teachers stated that they email the SST coordinator to initiate review of students based on performance data from grade-level assessments, such as STAR math and early literacy, Northwest Evaluation Association (NWEA) reading and math scores, and classroom quarterly assessments, attendance, and behavior. Teachers implement recommended interventions such as providing oral and written directions or scaffolding instruction for at least four weeks. Review of sample SST summary meeting and disposition forms showed documented intervention steps for two students, next action steps, and recommended adjusted interventions with identified implementers. Leadership also explained that, this year, a district representative provided teachers with a session on how to improve strategies to monitor student progress throughout the SST process. Leadership stated that the SST process will be improved in the future by the implementation of an online platform and the creation of an intervention tool kit for teachers that is being prepared by the school psychologist.
- **The school implements some supports for struggling and at-risk students**. Leadership and teachers reported that, this year, the school has implemented several academic interventions across grades, including a morning 30-minute-long reading mastery intervention block (confirmed by review of the schedule) called Students With a Goal (SWAG), structured around McGraw Hill's Reading Mastery program. Teachers stated that this vendor provided some training on how to assess students' Lexile reading levels in order to create reading group bands ranging from low-level, low-mid, average, and high. Document review of SWAG Teacher Assignments for Intervention charts showed differentiated reading groups with student names and teachers assigned to each group. In addition, school leadership indicated that the principal designed an additional intervention block this year, which permits grade-level core teachers to provide academic interventions for Tier 3 level students once each week. At the same time, higher performing students work with Encore teachers to receive enriched content support in math and literacy based on the Encore teacher's subject area. A provided example was that a music teacher might teach a math concept/standard through music. Leadership and teachers also explained that the school's three intervention specialists provide mostly push-in classroom support for students primarily with Individualized Educational Plans (IEPs). However, they indicated that specialists work inconsistently with grade-band teachers across the school. Leadership expressed the desire to implement an academic support model of full-inclusion next year. In addition, teachers explained that they provide needed tutoring or additional worksheets to students during lunch time; also, a small group of Case Western students provide tutoring support to students in grade 8 classrooms weekly. In addition, leadership reported that the school works with the Murtis Taylor social service agency to support students and families. However, leadership and teachers stated that the school lacks tutoring programs and other opportunities for students to receive academic or behavioral support through community partners, since most students are dependent on bus transportation to the school.

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

- **Although the school celebrates student achievements, it does not consistently set high expectations for student learning**. Leadership, teachers, and students reported that the school holds quarterly assemblies to recognize student academic achievement through two versions of honor rolls (honor and merit), and recognizes students with the most improved academic grades. In addition, these stakeholder groups explained that the school publicly recognizes one student at each grade level as "scholar of the week," based on academic growth or proficiency; also, incentives such as BEE bucks are provided to encourage students to improve. Leadership and students also explained that the school has established a Student Learning Committee, for which students have been selected to provide suggestions for how to improve learning and behavior across the school. However, when asked about high expectations, parents and students provided examples suggesting that high academic expectations vary across the school. For example, parents expressed concerns about students being adequately prepared for hands-on experiments in high school science and for success in Algebra 1. Students stated that some teachers challenge students because they want students to succeed in life, but also stated that this message is not consistently conveyed by all teachers. When asked how students set improvement goals, leadership, teachers, and students reported that students are provided with individual reports of assessment data, such as NWEA scores. Students' goals are not individually differentiated to the extent that students' goals are determined by cut scores identified by the State. When asked, students could generally identify their scores. However, teachers and students also reported that the school does not promote a consistent approach by which students are expected to track, monitor, or reflect on their own performance data. For example, when students were asked how they set improvement goals for assessments, some students reported that they mostly keep their scores and goals in their own heads; some stated that they discuss their goals with teachers.
- **The school is working to engage families in support of student learning**. Both leadership and teachers reported that increasing parent involvement and volunteerism in the school has been a priority this year. They cited different family events that the school has held, including a well-attended mother-son dance that drew 100 participants. Provided examples included an outreach to fathers by increasing the number of father meetings from one per year to one per quarter, and an anticipated father-son night organized around the theme of engineering and soap box derby cars. Leadership also stated that the school has tried to get more parents involved as volunteers, such as identifying parents to be present in the hallways during transitions. In addition, document review of the district's January 2017 school progress report showed a 33% increase from the prior year in family and community engagement, measured by the number of parent conferences held at the school. However, leadership and teachers also reported that the school does not currently set consistent expectations for teacher communication with parents in terms of mode or frequency of contact, other than teachers contacting parents for positive reasons (no amount/time set) and requiring communication of behavior or discipline issues. Many teachers reported that they routinely provide parents with their cell phone numbers because they can communicate easier by text when necessary. Some teachers reported sending classroom newsletters or assignments to parents on their own. Parents reported that most contact has been teacher-driven, and that there has been a decrease in automated calls received from the school. Leadership further explained that an online parent and student communication tool (Jupiter Ed) is currently used only at the grade 8 level, but its use may be expanded next year.

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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**

- **Although professional development is provided to address identified areas of need, the school does not require teachers to apply learned strategies**. Both leadership and teachers reported that school improvement-focused professional development sessions (45 minutes long) have been provided on a nearly weekly basis. Teachers reported that some topics were identified from a teacher interest survey taken earlier in the year. The principal stated that some topics were selected based on his classroom observations. According to leadership and teachers (and confirmed by the school's professional development meeting log), sessions have been provided on a range of needed topics, including those focused on instructional expertise (e.g., co-teaching, differentiated instruction, active student engagement); operational needs (e.g., Ohio State Tests, NWEA, SST progress monitoring); and topics arising from emergent needs (e.g., LGBT inclusion training in response to student conflict). In addition, document review of the principal's weekly staff bulletin indicated that many instructional practices and strategies are highlighted for teacher review in this communication tool, such as implementing "I can" statements, levels of questioning, word walls, and formative feedback. However, when teachers were asked what they are expected to learn and be able to do with respect to provided professional development and the instructional practices embedded in the staff bulletin, teachers generally reported that, although many topics have been briefly highlighted in sessions and in the staff bulletin, there is not a clear expectation that teachers implement or deepen instructional practice for any particular strategy.
- **Educators collaborate to learn about effective instruction and students' progress**. Leadership and teachers explained that teachers are required to meet with colleagues for three weekly meetings: staff, professional development, and Teacher Based Team (TBT) meetings. However, leaders and teachers stated that the weekly TBT meeting is the only structured time in which teachers are expected to collaborate routinely around instruction and student achievement; there is currently no common planning time in the school schedule. Leaders and teachers further explained that teachers are grouped in K-2, 3-5, and 6-8 grade-level bands using a TBT protocol to review student assessment data; to select a common curriculum standard; and to develop re-teaching and intervention plans that support student proficiency. Document review of sample TBT meeting protocol notes from each grade-band level indicated that teachers documented action steps at each stage of the protocol: unpacking learning targets; analyzing student work; grouping students into mastery, near-mastery, and below-mastery skill groups; and determining interventions. In addition, document review of sample Building Leadership Team (BLT) feedback protocol documents showed that the school's BLT has reviewed TBT plans, providing feedback to grade-level bands around TBT-identified successes and challenges with data and process, including reflective questions such as, "Did the chosen instruction benefit all scholars as a whole?" When asked about TBT efficacy, however, teachers generally stated that the process is hampered by having only one grade level teacher per grade, which makes it challenging to collaborate in grade bands around a narrow curriculum standard and re-teach approach. Teachers additionally explained that they frequently collaborate informally around instruction apart from structured meetings. For example, some teachers described routinely seeking help from colleagues to plan lessons, and to share ideas about instructional approaches or behavior management; some seek help from same-grade-level colleagues in other schools.

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

- **Most educators' mindsets and beliefs reflect shared commitment to students' learning**. When asked why they chose to teach in a school with a single gender educational model, teachers generally explained that they intentionally chose to work at this school, and particularly enjoy working in a school focused on the development of boys of color. Teachers also stated that, except for two new teachers this year, they received explicit training in the past on teaching boys of color in a single gender model. Some male teachers of color expressed that they have a strong personal interest in mentoring boys of color and serving as positive role models. Other teachers stated that they have a professional interest in better understanding the educational impact or benefits of the school's unique instructional model compared to other schools they have experienced. When asked if teachers share a common commitment to the learning of all students in the school, leadership and teachers generally stated that most teachers do. However, some teachers expressed a concern that some teachers make excuses for low student performance and do not persevere with every student. Some teachers described colleagues as being like "a family" and as caring about students' well-being overall. Some teachers described colleagues as sometimes holding different views or values but being able to reach consensus for the sake of the students.
- **The school generally reflects a safe and trustworthy professional climate.** Teachers stated that the principal's interim appointment at the start of school has resulted in a transitional year, during which the staff and the overall professional climate have been adapting to new leadership and expectations. When asked about their professional relationship with the principal, teachers provided varied responses. Some teachers reported lack of confidence in the principal's prior educational experience, claiming that it makes it difficult for him to provide high-level instructional feedback. Other teachers reported that the principal has provided strong support for them, and that they seek out his guidance and instructional feedback regularly. However, teachers reported that they generally feel comfortable working closely with colleagues in grade-level bands, and that they frequently socialize outside of school Teachers stated that they rarely engage in formal collaborative practices such as peer observation, but stated that their classrooms are always open to colleagues seeking materials, lesson ideas, or behavioral support; also, they regularly exchange students for the purpose of supervising students' classroom "time-outs." Some teachers also reported instances in which colleagues or the principal have modeled or co-taught lessons in their classrooms.

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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 1: Intensive Support Required**

- **The principal has not yet created a shared vision and clear goals for the school**. When asked about school-wide goals, leadership and teachers provided different responses. For example, the principal stated that his short-term goal has been for 50% of students to demonstrate proficiency on (core subject) Ohio State Tests. Teachers generally described school-wide goals in broad – rather than measurable – terms, such as increasing test scores, developing students as leaders, engaging students in community service, and helping students learn from mistakes. A review of the school's 2016-17 Academic Action Plan (AAP) indicated that that the school's stated AAP goals focus on the process of using TBTs to improve reading and math achievement through data analysis and instructional improvement, and focus on improving school-wide attendance through increased communication with students and families and school/classroom incentives. However, document review of sample weekly staff bulletins identified sets of different academic and Conditions for Learning (CFL) school goals. Specifically, stated academic goals are: 1 and 2) increase guarantee percent on NWEA by 8% in reading proficiency and math, and 3) increase academic rigor by 11%. Stated CFL goals are: 1) 11% reduction in student absenteeism, 2) 9% increase in students feeling safe, and 3) 10% reduction in office referrals and suspensions.
- **School leaders do not yet ensure that teachers deliver high-quality instruction**. Both leadership and teachers reported that the principal follows the required Teacher Development Evaluation System (TDES) expectations to observe and evaluate instruction, and provides feedback to teachers as required for the five evaluative touches. As examples of provided communication through TDES, some teachers referenced feedback from the principal such as the need to: improve lesson plans; increase the display of student work with rubrics in classrooms; increase rigor in writing instruction; and create a more student-centered classroom. Apart from TDES, leadership and teachers stated the principal has not conducted a system of classroom walkthroughs or otherwise provided informal instructional feedback. However, some teachers reported receiving occasional informal verbal and written feedback, and some teachers reported feeling comfortable enough to approach the principal for instructional support when needed. School leadership and teachers stated that the principal has tried to review teachers' submitted lesson plans weekly; leadership reported the intention to visit teachers' classrooms once each quarter. In addition, although the school has a budgeted full-time instructional coach (IC) position, leadership indicated that this year the IC has been focused primarily on supporting the administration of assessments across the school, and has worked with fewer teachers to plan and model lessons and to support overall instruction. Some teachers also described occasions in which colleagues or the principal have modeled or co-taught lessons in their classrooms.

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

- **The school leader is working to ensure effective communication and inclusive decision making**. Leadership and teachers reported that, this year, the principal has instituted weekly staff meetings and informational bulletins as a means of routinely communicating with staff. Review of sample staff meeting agendas indicated that a variety of topics are presented, including items focused on: instructional practice (e.g., academic intervention groups); operational and procedural matters (e.g., bus arrivals/dismissals); and calendared events (e.g., father/son night). Teachers also generally

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reported that staff meetings provide a regular opportunity for teachers to engage openly with leadership around matters of concern and school initiatives. Review of sample weekly staff bulletins indicated that a range of informational items are highlighted, including school mission/goals; informational articles on instructional strategies (e.g., educating boys for success, reading motivators for teenage boys); procedural expectations (e.g., behavioral interventions specified); and reminders of scheduled meetings and events. Some teachers reported that they read the bulletin for information, dates, and expectations; other teachers stated that they read the bulletin only for its list of scheduled events. In addition, teachers reported that they have some opportunity to engage in planning and decision making through participation in school-based committees, including areas such as attendance, awards, family engagement, and social events. Some teachers expressed dissatisfaction that their committee recommendations have not always been implemented.

- **The school leader is working to allocate resources and manage school operations in order to ensure a safe and productive learning environment**. To ensure a safe environment, leadership and teachers reported that, this year, the principal has promoted a four-step classroom discipline plan that outlines how teachers should handle classroom misbehaviors before making office referrals. Teachers, students, and parents also generally expressed that the school is safe, and, although there have been some physical altercations, teasing, and bullying, incidents are managed and followed-up within the school's discipline plan. The site visit team also noted that the school employs a security officer, locks outside doors, screens visitors with a metal detector, and observed that transitions in hallways and public spaces are generally orderly. To better allocate school resources and manage operations, the principal reported that he is taking steps to review the school's current budgeted programs, staffing, and enrollment to plan next year's budget. For example, school leadership reported a concern about the school's prior funding and engagement of vendors for some selected programming, which need to be reviewed and possibly terminated in light of overall budget and new leadership's shifting priorities. As an example, school leadership explained that the principal reviewed an existing grant-based program that provides direct services to students in two grades by surveying students and observing for effectiveness, and will use these data to decide if the program should be continued. The principal also expressed other concerns about maintaining and increasing student enrollment and its impact on staffing. For example, an assistant principal position was cut after the 2015-16 school year, and the school faces the loss of 1.5 staff positions next year. To recruit new students, leadership and teachers explained that the school intends to hold an upcoming parent night for the expressed purpose of showcasing the school's mission and programming.

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Prioritization Process

The site visit team met with Kenneth Clement 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 is working to engage families in support of student learning, and the school generally reflects a safe and trustworthy professional climate. The site visit team also noted areas for growth, including lack of consistency of clear behavioral expectations understood by students, and lack of consistency providing students with clear learning goals and focused purposeful instruction.

The group identified *Domain I: Instruction* as the area for growth to prioritize. The group identified the following priority within this Key Question as having the most potential impact on the success of the school as a whole: *Focused Instruction.*

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

Goal: Teachers consistently provide students with clear learning goals.

Success Measure: In 80% of classrooms, students will be able to state and explain the learning goal; and in 80% of classrooms, learning goals are posted, and students and/or teachers reference the learning goal.

Actions	Target Dates	Champions
1. Building Leadership Team meets to plan how to introduce SQR findings and this goal to the whole staff.	4/18	Building Leadership Team
2. Create rubric/checklist to track use of learning goal during instruction and identify dates for future data collection (pre- and post-) and sharing of data with staff. (Include student check-ins.)	4/18	Principal and Building Leadership Team
3. Share SQR findings with staff.	4/19	Principal and Building Leadership Team
4. Communicate this specific goal and success measure to the staff and why it was selected. Provide PD to model expectations for use of instructional strategies to promote students' understanding of learning goal during lessons.	4/24	Principal and Building Leadership Team
5. Provide PD session on unpacking standards with students to create student-friendly learning goals.	5/1	Building Leadership Team

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Appendix A: Site Visit Team Members

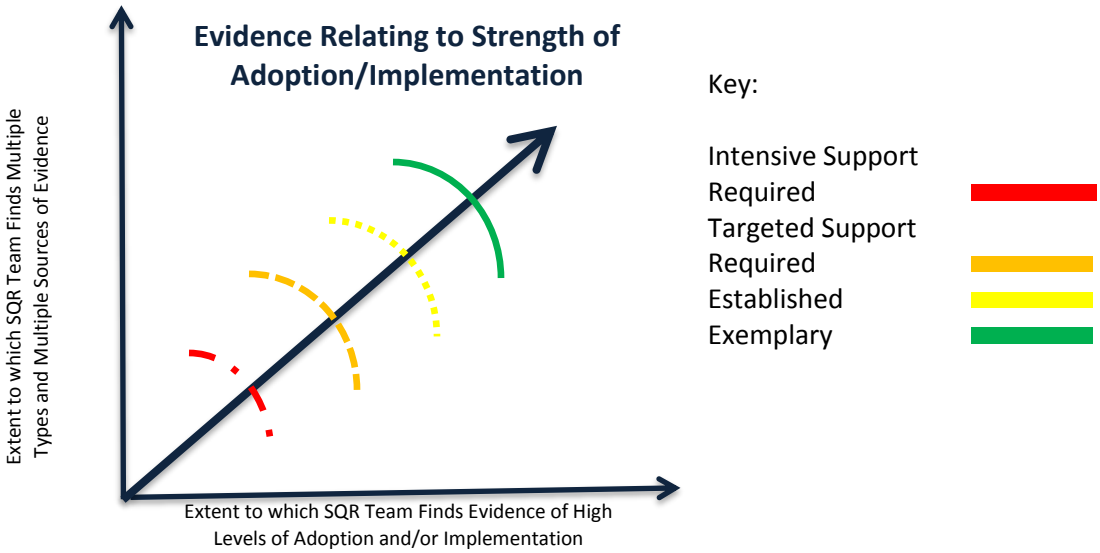
The SQR to Kenneth Clement Elementary was conducted on April 11-13, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Georgia Lieber, Team Leader	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 9 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 = 6	50%	17%	33%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 3	67%	33%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	11%	33%	22%	33%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	11%	56%	33%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	11%	22%	56%	11%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	44%	22%	11%	22%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	22%	33%	22%	22%
	7. Cognitive Engagement Active student participation Perseverance	44%	11%	22%	22%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	67%	11%	22%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	33%	22%	44%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	56%	22%	22%	0%
	11. Feedback Feedback to students Student use of feedback	44%	33%	22%	0%

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