SchoolWorks
School Quality Review
Report

Mary M. Bethune
January 18 – 20, 2017

100 Cummings Center, Suite 236C,
Beverly, MA 01915
(978) 921-1674 www.schoolworks.org

Table of Contents

About the Process 1

Domains and Key Questions 2

Domain 1: Instruction 3

Domain 2: Students' Opportunities to Learn 6

Domain 3: Educators' Opportunities to Learn 8

Domain 4: Governance and Leadership 10

Prioritization Process 12

Appendix A: Site Visit Team Members 13

Appendix B: Implementation Rubric 14

Appendix C: Summary of Classroom Observation Data 15

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.

© 2017 SchoolWorks, LLC. All rights reserved.

Domains and Key Questions

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

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

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 1: Intensive Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1: Intensive Support Required**
3. *Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**
Domain 2: Students' Opportunities to Learn	
4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*	**Level 2: Targeted Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2: Targeted Support Required**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 3: Established**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 1: Intensive 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 3: Established**

© 2017 SchoolWorks, LLC. All rights reserved.

Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
8%	25%	50%	17%

- **Some students understand behavioral expectations.** Teachers, students, and parents reported that behavior is an area of opportunity for the school, stating that behavior regularly impedes and/or interrupts students' learning. As such, site visit team members observed the effective implementation of behavioral expectations in only 17% of visited classrooms (n=12). In these classrooms, misbehavior was not evident. Students were seen raising their hands to ask and answer questions, listening to the speaker, and following directions. The partially effective implementation of behavioral expectations was evident in 75% of observed classrooms. In some of these classrooms, site visit team members noted that many teachers employed strategies to anticipate and/or redirect misbehavior. For instance, teachers were heard telling students to sit in STAR, track the speaker, and relax your body. In addition, some teachers were seen awarding points to students who demonstrated positive behaviors and deducting points from those who misbehaved. However, site visit team members noted that some teachers told students that they were going to deduct points but did not follow through with the consequence. In addition, while many teachers' redirection efforts were eventually successful, some teachers had to stop instruction multiple times to address misbehavior. Site visit team members also noted that minor misbehaviors sometimes persisted despite halting lessons and attempting to redirect numerous times.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
25%	50%	25%	0%

- **The learning environment lacks structure, and learning time is not maximized through effective planning and guidance.** Site visit team members observed the partially effective implementation of a structured learning environment in 75% of visited classrooms. In some of these classrooms, teachers were prepared for lessons and learning activities prior to the start of lessons. For example, site visit team members noted that some teachers had technology cued, centers set-up, and materials such as handouts and manipulatives ready to distribute. Yet, in other classrooms, teachers had only some materials prepared for some students. Further, site visit team members noted that, in these classrooms, learning time was not maximized due to pacing problems and a lack of planning. For instance, some teachers spent almost 20 minutes giving directions, allotted excessive time for students to complete simple learning activities, and facilitated slow transitions. Site visit team members also noted that some teachers did not have questions prepared in advance. In addition, most students who finished before their peers were not given additional learning tasks. Further, in 25% of visited classrooms, the ineffective implementation of a structured learning was evident. In

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

© 2017 SchoolWorks, LLC. All rights reserved.

these classrooms, teachers were not prepared to teach. For instance, materials were not prepared, causing students to wait while teachers looked for handouts and cued technology.

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

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
17%	50%	8%	25%

- **A variety of instructional strategies and materials to support the diverse needs of students is limited.** Site visit team members observed the effective use of a variety of instructional strategies in 25% of classrooms visited. In these classrooms, teachers employed multiple strategies in order to ensure all students could access content. For example, site visit team members noted that a teacher utilized manipulatives, white boards, music, and a reading of a text to teach one concept. Teachers in these classrooms also offered students adaptive seating (e.g., balance balls) and employed varied student groupings. The partially effective use of instructional strategies was evident in 58% of visited classrooms. In these classrooms, teachers employed two varied formats; however, most of the lesson consisted of a single instructional format. For instance, a teacher was seen giving whole-group instruction for most of the observation and directing students to participate in a think-pair-share once. In another classroom, the teacher played a video clip and then had students turn-and-talk briefly. In a third classroom, the teacher delivered whole-group instruction and then had some students interact with a SmartBoard. Further, the use of multi-sensory modalities was rarely employed in these classrooms. More specifically, site visit team members noted that many teachers utilized worksheets and handouts.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
58%	42%	0%	0%

- **Instruction does not require students to use and develop higher-order thinking skills.** Site visit team members observed the partially effective development of higher-order thinking skills in 42% of classrooms visited. In these classrooms, teachers asked students open-ended questions such as, “Why does ____?” and “Do you agree or disagree, using accountable talk?” However, site visit team members noted that teachers asked only a small number of students to answer such questions. Most questions asked revolved around the lower-order thinking skills of comprehension and recall. Examples of these questions included: “Can you give an example?” and “What is the problem?” Thus, most students were not engaged in higher-order thinking for the majority of learning time. Further, the development of higher-order thinking skills was ineffective in 58% of classrooms visited. In most of these classrooms, the instructional focus revolved entirely around the lower-order thinking skills of remembering and knowing. For example, students were asked questions such as, “What is the ___?” and “How is the ___?” Site visit team members also observed that most lesson activities consisted of low-level tasks, including copying, tracing, and completing single-step problems. Further, in a few of

© 2017 SchoolWorks, LLC. All rights reserved.

these classrooms, higher-order thinking was not evident as students were not engaged in learning tasks.

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%	42%	25%	0%

- **In-class assessment strategies rarely reveal students' thinking about learning goals.** Site visit team members observed the partially effective use of in-class assessment strategies to reveal students' thinking about learning in 67% of classrooms. In some of these classrooms, site visit team members observed that teachers utilized assessment strategies but noted that only some students' understanding was evaluated. For instance, in several classrooms, the teacher circulated around the classroom to check the accuracy of students' work; however, the teacher did not circulate to all students. Site visit team members also noted that, in some of these classrooms, teachers utilized an assessment but it focused only on a small part of the lesson's content. For instance, a teacher was seen instructing students to display their answers on individual cards; however, the teacher did not continue to assess all students as additional content was presented throughout the lesson. In addition, site visit team members observed that some teachers asked students questions during whole-group instruction; however, teachers did not track the accuracy of students' answers. Further, the use of assessment strategies was ineffective in 33% of classrooms visited. In many of these classrooms, assessment was not evident. Specifically, site visit team members noted that teachers did not employ any strategies to measure students' understanding, such as cold calling, circulation, exit tickets, or thumb tools. In some of these classrooms, assessments gauged completion or understanding of procedures, rather than understanding of content. For instance, a teacher was seen circulating to students to ensure they were on-task.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
83%	8%	8%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** Feedback was ineffectively supplied to students in 83% of the classrooms visited. In most of these classrooms, feedback was not evident. Further, in some classrooms, site visit team members observed that students provided incorrect answers but noted that teachers ignored students' misunderstanding and moved on to the next question. In other classrooms, feedback was general or revolved solely around procedures, rather than academic content. For example, teachers were heard telling students, "Good job" and "Awesome." However, in one classroom, the teacher was heard giving clarifying feedback, telling a student, "I see you're getting confused. Do you remember ____?" Yet, site visit team members noted that such feedback was provided to one student only.

© 2017 SchoolWorks, LLC. All rights reserved.

Domain 2: Students' Opportunities to Learn

4. The school identifies and supports special education students, English language learners, and students who are struggling or at risk.	**Level 2: Targeted Support Required**

- **The school has a process for identifying struggling and at-risk students.** School leaders and most teachers consistently described the student support team (SST) process for identifying struggling and at-risk students. Both stakeholder groups explained (and review of SST referrals verified) that teachers collect six weeks of academic and/or behavioral data and then complete standardized SST referrals detailing the area(s) of concern and supporting data. Both stakeholder groups stated (and review of intervention plans confirmed) that the SST team convenes, analyzes referrals, and creates intervention plans for teachers to implement over the course of four-to-six weeks. School leaders reported (and review of SST tracking forms verified) that the team then reconvenes to determine if the plan was successful based on progress monitoring data. Teachers explained that they administer assessments every two weeks to monitor students' progress. School leaders and teachers also reported that the SST team includes the psychologist, speech therapist, assistant principal, an intervention specialist, and the referring general education teacher(s). Both stakeholder groups stated that the SST meets once a week and explained that the school implemented a rotating schedule of coverage to ensure that the referring general education teacher(s) can attend meetings. Further, school leaders reported that a point-person tracks how many students are engaged and how they are progressing through the SST process.
- **The school implements some supports for struggling and at-risk students and special education students.** School leaders reported (and site visit team members observed) that the school implements PATHS curriculum for lower grades and Second Step curriculum for upper grades to support the academic growth of, and model, positive behaviors for all students. In addition, teachers consistently reported the Tier 1, Tier 2, and Tier 3 supports that struggling and at-risk students receive. Specifically, teachers stated that students engage in the following tiered interventions: Tier 1 consists of Journeys, Math Expressions, and Springboard; Tier 2 entails reciprocal teaching, guided reading groups, iReady, Just Words, Wilson Words, and Leveled Literacy Intervention (LLI); and Tier 3 utilizes Just Words, Fundations, Reading Recovery, and LLI. In addition, teachers indicated that a reading recovery teacher works one-on-one with struggling first grade students and provides small-group support to third grade students. However, when asked, teachers reported that the school does not currently employ a math interventionist and uses iReady and Holt to support students struggling with math. In addition, parents indicated that the school does not currently offer formalized tutoring for struggling and at-risk students. Parents also expressed concern regarding the lack of a counselor at the school. Further, school leaders reported that 35% of the school's population receive special education services. Review of the school's staff roster indicated that the school employs 11 dedicated special education educators (i.e., four cross-category teachers, two teachers of emotionally disturbed students, five multiple disability/autism teachers) to support these students. Parents praised the school's special education department, explaining that they include special education students in many activities, such as ballroom dancing. Teachers and parents further reported (and site visit team members observed) that special education students are provided with accessible, relevant activities, such as gardening, and indicated that teachers anchor participation in such activities in academic standards.

© 2017 SchoolWorks, LLC. All rights reserved.

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

- **High expectations for academic learning vary across the school.** Teachers reported that the school holds quarterly assemblies to recognize students' academic performance through merit and honor roll awards. Teachers also indicated (and site visit team members observed) that the school celebrates reading, explaining that when students finish a book, their names are printed on paper gumball cut-outs and placed on walls throughout the school. In addition, teachers stated that students are recognized during morning meeting for positive academic behaviors such as completing all assigned homework. Some teachers further reported that they convey high expectations in their classrooms through the use of rubrics, stating that they emphasize the rubric's exemplary criteria. Some teachers also indicated that they post exemplars for students to reference. Other teachers explained that their students set and track academic goals throughout the school year. However, when asked, some teachers could not state how they demonstrate high expectations. Additionally, when asked, students struggled to explain how their teachers convey high expectations for learning. Further, students reported that most of their classes are not challenging. Site visit team members also observed that many teachers allowed students to opt-out of lessons, noting that many teachers did not attempt to re-engage students who were disengaged from learning tasks.
- **The school provides a mostly safe environment to support students' learning.** School leaders, teachers, and parents reported that students are safe at school. Students also confirmed that they feel safe and stated that their teachers care about them. Students also reported that they believe that school rules are fair and consistently enforced. Yet, when asked, some teachers indicated otherwise, explaining that school rules are not always consistently enforced for all students. In addition, site visit team members observed that the school's physical environment is clean, orderly, and safe, and noted that adults provide ample supervision in hallways and common spaces. Further, site visit team members observed that the school's security guard is present and visible throughout the school day. However, teachers and parents reported (and site visit team members observed) that the security guard does not consistently supervise the main entrance after morning arrival. Both stakeholder groups expressed concern about this lack of supervision, stating that visitors can gain access to the school without signing in at the main office during the times when the guard is not present. Teachers further explained that the entrance cannot be seen from the main office, so staff do not always know if a visitor does not check-in with the main office after entering the school.

© 2017 SchoolWorks, LLC. All rights reserved.

Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 3: Established**

- **Professional development is active, intensive, and sustained.** School leaders and teachers reported (and review of the professional development calendar verified) that teachers engage in professional development at least once a month for an hour. Both stakeholder groups indicated (and review of retreat minutes confirmed) that the building leadership team (BLT) participated in a summer retreat, during which time they decided on the focus of professional development and drafted a year-long calendar. School leaders and teachers stated (and review of professional development artifacts confirmed) that the year-long focus of professional development is *Teach Like a Champion (TLAC)* and differentiation strategies, explaining that one strategy for each is rolled out every month. Teachers reported (and review of professional development artifacts verified) that TLAC strategies include "Control the Game" and "Cold Calling," and stated that centers and stations are examples of differentiation techniques. School leaders and teachers also indicated that teachers receive support around implementing new strategies in their classrooms. Both stakeholder groups explained (and review of feedback forms confirmed) that school leaders conduct informal walkthroughs, anchoring their observations and feedback in the recently rolled-out strategies. For example, a reviewed feedback form stated, "To keep students more alert, Control the Game by shortening the duration of each student reader to 1-2 sentences." Further, review of professional development artifacts revealed that professional development topics are revisited throughout the year to support teachers' continued learning.
- **Educators collaborate regularly to learn about effective instruction.** School leaders and teachers reported that teachers meet in teacher-based teams (TBT) once a week. Both stakeholder groups explained that TBTs are organized by the following grade-level bands: K-2, 3-5, and 6-8. School leaders and teachers indicated that multiple disability (MD) and autism teachers also meet in a TBT. Both stakeholder groups stated that the year-long focus of TBTs is writing across the curriculum, explaining that they implemented Lucy Calkin's writing frameworks in all grade bands and MD/autism classes. Specifically, review of TBT protocols revealed the following writing focus: K-2: informational writing; 2-5: narrative writing; 6-8: expository writing; and MD/autism: text types and purposes. School leaders and teachers reported that teachers utilize a detailed protocol to guide the work of each TBT meeting. Review of the TBT protocol revealed that teachers complete the following five specific steps: 1) Collect and chart assessment data aligned to the standards. 2) Analyze student work specific to the data. 3) Establish shared expectations. 4) Implementation. 5) Collect, chart, and analyze post-data. School leaders and teachers stated (and review of completed protocols confirmed) that teachers administer a common pre-assessment to glean the data required by step 1 and explained that steps 2 – 4 are used to target the standard(s) on which students need the most support. Both stakeholder groups indicated (and review of completed protocols verified) that teachers then give a post-test, which is analyzed in step 5, to determine students' growth throughout the TBT cycle.

7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 1: Intensive Support Required**

- **Few educators' mindsets and beliefs reflect shared commitments to students' learning.** School leaders and teachers reported (and review of assessment data verified) that the vast of majority of

© 2017 SchoolWorks, LLC. All rights reserved.

the school's students have not achieved proficiency on Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments. When asked to what they attribute the low proficiency rates, teachers cited a long list of reasons: a lack of school readiness; low parental involvement; high numbers of transient students; insufficient pre-natal care; instability in students' homes; exposure to domestic violence; poor nutrition; and lead poisoning. However, a few teachers indicated that ineffective instruction contributes to students' lack of academic achievement. For instance, one teacher stated that students are not exposed enough to academic vocabulary during instruction, explaining that this lack of key vocabulary hinders them from understanding test questions. A few teachers also indicated that some teachers are resistant to employ new instructional strategies, stating that they are content to continue using techniques that have not been successful with their students. Further, when asked about raising students' proficiency rates, most teachers did not convey a sense of urgency to get students on grade-level, stating that they slow the pace of their lessons rather than quickening it. Parents also expressed concern about shared commitments, explaining that some teachers "push difficult students to the side."

- **The school is beginning to reflect a safe and trustworthy professional climate for some educators.** School leaders and teachers reported that the school's administration recently underwent staffing changes, explaining that a new principal was hired last year and a new assistant principal was brought on this year. Both stakeholder groups stated that the previous principal and assistant principal led the school for many years and reported that the transition has been difficult. Teachers further indicated that the new administration approaches many aspects of school leadership differently. Teachers stated that, as a result, many teachers have concerns about transparency, explaining that they feel like some matters that used to be done openly are now completed behind closed doors. Yet, many teachers reported that the relationship between school leaders and teachers is improving, stating that they are becoming more trusting and feel more willing to approach them with concerns and problems. Some teachers also indicated that they are starting to feel safe to take instructional risks, such as modifying their approach to centers, and indicated that they would only experiment with new strategies if they informed school leaders in advance. However, teachers consistently reported that they share respectful, caring, and reliable relationships with each other. For instance, teachers explained that they often assist each other with class coverage. In addition, site visit team members observed teachers presenting in front of each other during a professional development session.

© 2017 SchoolWorks, LLC. All rights reserved.

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**

- **School leaders are beginning to ensure that teachers deliver high-quality instruction.** School leaders and teachers reported that school leaders regularly observe the quality of instruction through both formal and informal observations. Specifically, both stakeholder groups stated that all teachers have received at least one formal Teacher Development and Evaluation System (TDES) evaluation and between 5-to-8 informal observations. School leaders and teachers further explained (and review of feedback forms verified) that informal observations focus on the implementation of topics presented during professional development sessions, such as *Teach Like a Champion* strategies and, as well, on the classroom environment. School leaders indicated that they track which teachers are observed and provide timely written and/or oral feedback to teachers. Teachers reported that the feedback they receive is helpful and useful. For instance, one teacher stated that s/he received feedback about updating his/her word wall to reflect the vocabulary currently being covered during instruction. Reviewed examples of feedback also included: "How does this lesson connect to students' real life experiences?" and "How [will] you share the criteria for success with the students?" In addition, school leaders reported that they conduct more frequent observations for teachers who need additional instructional support. However, while the school employs an instructional coach, teachers indicated that the coach does not currently have an established caseload of teachers. Teachers explained that the coach does not engage in cycles of coaching or provide feedback; rather, she mainly supports the implementation of district initiatives such as Springboard and benchmarking. Teachers further stated that teachers may request the services of the coach but indicated that teachers may also refuse her help per contractual guidelines.
- **The principal has begun to establish shared leadership.** School leaders and teachers stated that the school has numerous committees that are responsible for executing specific school-related tasks. Specifically, both stakeholder groups reported (and review of committee documents verified) the following: 1) attendance: create and implement initiatives to improve attendance rates; 2) Boost Bethune/parent engagement: recruit potential students and plan parent events; 3) technology: facilitate the school-wide implementation of Google classroom; 4) fundraising: plan and execute events; 5) programs: oversee award ceremonies; and 6) sunshine/social: plan faculty events. School leaders and teachers stated (and review of committee minutes confirmed) that teachers are required to participate on a minimum of one committee and reported that each committee meets at least once a month. Further, school leaders and teachers indicated (and review of BLT documents verified) that the principal also shares leadership with staff through the BLT that includes the principal, assistant principal, and eight teachers. Both stakeholder groups explained that the BLT is tasked with making building-level decisions (e.g., professional development topics, TBT writing focus), and providing feedback on TBT protocols. In addition, school leaders praised teachers for their leadership skills, explaining that many have taken the initiative to establish programs at, and community partnerships for, the school. Specifically, school leaders stated that teachers have founded a food bank, created a gardening program, started a Girl Scout troop, and wrote a grant application on their own volition.

© 2017 SchoolWorks, LLC. All rights reserved.

9. School leaders effectively orchestrate the school's operations.	**Level 3: Established**

- **The principal manages school operations and allocates resources in order to ensure a safe and productive learning environment.** School leaders and teachers reported that the principal created and implemented numerous procedures to ensure a safe school environment. Specifically, review of the family handbook revealed the following: Hallway High Five, Q.U.I.C.K. restroom procedures, L.U.N.C.H. expectations, R.E.C.E.S.S. procedures, and S.T.A.R.S. classroom expectations. Review of the handbook further showed that each procedure is broken down into clear steps for students to follow and examples of what each looks and sounds like is provided for further clarification. For example, the handbook indicated that Q.U.I.C.K. restroom procedures consist of the following: quiet with mouth closed; use restroom quickly; inspect it for trash; clean hands; and keep moving quietly to class. The handbook further stated that Q.U.I.C.K. restroom procedures look like students "lined up outside of the restroom door" and sounds like "zero noise." School leaders reported (and site visit team members observed) that students received lanyards that have attached laminated cards detailing each procedure, explaining that they allow students to easily reference what is expected of them. School leaders and teachers also stated (and review of culture week artifacts confirmed) that the procedures were rolled-out to students at the beginning of the school year during culture week. Further, when asked, students could accurately recite the procedures. Teachers also praised the procedures, stating that they are effective. In addition, teachers indicated that the principal reallocated resources in order to better support technology at the school. Specifically, teachers reported that the principal decreased the number of art classes offered and amount of time the library is staffed to fund a technology class for students. Site visit team members also observed numerous technological resources in classrooms, including computers, iPads, and SmartBoards.
- **The principal engages parents and community members in the educational process and creates an environment in which community resources support learning.** School leaders, teachers, and parents reported that teachers communicate with parents about students' academic progress through a number of mediums, including ClassDojo, Planbook, and daily/weekly reports. In addition, school leaders stated that they distribute a monthly newsletter to parents. Review of monthly newsletters indicated that upcoming events, announcements, a message from the principal, district information, and articles about how to support learning at home are included in newsletters. School leaders, teachers, and parents also reported (and review of meeting agendas confirmed) that the school has an active student parent organization (SPO) that meets on a monthly basis. School leaders and parents explained that the SPO has taken the initiative to connect with community organizations to seek support around identified areas of need. For example, parents stated that that SPO recently arranged for a guest speaker to deliver a workshop on financial literacy at the school. Further, school leaders, teachers, and parents indicated (and review of the school's website confirmed) that the school has established partnerships with numerous community organizations, including with Case Western Reserve University, Famicos Foundation, True2U, and University Circle, Inc. School leaders explained that partners support students' learning by providing a number of services, such as dental care and tutoring and executing events such as a back-to-school night, clothing drives, field trips, and the Special Olympics.

© 2017 SchoolWorks, LLC. All rights reserved.

Prioritization Process

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

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included Educators' Learning Supports and Organizational Leadership. The site visit team also noted the following areas for growth: Classroom Climate, Purposeful Teaching, and In-class Assessment and Adjustment.

The group identified 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: Do classroom interactions and organization ensure a classroom climate conducive to learning?

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

Goal: The learning environment is structured and learning time is maximized through effective planning and guidance.

Success Measure: By April 2017, a school-wide protocol for a structured learning environment will be established.

Actions	Target Dates	Champions
Convene the BLT for planning session • Reflect on personal practices and beliefs	1/20/2017 and 1/25/2017	BLT (no administrators during second session)
Present information to staff • Summary of the SQR session via email and bulletin	1/20/2017	BLT via principal
Engage in professional development • Norming and calibration • Identification of volunteer teacher for practice	2/2/2017	BLT
Share best practices with TBTs • Conduct peer observations • Identify through videos • Frame and create purpose around protocol	2/6/2017	TBTs

Execute practice and implementation
• BLT check-in during TBT
• Product
  ○ Common practices
  ○ Staff input and voting
	2/7/2017 – 2/28/2017 and 3/25/2017	Teachers and Staff

Finalize product (success measure)	4/2017	BLT

© 2017 SchoolWorks, LLC. All rights reserved.

Appendix A: Site Visit Team Members

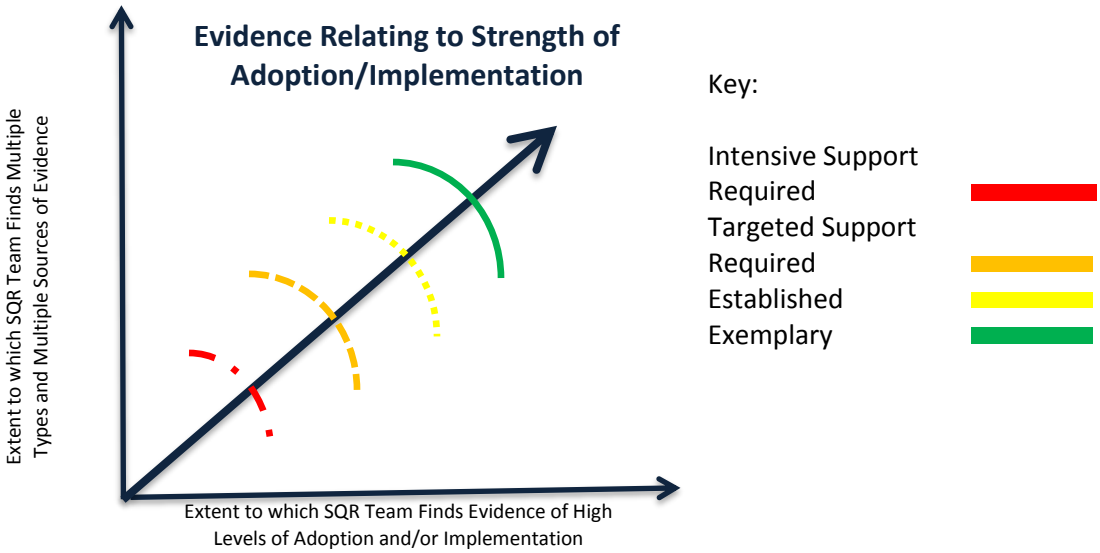
The SQR to Mary M. Bethune was conducted on January 18 – 20, 2017 by a team of educators from the CMSD and SchoolWorks, LLC.

Robin Hull, Team Leader	SchoolWorks, LLC
Kathryn Cobb Koerner, Team Writer	SchoolWorks, LLC

© 2017 SchoolWorks, LLC. All rights reserved.

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.

© 2017 SchoolWorks, LLC. All rights reserved.

Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 12 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 = 8	63%	25%	13%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 5	40%	60%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	8%	25%	50%	17%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	25%	50%	25%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	17%	50%	25%	8%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	58%	33%	8%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	17%	50%	8%	25%
	7. Cognitive Engagement Active student participation Perseverance	33%	42%	25%	0%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	58%	42%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	33%	42%	25%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	92%	8%	0%	0%
	11. Feedback Feedback to students Student use of feedback	83%	8%	8%	0%

© 2017 SchoolWorks, LLC. All rights reserved.