SchoolWorks
School Quality Review
Report

Miles Elementary School
February 1-3, 2017

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

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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
20%	33%	33%	13%

- **Behavioral expectations are clear and understood by some students.** The partially effective implementation of behavioral expectations was evident in 66% of observed classrooms (n=15). In these classrooms, site visit team members noted that a few teachers awarded points to students who demonstrated positive behaviors. Site visit team members also noted that a few teachers employed positive narration to reinforce appropriate student behavior. For example, one teacher said, "I love how X turned around to hear about Y." In addition, many teachers employed strategies to redirect minor misbehaviors (e.g., talking unrelated to learning tasks). For instance, teachers were heard verbally redirecting students and seen employing proximity. 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, which negatively affected the learning environment for other students. In 20% of visited classrooms, the ineffective implementation of behavioral expectations was observed. In some of these classrooms, minor misbehaviors persisted throughout the duration of observations. Site visit team members noted that some teachers attempted to verbally directed misbehaviors; however, redirection efforts were ineffective. In addition, in a few classrooms, site visit team members observed major misbehaviors, such as students swearing at the teacher and other students. Site visit team members noted that teachers in these classrooms ineffectively addressed or ignored these behaviors, which prevented teachers from being able to teach and/or other students from learning.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
47%	53%	0%	0%

- **The learning environment is not structured, and learning time is not maximized.** Site visit team members observed the partially effective implementation of a structured learning environment in 53% of visited classrooms. In these classrooms, teachers were prepared for lessons and learning activities prior to the start of lessons. For example, site visit team members noted that teachers had technology cued, handouts prepared, and manipulatives organized and ready to distribute. Yet, in these classrooms, due to pacing problems and a lack of planning, learning time was not maximized. For instance, one observed teacher spent 15 minutes giving simple directions; another teacher reviewed homework for almost 20 minutes; and a third teacher ran out of time to complete the lesson, forcing him/her to end it abruptly. In addition, most students who finished before their peers were not given additional learning tasks and were seen passively waiting for the next component of

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

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the lesson. Further, in 47% of visited classrooms, the ineffective implementation of a structured learning was evident. In these classrooms, teachers were not prepared to teach. For instance, site visit team members noted that students had to wait while teachers cued technology. Some teachers in these classrooms also did not have questions and/or answers prepared in advance. For example, in one such classroom, the teacher spent multiple minutes finding the answer to a question posed to the class. Further, in these classrooms, teachers allotted excessive time to simple learning tasks. For example, one teacher allowed students to spend over 15 minutes on a simple Do Now 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
60%	33%	7%	0%

- **While some teachers provide students with learning goals, instruction is not focused or purposeful.** Site visit team members observed the partially effective provision of clear learning goals and focused instruction in 40% of visited classrooms. In these classrooms, teachers provided students with learning goals, but lesson activities did not fully align with stated goals. For example, in one classroom, multiple "I can" statements were posted on the board, but none of them aligned to the learning activity. However, after explaining the learning task, the teacher presented a relevant learning goal to students. In another classroom, a learning goal was provided, but it fully aligned to only one of the multiple centers to which students rotated. In 60% of classrooms visited, the ineffective provision of clear learning goals and focused instruction was evident. In these classrooms, learning goals were not in evidence or learning goals did not align to learning tasks. For example, one learning goal called for students to describe key components. Yet, students were seen drawing, spelling, and reading. In addition, some teachers in these classrooms inaccurately delivered academic content. Specifically, teachers were heard incorrectly defining terms for students. In other classrooms, teachers did not provide academic instruction during the course of observations. Further, in some of these classrooms, teachers did not demonstrate high expectations for learning activities. For instance, one teacher allowed a student to submit an incomplete assignment. In another classroom, the teacher reduced the criteria of the assignment as stated on the worksheet while giving directions to the whole class.

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
40%	53%	7%	0%

- **A variety of instructional strategies and materials are not used to support students' diverse needs.** The partially effective use of instructional strategies was evident in 60% of observed classes. In these classrooms, teachers employed varied instructional groupings and/or formats. For example, in most of these classrooms, students worked with teachers, in pairs, at centers, and at stations. However, these formats were only moderately effective at meeting the needs of diverse learners. Specifically, students were seen completing worksheets, reading textbooks, and working independently on computers in their pairs or at centers and stations. Further, site visit team members noted that some

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paired students elected to work independently rather than cooperatively. In other classrooms, teachers employed two formats; however, most of the lesson consisted of a single instructional format. For instance, a teacher was seen giving whole-group instruction through the use of a projector and worksheet for most of the observation and giving students the choice to complete the assignment in pairs after concluding his/her instruction. Further, in 40% of visited classrooms, site visit team members observed the ineffective use of instructional strategies. In these classrooms, teachers utilized whole-group instruction throughout the entirety of the observation. For instance, in one such classroom, the teacher wrote definitions on the board while students copied them. In another classroom, the teacher read notes that were projected on the board. In a third classroom, students took turns reading aloud from a packet.

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
73%	20%	7%	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 27% of classrooms. In 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. Further, the use of assessment strategies was ineffective in 73% of classrooms visited. In most of these classrooms, assessment was not evident. Specifically, site visit team members noted that teachers did not employ any strategies to measure students' understanding – for example, cold-calling, circulation, exit tickets, or thumb tools. However, in some of these classrooms, teachers circulated to assess the accuracy of students' work, but site visit team members noted that these teachers checked a couple only, rather than the majority, of students' comprehension. In addition, in some of these classrooms, assessments gauged completion or understanding of procedures, rather than comprehension of content. For instance, one teacher directed students to give thumbs up or down if they had finished seven questions. Another teacher also employed the thumb tool, but used it determine whether students understood directions.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
80%	20%	0%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process.** Teachers employed strategies that were partially effective in providing students with feedback in 20% of observed classrooms. In these classrooms, site visit team members noted that teachers provided feedback to a limited number of students. For instance, one teacher was observed guiding a student to improvement through statements such as, "What __ does __ make?" However, site visit team

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members noted that many students did not receive such feedback. Further, feedback was ineffectively supplied to students in 80% 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, revolved solely around procedures rather than academic content, and/or pertained to behavior. For example, teachers were heard telling students, "Good job;" "Don't highlight the whole thing;" and "I love the way X is sitting." In addition, in one classroom, the teacher supplied academic feedback to the entire class; however, site visit team members noted that the feedback did not target a specific misunderstanding or provide useful guidance for students.

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Domain 2: Students' Opportunities to Learn

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

- **The school has a process for identifying struggling and at-risk students and monitors student progress.** 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 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 six weeks. School leaders reported (and review of SST meeting minutes confirmed) 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' academic progress. School leaders and teachers reported that the SST team includes a psychologist, a psychology intern, assistant principal, three teachers, and the referring general education teacher(s). Both stakeholder groups also stated (and review of SST meeting minutes verified) that the SST meets once a week. However, a few teachers expressed concern about the length of time some students engage in the SST process, explaining that a few students have received SST support for an entire year without demonstrating sufficient progress.
- **The school implements some appropriate supports for struggling and at-risk students.** School leaders and teachers reported that the school implements Promoting Alternative Thinking Strategies (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, school leaders and teachers stated that a literacy intervention teacher and a math intervention teacher provide support to all students in the school. Both stakeholder groups further explained that all students attend a period of both literacy and math intervention once a week with these teachers. Teachers indicated that these intervention periods reinforce the content and standards being covered in students' core classes. School leaders and teachers also reported that an Encore teacher provides leveled literacy intervention (LLI) for 1st through 3rd grade students who scored in the bottom 20% of Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments. Teachers explained that these students receive daily pull-out intervention for 40 minutes. In addition, school leaders and teachers indicated that the ESP teacher recently started providing daily LLI to 1st through 4rd grade students who are within 20 points of scoring proficient on the NWEA MAP assessment. Yet, when asked, most teachers could not give examples of Tier 1, Tier 2, and/or Tier 3 interventions. Some teachers stated that Tier 1 interventions consist of LLI and Imagine Learning, flashcards, assignment modification, and in-class peer tutoring. Teachers also indicated that LLI and Imagine Learning are Tier 2 interventions. Further, while school leaders and teachers reported that two teachers offered after-school tutoring during the Fall semester, both stakeholder groups indicated that tutoring is currently not offered. However, school leaders explained that they plan to offer five weeks of after-school and Saturday tutoring to prepare struggling students for upcoming NWEA MAP assessments.

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

- **The school does not demonstrate high expectations for academic learning.** School leaders and teachers reported that the school holds quarterly assemblies to recognize students' academic performance through merit and honor roll awards. In addition, some teachers indicated that they convey high expectations by having their students set NWEA MAP goals, utilizing exit tickets, planning hands-on activities, and designing rigorous lessons. However, site visit team members did not see the use of exit tickets in any visited classrooms and observed that students were rarely engaged in hands-on activities. Site visit team members also noted that the majority of observed lessons revolved solely around lower-order thinking skills, such as recalling and comprehending. Some teachers explained that incorporating higher-order thinking into lessons is difficult because their students disengage when they are challenged in class. Site visit team members also observed that many teachers allowed students to opt-out of lessons, noting that these teachers did not attempt to re-engage students who were disengaged from learning tasks. Further, when asked, some teachers could not articulate how the school demonstrates high expectations. Students also reported that most of their core classes are not challenging. While parents indicated that teachers hold high expectations for their child(ren), they did not provide academic examples and stated that teachers "want the best for their kids."
- **The school is working to provide a safe environment to support students' learning.** School leaders, most teachers, and parents reported that students are safe at school, explaining that ample adult supervision in hallways and common spaces contributes greatly to ensuring a safe environment for students. However, some teachers indicated that while students are safe in their classrooms, they are not safe in other areas of the school. Yet, students stated that they feel safe at school. Students further explained that fighting and arguing does occur, but indicated that instances of such aggression have declined this school year, which makes them feel more secure. Further, teachers and students reported that bullying occurs at school. School leaders and students explained that the school implemented Winning Against Violent Environments and Not on My Watch, both peer mediation programs, to combat bullying. Students reported that occurrences of bullying have also declined within the past year. In addition, site visit team members observed that the school's physical environment is clean, orderly, and safe, and noted that adults supervise hallways and common spaces. Site visit team members also observed that the school's security guard is present and visible throughout the school day. Finally, site visit team members noted that doors are consistently locked, and observed a metal detector at the school's main entrance.

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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**

- **While professional development is active, it is not intensive or sustained.** School leaders and teachers reported (and review of professional development agendas verified) that teachers engage in professional development once a week for an hour. Both stakeholder groups stated that the focus of professional development has been CHAMPS and differentiation. However, when asked, school leaders and many teachers struggled to give specific examples of differentiation topics and strategies covered during professional development this year. Further, teachers reported that they do not know professional development topics in advance, explaining that they often learn about what will be covered a couple of days before the presentation. Teachers also stated that follow-up sessions are rarely provided. Review of professional development artifacts confirmed a lack of follow-up sessions and further revealed that topics outside the scope of CHAMPS and differentiation, such as two sessions around NWEA MAP data, have been offered to teachers this year. Teachers stated that they often feel overwhelmed because of the numerous initiatives and strategies presented during professional development. However, support staff explained that the school employs an instructional coach who will provide support to teachers around implementing professional development topics. Yet, when asked about implementation support, teachers did not reference the instructional coach.
- **Educators collaborate regularly to learn about instruction and students' progress.** School leaders and teachers reported that teachers meet in teacher-based teams (TBTs) once a week for an hour. School leaders and teachers explained that TBTs are organized by grade-level bands for the lower grades and by content areas for the upper grades. Teachers indicated (and review of TBT protocols verified) that they administer a common assessment and analyze the results to isolate a skill on which students are struggling. Teachers explained that they then create instructional plans around the targeted skill. Teachers stated that after they execute their lessons, teachers administer another common assessment to re-assess for student proficiency. Review of TBT protocols further revealed that teachers follow five specific steps that guide this process: 1) Collect and chart assessment data aligned to the standards; 2) Analyze student work specific to the data; 3) Establish shared expectations; 4) Implementation; and 5) Collect, chart, and analyze post data. However, review of TBT protocols also revealed varying levels of completeness and detail. Specifically, some protocols from the beginning of the school year were incomplete and others provided only vague instructional strategies, such as small groups and partners. Yet, other reviewed protocols were complete and contained detailed, differentiated instructional strategies, including "Teachers will create mini lessons for small groups based on group mastery of skills." Teachers further indicated that each TBT approaches the protocol differently and reported varying levels of satisfaction with the TBT process. Some teachers indicated that TBTs are helpful; others indicated that they are not the best use of time.

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 commitments to students' learning.** School leaders and teachers consistently reported that most educators at the school hold shared commitments to students' learning. Specifically, teachers indicated that roughly 90% of the school's

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staff share such commitments. Teachers explained that it is their collective responsibility to hold all students accountable for adhering to school policies, such as the dress code and hallway procedures. For instance, teachers stated that they often stop students who are not currently enrolled in their classes to remind them to "pull up their pants" and to get to class when they are tardy in the hallways. Teachers also reported that they have established buddy rooms, explaining that teachers send students who need to refocus to another teacher's classroom. School leaders further indicated (and site visit team members heard) that they often have to make an announcement at the end of the school day to tell teachers that they must stop working and leave the building due to contractual agreements. In addition, school leaders and teachers reported that teachers from the upper grades are helping teachers in the lower grades prepare for upcoming academic parent-teacher team conferences. Both stakeholder groups explained that the lower-grade teachers demonstrate their presentations and the upper-grade teachers give constructive feedback. Further, school leaders, teachers, and support staff reported that the school's custodian often checks in with students and buys some students clothing and school supplies. However, when asked, a few teachers had difficulty explaining how educators' demonstrate shared commitments, stating that the size of the building impedes the staff from holding collective commitments.

- **The school partially reflects a safe, trustworthy, and growth-oriented professional climate.** Teachers consistently reported that the teaching staff share supportive and collegial relationships with each other. Teachers also indicated that school leaders implemented a buddy program this year, explaining that they paired teachers to be each other's supportive buddy at the beginning of the year. Teachers stated that the buddy program has been successful and indicated that they often seek support from their buddies. However, teachers inconsistently described the professional climate between school leaders and teachers. Some teachers indicated that they have positive relationships with school leaders, explaining that school leaders are approachable and have open-door policies. Yet, other teachers reported that they do not feel comfortable with school leaders; they stated that feedback given by school leaders to teachers feels blame-oriented, rather than supportive and constructive. Some teachers also indicated that school leaders take a micro-management approach to leadership. In addition, some teachers characterized school leaders as disconnected from staff and students. Further, some teachers described the overall school culture as sad and overwhelming.

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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**

- **While the principal has defined a focus for the school, a shared vision and clear goals have not been established.** School leaders reported that the school's academic vision is to move all students so that they achieve academic proficiency. School leaders further explained that instruction has largely consisted of whole group in past years and that they are emphasizing the use of varied instructional groupings and formats in order to realize this vision. School leaders stated that the school's primary goals are to increase students' reading and math scores on Ohio State Tests (OSTs). School leaders indicated that they have shifted this year's goals, explaining that NWEA MAP scores, rather than OST scores, were central to last year's goals. When asked, teachers confirmed that the school's academic vision is to "move students" and increase students' NWEA MAP scores so that they achieve proficiency. However, teachers did not refer to varied instructional groupings and formats when discussing the school's vision. Further, teachers reported that increasing test scores, improving attendance rates, bolstering conditions for learning survey results, and providing extra intervention for students account for the school's goals. When asked, teachers did not reference OST results as goals. However, school leaders and teachers indicated that the school's goals are consistently outlined in the weekly bulletin sent by school leaders. Yet, review of weekly bulletins revealed that school goals are referred to as the school focus. Examples of targets outlined in the focus included: "Increase Reading Proficiency (as measured by Ohio State Testing and NWEA); Increase Math Proficiency (as measured by Ohio State Testing and NWEA); Increase Student attendance rate to 93%; Increase Conditions for Learning Data (student safety)."
- **School leaders do not yet ensure that teachers deliver high-quality instruction.** School leaders and teachers consistently reported that school leaders have completed the required number of formal observations as dictated by the Teacher Development and Evaluation System (TDES). In addition, school leaders reported that they try to informally observe every class every day, but indicated that they often do not see every classroom on a daily basis despite trying to do so. However, when asked, most teachers indicated that they do not receive regular informal observations, describing the frequency in which observations occur as sporadic. Further, while school leaders stated they supply regular written feedback after conducting informal walkthroughs, teachers indicated otherwise. Teachers also characterized the regularity in which they receive feedback as sporadic. Teachers further reported that the informal feedback that they do receive is often not helpful, explaining that it is not constructive or action-oriented. Specifically, teachers stated that feedback does not give "something to build upon." Review of informal feedback revealed that the questions posed to teachers are largely focused on procedures and policies, rather than actionable feedback around instructional practice. Examples included: "How do you utilize the instructional assistant in times like these where students are engaged in non-assessment activities?" "Did we overlook your lesson plans for the day?" "Is this activity connected to a standard or Springboard lesson?"

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

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- **School leaders do not fully ensure effective communication and inclusive, transparent decision making across the organization.** School leaders and teachers reported (and review of newsletters confirmed) that school leaders communicate with staff through emails, weekly newsletters, informal conversations, and announcements made during staff meetings, TBTs, and professional development. However, teachers indicated that communication is often ineffective, explaining that changes to school events are not communicated in a timely fashion. Teachers also stated that on occasion, they have received weekly bulletins on Monday morning, rather than over the weekend. Teachers reported that getting bulletins on Monday morning poses problems; the bulletins often announce school events of which they were previously unaware and explained that, as a result, their instructional plans for the week have been disrupted due to the unanticipated events. In addition, school leaders reported (and review of committee minutes confirmed) that all teachers serve on a school committee (e.g., Building Leadership Team, Student Support Team, Awards/Program Committee) and indicated that participation on committees provide teachers with the opportunity to make and/or provide input about school decisions. While teachers indicated that they are members of school committees, many teachers indicated that their service on committees does not allow them to meaningfully give input about and/or make decisions. Teachers explained that school leaders make the final decisions about ideas and initiatives raised by committees. Further, when asked, most teachers struggled to present examples of recent decisions made by their committees.
- **The principal is beginning to engage parents and community members in the educational process.** Teachers reported that school leaders have stated that teachers should communicate with parents on a regular basis. Teachers explained that they email, make phone calls, send bi-weekly progress reports, and distribute weekly or bi-weekly classroom newsletters in order to ensure that parents are informed about their child(ren)'s learning. Parents confirmed that teachers frequently communicate with them through multiple mediums. Parents also praised the school for creating a welcoming environment, stating that they feel like they can visit and/or volunteer at the school anytime. In addition, school leaders, teachers, and parents indicated that the school holds events that involve parents in supporting student learning. For example, all three stakeholder groups reported that school leaders invite parents to a monthly chat-and-chew. School leaders explained (and review of chat-and-chew artifacts confirmed) that school leaders present a topic around learning during these monthly gatherings. For example, school leaders indicated that they disseminated and explained NWEA MAP data to parents and provided strategies that parents could implement at home. School leaders and teachers also reported that the school implemented academic parent-teacher team conferences in the lower grades. Both stakeholder groups indicated that these conferences replaced traditional parent-teacher nights and explained that teachers present a lesson around an academic skill so that parents can support the targeted skill at home with their child(ren). However, school leaders indicated that connecting the school and the community through partnerships is an area of opportunity for the school. Yet, school leaders stated that the school currently has active partnerships with Miles Pointe Senior Housing and a local church. School leaders explained that people from these organizations tutor students and assist with breakfast multiple times a week.

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Prioritization Process

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

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

The group identified Purposeful Teaching 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 and Purposeful Instruction.

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

Goal: A variety of instructional strategies and materials are used to support students' diverse needs.

Success Measure: 100% of classrooms will demonstrate – at minimum – the partially effective (rated 2 or 3 on classroom tool) implementation use of instructional strategies for diverse student needs by May 15, 2017.

Actions	Target Dates	Champions
1. Plan survey to pre-assess staff/teacher's familiarity, perceptions, misconceptions of use of instructional strategies	2/8	Asst. Principal
2. Present SQR results to staff; give pre-assessment to staff to obtain knowledge	2/17	Principal
3. Determine two differentiated strategies and protocols that the school will focus on together based on pre-assessment • Determine the how to obtain staff buy-in, establishing non-critical norms for peer interaction • Determine the roll-out plan • Determine walkthrough dates	2/28	SQR Focus Committee
4. Develop professional development sessions for lesson planning, include co-planning component to sessions	3/5	SQR Focus Committee
5. Monitor the practice • Set benchmark • Plan for re-evaluation and adjustment periods	5/15	Asst. Principal

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Appendix A: Site Visit Team Members

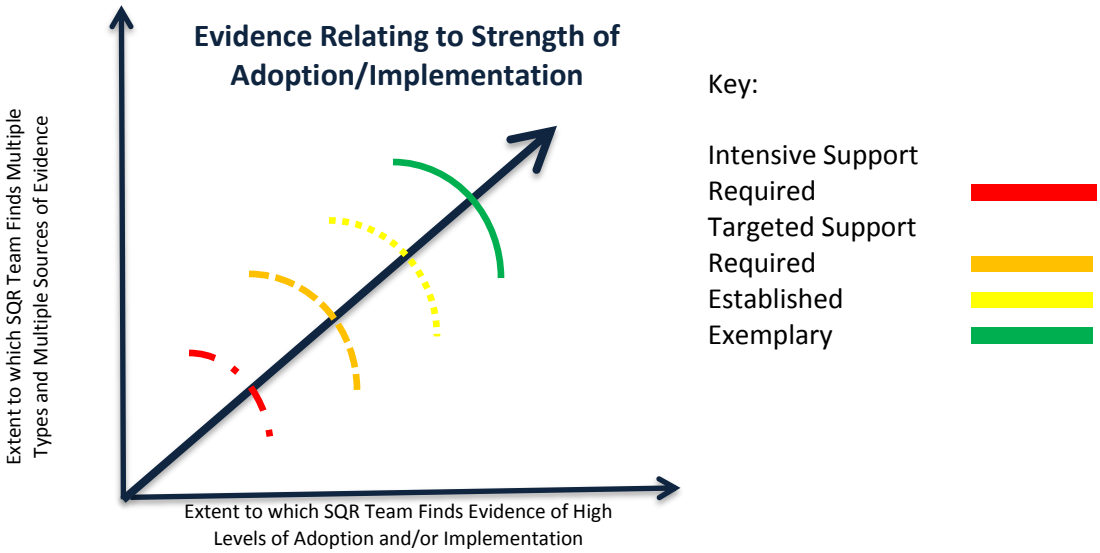
The SQR to Miles Elementary School was conducted on February 1-3, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Kara Dunn, Team Leader	SchoolWorks, LLC
Kathryn Cobb Koerner, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	Cleveland Metropolitan School District

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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 15 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	75%	13%	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 = 7	57%	43%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	20%	33%	33%	13%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	47%	53%	0%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	47%	33%	7%	0%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	60%	33%	7%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	40%	53%	7%	0%
	7. Cognitive Engagement Active student participation Perseverance	33%	40%	27%	0%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	80%	13%	7%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	73%	20%	7%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	93%	7%	0%	0%
	11. Feedback Feedback to students Student use of feedback	80%	20%	0%	0%

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