SchoolWorks
School Quality Review
Report

Oliver H. Perry School
November 1-3, 2016

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About the SchoolWorks School Quality Review Process

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

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 site visit team and the school work together to identify prioritized areas for improvement.

The 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 site visit team meets to discuss, sort, and analyze evidence it is collecting. The 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 site visit 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 2: Targeted Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 2: Targeted Support Required**

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
8%	17%	58%	17%

- The school is working to ensure that behavioral expectations are clear and understood by students. Leaders and teachers reported that improving student behavior has been a school-wide focus area, and that teachers are expected to use positive, incentivized classroom behavior strategies based on the Teach Like a Champion (TLAC) model. However, teachers, parents, and students also reported that student behavior sometimes interferes with learning during instruction. The site visit team observed that in 17% of visited classrooms (n=12), behavioral expectations were effective; students were observed consistently behaving according to clear expectations. In these classrooms, teachers employed behavioral strategies such as charts with clips, incentivized point systems, and positive narration. In 75% of visited classrooms, however, the use of strategies to promote clear behavioral expectations was partially effective. In the majority of these classrooms, some students were observed misbehaving or not complying with teachers' behavioral expectations during instruction. For example, in two classrooms, most students were behaving consistently throughout the lesson, but the teacher did not address several students who were cursing. In other classrooms, teachers did not use behavioral strategies to address some students who were having low-level side conversations or engaging in off-task behaviors. In another classroom, the teacher attempted to use positive narration to acknowledge good behavior, but some students still engaged in frequent, low-level talking.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
33%	17%	50%	0%

- The learning environment is not consistently structured, and learning time is not maximized. In the majority of visited classrooms, teachers were generally prepared with lesson materials (e.g., projected notes, handouts), but learning time was not consistently structured and used effectively. Specifically, in 33% of observed lessons, student learning time was ineffectively maximized, and students were not provided with a sense of urgency for learning. For example, during one 20-minute observation, the majority of students had already completed the assignment and were engaged in non-school tasks throughout the observation. In 67% of observed lessons, learning time was partially structured and maximized. In the majority of these lessons, lesson agendas were not generally used or referenced, transition time was not maximized, and students were not provided with additional learning tasks if they finished early. For example, during one lesson, the teacher used 10 minutes of instructional time for directions to complete the task. During another lesson, the learning activity ended with five minutes remaining, but the transition was slowed when the teacher collected materials and students sat idle. During another lesson observation over 20 minutes,

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

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students were tasked to work in groups to discuss text-based questions, but the activity was not timed. Most students completed the task early and sat without additional work.

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
42%	50%	8%	0%

- Teachers do not provide students with clear learning goals or focused, purposeful instruction. Specifically, in visited classrooms, the use of strategies to promote focused instruction driven by clear learning goals, high expectations, and communicated academic content was ineffective in 42% of lessons. In addition, although the principal and teachers stated that clear learning objectives are expected during instruction, the site visit team observed that in many of these observed lessons, learning objectives were not clearly posted, intentionally referenced, or aligned with actual instruction. For example, in one lesson, students were asked to respond to a journal prompt, but the prompt was disconnected from an assigned task to write in workbooks. In other lessons, teachers focused on behavior management or procedural tasks (e.g., copy notes into notebooks) instead of learning goals. In 68% of observed lessons, the use of effective strategies to promote focused instruction was partially effective. In some of these lessons, learning goals were clear, but only some students were held accountable. For example, during a whole group math lesson, only several students were called on for answers. Most students listened passively without being calling upon to answer or otherwise explain their thinking. In another lesson, students were asked to work in groups, but students were not held individually accountable for their learning during the task. In other lessons, learning goals were stated but academic content was not clearly communicated to promote understanding of specific academic content to learn or apply. For example, when asked to explain what they were learning in one lesson, some students responded in broad learning terms (e.g., “learning science”) and non-academic learning goals (e.g., “writing answers from questions in the book”).

Higher-Order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
100%	0%	0%	0%

- Instruction does not require all students to use and develop higher-order thinking skills. In 100% of observed classrooms, the site visit team observed the ineffective use of strategies to promote critical and higher-order thinking skills. During these lessons, the site visit team noted that higher-order thinking strategies were either absent altogether or that teachers missed opportunities to employ them. In some visited classrooms, teachers engaged students in low-level or below grade-level tasks. For example, during several lessons, students were asked to copy notes from the projector into their notebooks. In some lessons, students were working on academic content (e.g., practicing multiplication tables) that was several years below the appropriate grade-level skill. In other lessons, teachers missed opportunities to push student thinking beyond lower-level recall and summary. For example, teachers asked low-level recall questions such as, “What does a narrator

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do?" or "Is this day or night?" without following up with more challenging, probative questions such as, "Why?" In the majority of observed lessons, assigned tasks were primarily single-step rather than open-ended, and did not engage students in skills such as analysis, evaluation, or application. For example, during one lesson, students were asked to make an analogy between academic content and another topic. However, the teacher provided a sample answer immediately after students completed a written prompt, missing the opportunity to engage them in significant work or thinking about the concept.

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
67%	17%	8%	8%

- In-class assessment strategies do not consistently reveal students' thinking about learning goals. Although the principal and teachers reported that teachers are expected to use strategies (e.g., exit tickets) to check student understanding of learning goals, in 67% of classrooms visited, the use of in-class assessment strategies was observed as ineffective. In most of these lessons, the site visit team observed an absence altogether of the use of such strategies, and noted that their lack of use was likely correlated to the observed lack of clear learning objectives discussed earlier. In 25% of observed lessons, the use of in-class assessment strategies was partially effective. In these lessons, teachers attempted to use in-class assessment strategies but with low levels of effectiveness. For example, in one lesson, the teacher employed a thumb tool to see if students answered correctly, but did not check to see if all students participated or further probe students who did. In another lesson, the teacher used the thumb tool to check completion of an activity rather than student understanding. In other lessons, teachers circulated to check the independent work of students but checked in with only some students. In some lessons, teachers used cold call during whole group instruction, but called on only a few students to provide answers.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
92%	0%	8%	0%

- Frequent, specific feedback is not provided during the learning process. Specifically, in 92% of classrooms visited, the use of strategies to provide formative academic feedback was ineffective, and was only partially effective in 8% of lessons. In the majority of these lessons, formative feedback related to lesson content that would guide improvement efforts or clarify misunderstandings was not provided at all. Instead, in some classrooms, teachers were observed providing feedback that was procedural rather than academic in nature. For example, teachers provided compliments or corrective comments to students for efforts such as lining up well, staying on task, or maintaining good behavior. In other classrooms, teachers provided general, non-specific feedback in response to academic efforts, such as "Great job," or "Good work." Teachers also failed to clarify academic understandings for students beyond stating, "Right" or "Wrong."

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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. The principal and teachers consistently reported that the school has an established Student Support Team (SST) with a referral and progress-monitoring process to identify and support at-risk students for academic and behavioral concerns. According to these stakeholders, the SST meets weekly, and includes the principal, two intervention specialists, a classroom teacher, and parents and school psychologist as needed. They additionally reported that the process begins with a referral from school staff or a parent. It is followed up with recommended interventions that are implemented and monitored from 4-to-8 weeks, after which time a second attempt is made to provide additional Tier 2 interventions (e.g., Leveled Literacy Intervention) before special education referral. Teachers reported initiating referrals based on varied assessment data, such as Northwest Evaluation Association (NWEA) and Achievement Network (ANet) math and reading scores, classroom learning style, and behavioral/attendance data. Teachers also provided examples of attempted student support interventions, including strategies such as proximate seating, prompt and cueing, small group support, and behavior success plans. Further, review of the school's SST tracking log supported that student referrals, meeting/monitoring notes, and team decisions are documented by the SST.
- The school implements limited supports for struggling and at-risk students. The principal and teachers reported that the school's schedule embeds some designated time for teachers to provide classroom-based academic support for students across grades. According to these stakeholders, in grades K-5, there are 1-to-3 weekly intervention blocks provided with the cooperation of classroom and encore subject teachers, with a similar model in place daily for students in grades 6-8. However, these stakeholders also reported inconsistently regarding the effectiveness of the academic support actually provided. For example, although some teachers reported positively on having time to provide additional support to small groups of rotating students, the principal and teachers reported that teachers are not provided with supervision or training across all grades to structure academic interventions. The principal indicated that the model is not yet effective across all grades; students reported having a lack of work during some support periods; and the site visit team noted that students were not engaged with the Accelerated Reader intervention during an observation of a support period. In addition to this model, the principal and teachers reported that support staff provide Leveled Literacy Intervention (LLI) support for some students in grades K-3 and 6-8. Also, students may access academic tutoring from classroom teachers or external community-based programs (e.g., Salvation Army).

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

- The school has made increased efforts to provide a safe environment that supports students' learning. Although the Spring 2016 Conditions for Learning Survey indicates that only 39% of students in grades 2-4 and 42% of students in grades 5-8 rated the school as having a safe and respectful climate, all stakeholders – the principal, teachers, parents, and students – reported that

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the school feels safe and is improving its overall climate. The principal and teachers explained that the school has taken deliberate steps to promote calm and safety, including changing routine procedures for school arrival, dismissal, recess, and breakfast and lunch periods. In addition, a review of the school's 2016-17 School Wide Culture Plan confirmed that the school has developed a plan to improve overall school safety by increased adult supervision of students in common areas and changes in procedures – including hallway and office referral procedures – to promote safer, calmer behavior. The site visit team additionally observed that the school employs routine safety procedures, including locked external doors, security and metal detector checks upon entry, and supervision provided by a full-time safety officer. Although teachers, parents, and students reported (and the site visit team observed) that hallway transitions can sometimes feel chaotic, these stakeholders also stated that the overall school climate is improving. In addition, the principal and teachers explained that the school has also increased its efforts to focus on improving safety by: incentivizing positive behavior (Soaring Eagle Tickets); developing a program for weekly morning meetings; and routinely teaching the Promoting Alternative Thinking Strategies (PATH) curriculum across grades.

- The school does not yet engage families in support of student learning. The principal, teachers, and parents commonly reported that the school does not have an active Parent-Teacher Organization. Although the principal and teachers reported that the school schedules routine open-house, parent conferences, and other family events (e.g., Talent Show, Molly Day) to engage parents, they stated that parent attendance has often been low, but appears to be improving. For example, teachers reported an average of 60% parent participation rate for recent academic conferences. However, parents and students also reported that most parents do not attend school-sponsored family events. In addition, parents reported that communication between the principal and parents is generally better than communication in general with teachers. Both the principal and parents reported (and review of a sample parent newsletter supported) that the principal sends a school calendar and monthly informational bulletin to families, including notices and upcoming school-sponsored events. Parents also stated that the principal is generally approachable. However, parents reported that communication with teachers varies, and provided the example that some, but not all, teachers use Engrade or send classroom bulletins home. Both parents and students reported that some teachers contact parents with negative information only or too late for them to intervene. Further, the principal stated that there are no school-wide expectations for teacher communication with parents, and that the practice varies by teacher.

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Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 2: Targeted Support Required**

- Professional development is designed to address identified areas of need. According to the principal, professional development provided to teachers has been based on four priority instructional areas she has selected based on student data and performance: the development of re-teaching plans; aligning teaching and learning to rigorous curriculum standards; checking for understanding; and using TLAC strategies effectively. Both the principal and teachers reported (and review of the professional development calendar supported) that teachers have had weekly professional development sessions over the year on topics related to these identified areas of need. Specifically, teachers reported having professional development on instructional topics such as TLAC strategies; planning lessons and student learning objectives based on curriculum standards; and using ANet scores to set math and English language arts goals. Although the principal explained that it has been a challenge to design professional development for a small K-8 staff generally including only one grade-level teacher in each grade, teachers reported that the principal has made an effort to differentiate professional development and that increased focus and continuity of topics has been more helpful than in the past.
- Educators do not collaborate regularly to learn about effective instruction and students' progress. According to the principal and teachers, although some teachers have been scheduled for common planning time, teachers are not expected to engage in required collaborative professional activities. For example, the principal explained that middle school teachers are expected to meet during common planning time periods, but their meetings are not directed. Both stakeholder groups explained that all teachers are required to participate in required after-school weekly meetings, including 50 minutes each week in Teacher Based Team (TBT) work and 50 minutes of professional development or other designated meeting activity. However, the principal and teachers explained that TBT work is largely conducted by teachers independently working on their own grade-level assessments, which is sometimes shared with colleagues in grade-level bands. Teachers further explained that the principal receives TBT re-teach plans and that the Building Leadership Team (BLT) is expected to provide feedback to teachers; however, this process is more individualized than collaborative.

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

- Educators' mindsets and beliefs do not consistently reflect a shared commitment to students' learning. When asked about teachers' commitment to students in the school, teachers reported inconsistency. Some teachers stated that there are teachers whose actions demonstrate considerable caring for students. Provided examples included teachers who share positive examples of student work with each other; teachers who tutor students during lunch or after school; and teachers who go beyond classroom duties (i.e., helping needy families obtain services or resources). Other teachers stated – and parents and students in focus groups also reported – that some teachers appear to care more about students than others. Some teachers also discussed student achievement in terms of roadblocks to student success, citing personal or home factors, such as lack

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of homework supervision, attendance, behavior, and skill deficiencies as impediments to learning. In addition, both the principal and teachers reported that the school is working on an expectation that teachers do not let any student opt out of instruction during lessons. However, the site visit team noted that in some visited classrooms, teachers did not consistently address some students whose heads were down on desks or who were otherwise disengaged from learning activities.

- The school has not yet established a trustworthy, growth-oriented professional climate. Both the principal and teachers explained that the school has had a recent history of revolving administrative leadership; this has negatively impacted overall trust within the professional culture of the school. According to teachers, the teacher culture has largely been distrustful of leadership in the past, but the culture is slowly improving in the second year of the current principal's tenure. For example, teachers reported that the principal is generally perceived as caring, more visible, and approachable than prior school leaders, and follows through with teachers' requests for help or resources. The principal reported that some, but not all, teachers have been more open with her and more willing to share suggestions or seek help with problems. In addition, the principal reported that although she has intended to be more public about celebrating teachers' accomplishments, her perception is that some teachers are not yet comfortable with that approach. When asked about teacher-to-teacher relationships, most teachers described working relationships among teachers as cordial, and that a team-building activity held earlier in the year had been helpful. Teachers additionally reported that there is generally limited sharing of professional practices among the staff, and that the social committee that once existed in the past has not yet been revived.

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Domain 4: Governance and Leadership

8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.	**Level 2: Targeted Support Required**

- The school leader is working to improve the quality of instruction that teachers deliver. Both the principal and teachers reported that the principal routinely conducts the required five evaluative touches mandated by the Teacher Development Evaluation System (TDES). In addition, teachers consistently reported that the feedback provided by the principal during this process has been purposeful and useful. Further, review of a sample TDES evaluation shows that the type of feedback provided by the principal includes reflective questions to teachers about instructional practice such as, "Do students have a copy of the rubric you use to assess their pieces so that they can utilize it during the revision and editing process?" In addition, the principal reported that she aims to do short, five-minute walkthroughs daily in each classroom, to provide immediate verbal feedback and to increase overall visibility during instruction. Some teachers, on occasion, receive longer 20-minute observations apart from TDES. Further, document review of samples of directive feedback to teachers provided during walkthroughs included notes and comments such as: "Teacher to put up agenda times for her daily agenda with pictures for students;" "Have a Do Now ready for every class;" "Do not talk over: do not give directions when students are talking." During classroom visits, the principal reported that she would like to provide more specific instructional feedback on areas such as rigor, management, and professional development focus areas. Teachers generally reported satisfaction with the principal's increased visibility in classrooms, and stated that they receive informal feedback in person or by email.
- The school leader is beginning to establish conditions that support a school-wide data culture. Both the principal and teachers reported that, this year, teachers have been introduced to using data to drive teaching and learning as one of the school's instructional priorities. Teachers commonly reported using grade-level data, such as AIMSweb and ANet reading and math scores, with the goal of developing re-teach plans based on student performance data as part of the weekly TBT process. In addition, teachers generally reported they are making progress with using and reviewing data to unpack curriculum standards, to create differentiated learning activities, and to identify students' weaknesses with specific skills. Further, document review of sample TBT plans and data trackers from individual teachers supported that teachers are engaged with instructional data. In addition, the principal reported that teachers are expected to meet student proficiency goals, using NWEA data to target students in need. The principal also explained that she is tracking student performance data related to social and emotional development, such as student referrals to the office and Planning Center, attendance, as well as other areas such as parent communication and participation.

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

- The school leader communicates regularly with staff; however, the school lacks inclusive decision-making structures. Both the principal and teachers reported that the principal communicates routinely with staff via a weekly emailed newsletter. Further, document review of a sample newsletter supported that staff are notified about a range of topics such as upcoming professional

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development, highlighted routines and procedures, and scheduled school events. In addition, teachers reported that the principal is visible, approachable, and present during and after school at staff meetings several days each week. However, when asked about teacher involvement in decision-making structures, both the principal and teachers reported that the school lacks these formal structures. For example, although the school used to have some organizational committees such as for attendance, strategic school design, and school climate, they no longer exist. Both the principal and teachers explained that the school's primary committee is currently the Building Leadership Team (BLT) that includes four grade-level teachers selected by the principal, which meets monthly as a sounding board to discuss and promote initiatives proposed primarily by the principal. Although some teachers reported that they feel comfortable approaching the principal with suggestions or ideas, teachers generally expressed that there is not yet an inclusive vehicle for wider participation in decision making.

- The principal is beginning to engage community members in the educational process and create an environment in which community resources support learning. According to the principal and teachers, the school is working toward establishing a more arts-focused identity. This year, the principal developed a grant to engage the community-based Center for Arts Inspired Learning-Artists in Residence program. Participating teachers reported that the initiative has permitted them to work closely with dance and visual artists on collaborative curriculum projects to enliven areas of study, such as by creating arts-infused math and social studies lessons. In addition, the principal and teachers reported that the school has begun to engage Villa Angela St. Joseph High School as an opportunity for some middle school students to participate in an engineering class, as well as for some instructional reading support in classrooms. The principal and teachers additionally referenced community partnerships with the Salvation Army (which tutors as many as 15 students after school), and the Kiwanis Club, which sponsors field trips, book donations, and reading support. Finally, the principal and teachers reported that the school has an established partnership with the Guidestone social services agency to provide counseling and other social services support for students and families.

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Prioritization Process

The site visit team met with the Oliver H. Perry 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: increasing efforts to provide a safe environment; employing a process to identify at-risk students; and designing professional development to address areas of need. The site visit team also noted the following areas for growth: Domain 1: Instruction, including improving instructional practices related to purposeful teaching and assessment/feedback.

The group identified assessing students' understanding of skills and concepts and providing instructional feedback 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: providing students with frequent, specific, academic feedback during the learning process.

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

Goal: Frequent, specific academic feedback is provided during the learning process.

Success Measure: In January classroom walks by principal, 75% of teachers will provide effective feedback. CFL data will also show an increase in feedback to students.

Actions	Target Dates	Champions
Meet with selected staff members to share findings and review action plan. Allow staff members to reflect on findings and provide input related to the action plan.	11/8	Principal
During professional development, the principal and/or Action Plan Team will share the SchoolWorks findings and proposed action plan with full staff. All staff will have an opportunity to reflect on and respond to the findings and the action plan.	11/16	Principal and Action Plan Team
The principal and Action Plan Team will conduct research to identify effective practices related to academic feedback. Based on this research, they will create a school-specific definition of effective/successful feedback (possibly involving a checklist).	11/8-11/30	Principal and Action Plan Team
The principal and/or selected staff will provide all staff with professional development related to academic feedback. This professional development will be based on Teach Like a Champion strategies as well as effective strategies identified through research.	11/30, 12/7, 12/14	Principal and selected teachers
The principal will develop a peer observation schedule so that teachers can observe and provide/receive feedback related to their academic feedback.	December	Principal

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Appendix A: Site Visit Team Members

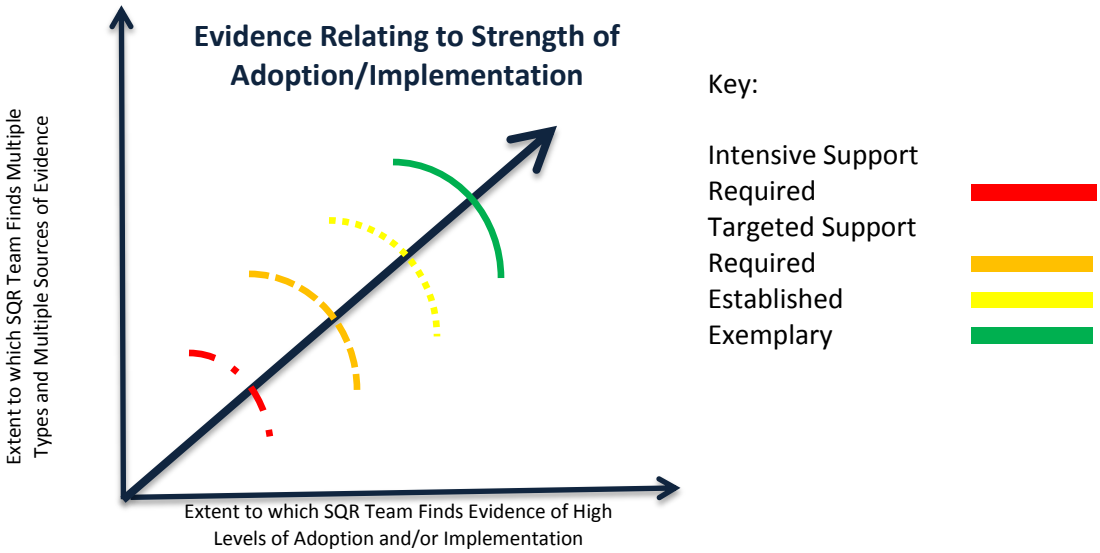
The SQR Visit to Oliver H. Perry School was conducted on November 1-3, 2016 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Jeff Vogel, Team Leader	SchoolWorks, LLC
Christopher Saheed, 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 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__	13%	88%	0%	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 = __4__	25%	75%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	8%	17%	58%	17%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	33%	17%	50%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	25%	33%	25%	17%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	42%	50%	8%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	50%	33%	17%	0%
	7. Cognitive Engagement Active student participation Perseverance	33%	42%	0%	25%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	100%	0%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	67%	17%	8%	8%
	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	92%	0%	8%	0%

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