SchoolWorks
School Quality Review
Report

Sunbeam Elementary School
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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 2: Targeted Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 2: Targeted 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 2: Targeted 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 3: Established**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Level 1: Intensive Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 2: Targeted Support Required**

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
15%	23%	15%	46%

- **Behavioral expectations are clear and understood by some, but not all, students.** In focus groups, school leaders and teachers reported (and a review of the school's 2016-2017 Academic Achievement Plan [AAP] confirmed) that implementing Positive Behavioral Interventions and Support (PBIS) was necessary to ensure that the school culture was conducive to student learning. School leaders and teachers reported that, overall, behavior had improved during this first year of PBIS implementation; however, they stated that full implementation takes three years. School leaders, teachers, and students reported that PBIS is anchored in core values of be respectful, be safe, and be responsible. Also, the reward system included distributing swagger bucks for use at the school store or holding classroom parties. School leaders, teachers, and students added that many students behaved appropriately in class and the hallways; however, a few students repeatedly misbehaved. In 46% of classrooms (n=13), site visit team members observed effective implementation of behavioral expectations. In these classrooms, PBIS posters and class rules were displayed, reward systems were evident, and students behaved appropriately during the lesson. For example, in one class, as students transitioned quietly from one learning task to the next, the teacher asked, "Good job, how many swagger bucks do I owe you?" In another class, the teacher instructed students on appropriate behaviors when leading a class discussion; students followed those behaviors in their group discussions. In 35% of classrooms, site visit team members observed partial implementation of behavioral expectations. In these classrooms, not all students behaved according to posted expectations, and consistent disruption from a few students made learning difficult. In one classroom, for example, behavioral expectations were posted; however, constant chatter from a few students made it difficult for the class to hear students explain their work. The teacher successfully redirected most students; however, two students continued to disrupt the class. In another class, more than half of the students were off task, and the teacher's attempt to redirect students was not successful.

Supportive Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
8%	8%	31%	54%

- **Classroom interactions are supportive and caring in most classrooms.** In 54% of classrooms, site visit team members observed effective establishment of a supportive learning environment. These classrooms were characterized by teachers and students being respectful, caring, and supportive of one another, and the teacher re-engaged students who were not fully participating. In one classroom, for example, the teacher encouraged students to cultivate caring relationships with peers by coaching students on how to facilitate a small-group discussion. In another class, the teacher successfully de-

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

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escalated a potential behavior problem by hugging a student and saying "1, 2, 3 big hug for you." In another class, some students were struggling with manipulatives. In response, the teacher patiently modeled how to use the manipulatives, praising students for their attention and effort. In 39% of classrooms, site visit team members observed partial establishment of a supportive learning environment. These classrooms were mostly caring; however, there were a few instances in which students were not supportive of each other. For example, in one class, students were not sharing materials at their center. The teacher was able to explain the importance of sharing through positive language and a gentle touch. In another class, a few students shouted disrespectful comments while their classmates were at the white board explaining how they solved a problem. The teacher was able to draw on his/her rapport with students to re-direct the class.

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

Focused Instruction			
Ineffective	Partially Effective		Effective
1	2	3	4
8%	46%	46%	0%

- **Teachers do not regularly provide students with clear learning goals and focused, purposeful instruction.** School leaders and teacher reported that "I can" statements (i.e., statements that focus learning, are aligned with state standards, help students stay on target, and serve as formative assessments) are expected to be in lesson plans and referred to in each lesson. And while site visit team members observed I can statements posted in most classrooms, these statements were either not referred to during the lesson, were not aligned to state standards, or did not match the learning task. In 92% of classrooms, site visit team members observed partially effective delivery of focused instruction aligned to a clear learning goal. For example, in one classroom, the posted I can statement (e.g., I can differentiate between fact and opinion) was not referred to during the lesson. The teacher shared verbal examples of facts and opinions, but did not define what the terms meant, nor did students have an opportunity to practice/create their own examples. In another class, students were copying text. The I can statement was in the teacher's lesson plan (e.g., I can practice my spelling words). However, it was not posted, nor did the teacher explain the purpose of the learning task. In another class, a number of I can statements were posted in front of the class. It was unclear on which I can statement the students were working.

Cognitive Engagement			
Ineffective	Partially Effective		Effective
1	2	3	4
15%	8%	54%	23%

- **The majority of students are cognitively engaged in learning.** In focus groups, school leaders and teachers reported (and a review of 2016-2017 Sunbeam Opening Bulletin confirmed) that instruction should be interactive and include flexible groupings and centers to ensure that all students are engaged. Site visit team members observed effective promotion of cognitive engagement in 23% of classrooms. In these classrooms, students were actively engaged in the learning task. In one class, for example, students were engaged in learning centers that required students to practice letter sounds through identifying words, matching sounds, and coloring objects that began with the letter sound.

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In another class, all students were engaged using a variety of tools to measure objects. In 62% of classrooms, site visit team members observed partially effective promotion of cognitive engagement. In these classes, some, but not all, students participated actively and remained engaged in the lesson. For example, in one class, most students were working diligently at their seats, while a few students sat idly at computer stations without re-direction from the teacher. In another class, individual students were reading aloud sections from a chapter book, while the rest of the class followed along. A few students tried to disrupt the class, but most students persisted as their classmates read their passage to the class. In another class, most students were buddy reading (reading aloud to a partner.) The teacher re-directed those pairs that were not engaged.

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 2: Targeted Support Required**

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
23%	38%	23%	15%

- **Some teachers use in-class assessments to gauge student learning.** A review of the school's 2016-2017 Opening Bulletin states that teachers should assess students daily through the development of strategies or types of assignments that allow students to display their learning. A review of the school's weekly bulletin (11/17/2016) revealed an explanation and examples of exit tickets to formatively assess students. In focus groups, teachers reported using exit tickets, although site visit team members did not observe this strategy. In addition, teachers reported using questioning and hand gestures (e.g., thumbs up) to gauge student learning. Site visit team members observed effective implementation of assessment strategies in 15% of classrooms. In these classrooms, assessment strategies were focused on the content of the lesson, allowing teachers to gauge learning. In one classroom, for example, each student had the opportunity to measure an item to show their understanding of measurement. In 61% of classrooms, site visit team members observed partially effective implementation of assessment strategies to gauge student learning. In these classrooms, teachers used assessment strategies to check for understanding of some, but not all, students, or the assessment strategy was not precise enough to know which and/or how many students understood what aspect of the lesson. In one class, for example, the teacher circulated, asking students questions at their centers to gauge student understanding; however, s/he was not able to visit every center, and assess every student. In another class, the teacher periodically asked the class questions about the chapter they were reading. Only a few students had the opportunity to display their comprehension. In the remaining 23% of classrooms, site visit team members observed ineffective implementation of assessment strategies to gauge student learning. In these classes, teachers had no, or a limited, sense of student understanding. Only a few students had the opportunity to display their understanding, or the classroom environment was chaotic. For example, in one class, the lesson was focused on story sequence; the teacher asked a few students prediction questions (e.g., What do you think will happen next?), but did not assess whether students understood the sequence of events.

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Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
38%	8%	38%	15%

- **Some teachers provide feedback that is timely, specific, and related to student learning goals.** Because instruction was not regularly focused on student learning goals, opportunities for students to receive quality feedback targeted to those goals was limited. Site visit team members observed effective delivery of feedback in 15% of classrooms. In these classes, teachers provided students with specific feedback related to the learning goal. In one class, for example, the teacher provided students with criterion-based feedback on the procedure and content of the lesson. The teacher ensured that the feedback was directly related to the text that students were reading, as well as the task (e.g., discussing story elements; making inferences). Site visit team members observed partially effective delivery of feedback in 46% of classrooms. In these classrooms, teachers provided feedback, but it did not clarify students' misunderstanding or necessarily inform student learning. For example, in one class, the teacher circulated to check student work; however, the teacher did not provide feedback to students that had incomplete or incorrect responses. In another class, when a student divided when s/he should have multiplied, the teacher did not offer feedback that helped the student understand why his/her approach was incorrect. In 38% of classrooms, site visit team members observed ineffective delivery of feedback. In these classrooms, teacher feedback was focused on procedure or behavior (e.g., Hands to yourself please; How many times should you read the story?) as opposed to lesson content, or there was no feedback at all. For example, in one class, as students worked at centers, the teacher provided two groups of students' feedback on how to do the center activities. In another class, the teacher was asking rapid fire questions to the whole class, without providing immediate feedback, even when student responses were incomplete or incorrect.

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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 school leaders are in the beginning stages of systematically monitoring student progress.** A review of the 2015-2016 School Report Card, Spring 2016 Northwest Evaluation Association (NWEA) data, and the 2016 Ohio State Test (OST) data indicates that the majority of students at the school are struggling academically. In addition, Spring 2016 demographic data indicate that 41.2% of the total student population are designated special education students. In focus groups, school leaders and teachers reported (and a review of a school leader's data binder and Teacher-Based Teams [TBT] documentation confirmed) that school leaders and teachers use a variety of assessments to group students so teachers can differentiate instruction. These assessments include the NWEA Measures of Academic Progress (MAP); Academic Improvement Measurement System (AIMSWeb) (4-8); and other data (e.g., observations, teacher-made tests, end-of-unit tests). For those students whose struggles persist, school leaders and teachers described (and a review of Student Support Referrals confirmed) the Student Support Team (SST) process that identifies additional interventions so students can progress academically. School leaders, interventionist specialists, and teachers reported that interventionist specialists are responsible for monitoring student goals for those students with Individualized Education Plans (IEPs); and the principal reported that he reviews those goals regularly. For those students without IEPs, school leaders and teachers reported that monitoring students' academic progress and behavior occurs at the classroom level. Some teachers reported tracking students' academic and behavior progress using checklists; however, they were unsure how other teachers tracked student progress, or if there was a school-wide system. School leaders stated that they while they are tracking academic data and behavior incidents at the building level, these data are not yet being used to identify trends or make decisions. Despite that school leaders are not yet using school-wide data, school leaders and teachers reported that they are focusing on improving their ability to use data to drive improvement.
- **The school implements limited supports for struggling and at-risk students.** School leaders and teachers reported that the predominant support strategy for struggling students occurs in the classroom. Teachers are expected to differentiate instruction and use learning centers for literacy as a primary way to support the academic and behavioral needs of students. School leaders and teachers cited research-based programs that are used for remediation (e.g., Leveled Literacy Instruction [LLI]; Imagine Learning; and the differentiated strategies in Journeys for English Language Arts [ELA] [K-4]). However, teachers reported that they needed more training to be able to use LLI effectively. Furthermore, school leaders reported that because they do not have a reading remediation program for the middle school, they are using LLI for students in grades 4-8. Teachers reported that supporting struggling students occurs classroom by classroom; some teachers use research-based programs or work with the interventionist teacher. School leaders, teachers, and students reported that they created an interventionist block during the last period of the day for middle school students, so students could review math concepts or practice reading. Moreover, school leaders and teachers reported (and site team members observed) paraprofessionals and interventionists assigned to work with the general education students, in classrooms. Students reported that they ask other students for help if they are struggling, and some teachers give them help during study hall. School leaders and

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teachers reported that there are no after-school programs or supplemental services (e.g., tutoring, study skills, academic clubs) to support student learning.

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

- **The school provides a safe environment to support student learning.** In focus groups, school leaders, teachers, and students cited (and a review of the 2015 and 2016 Conditions for Learning [CFL] survey confirmed) that the numbers of students that feel safe in the school dropped from 61% in 2015 to 40.4% in 2016, due to a recent influx of students new to Sunbeam because of a school closing. School leaders, teachers, and students reported that the newly-implemented PBIS program has made a positive difference in building culture and overall safety. While some students reported incidents of bullying and teasing, they identified that, overall, they feel safe. Students reported that metal detectors, locked doors, adults in the hallways, and PBIS rules for the hallways, lunchroom, arrival, and dismissal, helped make them feel safe. School leaders and teachers reported that the pool room is locked, and those students who need pool therapy are escorted to the pool area. In addition, school leaders and teachers said that students are supervised during dismissal. Site visit team members observed a clean, orderly, and safe school, despite the age of the building and the unique supports for those students with special needs (e.g., wheelchairs and other devices to support mobility; visually impaired; and medically fragile students) in shared spaces throughout the school.
- **The school provides limited opportunities for students to form positive relationships with peers and adults.** School leaders, teachers, and students reported that there are limited opportunities for students to develop relationships with peers and adults outside of the classroom, and that only a few students participate in these programs. More specifically, school leaders, teachers, and students reported with pride about the 8th grade ambassador's program in which students who receive good grades for academics and behavior help those students with emotional and physical disabilities (e.g., escorting visually impaired students to the cafeteria; helping students in wheel chairs during dismissal). However, these stakeholders reported that only eight students participate in this program. Moreover, they reported a few middle school students run the school store. School leaders, teachers, and students reported that there are no current clubs or sports teams at the school. When asked about clubs or extracurricular activities, students identified clubs and programs (e.g., Leading Ladies Program and the mediation club), but students were not able to identify if these clubs are current or what student members do. Students reported that when they have a problem, they go to the school counselor or a teacher. Two of the six students in the focus group reported that they did not go to anyone. A review of the 2016-2017 AAP indicates that K-5 students receive the Promoting Alternative Thinking Strategies (PATHS) curriculum on Tuesday and Thursday mornings; however, neither teachers nor students reported this.

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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 not yet designed to improve teaching and learning.** School leaders and teachers consistently described the school's 200 minutes-designated professional development time that occurs Monday through Thursday mornings from 7:30 to 8:20 am. During this time, teachers meet once weekly in TBTs, participate in school-wide professional development sessions, and attend monthly staff meetings. Furthermore, a review of sign-in sheets indicates that teachers meet once a month during this time in school-wide committees (e.g., PBIS, attendance, social, fundraising, and parent). School leaders and teachers reported that professional development topics for the 2016-2017 school were chosen based on teacher survey data and the school's priorities (e.g., PBIS, differentiation). A review of the school's professional development calendar indicates the following topics: PBIS; rigor; learning centers; rigor/relevance/relationships; graphic organizers; instructional strategies and effective questioning; differentiation; literacy across the content areas; PBIS revisited. Teachers reported that, generally, professional development sessions were helpful. However, for many teachers, the sessions were introductory, with too much theory and little practice, or not applicable to their students. School leaders and teachers reported that they are generally held accountable to what they learn in professional development. However, when asked, teachers and school leaders could not provide a school-wide definition of rigor or specific strategies, making it difficult to know what being held accountable for rigor would look like. School leaders and teachers reported that while informal feedback on their teaching was welcomed and helpful, it was not necessarily aligned to what they were learning in professional development.
- **Educators collaborate regularly to support classroom practice and student learning.** School leaders and teachers (and a review of TBT Protocol and TBT feedback documents confirmed) that teachers meet weekly in Teacher Based Teams by grade bands (K-2/3; 4-5; 6-8; self-contained special education teachers) and follow the statewide five-step process to guide meetings. Teachers described in detail the content of TBT meetings to include the pre-assessments (e.g., teacher-made, or commercial) selected standards, data analysis, sharing student work, and the classroom strategies that they would use. School leaders and teachers stated that using data as part of the TBT process was an area that they were all learning to do better, citing the need to strengthen the data-driven culture of the school. Overall, teachers reported that TBT meetings were helpful, but that the paperwork was cumbersome. In addition to the structured TBT meetings, teachers and interventionists reported that they meet often, and as needed, to plan instruction, discuss students, and ensure that they are providing the best instruction possible for students. School leaders and teachers reported (and a review of meeting agendas confirmed) that teachers meet in committees once a month to work on school-wide initiatives. School leaders and teachers reported that the PBIS committee has met more frequently; this committee spearheaded the recent shift to the school-wide PBIS system. Finally, school leaders and Building Leadership Team (BLT) members reported (and a review of TBT feedback confirmed) that they meet weekly to provide feedback on TBT meeting notes and discuss school-wide issues.

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7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.	**Level 3: Established**

- **Educators' beliefs reflect a shared commitment to student learning.** In focus groups, school leaders and teachers displayed a commitment to their students, their colleagues, and the school. All stakeholders cited that they felt a shared responsibility for the academic and social well-being of all students in the school, regardless of grade-level, academic status, and/or type of disability. Multiple times, school leaders and teachers stated, "These are our kids." Site visit team members observed many examples of adults attending to students with a hug, high five, or greeting. When asked why students' performance is low, school leaders and many teachers explained the belief that they are working to change academic culture and the school is on the right path through the recent implementation of PBIS, stronger grade-level teams, the use of data to differentiate instruction, and new members of the school's leadership team who add expertise in early curriculum, instruction, early grade literacy, and data analysis. School leaders and teachers reported that recent NWEA scores indicated that student performance is increasing for most students, and teachers reported that they are working hard for even greater increases in student learning. Moreover, school leaders and teachers explained that in order to ensure that all students progress academically, they were spending more time helping students understand the importance of test scores and grades for enrolling in the best high schools and colleges.
- **The school reflects a safe and trustworthy professional climate.** School leaders and teachers reported that data and instructional strategies are shared during TBT meetings, committee meetings, and professional development sessions. In focus groups, teachers uniformly described that they collaborate with, and rely on, each other; they frequently seek feedback, discuss lessons or students with each other. For example, teachers stated that teachers new to the profession often asked more experienced teachers for help, and experienced teachers were glad to offer support. School leaders and teachers described each other as reliable, caring, and ready to help. School leaders and teachers acknowledged that they are all working extremely hard and that, sometimes, the amount of work can be overwhelming. Teachers explained that school leaders were visible in the school, available, and displayed a willingness to support them in any way they could. Furthermore, most stakeholders explained a confidence in the current and general direction of the school.

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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**

- **School leaders have not yet established a shared vision of school improvement linked to school goals.** School documentation indicates different and vague school priorities and goals. For example, the 2016-2017 Academic Achievement Plan (AAP) indicates that social-emotional learning, reading proficiency, and performance index are the school's priorities. The school's 2016-2017 Opening Bulletin states, "Academic Growth and AYP is a Must." And the Sunbeam Weekly Bulletin (Nov. 11, 2016) cites the following school-wide focus areas: data-driven instruction, literacy, math literacy; differentiation; and reading and writing across the curriculum. In focus groups, school leaders reported that the school's focus was on academics and differentiation of instruction so all students are reached, in addition to ensuring that the school climate was conducive for student learning. When asked about school goals, teachers had a range of responses: raise test scores in reading and math; starting from where students are at; differentiating instruction; raise test scores by 10%; get behavior on track so we can focus on academics; I don't know; and increased collaboration between general and special education teachers. Teachers reported that they were unaware of specific school-wide strategies to achieve school goals; however, many teachers cited small group work, differentiation, and the use of data as something they try to do in their classrooms. When asked about strategies used in classrooms or grade-levels beyond their TBTs, teachers struggled to identify school-wide strategies, citing that they were unsure what other teachers were doing in their classrooms. Finally, school leaders and teachers could not describe how school-level, grade-level, and classroom-level goals are aligned with the AAP, or how specific strategies are helping students progress.
- **School leaders do not consistently ensure that teachers deliver high-quality instruction.** School leaders reported that they check lesson plans and are in classrooms daily, providing feedback to teachers. School leaders reported that during their weekly administrative meetings, they talk briefly about what they saw in classrooms. However, they added that they did not yet have a system to track classroom observation trends, nor a schedule for which school leaders would visit which teachers in a given week. One teacher leader said, "We don't yet have the big school-wide picture of classroom instruction." School leaders explained (and a review of the school's Learning Walk Observation form confirmed) that school leaders sometimes use the Learning Walk Observation form. In addition, school leaders said that they go into classrooms with a "look for," a specific focus such as differentiation, PBIS, or posting of I can statements that may not be aligned to school goals or professional development. Teachers reported that school leaders are in classrooms frequently, but some teachers explained that school leaders do not have the expertise to help them with their particular students. Teachers reported that different school leaders come into their classrooms with no set format for giving feedback. Sometimes teachers receive an e-mail with a strength, such as "I appreciate that you ask 'why' when a student gives a response," or an area for improvement, such as "Perhaps you should post your I can statement in the front wall." Other times, teachers reported, the school leader will leave a written note, a copy of the Learning Walk Observation form, or sometimes they will not receive any feedback at all. Teachers reported that now that the Teacher Development Evaluation System (TDES) has begun, school leaders are in their classes less frequently for informal observations and feedback. School leaders and teacher confirmed that the first round of TDES formal observations have been completed for all teachers.

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

- **School leaders do not yet ensure effective schoolwide communication; however, school leaders have empowered teachers to make important decisions.** In focus groups, school leaders and teachers described (and a review of the Sunbeam Weekly Bulleting confirmed) the different formats and structures that school leaders use to communicate with staff to include: e-mails, weekly school bulletins, BLT that participates in TBTs, and informal communications. Teachers reported that they are required to check their e-mails twice per day for messages from the administration. Despite these vehicles for communication, teachers reported a general lack of awareness of school-wide activities or decisions. For example, many teachers said they were not sure what was happening in other classrooms, and a number of teachers reported that they were unclear about the status of the AAP goals. Teachers explained that while school leaders are available, many teachers are unclear about school leader roles, and it would be more efficient if they knew which school leader to go to for different issues. Teachers reported that school leaders are receptive to ideas, and school leaders have supported teacher-led decisions. For example, school leaders and teachers reported that the creation of the middle school interventionist period was a teacher-initiated idea in order to provide more support for struggling students. Teachers reported that they presented the idea and rationale for the interventionist block to school leaders, who subsequently approved it. Moreover, school leaders and teachers reported a similar process for the adoption of Accelerated Readers in the primary grades. Teachers reported that they wanted their students to develop a love of books. They presented the need for more books for primary students to school leadership, and leadership approved the purchase of Accelerated Readers.
- **The principal is beginning to allocate resources and manage operations to support student learning.** As noted above, site visit team members observed a clean, safe, and well-run school, with a diverse student population. Also, the principal has established a respectful and trustworthy climate at Sunbeam Elementary school. Teachers explained that the principal is visible in the hallways and classrooms and is amenable to teacher input on school-wide decisions. Additionally, the principal explained the budgetary decisions he has made so that students and staff get the support that they need. For example, the principal reported that the assistant principal and PBIS came from the school budget to ensure that school climate was conducive to learning. The principal explained that because students were stagnate on the NWEA, he hired a part-time English language arts (ELA) interventionist to work specifically in the primary grades for those students who are on Reading Improvement and Monitoring Plans (RIMP) as part of the state's third grade reading guarantee. Also, he purchased Accelerated Readers to instill a love of reading for primary grade students. Further, the principal reported that because they will be moving to a new building next year, he invested in mobile technology as opposed to upgrading building systems. And as previously noted, school leaders and teachers confirmed (and a review of TDES documents confirmed) that school leaders are implementing the district-wide evaluation system with fidelity.

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Prioritization Process

The site visit team met with Sunbeam Elementary School's leadership team on January 23 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: 1) educators' shared commitment to student learning; 2) the school's safe and trustworthy professional climate; and 3) educator collaboration. The site visit team also discussed the areas for growth, including: 1) providing clear learning goals; 2) using in-class assessments; and 3) providing students with feedback.

The group identified *Domain I: Instruction – Focused 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: *providing students with clear learning goals and focused, purposeful instruction*.

Goal: Teacher regularly provide students with clear learning goals and focused, purposeful instruction.

Success Measure: By May 27th, in 75% of classrooms, administrators will observe that learning objectives ("I can" statements) are: 1) aligned with standards; 2) communicated to students at the beginning of the lesson; 3) modeled during the lesson; and 4) demonstrated at the end of the lesson.

Actions	Target Dates	Champions
1. Draft instructional round "look fors" and share with staff (based on Success Measure "look fors" above).	Feb 17	Building Leadership Team lead teacher
2. Model desired skills for staff through PD (strategies may include the use of videos and/or teacher modeling)	Feb 17	Curriculum and Instruction Specialist
3. Admin team or BLT (TBD) will conduct at least three instructional rounds with each teacher and share feedback.	Mar 24	Principal
4. Analyze and identify gaps in instructional round data.	Apr 3	Principal
5. Teachers will receive feedback and coaching (strategies may include pairing teachers) regarding instructional round feedback.	Apr 7	Curriculum and Instruction Specialist and BLT
6. Teachers will receive a second round of instructional rounds and feedback.	May 27	Principal

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Appendix A: Site Visit Team Members

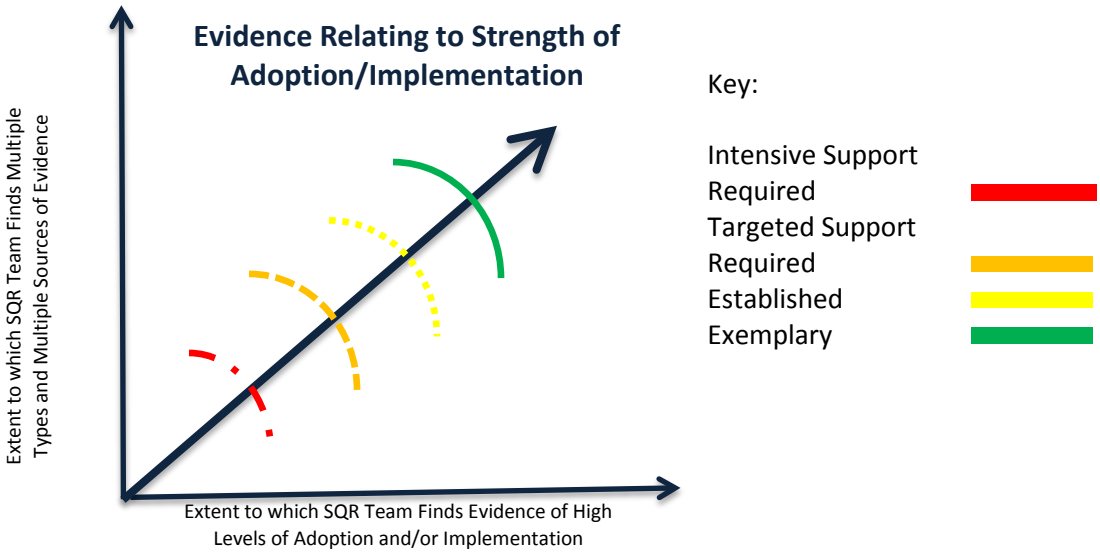
The SQR to Sunbeam Elementary School was conducted on December 13-14, 2016 by a team of educators from CMSD and SchoolWorks, LLC.

Amber Leage, Team Leader	SchoolWorks, LLC
Nancy Clair, Team Writer	SchoolWorks, LLC
Patti Schulz, Team Member	Director, Special Services, CMSD

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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 13 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	25%	50%	13%	13%
	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	0%	40%	60%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	15%	23%	15%	46%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	31%	31%	15%	23%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	8%	8%	31%	54%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	8%	46%	46%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	31%	23%	31%	15%
	7. Cognitive Engagement Active student participation Perseverance	15%	8%	54%	23%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	31%	46%	23%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	23%	38%	23%	15%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	38%	38%	15%	8%
	11. Feedback Feedback to students Student use of feedback	38%	8%	38%	15%

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