SchoolWorks
School Quality Review
Report

Waverly Elementary School
April 5-7, 2017

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

Table of Contents

About the Process 1

Domains and Key Questions 2

Domain 1: Instruction 3

Domain 2: Students' Opportunities to Learn 7

Domain 3: Educators' Opportunities to Learn 9

Domain 4: Governance and Leadership 11

Prioritization Process 13

Appendix A: Site Visit Team Members 14

Appendix B: Implementation Rubric 15

Appendix C: Summary of Classroom Observation Data 16

About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

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

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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
0%	18%	24%	59%

- **Behavioral expectations are clear and understood by students.** In 59% of classrooms (n=17), behavior expectations were effective. In these classrooms, students behaved appropriately throughout the lesson and appeared to have internalized classroom expectations. In multiple lower elementary classrooms, for example, all students were on task throughout lesson activities at various stations with no need for redirection by the teacher. In other classrooms, students worked quietly throughout the lessons, and teachers frequently reinforced positive behaviors with class points. In 42% of classrooms, behavior expectations were partially effective. In these classrooms, most students behaved according to expectations for the majority of the lesson, or misbehavior was minor and addressed effectively by the teacher. In one such classroom, students engaged in off-task talking, but corrected their behavior when the teacher referred to the classroom behavior color chart system. In another classroom, a small number of students were consistently off task at their stations, but their misbehavior did not disrupt the learning of the majority of students who were on task throughout the lesson. In no classrooms did the site visit team observe ineffective behavior expectations, in which significant misbehavior persisted throughout the lesson, or in which classroom learning environments were chaotic or unsafe. While a small number of staff reported frustration with behavior issues, the majority of teachers, students, and parents reported that behavior at the school has improved greatly this year. Some acknowledged that small class sizes aid with behavior management; the average class size in observations was approximately 13 students.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
29%	29%	24%	18%

- **The learning environment is not consistently structured, and learning time is not consistently maximized through effective planning and guidance.** In 18% of classrooms, the learning environment was effectively structured to maximize learning time. In one such classroom, students had assigned classroom jobs, used systems to efficiently turn in homework, and the teacher used a timer to create urgency in transitions and activities. In 53% of classrooms, the learning environment was not as highly structured, and/or learning time was only partially maximized. In one such classroom, students spent approximately 20 minutes on a simple review activity, which most students completed in less time. In another, students did not have a task to complete upon entering class. After approximately 5 minutes of chatting idly, class activities began, and students worked for the reminder of the observation. In another classroom, transitions between stations were lengthy, taking approximately 3 minutes each, but students began work quickly once they were seated at stations. In 29% of classrooms, classroom

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

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structures and the use of learning time were ineffective. In one classroom, for example, lesson materials were not prepared, directions for activities were unclear, and significant class time was wasted as students sat and talked idly. The site visit team also observed a lack of urgency across classrooms in the start of the day. The school's schedule indicates that morning routines (i.e., morning class meetings) are to be complete by 9:20 a.m., but in multiple classrooms, morning routines were still taking place at 9:40 a.m., resulting in lost instructional time.

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
24%	47%	29%	0%

- **The majority of teachers do not provide students with clear learning goals and focused, purposeful instruction.** The site visit team did not observe any classrooms in which focused instruction was effective, such as lesson objectives communicated to students, learning objectives guiding all lesson activities, students engaging in lesson activities, and academic content being delivered with depth, clarity, and accuracy. In 76% of classroom, instruction was partially effectively focused. In these classrooms, objectives were not consistently communicated to students, students were not required to engage in activities, or lesson activities were not consistently aligned to objectives or purposefully designed. In one classroom, for example, the learning objective was posted, but the timing of the lesson did not allow students to complete the activity. In another classroom, students were given 30 minutes to complete a writing activity, but were then told that they were not expected to complete the activity in the allotted time. In another classroom, the posted lesson objective was unrelated to the activities in which students were engaged. In 24% of classrooms, instruction was not effectively focused. In one such classroom, students were reviewing content but were given the message that it was not important. In multiple classrooms, learning objectives were not posted or communicated to students, while in others, incorrect academic content (i.e., definitions of math and science terms) was communicated to students.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
47%	53%	0%	0%

- **Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team did not observe any classrooms in which higher-order thinking was effective - in which the majority of students were required to engage in challenging tasks for the majority of the lesson. In 53% of classrooms, higher-order thinking was partially effective. In these classrooms, some, but not all, students were required to engage in challenging tasks, or only portions of the lesson were rigorous. In one classroom, for example, the teacher asked students to explain the problem-solving process they had used, but only a small number of students were required to do so. In another, students were asked challenging questions about a text when working with the teacher, but at the remainder of the stations, students engaged in less rigorous or non-academic activities. In 47% of classrooms, higher-

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order thinking was ineffective. In these classrooms, students were commonly not required to engage in higher-order thinking activities. In one classroom, for example, students answered only recall questions about a text. In another, all students were asked to engage in the same low-level practice activity. The site visit team also observed multiple examples of review activities that were not challenging for students, such as copying notes or definitions from the whiteboard, and fill-in-the-blank activities. The site visit team did not observe examples of students engaging in extended writing literacy assignments. Also, there were few examples of multi-step problem solving activities.

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
47%	35%	18%	0%

- **In-class assessment strategies rarely reveal students' thinking about learning goals.** The site visit team did not observe classrooms in which systematic formal or informal assessments were used to check the understanding of most students multiple times during the lesson. In 53% of classrooms, assessment strategies were partially effective. In these classrooms, teachers checked students' understanding infrequently or only for a small group of students. In one class, for example, the teacher circulated and checked the answers of most students, but for only one short portion of the lesson. In another, the teacher questioned students after reading an article, but only approximately one quarter of students offered answers; the teacher only called on students with raised hands. In 47% of classrooms, assessments were absent or ineffective. In many of these classrooms, no checks for understanding – whiteboards, hand signals, clickers, purposeful questioning or circulation, or exit tickets – were observed, or only a few students' were assessed. In one classroom, for example, the teacher required students to explain how they had solved complex math problems, but only a few students demonstrated their thinking. In another classroom, the teacher circulated, but only to ensure that students were on task rather than to examine students' responses.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
65%	29%	6%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** The site visit team did not observe classrooms in which multiple students were provided specific feedback that clarified misunderstandings or guided their learning. In 35% of classrooms, feedback was partially effective, often because only a small number of students received feedback. In one such classroom, students practiced grammar on whiteboards. The teacher circulated and provided students with specific and actionable feedback on their writing, but only a small number of students received this feedback. In another classroom, students worked in pairs to make corrections to previous class work. The teacher circulated and provided the correct multiple-choice answers, but did not address misconceptions. In 65% of classrooms, feedback was ineffective or absent. In many classrooms, students received no feedback. In one classroom, students received only

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praise (e.g., “Good job,” “Outstanding”), rather than feedback to guide improvement. In another, the teacher circulated and provided students guidance on the directions for the activity, but not the academic content of the lesson. The site visit team did not observe the use of rubrics, anchor charts, or texts to guide student work in any classrooms.

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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 1: Intensive Support Required**

- **The school does not currently have a consistent process for identifying struggling and at-risk students, or a school-wide process for monitoring student progress and program effectiveness.** Teachers and school leaders reported that in past years, the school has had an active student support team (SST) to identify and support struggling students, but since the school's psychologist left in the Fall, the SST has been less effective this year. School leaders and members of the SST reported that the SST used to meet weekly and now meets monthly; some staff were unaware of the SST's meeting frequency. SST documents confirmed that the school has an established SST process, and SST sample student documents included the use of academic and behavior data. However, some teachers suggested that they do not refer students to the SST because the process is not consistent or effective. Staff also reported varying consistency in the school's progress monitoring of interventions. Staff indicated that given State mandates related to the 3rd Grade Reading Guarantee, general education and intervention teachers frequently monitor 3rd grade students' progress using AimsWeb. But staff did not as consistently describe progress monitoring in other grade levels. Staff reported, for example, that the school offers some interventions (discussed in the following section), but staff were not able to describe how the effectiveness of those interventions (e.g., Imagine Learning, Leveled Literacy Intervention, LLI) are monitored or evaluated. School leaders acknowledged that intervention progress monitoring has not been a focus this year.
- **The school has few supports for struggling and at-risk students.** School leaders, teachers, students, and parents reported that the school has various staff and programming to support students' socio-emotional learning, including two full-time counselors, a full-time nurse, a dean of student engagement, Winning Against Violent Environments (WAVE) peer mediation, Girls Leading Our World (GLOW), and is beginning to use Positive Behavior Supports and Intervention (PBIS). But the site visit team found limited and inconsistent academic supports. While staff, students, and parents reported very high academic needs at the school – last year's Ohio Department of Education report card states that 16 of the school's 231 students are proficient in reading – they reported that the school does not offer a regular formal tutoring program before, during, or after school. Teachers and students reported that some teachers offer to work with students during lunch; however, other teachers do not. Staff reported that members from a local church volunteer to tutor monthly, but that this is not available to all students. Some students also reported that they are reluctant to ask their teachers for help in class for fear of perceived disapproval from their teachers. Staff reported that the school has intervention programming such as Imagine Learning, LLI, Study Island, Accelerated Reader, Khan Academy, and MobyMax, but that these are not implemented consistently. Staff further reported, and school leaders acknowledged, that the school does not have clear expectations for how frequently these programs are to be used. Other staff stated that the school's limited technology makes it difficult to use the computer-based interventions consistently. Finally, while the school has multiple interventionists with caseloads averaging 12 students, the site visit team did not observe intervention staff working with small groups of students during observations.

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

- **Not all stakeholders express high expectations for academic learning.** While some staff, including school leaders, spoke of high expectations for students (e.g., high expectations for proficiency and growth), the site visit team found that all staff did not consistently convey or demonstrate these expectations. All stakeholders reported that the school holds quarterly awards ceremonies, including academic awards (e.g., honor roll, merit roll, principal's list), and students and teachers reported that the school emphasizes student growth on Northwest Evaluation Association (NWEA) testing, but the site visit team observed few examples of high expectations in classrooms. The site visit team observed many instances of teachers accepting partial answers, allowing students to opt out of challenging questioning or activities, and observed few references to academic achievement or high school or college readiness. Students reported that some of their teachers hold high expectations, challenge them in classes, and convey messages that academic achievement is important, but stated that some teachers do not challenge them, and that some teachers do not hold high expectations for students once the teachers perceive that those students have behavior problems. Some teachers spoke positively of students' academic abilities, but others stated that as a result of students' skill gaps, they chose not to use more challenging curricular materials. Parents spoke positively about nearly all aspects of the school, but suggested that the school could hold higher expectations for students' academic performance.
- **The school engages families in support of students' learning.** All stakeholders reported that the school attempts to engage families through various avenues. While school leaders, teachers, and parents acknowledged that parent attendance at events such as conferences is not as high as they would like, staff, parents, and students provided many examples of opportunities for parents to engage at the school, including student-parent organization (SPO) meetings, dances, and academic events, such as literacy nights and content-specific curriculum nights. School leaders and parents stated that the SPO has 10-to-15 parents in regular attendance, and have made decisions such as which evening events to offer, and stated that it is a priority to include events with an academic focus. Parents reported that the school informs them of upcoming events through texts, automated phone calls, and bulletins; a review of parent bulletins confirmed that parents are given advanced notice of special events. Parents further reported that both teachers and school leaders call frequently regarding academic and behavioral concerns. Parents and students also reported that the majority of teachers use DOJO classroom management software, and students confirmed that their parents view their behavior reports using this program. Finally, parents stated that the school communicates students' academic progress in quarterly parent conferences, during which both grade reports and data (e.g., AimsWeb, OST, STAR, NWEA) are shared with parents. Parents reported that they also feel that the school leader is open to their feedback, and gave the example of creating a proposal for parent classes after school, which parents suggested would be highly impactful. The school leader stated that she believes that the school's increasing parent engagement is a school strength.

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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 3: Established**

- **Professional development (PD) is designed to address school priorities.** Staff members consistently stated that the school focus this year is rigor, relevance, and relationships. They stated that much of the school's PD has been aligned to those priorities, as well as the Academic Achievement Plan (AAP) priorities of improving literacy and math scores and increasing school safety. PD agendas indicated that various PD sessions, from summer to the time of the site visit, have focused on these topics. For example, site-based August PD included an escape room staff relationship building session, September PD included the Rigor & Relevance framework, November PD included team building, January PD included review of Conditions for Learning survey (including safety), and February PD included sessions from district staff on strengthening relationships with students and families. In addition, district-led network PD has included topics such as rigor in various content areas. Staff reported that when choosing and designing PD, instructional leaders and building leadership team (BLT) members consider school priorities (rigor, relevance, relationships), the AAP, and staff needs and requests. Staff, including BLT members, reported that the BLT has significant input in choosing PD topics, and that school leaders and the BLT, when choosing topics, take staff PD feedback (collected at the end of most PD sessions) into account. Teachers reported that PD has been effective, including the PD on relationship building, to which many teachers attributed improvements in student behavior this year.
- **Educators collaborate regularly to learn about students' progress.** School leaders and teachers consistently stated that teacher-based teams (TBTs) are the most common form of collaboration at the school. Staff reported (and review of TBT materials confirmed) that TBTs meet every week. Teachers and school leaders also stated that administrators, including the principal, assistant principal, and instructional coach, consistently provide oversight, guidance, and feedback to TBTs. TBT documents revealed that the majority of teacher teams complete TBT documents as expected, including the use of data and planning for student interventions, and also confirmed that administrators provide feedback to TBTs. Teachers expressed frustration with the TBT template, suggesting that it is burdensome and compliance-based, but typically stated that they find the peer collaboration useful in improving their practice. The site visit team observed TBTs and found that all teachers participated, although engagement, urgency, and adherence to the TBT protocol/process varied from team to team. In addition to TBTs, some staff reported a high level of informal collaboration among their peers. Although most of staff's reports of collaboration involved support with behavior management and operations (e.g., taking students to lunch, covering classes when their colleagues are sick), some staff reported that their colleagues are their primary instructional resource, and gave examples of instructional planning or sharing best practices with their peers.

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

- **Not all educators' mindsets and beliefs reflect shared commitments to students' learning.** Staff conveyed differing beliefs regarding a commitment to serving all students and in their collective responsibility for students' learning, regardless of students' home situations. All stakeholders explained that this year's merging of two schools (Waverly and Watterson-Lake) has been challenging,

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and suggested that this has created a divide in school culture. While staff reported that teachers from the two schools have merged with little tension, some teachers expressed frustration with subgroups of students based on their former school, suggesting that some subgroups contribute disproportionately to academic and behavioral challenges. Similarly, students stated that some teachers appear to favor students from one school over another. In addition to differing beliefs regarding a commitment to all students, staff also expressed differing levels of responsibility for student learning. Some teachers conveyed a high level of responsibility – both individually and collectively – for serving students regardless of students' home situations. These staff members acknowledged their students' challenging behaviors and skill gaps, and responded with solutions such as strategies for increasing parent engagement and changing teaching strategies and curriculum. Others, however, blamed students' home situations – parents, poverty, mobility – for the school's lacking performance, suggesting that the school cannot overcome these challenges.

- **Stakeholders feel safe professionally; however, the school climate is not growth-oriented.** The majority of teachers reported that the school reflects a culture in which they feel empowered to make decisions regarding their classrooms, and that they feel comfortable approaching school leaders and peers for support. The majority of teachers also described their colleagues – both teachers and school leaders – as well intentioned, caring, and reliable. Teachers reported that they work together well as a team, citing that many of the school's teachers have worked together for decades. Teachers also reported that although there is some division between elementary and middle school teachers (who collaborate infrequently), they have found cross-grade level PD to be valuable, and that team building activities have had a positive impact. However, despite the safe professional culture, many staff indicated a lack of willingness to consistently or authentically engage in professional growth. Some teachers, for example, expressed hesitation in trying new curriculum and modifying lesson plan formats. Others reported a reluctance to take advantage of professional growth opportunities at the school, such as instructional supports offered by the principal and instructional coach. Numerous staff members, for example, described that they or their colleagues take advantage of help that the school's instructional coach offers regarding logistics (e.g., technical support with curricula and intervention programs), but decline instructional coaching opportunities. School leaders expressed frustration that a lack of engagement in instructional improvement is a significant obstacle to school improvement.

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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 principal has created a shared vision for the school; however, school-wide goals are not clearly articulated.** All stakeholders could quickly recall the schools' vision and priorities of creating greater rigor, relevance, and relationships, and indicated that school leadership has been consistent in articulating this vision. These three priorities are also visible on posters in teacher workspaces, and are included in regular communication, such as weekly staff bulletins. While staff were consistently aligned regarding the school's vision, the site visit team found that staff's understanding of specific academic goals was limited and inconsistent. Students were able to state their NWEA goals, and whether they had met these goals, but few staff members were able to state specific academic goals for their classroom or for the school as a whole. For example, teachers were typically not able to state their Ohio State Test (OST) or NWEA proficiency goals for the year, and were not typically able to state whether their students are on track to meet those goals. The school's AAP outlines proficiency goals based on Spring 2016 data (e.g., goals of 27% proficiency in reading, 25% proficiency in math), but neither school leaders nor teachers were able to accurately recall these goals. School leaders acknowledged that this year, the focus on academic goals has been secondary to managing the school culture challenges of merging the two schools. Staff, parents, and students stated that school culture has improved significantly this year.
- **School leaders regularly observe instruction through formal observations; however, this does not ensure that teachers deliver high-quality instruction.** School leaders and teachers reported that school leadership (the principal and assistant principal) regularly observe the quality of instruction through formal evaluation and complete these observations thoroughly and on time. Review of formal evaluations found that some evaluations include feedback in a narrative form that is descriptive and actionable, but that some feedback is brief and not actionable. Some teachers reported that formal evaluation feedback is valuable, but that other feedback (e.g., praise) is less valuable in improving their instruction. School leaders and teachers stated that school leaders are frequently visible in classrooms, visiting most classrooms multiple times each week. School leaders and teachers also reported (and review of staff memoranda confirmed) that school leaders frequently shared articles on current best practices in pedagogy, often related to the school's vision of more rigorous and relevant teaching and greater relationships. Teachers shared, however, that little instructional feedback is provided by school leaders outside of formal evaluations. School leaders stated that they would like to provide more regular informal feedback, but acknowledged that logistical tasks, such as testing and formal evaluations, limit their time to provide informal feedback. Similarly, teachers reported that instructional support and feedback from the school's instructional coach is valuable, but that this individual is required to spend a significant amount of time managing testing and planning PD, and is often required to be off campus for district PD.

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

- **School leaders provide regular communication and opportunities for decision making across the organization.** Staff consistently reported that communication between leadership and staff are frequent and open; most staff reported that the principal provides opportunities for staff to provide

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input on school decisions. School leaders and teachers reported that communication with staff takes place through weekly bulletins, staff emails, and in person during staff meetings. Staff reported (and sample bulletins confirmed) that bulletins include announcements, attendance updates, a calendar of upcoming events, staff recognition, and articles related to current pedagogical research and best practices. Most staff reported that the bulletins are effective in ensuring that staff are aware of upcoming events and deadlines. Most teachers also reported that staff have various opportunities to have input in school decisions. School leaders reported (and teachers and committee documents confirmed) that the school has various committees, including community outreach, school events and programs, school culture, student conduct, and attendance committees; teachers were able to describe tasks that are the responsibilities of committees. School leaders and teachers also reported that the school's BLT is active and meets bi-weekly. School leaders and BLT members stated (and meeting notes confirmed) that the BLT has input in various school decisions, such as PD topics and scheduling, and that the BLT reviews data and provides feedback on TBTs. Most teachers also reported that the school leader is generally open to feedback from staff, and that staff requests are typically honored, especially when they align with school priorities.

- **School leaders effectively manage school operations and resources to ensure a safe learning environment.** All stakeholders – school leaders, teachers, parents, and students – reported feeling safe on campus, citing resources such as two security guards. Teachers and school leaders explained that the decision to have two security guards was a deliberate attempt to ease the merging of the schools, such that students from both schools were familiar with one of the safety officers. The site visit team observed that procedures such as arrival were quick and orderly, with all students efficiently moving through metal detectors and bag searches, and that common spaces (i.e., hallways, cafeteria) were orderly and consistently had an adult presence (either teachers or school security). Staff and parents consistently reported that school operations – buses, arrival, lunch, dismissal, and class transitions – are consistent and efficient. Staff also reported (and evaluation forms and meeting notes confirmed) that other leadership responsibilities, such as formal evaluations and the planning of meetings and PD, are completed consistently. With the exception of technology, staff consistently reported that they have all of the resources they need to teach effectively. The site visit team observed that most classrooms have just four desktop computers. Teachers and school leaders explained that facility constraints (e.g., few electrical outlets) limit the availability of technology, but that the district has committed to facility upgrades to make more technology available next year.

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Prioritization Process

The site visit team met with the Waverly 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 classroom behavior, professional development, and school communication. The site visit team also noted the following areas for growth, including learning goals, assessment strategies, and structuring the learning environment.

The group identified *Domain I: Instruction* as the area for growth to prioritize. The group identified the following priority within this Key Question as having the most potential impact on the success of the school as a whole: *The learning environment is not consistently structured, and learning time is not consistently maximized through effective planning and guidance.*

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

Goal: Learning time is consistently maximized.

Success Measure: By 5/26, teacher understanding and knowledge of maximizing teacher learning time has increased for all teachers as measured by pre- and post- self-assessment.

Actions	Target Dates	Champions
1. Email summary to staff communicating results of SQR and process for determining action plan (prioritization process, evidence, consensus)	4/7	Principal
2. Hold staff meeting communicating results of SQR and process for determining action plan (prioritization process, evidence, consensus)	4/11	BLT
3. Design specific PD outlining strategies for maximizing learning time in the classroom (research videos/models, delivery timeline, presenters, communication, pre-reflection, identify teachers to share best-practices)	4/19	ES teacher, MS teacher, Instructional Coach
4. Teachers implement strategies for maximizing learning time	5/20	Teachers
5. Teachers complete post-reflection regarding maximizing learning time, teachers share best-practices	5/26	Teachers

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Appendix A: Site Visit Team Members

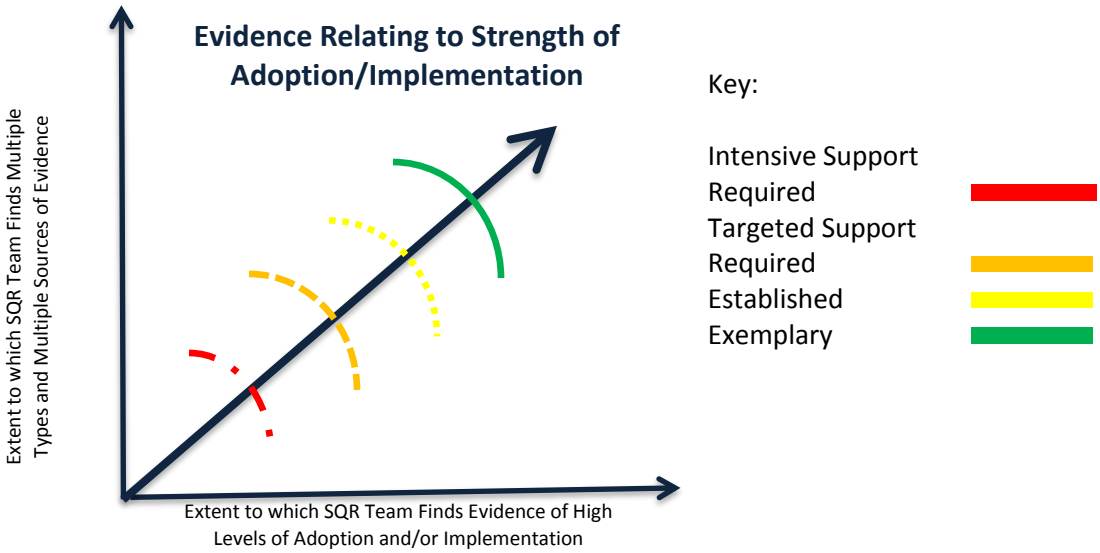
The SQR to Waverly Elementary School was conducted on April 5-7, 2017 by a team of educators from CMSD and SchoolWorks, LLC.

Robin Hull, Team Leader	SchoolWorks, LLC
Nick Bucy, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	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 17 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 = 11	36%	45%	18%	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 = 6	17%	17%	67%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	18%	24%	59%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	29%	29%	24%	18%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	12%	24%	41%	24%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	24%	47%	29%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	29%	35%	18%	18%
	7. Cognitive Engagement Active student participation Perseverance	6%	41%	35%	18%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	47%	53%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	47%	35%	18%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	88%	6%	6%	0%
	11. Feedback Feedback to students Student use of feedback	65%	29%	6%	0%

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