SchoolWorks
School Quality Review
Report

Willow School
April 11 – 13, 2017

SchoolWorks®
Assess. Plan. Achieve.

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

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.

© 2017 SchoolWorks, LLC. All rights reserved.

Domains and Key Questions

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

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

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 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**

© 2017 SchoolWorks, LLC. All rights reserved.

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%	25%	25%	42%

- **Behavioral expectations are clear and understood by some students.** In 42% of visited classrooms (n=12), site visit team members observed the effective implementation of behavioral expectations. In these classrooms, misbehavior was not evident. Students listened and followed directions, and quietly sat in their seats. The partially effective implementation of behavioral expectations was evident in 50% of observed classrooms. In some of these classrooms, site visit team members noted that students behaved during most, but not all, of the observation. For example, in one classroom, students did not follow directions and talked out of turn during the transition from one activity to another, but did not misbehave while engaged in learning. Further, site visit team members noted that the teacher did not employ strategies to manage and redirect misbehavior during the transition. In other classrooms, site visit team members observed that teachers did not utilize behavioral management systems to effectively address and redirect minor misbehaviors during instruction. For instance, a teacher was heard telling students that they should not be out of their seats. When students did not comply with the teacher's directions, the teacher attempted to redirect students to their seats by repeating the expectation multiple times. When a student continued to ignore the teacher's directive, the teacher told the student that s/he was out of control.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
42%	25%	33%	0%

- **While some learning environments are structured, learning time is not maximized through effective planning and guidance.** Site visit team members observed the partially effective implementation of a structured learning environment in 58% of visited classrooms. In these classrooms, teachers were prepared for lessons and learning activities. For example, teachers had agendas posted, technology cued, and materials such as worksheets and books ready to distribute. In addition, some teachers provided students with additional learning tasks when they finished ahead of their peers. Yet, site visit team members noted that, in these classrooms, learning time was not maximized due to pacing problems and a lack of urgency. For instance, in one classroom, students stayed in the same rotation for the entirety of the observation. Site visit team members further noted that many students finished early with their task and were waiting to rotate. In other classrooms, teachers took up to five minutes to begin teaching, during which time students sat idle. Further, in 42% of visited classrooms, the ineffective implementation of a structured learning was evident. In these classrooms, teachers were not prepared to teach. For example, in one classroom, the previous day's date and instructional references were still on the board, and students did not have a learning task for 16 minutes. In another

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

© 2017 SchoolWorks, LLC. All rights reserved.

classroom, the teacher did not have an agenda posted or a lesson prepared. Site visit team members observed that the teacher improvised, but noted that it was unclear what students were supposed to be doing and why. In a third classroom, the teacher was not prepared for the lesson and did not deliver instruction during the 20-minute observation.

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
67%	33%	0%	0%

- **Teachers do not provide students with clear learning goals or focused, purposeful instruction.** Site visit team members observed the partially effective provision of clear learning goals and focused instruction in 33% of visited classrooms. In these classrooms, teachers provided students with learning goals, but lesson activities did not fully align with stated goals. For example, in one classroom, students worked on a learning task that aligned to the posted "I Can" statement for half of the observation. After finishing the initial activity, students transitioned to another task that did not pertain to this statement. Further, in 67% of classrooms visited, the ineffective provision of clear learning goals and focused instruction was evident. In some of these classrooms, learning goals were not evident. For instance, in one classroom, the teacher did not post an "I Can" statement and did not communicate any academic content over the course of the observation. In other classrooms, learning goals did not align to learning tasks. For example, in multiple classrooms, teachers posted up to six different "I Can" statements; it was unclear as to which goal students were working toward meeting. In addition, in some classrooms with numerous "I Can" statements posted, the learning activities did not support any of the statements. In addition, when asked, students in these classrooms could not state what they were learning.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
67%	33%	0%	0%

- **Instruction does not require students to develop and use higher-order thinking skills.** Site visit team members observed the partially effective development of higher-order thinking skills in 33% of classrooms visited. In these classrooms, students engaged in rigorous tasks, but only for a small portion of the lesson. For example, in one class, students were asked to make predictions based on their prior knowledge of real world objects; however, students spent most of the observation engaged in the skills of comprehending and summarizing. In another classroom, students were asked to explain their answers in writing, but only a few questions required students to elaborate on their thinking; most questions were multiple choice and only required students to recall information. Further, the development of higher-order thinking skills was ineffective in 67% of classrooms visited. In many of these classrooms, the instructional focus revolved entirely around the lower-order thinking skills of remembering and knowing. For example, students were asked questions such as "What is the ___?" and "Who is the ___?" Site visit team members also observed that students completed worksheets

© 2017 SchoolWorks, LLC. All rights reserved.

that consisted of multiple choice and fill-in-the-blank questions only. Further, in a few of these classrooms, higher-order thinking was not evident, as students were not engaged in learning tasks for the entirety or majority of the observation.

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
75%	17%	8%	0%

- **In-class assessment strategies do not reveal students' thinking about learning goals.** Site visit team members observed the partially effective use of in-class assessment strategies to reveal students' thinking about learning in 25% of classrooms. In these classrooms, teachers utilized assessment strategies, but only some students' understanding was evaluated. For instance, in several classes, teachers worked with small groups of students and assessed those students' understanding of academic content. However, students who were working independently did not receive an assessment from teachers. In other classrooms, teachers were seen individually working with most students over the course of the observation and gauging students' understanding during this time. However, site visit team members noted that teachers only assessed students' comprehension of a minor detail of the lesson and/or learning activity. Further, the use of assessment strategies was ineffective in 75% of classrooms visited. In many of these classrooms, assessment was not evident. Specifically, site visit team members noted that teachers did not employ any strategies to measure students' understanding, such as cold calling, circulation, exit tickets, or thumb tools. However, in some of these classrooms, assessments gauged completion, rather than understanding, of content. For instance, a teacher was seen circulating to students to ensure they were on task.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
67%	17%	17%	0%

- **Feedback is not provided throughout the learning process to inform improvement efforts.** Teachers employed strategies that were partially effective in providing students with feedback in 34% of observed classrooms. In some of these classrooms, site visit team members noted that teachers provided feedback to a limited number of students. For instance, one teacher supplied some students with actionable feedback that they immediately applied to correct their misunderstandings. Yet, one-third of the class did not receive such feedback. In other classrooms, teachers gave the entire class feedback, but the feedback was not in response to a specific misunderstanding, so students were unclear about how and when to apply it. For example, one teacher reminded students about multiple resources that were available to them as they independently completed an assignment. However, the teacher did not provide examples or context for when or how they should employ them. Further, feedback was ineffectively supplied to students in 67% of visited classrooms. In most of these classes, feedback was not evident. In some of these classrooms, teachers provided generalized feedback,

© 2017 SchoolWorks, LLC. All rights reserved.

stating “Good job,” “Nice ending,” and “I see students working.” In other classrooms, teachers supplied feedback about directions rather than academic content. For example, one teacher instructed a student to list more words on the worksheet.

© 2017 SchoolWorks, LLC. All rights reserved.

Domain 2: Students' Opportunities to Learn

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

- **The school has a process for identifying struggling and at-risk students, but does not systematically monitor student progress and program effectiveness.** School leadership and teachers consistently described the student support team (SST) process for identifying struggling and at-risk students. Both stakeholder groups explained (and review of SST referrals verified) that teachers collect academic and/or behavioral data and then complete standardized SST referrals detailing the area(s) of concern, supporting data, and previous interventions employed. School leadership and teachers also reported that the SST team includes the principal, a special education teacher, speech therapist, psychologist, and referring teacher. Both stakeholder groups indicated that the SST team meets with fidelity every week, explaining that they hold the meeting even if students are not on the schedule that week. Both stakeholder groups stated (and review of intervention referrals and plans confirmed) that the SST team convenes within two weeks of receiving referrals, analyzes referrals, and creates intervention plans for teachers to implement over the course of four-to-six weeks. School leadership and teachers reported that the team then reconvenes to determine if the plan was successful. However, when asked, teachers could not clearly articulate how they specifically monitor students' progress toward meeting intervention plan goals, stating that they use Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) and the Standardized Test for the Assessment of Reading (STAR) assessments as monitoring tools.
- **The school implements some supports for struggling and at-risk students.** School leadership and teachers reported (and site visit team members observed) that teachers utilize multiple computer-based intervention programs in their classrooms, including Study Island, Do the Math, Accelerated Reader, and Leveled Literacy Intervention (LLI). However, when asked, many teachers could not clearly state which students receive support from which programs. In addition, school leadership and teachers stated that tutors from Fifth Third Bank and University Settlement push in to classrooms to tutor specific students identified through their NWEA MAP scores. Further, they reported that students identified as being "on the bubble" (within 10 points of proficiency on NWEA MAP assessments) receive push-in support from tutors and pull-out intervention from encore teachers. School leadership and teachers indicated that the school's reading interventionist pulls 12 students with the lowest NWEA MAP literacy scores during English language arts (ELA) instruction to receive LLI intervention. However, school leadership explained that these literacy supports are only for elementary students, stating that middle school students do not receive push-in or pull-out literacy intervention. Further, both stakeholder groups reported that all students attend a math intervention class in place of a traditional encore offering (e.g., art, music) at some point throughout the year. School leadership and teachers explained that students attend math intervention one-to-two times a week over the course of a semester. However, school leadership indicated that the school does not offer math supports beyond the intervention class.

© 2017 SchoolWorks, LLC. All rights reserved.

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

- **The school does not consistently demonstrate high expectations for academic learning.** Teachers, students, and parents reported that the school holds assemblies every semester to recognize students' academic performance through merit and honor roll awards. In addition, school leadership and teachers indicated (and review of data sheets confirmed) that teachers convey high expectations by requiring students to complete data sheets that detail their NWEA MAP scores and goals, sharing that the form serves as an accountability and motivational tool because students can see where and when they demonstrate growth. Teachers also reported that the use of rubrics convey high expectations, stating that rubrics clearly outline the criteria students are expected to meet. Teachers further explained that they emphasize the importance of the criteria and then support students toward fulfilling all requirements. Students also indicated that they believe their teachers expect them to do their best and want them to succeed. However, site visit team members observed that many teachers allowed students to opt out of lesson participation. Site visit team members noted that these teachers did not acknowledge or attempt to re-engage students who had their heads down, were not participating, and were not paying attention. In addition, in these classes, many students were allowed to wander hallways and loiter outside during core instructional time.
- **The school provides a safe environment to support students' learning.** All stakeholder groups – school leadership, teachers, students, and parents – reported that the school is safe for students. They explained (and site visit team members observed) that the security guard greatly contributes to students' safety; she has built good relationships with students and makes regular rounds on school grounds. All stakeholder groups also stated (and site visit team members observed) that school leadership ensures students' safety by being visible in common spaces and classrooms throughout the school day. In addition, students attributed their safety to teachers, stating that teachers will not let anything happen to them. Site visit team members further noted that the main entrance is equipped with a metal detector and that exterior doors are kept locked throughout the school day. School leadership and teachers also reported that while instances of bullying occur, bullying is generally not a problem at the school. Parents provided mixed feedback around bullying: one parent stated that s/he was satisfied with how school leadership addressed an instance of bullying while another indicated that s/he did not think school leadership handled instances of bullying appropriately. Teachers further explained that the school has programs in place (Not on My Watch and Winning Against Violent Environments) to deter and address instances of bullying.

© 2017 SchoolWorks, LLC. All rights reserved.

Domain 3: Educators' Opportunities to Learn

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

- **Professional development (PD) is active, but not intensive or sustained.** School leadership and teachers reported (and review of the PD calendar verified) that PD occurs once a week for 100 minutes. Both stakeholder groups stated that school leadership also frequently sends staff to external PD. School leadership stated that the focus of school-based PD has been on raising the level of instructional rigor, implementing *Teach Like a Champion* strategies, and preparing for various assessments throughout the year. Yet, teachers indicated that designing lesson plans, managing student behavior and their classrooms, and differentiating instruction account for most PD. Further, when asked, teachers stated (and review of the PD calendar confirmed) that PD topics are "all over the place." Teachers also indicated (and review of the PD calendar verified) that they usually do not receive follow-up sessions for continued learning and implementation support. However, teachers explained that they can request assistance around employing strategies learned during PD from the school's instructional coach, but stated that the coach does not have a caseload of teachers whom she regularly assists. Further, when asked how they have applied PD to their practice, teachers primarily referenced external PD and only provided examples of tools and ideas rather than explanations of specific strategies. For instance, one teacher indicated that s/he now utilizes a graphic organizer as the result of external PD. Another teacher stated that s/he differentiates instruction, but could not articulate how that was done.
- **Educators collaborate regularly to discuss instruction and students' progress.** School leadership and teachers reported that teachers meet in teacher-based teams (TBT) once a week for 50 minutes. Both stakeholder groups stated (and site visit team members heard an announcement that verified) that school leadership attends meetings, circulating among all TBTs. Both stakeholder groups explained that TBTs are organized by the following grade bands: K-2, 3-4, 5-6, and 7-8. Both stakeholder groups indicated that cross-category teachers and encore teachers join TBTs as well. School leadership and teachers indicated that teachers of self-contained special education classrooms also meet in their own TBT. School leadership and teachers reported that teachers utilize a detailed protocol to guide the work of each TBT meeting. Review of the TBT protocol revealed that teachers complete the following five specific steps: 1) collect and chart assessment data aligned to the standards; 2) analyze student work specific to the data; 3) establish shared expectations; 4) implementation; 5) collect, chart, and analyze post-data. In addition, school leadership and teachers stated that each TBT submits its work to school leadership every week and that school leadership provides feedback as needed. Further, both stakeholder groups indicated that the Building Leadership Team (BLT), which includes the principal, instructional coach, and a teacher from each TBT, convenes once a month to evaluate and supply feedback on TBT protocols. School leadership and teachers explained (and review of rubrics verified) that the BLT uses a common rubric to score and capture feedback for all TBTs. Teachers also indicated that the TBT protocol has a place for TBTs to ask the BLT questions, stating that the BLT responds to any questions during this time as well.

© 2017 SchoolWorks, LLC. All rights reserved.

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 shared commitments to students' learning.** When asked, teachers consistently indicated that they hold shared commitments to students' learning at the school. More specifically, teachers stated that it is not just about your kids or my kids, it is almost like a family. School leadership, teachers, and students also reported that teachers often spend their planning and lunch periods tutoring students who are struggling and/or have been absent. In addition, school leadership and teachers consistently stated that TBTs demonstrate their shared commitments, explaining that teachers discuss students' progress vertically and horizontally through the grades during meetings. Teachers also reported that they differentiate instruction to ensure that all students learn and grow at their own levels. However, site visit team members observed few instances of differentiation when visiting classrooms. Teachers also stated that they hold all students accountable for behavioral expectations, explaining that they if they see students violating the rules or misbehaving, they correct them even if they are not enrolled in their classes. Yet, site visit team members observed otherwise; numerous students wandered the halls without teachers stopping them. Further, when asked about the school's poor academic performance, school leadership indicated that attendance, low parent engagement, instruction, and the fact she is only in her second year of her principalship at this school all contribute to students' low proficiency levels. While teachers also cited attendance, parent engagement, and a lack of technology as factors that impact student achievement, teachers did not reference instruction as a possible root cause.
- **The school reflects a safe, trustworthy, and growth-oriented professional climate.** School leadership and teachers reported that school culture has improved in recent years, describing the climate as cliquey in the past. Both stakeholder groups explained that team building has been a priority over the past two years and has enriched the school's culture and relationships. Teachers also stated that they are open to giving and receiving suggestions, and that they are willing to accept feedback from each other, even when it is critical in nature. In addition, teachers indicated that they often share ideas and resources. Students verified that teachers pool ideas, stating, "Teachers steal each other's ideas, but in a friendly way." Further, teachers consistently reported that they have a positive relationship with school leadership, describing school leadership as open and honest. They explained that school leadership models a positive school culture by respecting all teachers and valuing their ideas. Teachers indicated that they embrace positive and critical feedback from school leadership, explaining that school leadership provides corrective, as well as complimentary feedback, as appropriate. Teachers also characterized school leadership as helpful, stating that school leadership assists in every way possible and purchases requested resources.

© 2017 SchoolWorks, LLC. All rights reserved.

Domain 4: Governance and Leadership

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

- **The principal has not yet created a shared vision and clear goals for the school.** School leadership reported that the school's vision is that all students experience a learning environment where they learn and grow to be productive citizens in society. Yet, when asked, many teachers could not state the school's vision. Some teachers provided key words and phrases to describe the school's vision, including respect, hardworking, coming to school, being sensitive to each other, and parent support, but they could not fully explain a vision. Other teachers stated that the school's vision is to increase parent engagement. In addition, school leadership reported that the school is focusing on the following goals this year: increasing the number of kindergarten through third students who are "on-track;" increasing the attendance rate by 1.4%; and increasing the number of students who are proficient in math and literacy. While some teachers stated that they are working to increase the number of student who master standards, they could not clearly define the school's goals. However, teachers consistently cited the goal of improving the attendance rate by 1.4%. Teachers also explained the supports in place to reach this goal, stating that University Settlement provides the school with a full-time attendance officer who monitors absences, makes parent phone calls, and works in tandem with the district attendance liaison. Teachers also provided a long list of other school goals, including goals around Positive Behavioral Interventions and Supports (PBIS), TBTs, writing across disciplines, and "bubble" students.
- **School leadership is beginning to ensure that teachers deliver high-quality instruction.** School leadership and teachers consistently reported that school leadership has completed the required number of formal observations as dictated by the Teacher Development and Evaluation System (TDES). Both stakeholder groups also stated that school leadership conducts frequent informal observations, explaining that school leadership observes every teacher one-to-two times per week for no more than 10 minutes. School leadership and teachers indicated that leadership utilizes a tool when observing and provides teachers with written feedback. Teachers reported that the feedback they receive is helpful and actionable. Yet, when asked to provide examples of feedback they have implemented, many teachers supplied vague answers. For example, one teacher indicated that school leadership observed that some students were not participating in the lesson and stated that they offered good suggestions around increasing student engagement. Another teacher reported that school leadership rates the level of rigor and engagement on a sliding scale of one-to-four (i.e., excellent, good, fair, poor) and explained that the ratings signal areas on which teachers need to improve. Further, review of informal observation feedback showed that school leadership largely documents what unfolds during observations and identifies areas of opportunity, rather than listing actionable steps for improvement. Examples included: "Students talk as teacher attempts to teach. The students are not prepared;" and "Lesson plans are not easy to locate. What are the procedures for beginning a lesson? Classroom management is an issue." In addition, some reviewed forms did not include any written feedback, denoting what was observed through checkmarks.

© 2017 SchoolWorks, LLC. All rights reserved.

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

- **School leaders ensure effective communication and are beginning to ensure inclusive, transparent decision making across the organization.** School leadership and teachers reported that school leadership communicates with staff through weekly bulletins, e-mails, and in-person conversations. School leadership also stated that information is relayed to staff during weekly TBT and monthly staff meetings. In addition, school leadership and teachers indicated that the BLT serves as a conduit for information. Both stakeholder groups explained that teachers bring questions and/or concerns to their BLT representatives; representatives present and discuss issues during BLT meetings and representatives then report the outcomes of discussions back to teachers. Teachers consistently stated that communication at the school is effective and indicated that they feel well-informed. Further, school leadership and teachers stated that the school has several committees and that every teacher is expected to serve on at least one. Teachers reported that committees are tasked with specific functions, including the attendance committee that develops schoolwide attendance incentives, the social committee that plans celebrations for life events, and the programs and awards committee that creates certificates. However, while teachers stated that committees meet monthly, school leadership indicated that they do not convene with fidelity. School leadership and teachers also stated that the school has an Academic Achievement Plan (AAP) team that is tasked with writing the AAP and making decisions about strategies that will be adopted to realize the plan. However, both stakeholder groups reported that only two teachers currently serve on the AAP team.
- **The principal is beginning to engage parents and community members in the educational process.** School leadership indicated that the school is working on engaging parents through monthly chat-and-chews. School leadership, teachers, students, and parents stated that during chat-and-chews, parents enjoy refreshments while discussing educational issues with school leadership. Parents further explained that chat-and-chew topics are fluid and are often held in response to parents' needs and requests. Parents also stated that school leadership uses chat-and-chews to present resources, announce upcoming school events, and host guest speakers, in addition to discussing academic topics. School leadership and parents indicated (and review of sign-in sheets verified) that a core group of six-to-eight parents regularly attend chat-and-chews, but that up to 20 parents have attended. Teachers also reported that the school recently hosted a literacy night that drew a large family turn-out. In addition, school leadership and teachers indicated that the school replaced traditional parent-teacher conferences with Academic Parent-Teacher Teams (APTT) in kindergarten through third grade. Both stakeholder groups explained that teachers present a lesson around how to support learning at home during these APTT meetings. School leadership, teachers, and parents further indicated that the school has multiple community partners. All three stakeholder groups stated that University Settlement provides a full-time attendance officer, as well as two tutors who push in to classes. School leadership and teachers indicated that Beech Brook employs two counselors who are assigned to the school full-time. They also reported that Metro Health and Case Healthy Smiles provide medical and dental services to students, respectively.

© 2017 SchoolWorks, LLC. All rights reserved.

Prioritization Process

The site visit team met with the Willow 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 behavioral expectations, school safety, and communication. The site visit team also noted the following areas for growth: instruction.

The group identified Purposeful Teaching as the area to prioritize for growth. The group identified the following priority within this Key Question as having the most potential impact on the success of the school as a whole: Focused Instruction

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

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

Success Measure: By May 19, 2017, 75% of classrooms will demonstrate clear learning goals and focused, purposeful instruction, as measured by walkthroughs.

Actions	Target Dates	Champions
Find and select video clips to present to staff for them to model	4/21	Instructional coach
Present professional development to staff on learning goals and show staff exemplar video clips	4/25	Instructional coach and teacher(s)
Conduct observations to progress monitor the implementation of learning goals in classrooms	5/1	Principal
Hold professional development to present progress monitoring findings and facilitate discussion around findings	5/2	Principal
Conduct observations to continue to monitor progress toward meeting the success measure	5/3 – 5/12	Principal
Convene Building Leadership Team (BLT) meeting to analyze progress monitoring data	5/16	BLT
Share data analysis during professional development/closing staff meeting	5/16	BLT

© 2017 SchoolWorks, LLC. All rights reserved.

Appendix A: Site Visit Team Members

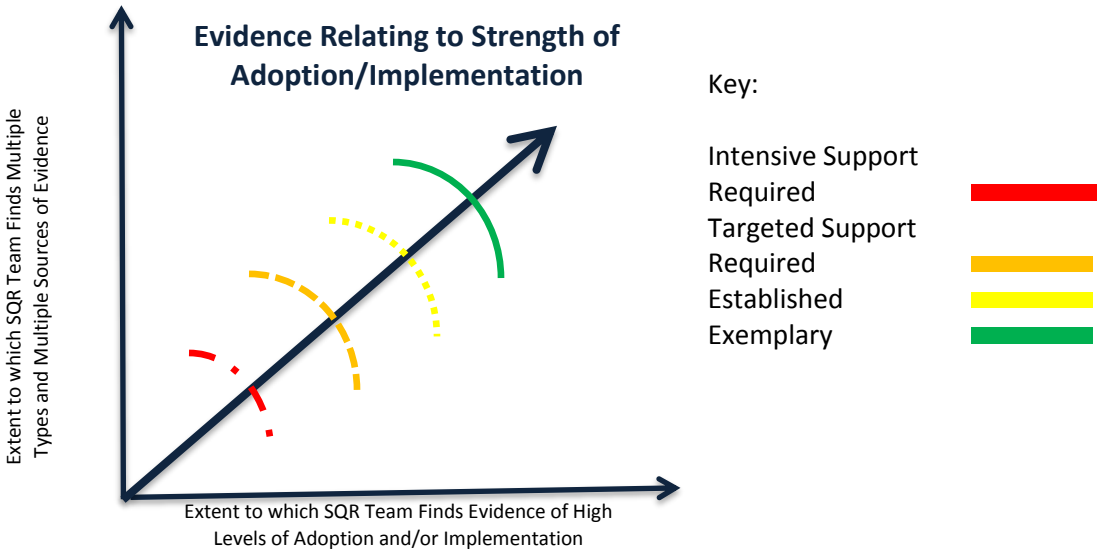
The SQR to Willow School was conducted on April 11 – 13, 2017 by a team of educators from SchoolWorks, LLC.

Paige Gonzalez	Team Leader	SchoolWorks, LLC
Kathryn Cobb Koerner	Team Writer	SchoolWorks, LLC

© 2017 SchoolWorks, LLC. All rights reserved.

Appendix B: Implementation Rubric

The site visit team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types[2] and multiple sources[3] of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



Rating	Implementation Level	Quality Standard
1	**Intensive Support Required**	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2	**Targeted Support Required**	Evidence indicates that the key question is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
3	**Established**	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.
4	**Exemplary**	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.

[2] "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups and/or interviews; and classroom observations.

[3] "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups and/or interviews; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

© 2017 SchoolWorks, LLC. All rights reserved.

Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 12 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 6	67%	33%	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 = 5	40%	60%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	8%	25%	25%	42%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	42%	25%	33%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	17%	42%	25%	17%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	67%	33%	0%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	67%	33%	0%	0%
	7. Cognitive Engagement Active student participation Perseverance	25%	25%	42%	8%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	67%	33%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	75%	17%	8%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	83%	8%	8%	0%
	11. Feedback Feedback to students Student use of feedback	67%	17%	17%	0%

© 2017 SchoolWorks, LLC. All rights reserved.