

# SchoolWorks School Quality Review Report

Lincoln-West High School  
May 5-7, 2015



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



## Table of Contents

About the SchoolWorks School Quality Review Process .....	1
Domains and Key Questions .....	2
Domain 1: Instruction.....	3
Domain 2: Students’ Opportunities to Learn .....	5
Domain 3: Educators’ Opportunities to Learn .....	7
Domain 4: Leadership .....	9
Prioritization Process .....	11
Appendix A: Site Visit Team Members .....	12

## About the SchoolWorks School Quality Review Process

---

The Cleveland Metropolitan School District (CMSD) envisions 21<sup>st</sup> 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 SQR protocol and review process provides a third-party perspective on current school quality for all students. The report documents the team's ratings for key questions in each of the four domains identified within the SQR protocol – Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn, and Leadership. While on site, evidence collection takes place through document reviews, classroom visits, and interviews with key school stakeholders. After collecting evidence, the team meets to confirm, refute, and modify its hypotheses about school performance. The site visit team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators. The outcome of the action planning process is a prioritized plan of next steps, including strategies, resources, and timelines to accomplish goals. This report presents the ratings, evidence, and action plan developed on site for the school.

## 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 4: Exemplary	Level 3: Established	Level 2: Targeted support Required	Level 1: Intensive support Required

Domain 1: Instruction	
1. <i>Classroom interactions and organization ensure a supportive, highly structured learning climate.</i>	Level 2: Targeted support Required
2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>	Level 1: Intensive support Required
3. <i>The school has created a performance-driven culture where teachers and staff effectively use data to make decisions about instruction and the organization of students.</i>	Level 1: Intensive support Required
Domain 2: Students' Opportunities to Learn	
4. <i>The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</i>	Level 2: Targeted support Required
5. <i>The school's culture reflects high levels of both academic expectation and support.</i>	Level 2: Targeted support Required
Domain 3: Educators' Opportunities to Learn	
6. <i>The school designs professional development and collaborative supports to sustain a focus on instructional improvement.</i>	Level 3: Established
7. <i>The school's culture indicates high levels of collective responsibility, trust, and efficacy.</i>	Level 3: Established
Domain 4: Leadership	
8. <i>School leaders guide instructional staff in the central processes of improving teaching and learning.</i>	Level 2: Targeted support Required
9. <i>The principal effectively orchestrates the school's operations.</i>	Level 3: Established

### Domain 1: Instruction

1. Classroom interactions and organization ensure a supportive, highly structured learning climate.

**Level 2:  
Targeted support  
Required**

- Behavioral expectations are clear and understood by most students.** According to leaders and teachers, the school employs a six-step behavior management system. More specifically, the system outlines the steps to be taken when a student behaves inappropriately, including a conference with the student, a call to parents, a visit to the office, etc. The six-step system was posted in many classrooms and behavioral expectations were clear and understood by students in 79% of lessons observed (n=24). In most lessons observed, students were compliant and adhered to stated behavioral expectations. In one observed lesson, the teacher was reading aloud to the class and all students were engaged and following along as the teacher read. In another observed lesson, class rules were posted on the board and students were respectful of their teacher; students asked for permission to move about the room prior to leaving their seats. In other classrooms, not all students behaved according to stated expectations. For example, some students were observed using their cellular phones in the classroom: some were texting, some were listening to music, and some were speaking on the phone. While the teacher would often ask students to put the device away, students failed to comply.
- While classroom interactions are supportive, they do not promote peer learning.** In the majority of lessons observed, interactions between teachers and students, and students and students, were supportive and kind. For example, in some observed classrooms, teachers were attuned to their students' behaviors/emotions and noticed when they were unwell or not fully participating. One teacher asked a student how she was feeling; the teacher knew the student had been sick the previous day. In another lesson, a student had his head down and the teacher attempted to engage the student by asking if something was wrong and what the teacher could do to help. Students were also supportive of one another. In one lesson observed, a student asked his classmate if he was feeling okay. In another lesson, a student went to the board and spoke in her native language (a language other than English), and the class responded to the student in the student's native language. While the interactions were supportive, instruction rarely promoted peer learning. In 25% of lessons observed, instruction promoted peer learning. For example, in one observed lesson, students corrected each other calmly and respectfully. In most lessons, however, there were few opportunities for collaboration or when prompted to pair/work in groups, students continued to work independently or did not complete the work. Much of the instruction was teacher-directed or students worked independently.

2. Classroom instruction is intentional, engaging, and challenging for all students.

**Level 1:  
Intensive support  
Required**

- Teachers inconsistently provide students with clear learning objectives and focused, aligned instruction.** Both leaders and teachers reported that teachers are required to include learning objectives in their lesson plans. Additionally, a review of teacher feedback indicated that much of the feedback revolved around lesson objectives and standards. The feedback consisted mainly of reminding teachers to include the lesson objectives in the lesson plan and to post them on the walls. For example, on one feedback form, leadership wrote, "Although our students were clear in articulating the lesson objectives, I did not see the lesson standard and objective posted on your

board. We would like them clearly written in student friendly-language, using WE CAN statements.” In 42% of lessons observed, clear learning objectives were posted or communicated to students and instruction was aligned to those objectives. For example, in one observed lesson, the objective “We can perform addition, subtraction, and multiplication of polynomials” was posted on the board and students were practicing these equations together on the board (e.g.,  $[5a+9b] - [4b+]$ ). In another lesson observed, the objective “We can read critically, compare/contrast our own culture with others around the world” was written on the board, and instruction and activities were aligned with this learning objective; students were reading a novel together and comparing the country described in the novel to the United States. In the remaining classrooms, however, learning objectives were either not posted/communicated, the objective was an activity instead of an objective, or the lesson did not align to the objective. In one observed lesson, the objective read, “We can compare center and spread of 2+ data sets,” but the lesson included using formulas for other purposes. In another lesson observed, the learning objective was an activity - “Students will present their monologues today.”

- **Instruction does not require all students to use and develop higher-order thinking skills.** In 29% of lessons observed, instruction required all students to use and develop higher-order thinking skills. When present in one lesson observed, students interacted with Partnership for Assessment of Readiness for College and Careers (PARCC) vocabulary words. Students had the definitions and were asked to use the words in story problems. In the remaining classrooms, however, instruction relied largely on knowledge and comprehension and/or worksheets; this did not allow students to use or develop higher-order thinking skills. For example, in one observed lesson, students were completing a worksheet that asked mainly recall/comprehension questions: “Name two organs that pour juices into the small intestine;” and “About how long does food stay in the stomach?” In another lesson observed, students were participating in an activity where they were copying facts and constructing a timeline. In general, the lessons focused largely on recall and lower-level questioning and/or activities that did not provide students with opportunities to engage with the content at a higher level.

3. The school has created a performance-driven culture where teachers and staff effectively use data to make decisions about instruction and the organization of students.	<b>Level 1: Intensive support Required</b>
--	--

- **Assessment strategies are sometimes used to reveal students’ thinking.** In 46% of lessons observed, teachers employed assessment strategies to reveal students’ thinking; in some lessons, teachers were observed purposefully circulating to check in with students as a form of assessment. Some teachers used other forms of assessment. For example, in one lesson observed, students had individual white boards; the teacher asked questions and students had to write and display their answers; the teacher used the white boards to check for understanding. In another lesson observed, students were asked to identify what they wanted to know, what they knew, and what they had learned about fossils as a check for understanding. In the remaining classrooms, however, teachers did not employ in-class assessment strategies to reveal all students’ thinking. For example, in one observed lesson, the check for understanding was answered by one student only. In another lesson observed, the teacher asked questions, but no students responded.
- **Assessments results are rarely used to make adjustments to instruction or provide feedback to students.** In 17% of lessons observed, teachers used assessment results to make adjustments to instruction. In most classrooms, if teachers assessed student learning, adjustments to instruction were not made. Further, in 21% of lessons observed, feedback was not provided to students based

on the assessments. For example, in one observed lesson, a teacher collected students' homework checking for completion, but did not check to see if the work was completed correctly. In another lesson observed, the teacher looked at the writing of one student and corrected the spelling; however, the feedback was limited to the one student. In another lesson, the feedback was compliance based: "You didn't answer the last questions."

## 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.	<b>Level 2: Targeted support Required</b>
--	---

- The school has a process for implementing academic and/or behavioral interventions and supports for special education students and English language learner (ELL) students; however, there is not yet a robust system for students who are struggling or at risk.** According to teachers, leaders, and staff members, the school provides both academic and behavioral interventions and supports for special education and ELL students. For example, leadership, teachers, and staff members reported the numerous staff members who support students with Individualized Education Programs (IEP) and ELL students, as well as specific classes intended for students with IEPs (observed by the site visit team). They further indicated that special education students often enroll in the school with established IEPs and ELL students come to the school identified by LAU (language category) code. In the event students have not been identified, leadership, teachers, and staff members reported that the school has a student support team (SST) that consists of school leadership, teachers, psychologists, paraprofessionals, special educators, guidance counselor(s), and parents to identify and support students as needed. Leaders and teachers indicated that the SST creates an implementation plan and if the plan does not work, they reassess and try new strategies. In addition to academic supports, the school provides behavioral interventions and supports to students. For example, leaders, teachers, and staff members reported that the school partners with GuideStone that provides counseling and psychologists in the building throughout the school day; students can be referred to their services. The school also participates in the district's Closing the Achievement Gap (CTAG) program and provides support to 9<sup>th</sup> grade boys. The system for students who are struggling or at risk is less robust and defined, however. For example, leaders, teachers, staff members, and students reported that the primary supports consist of tutoring that is offered throughout the school day to students; students also reported going to their teachers if they need help. Additionally, leadership reported a focus on 12<sup>th</sup> grade students who have not yet met the graduation requirements; tutors from Esperanza and City Life provide targeted support to identified students during the school day. Leadership and teachers also noted that a specific class was created—College and Career Ready Program—to provide students with time for credit recovery during the school day. Leadership and teachers indicated that the supports and interventions for grades 9-11, however, primarily consist of tutoring from teachers and paraprofessionals.
- The school provides students with supplemental out-of-school academic services.** In addition to tutoring during the regular school day, leaders, teachers, and staff members reported that the school provides tutoring for students after school with paraprofessionals or through partnerships with organizations such as Esperanza. Teachers estimated that approximately 50% of the ELL students take advantage of the after-school tutoring; they also noted that general education students typically go to their teachers rather than the paraprofessionals who offer tutoring after school. In addition, teachers reported that part of their 200 minutes of professional time includes offering tutoring office hours before or after school. The site visit team observed that office hours were often posted on classroom walls. For example, in one classroom, the teacher indicated that students could come after school on Mondays to receive additional mathematics support. Leadership also reported that the school offers Saturday classes (also known as boot camp) three times per year to provide students with additional support in preparation for the Ohio Graduation Test.



5. The school's culture reflects high levels of both academic expectation and support.	<b>Level 2: Targeted support Required</b>
--	---

- The school provides a safe environment to support students' learning.** As noted previously, leaders and teachers consistently referred to the six-step behavior management system that was observed by the site visit team in classrooms. While the school follows the six-step process, teachers indicated that they have autonomy to create their own class rules. For instance, some teachers reported that they use incentives to reward students for positive behavior. Teachers expressed appreciation for this autonomy and noted that certain systems or approaches worked better for certain students/classes. Additionally, school leadership and teachers noted that suspensions and severe incidents have dropped dramatically; this was confirmed by the Lincoln-West Q2 Investment School Report. According to this report, the school had 399 serious discipline incidents last year and has had only 140 serious incidents during the first half of the year, which puts them on track to have fewer serious incidents this year. The report also indicated that 76% of students reported feeling safe at school. In focus groups, teachers and students reported feeling safe. Students noted that the relationships they have with their teachers and peers create a safe environment for them. They further reported that the school has guidance counselors for each grade. Students also reported that they have adults in the building to whom they can go if they need to speak with someone. Finally, as reported above, the site visit team observed multiple instances in which adults and other students displayed genuine concern for their students or fellow classmates.
- The school is working to engage families in support of students' learning.** Leadership reported that engaging families is an area of growth for the school. They also noted that for the first time in a number of years the school has an active School Parent Organization (SPO) that includes three families who are involved in the life of the school. Leadership stated that this year, the SPO has played a large role in recruiting 8<sup>th</sup> grade students from feeder schools by visiting the schools and sharing information about Lincoln-West with them. Teachers also reported a focus on engaging families, which was also highlighted in the school's Academic Achievement Plan (AAP) as an area of focus: "Create and participate in opportunities for meaningful and ongoing parent, family, and community involvement." In order to engage parents, teachers reported that the school conducts phone notifications to parents in English and in Spanish. They also described a number of events the school has held for families such as game nights, Free Application for Federal Student Aid (FAFSA) night, going to college, health fair, College Now event, and many more. Teachers also indicated that the school offers General Education Diploma (GED) classes for parents/community members two times per week and that the school's gym is open three nights per week for community use. According to the Lincoln-West Q2 Investment School Report, the school has held nine events this year and "has seen a total of 1,050 attendees at school events this year. It has connected with more parents so far this year and is on track to hold more events." Students confirmed that there are opportunities for their families to attend events at the school, including parent/teacher conferences.

### Domain 3: Educators' Opportunities to Learn

6. The school designs professional development and collaborative supports to sustain a focus on instructional improvement.

**Level 3:  
Established**

- Professional development is designed to address school improvement efforts.** Leadership, teachers, and staff members all consistently reported that the school provides 200 minutes of professional development (PD) throughout the week (50 minutes, 4 days per week). Leadership indicated that the 200 minutes consists of teacher-based teams, committee meetings, differentiated PD, and school-wide PD that often occurs after school on Wednesdays. A review of the school's PD calendar for May confirmed that the schedule varies, but the events included collaboration time for content areas, differentiated PD, grade-level meetings, teacher-student-parent contact time, committee meetings, staff meetings, and summer retreat planning. Leadership reported, and teachers confirmed, that staff members are surveyed on what they would like included in PD, particularly the differentiated offerings. Teachers indicated that many of the differentiated offerings are teacher-led; they expressed appreciation for this involvement. Teachers reported that some topics presented during the differentiated PD sessions have included the Scholastic Assessment Test (SAT), gang knowledge, CPR, using Goggle docs, yoga, and Teaching From the HEART. Further, according to teachers and leaders, and confirmed by agendas from the academic progress team (APT), teachers are involved in the planning of the PD. Finally, according to teachers and leaders, teachers are surveyed about the PD through Survey Monkey to see if it was useful. A review of survey results indicated that teachers are asked questions such as, "How well was the topic explained?" and "How useful was this session to your daily academic life?"
- Educators collaborate regularly to learn about instruction and students' progress.** As noted earlier, teachers collaborate in teacher-based teams (TBT) on a regular basis. Leadership and teachers indicated that TBTs consists of both content and grade-level meetings. Leadership stated that TBTs follow the eight-step process of DataWise; grade-level TBTs follow the eight-step process looking at social-emotional well-being; content area TBTs follow the process but focus on academics. For instance, leadership indicated that the content area teams focus on the scope and sequence, short cycle assessments, and student data (for more information about the DataWise process, see key question 8). Teachers and staff members reported that they are open and willing to share with their colleagues and that they appreciate the collaborative nature of the school. They also indicated that they have different responsibilities as part of the collaboration (e.g., lead, note taker). In addition to the TBTs, staff members reported that special education paraprofessionals plan with their classroom teacher and bilingual paraprofessionals/aides collaborate before school or during lunch with the general education classroom teacher. Finally, teachers reported that the school is holding a school-wide retreat on May 26 and 27, a date confirmed by the May PD calendar. During this time, teachers will have opportunities to further collaborate with each other.

7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.

**Level 3:  
Established**

- Educators convey shared commitments and mutual responsibility.** Across all focus groups, educators reported a shared commitment to the school's students. Teachers and staff members indicated that they are all here for the same reason – the students. Other teachers indicated that they have a common goal to improve student learning. Teachers shared that the level of support at Lincoln-West,

from administrators and fellow colleagues, exceeds what they have experienced in other schools. Teachers further indicated that in recent years, the mindset has shifted. Before teachers closed their doors and did not know what was going on in their colleagues' classrooms; now, teachers stated that "if there is a weak link, they will all sink together." In some focus groups, teachers and staff members reported that they graduated from the school and came back because of their commitment to the students in the area. Other teachers reported that they are at the school to help their special population of students succeed (high ELL and special needs population); teachers spoke positively about helping the students who need the most assistance. Overall, all staff members expressed a strong commitment to students in the building and a strong commitment to each other.

- **The school reflects a safe and trustworthy professional climate.** In focus groups, teachers and staff members reported that their colleagues are open and willing to discuss their instructional practice and look for ways to improve. They further reported that leadership is open; they provided an example of a time when a teacher made a suggestion to school leadership and they supported the idea to hold a school-wide read. Teachers reported that they feel comfortable going to their colleagues if they need assistance or support. Teachers also reported that when the 9<sup>th</sup> grade students were in a different building and the school was split into three different high schools, the professional climate was fractured and not as cohesive. Now that the school is one grades 9-12 school, teachers shared that the climate has changed and that teachers collaborate and work together willingly. Finally, as noted earlier, the school's schedule provides time for teachers to collaborate during TBTs; teachers spoke positively of having this time and indicated that they appreciate the ability to collaborate and discuss their professional practice with one another.

<b>Domain 4: Leadership</b>	
8. School leaders guide instructional staff in the central processes of improving teaching and learning.	<b>Level 2: Targeted support Required</b>

- 8. School leaders guide instructional staff in the central processes of improving teaching and learning.
- **While the school has goals for continuous improvement, all components are not well understood by all staff.** According to school leadership, the school has three primary goals: increase the graduation rate, increase the performance index by 10 points, and increase the CFL by 10 points. These goals were displayed throughout the school. Leadership further indicated that the Academic Achievement Plan (AAP) and Corrective Action Plan (CAP) contain strategies to achieve the three defined goals. While leadership clearly understood the difference between the various plans and the school's goals, teachers and staff members were not always able to state the three goals and, instead, reported goals that were not the specific goals, but ones that were related – for example, increase attendance rates, increase test scores, implement the short-cycle assessments, use data-driven instruction, or work together as a collaborative team to prepare students for the world. Teachers and staff members indicated that there are numerous goals and plans, and the ways in which the plans and goals interact were not fully clear to all stakeholders.
- **School leaders are working to ensure that teachers deliver high quality instruction.** According to school leadership, the school has implemented Observation 360 – an informal observation system with feedback. Leadership noted that the observations last only three minutes and that the school leader conducts these observations because she is not the evaluator for any of the teachers in the building. This allows the school leader to provide feedback that is not tied to teacher evaluations. School leadership stated that the focus of the observations is on what students are doing. Following the observation, the school leader engages in a dialogue with teachers to discuss what was seen/heard. A review of the school's CAP confirmed that the school planned to implement Observation 360. Teachers confirmed that they receive either informal or formal feedback on a regular basis. When asked about the frequency of observations and feedback, teachers reported that they receive one-to-two per month. Teachers provided examples of feedback that helped improve their practice. For example, one teacher reported that (s)he leaves the door open during first period so that tardy students do not cause disruptions. The principal suggested that the teacher use a binder to log the time students arrive; this allowed the teacher to identify why students may be failing or falling behind academically. Prior to its implementation, students would be marked tardy, but it was unclear to the teacher if the student had attended the majority of the lesson or was absent for most of it. In addition to Observation 360, teachers, staff members, and leadership reported that the school implements the district-mandated Teacher Development and Evaluation System (TDES), which includes five "touches" throughout the year.
- **School leaders are building conditions that support a school-wide data culture.** Leadership and teachers reported that the school implements the eight-step DataWise cycle. Visuals of the cycle were displayed in the data room. The data room also contained a data wall that color-coded students' results on the Northwest Evaluation Assessment Measures of Academic Progress (NWEA MAP); leadership described the data wall and how they use the data to identify students, particularly students in the 12<sup>th</sup> grade, for additional supports to ensure that students are on track to pass the Ohio Graduation Test (OGT). Additionally, teachers and leaders reported that the school is implementing short-cycle assessments. As part of the short-cycle assessments, teachers and leadership indicated that teachers create pre- and post- assessments; teachers noted that the

frequency of the assessments vary from once per week to once every five-to-six weeks, depending on the subject. Teachers further reported that they use TBT content meetings to write the assessments; teachers, leaders, and staff members reported that leadership attends these meetings and provides input and/or feedback on the assessments. Leadership explained that they are working on the validity of the short-cycle assessments; they also indicated that based on feedback from teachers, they slowed the DataWise process down and re-taught some of the information previously provided to teachers.

9. The principal effectively orchestrates the school's operations.	<b>Level 3: Established</b>
--	---------------------------------

- The principal allocates resources in order to ensure a safe and productive learning environment.** According to the district-provided staff roster, the school employs 138 staff members. Thirty-two are paraprofessionals or aides; 15 are bilingual; and 14 are employed to provide special education services. The staff roster also indicated that the school employs four counselors, four assistance principals (one for each grade level), and one principal. The site visit team observed multiple adults in classrooms. In addition, in an effort to create a safe and productive learning environment, leadership implemented Family Time – a 16-minute period on Wednesdays during which students meet with their advisory teacher. Both leadership and parents described this initiative and were able to provide concrete examples of topics discussed, such as perseverance or the all-school read. Students, however, indicated that the quality of Family Time varied, based on the teacher. One student indicated that Family Time is a productive time, while the remaining students indicated that Family Time was useful during the first two weeks of school but was no longer a good use of time. Students shared that there is no common topic for discussion and many students use the time to make up work or talk to their classmates.
- The school engages community members in the educational process and creates an environment in which community resources support learning.** Leadership and teachers reported that the school has multiple partnerships with local organizations. For example, nearly all stakeholders referenced GuideStone and Esperanza. GuideStone provides counseling services to students and is housed in the building. Esperanza provides tutoring throughout the school day and after school. Leadership and teachers also cited partnerships with CollegeNow, Trio, CTAG, and Youth Job Opportunities. School leadership stated that the school has an advisory group called Friends of Lincoln-West, consisting of various employees at the school and active members of the community. Friends of Lincoln-West hold various events for the school and recently conducted a health fair in support of the school. Leadership and staff members reported that they are working to be more strategic about their partnerships and want to be able to measure the impact of partnerships. They further noted that they are working to create a catalogue of partnerships to document the various partners – for example, what they offer and whom they serve. The catalogue will allow them to more strategically identify students who will most benefit from the various partnerships.

## Prioritization Process

The site visit team met with Lincoln-West High 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 were in agreement that there are significant strengths present in the school. Areas of strength the team discussed included students' learning culture, educators' learning supports, and educators' learning culture. The site visit team also noted the following areas for growth: supportive classroom culture and purposeful teaching.

The group identified classroom instruction being intentional, engaging, and challenging for all students 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: Instruction does not require all students to use and develop higher-order thinking skills.

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

**Goal: Instruction requires all students to use and develop higher-order thinking skills.**

**Success Measure: By 9/30, higher-order thinking skills (HOTS) will be observed in 35% of classes during instructional rounds.**

Actions	Target Dates	Champions
AAP to develop lesson plan template that includes a section related to HOTS (1E Coherent Instruction)	May 11, 2015	Teacher
Share SQR results with staff at Quail Hollow	May 26, 2015	Assistant Principal
Provide school opening professional development that includes learning supports for HOTS	August 31, 2015	Teacher
Train teachers on instructional rounds	September 9, 2015	Teacher
Conduct instructional rounds during the first two weeks of school to collect baseline data regarding use/development of HOTS in classrooms	September 30, 2015	Principal
The SQR team to meet and analyze data from instructional rounds	October 5, 2015	Assistant Principal

## Appendix A: Site Visit Team Members

---

The SQR to Lincoln-West High School was conducted on May 5-7, 2015 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

<b>Kate Wheeler</b>	Team Leader	SchoolWorks, LLC
<b>Sarah Rapa</b>	Team Writer	SchoolWorks, LLC
<b>Nicholas D'Amico</b>	Team Member	Cleveland Metropolitan School District
<b>Marinise Harris</b>	Team Member	Cleveland Metropolitan School District
<b>Martha Woerner</b>	Team Member	Cleveland Metropolitan School District