

SchoolWorks School Quality Review Report

**Campus International School
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SchoolWorks

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About the SchoolWorks School Quality Review Process

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

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

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

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

Domains and Key Questions

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

	Rating (See Appendix B)					
	Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary		
Key Question Ratings			Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary
Domain: Instruction						
1. Do classroom interactions and organization ensure a classroom climate conducive to learning?						
2. Is classroom instruction intentional, engaging, and challenging for all students?						
3. Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?						
Domain: Students' Opportunity to Learn						
4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?						
5. Does the school have a safe, supportive learning environment that reflects high expectations?						
Domain: Educators' Opportunity to Learn						
6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?						
7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?						
Domain: Leadership						
8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?						
9. Do school leaders effectively orchestrate the school's operations?						

Domain 1: Instruction

The instructional domain centers on the specific interactions between teachers and students around content. Research suggests that high-quality instructional interactions require: supportive classroom environments; involve purposeful teaching that is intentional, engaging, and challenging; and ensure student feedback in response to ongoing assessments.

1. Do classroom interactions and organization ensure a classroom climate conducive to learning?	Level 2: Targeted Support Required
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Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective ¹
1	2	3	4
13%	13%	35%	39%

- Behavioral expectations are clear and understood by the majority of students.** The site visit team observed effective implementation of behavioral expectations in 39% of lessons (n=23). In these lessons, students adhered to behavioral expectations. Specifically, there were no disruptions or misbehaviors. For instance, students worked independently and in adherence to the stated volume meter levels. Additionally, in these classrooms, teachers delivered clear expectations for classroom procedures, tasks, and transitions. For example, in one classroom, a teacher described how students should share out, write in their journals, and move throughout the classroom during the transition to their seats. In 35% of lessons, the site visit team observed the partially effective implementation of behavioral expectations. In these classrooms, teachers redirected most, but not all, behaviors. For example, in one classroom, the teacher redirected students when they were talking at one point during the lesson, but did not address that same misbehavior throughout the entire lesson when it continued to happen. Additionally, in these classrooms, teachers did not address small groups of students who were talking and were off-task throughout the lessons. The site visit team observed 13% of lessons with partially ineffective implementation of behavioral expectations. In these lessons, teachers attempted to set behavioral expectations, but most students did not comply. For example, in one classroom, a teacher stated the behavioral expectation of facing the front of the classroom to demonstrate readiness to learn, but only a few students complied. Finally, in 13% of classrooms, behavioral expectations were implemented ineffectively. In these classrooms, students disrupted instruction and teachers did not maintain expectations. For instance, in one class, the teacher was constantly redirecting students by requesting them to, “Have a seat” or “Put that away,” which impeded instruction and prevented students from being able to engage in learning.

Supportive Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
9%	17%	35%	39%

- Classroom interactions are cooperative and conducive to learning.** The site visit team observed cooperative classroom interactions in 39% of classrooms. In these lessons, teachers were respectful,

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

caring, and supportive of students. For example, teachers smiled with students, used their names, and communicated with positive statements such as, “You’ve been really successful.” Additionally, in these classrooms, student interactions were positive and conducive to their learning; they worked collaboratively at stations or in groups to accomplish learning tasks. For instance, in one class, students worked at stations, engaging in discussion and collaborative work with manipulatives. In another classroom, a teacher engaged all students in the aftermath of a turn-and-talk, soliciting their responses and supporting the entire class in listening to their peers. In 35% of lessons, classroom interactions were partially effective in fostering cooperation. In these lessons, while teachers facilitated cooperative and positive interactions, students were not as supportive and caring toward their peers. For instance, in one class, a teacher communicated caring statements such as, “You got it. Trust yourself;” or “I love the way you share out;” however, students responded by laughing at their peers. In 17% of classrooms, the interactions were partially ineffective at fostering cooperation in learning. In these lessons, teachers were not consistently supportive and respectful. For instance, in one classroom, a teacher commented to students, “All of you come in and don’t do anything. Just pay attention.”

2. Is classroom instruction intentional, engaging, and challenging for all students?	Level 2: Targeted Support Required
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Focused Instruction			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
13%	43%	22%	22%

- Some teachers provide students with clear learning goals and focused, purposeful instruction.** In 22% of classrooms, teachers effectively provided students with clear learning goals and focused, purposeful instruction. In these classrooms, teachers presented academic content clearly, held high expectations for all students, and communicated clear learning objectives. For example, a teacher posted a standard-driven learning objective on the board and students understood why they were studying the topic. Teachers provided students with focused instruction in a partially effective manner in 22% of classrooms. In these lessons, content delivery was accurate and clear, but lacked alignment between lesson objectives and lesson activities. For example, one teacher effectively communicated content and leveraged academic vocabulary throughout discussions, but the learning activity and objective were not aligned. In 43% of classrooms, the site visit team observed partially ineffective provision of focused, purposeful instruction. In these classrooms, teachers effectively communicated academic content within small group instruction, thus only providing high quality learning to a small portion of the students. Additionally, in these lessons, not all students were held to high expectations. For instance, a teacher called on only those students with raised hands to purposefully engage in the learning. In 13% of classrooms, teachers ineffectively provided students with purposeful instruction. In these lessons, teachers did not communicate learning objectives, demonstrate high expectations for academic learning, or present academic content effectively.

Higher Order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
39%	22%	30%	9%

- Not all teachers require students to use and develop higher-order thinking skills.** The site visit team observed partially effective implementation of the development and requirement of higher-order thinking in 30% of classrooms. In these classrooms, the teacher provided opportunities for higher-order thinking, but to most, not all, students. In one lesson, for example, students were engaged in a persuasive argument; however, the teacher did not provide all students the opportunity to demonstrate their thinking or participate in the discussion. In 22% of lessons observed, teachers were partially ineffective in requiring and developing higher-order thinking. In these classrooms, teachers engaged some students in higher-order thinking, but not all students were required to answer or could access these challenging questions. For example, teachers attempted to solicit higher-order thinking with generic questions such as, “Anyone want to share out?” and “Do you agree? Why or why not?” However, the questioning was not successful; students were not able to and/or did not respond with critical thought. Finally, in 39% of classrooms, lessons ineffectively developed higher-order thinking skills. In these classrooms, the teacher did not require students to utilize critical thinking skills. In one lesson, for example, students were given a low-level task and then, a worksheet to complete; both activities required no analysis nor critical thinking skills. Additionally, teachers did not employ questions that would elicit critical thinking skills; they mostly asked recall and procedural questions.

3. Do teachers regularly assess students’ progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?	Level 1: Intensive Support Required
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Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
30%	39%	22%	9%

- In-class assessment strategies to reveal students’ thinking about learning goals are limited.** The site visit team observed partially effective assessment strategies in 22% of classrooms. In these classrooms, the teacher utilized informal assessments to gauge the majority, but not all, of students’ understanding. In one lesson, for example, the teacher asked a series of questions during the modelling portion of the lesson and then checked-in on most, but not all, students during independent practice to gauge their understanding of the task. In 39% of classrooms, the site visit team observed partially ineffective implementation and utilization of in-class assessment strategies. In these lessons, teachers checked for understanding of some, but not all, students. For example, in one class, a teacher asked five quality questions, but required only five out of 21 students to respond. In another lesson, the teacher employed effective questioning, but again checked for understanding with only some students in the classroom. Finally, in 30% of classrooms, the site visit team observed ineffective use of assessment strategies. In these lessons, teachers did not check for understanding. For example, in one lesson, a teacher circulated while students worked independently but checked only for

participation and completion of the task. In another classroom, the teacher did not circulate to formatively assess student understanding while they engaged in a writing task.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
39%	43%	17%	0%

- Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** The site visit team noted partially effective implementation of feedback in 17% of classrooms. In these classrooms, teachers delivered feedback to some, but not all, students. For example, one teacher gave substantial feedback during the lesson, but to only half of the students. In 43% of classrooms, the site visit team observed partially ineffective implementation of feedback. In these classrooms, teachers offered specific feedback, but to a few students only. For example, in one lesson, a teacher worked with three students to break down the concepts and deliver specific feedback; however, the majority of the students did not receive such feedback. Similarly, in another classroom, the teacher offered high-quality feedback to three-to-four students out of 19 in the class. The site visit team observed the ineffective provision of feedback in 39% of classrooms. In these lessons, students did not receive any timely or specific feedback. Specifically, teachers did not circulate to clarify any misunderstandings or provide useful guidance. Additionally, the site visit team noted that teachers in these classrooms offered generic feedback, using statements such as, “Good job!” or “Great!” as opposed to specific statements regarding students’ work or academic content.

Domain 2: Students' Opportunities to Learn

Students' opportunities to learn are influenced by the *school-wide learning culture*, or the norms, values, and relationships students experience at school each day, as well as the *school-wide practices and interventions* that support students' academic and social-emotional learning. Research suggests that students learn best when their schools have a culture of high expectations for behavioral and academic performance *in concert with* a culture of caring and support. This context is further bolstered when schools monitor students' academic and behavioral progress, identify students' in need of more targeted support, and ensure interventions and guidance for students at risk of disengaging or failing

4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?	Level 3: Established
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- The school has a process for identifying struggling and at-risk students.** Teachers and school leaders reported that they collaborate to collect and review risk indicator data to identify students in need of targeted academic supports and to plan interventions. Specifically, they cited that the Student Support Team (SST) process involves conversations among the following stakeholders: homeroom teachers, intervention specialists (relative to grade-level band), a school leader (assistant principal, instructional leader, or the principal) and the parents/guardians (depending on the stage within the process). Teachers and school leaders stated that one of the intervention specialists organizes the SST meeting calendar for the entire school, which is then reported out in the principal's weekly newsletter to all staff members. Additionally, teachers and school leaders cited that the school uses the district forms online while engaging with their SST process, including the following steps: (1) teachers collect data on students; (2) teachers meet with the SST to discuss interventions; (3) teachers implement interventions over a six-week period; and (4) the SST reconvenes to determine a student's referral status. Furthermore, teachers and school leaders reported an understanding of how the school currently identifies and monitors the progress of its struggling students. Both stakeholder groups cited (and the site visit team observed) the data room as the visual method of monitoring. They also reported on the organization of the data wall that supports more attuned monitoring, including: (1) struggling students in red are placed on the top of the wall, rather than the bottom; and (2) NWEA scores and intervention supports are listed and regularly updated on each student's card.
- The school provides support for gifted, special education, English language learner (ELL) and struggling and at-risk students.** As reported by teachers, student support staff, and school leaders, the school has the human resources, time, and programmatic supports to support students. As reported by school leaders and the team of gifted teachers, the school follows the district gifted program and employs three gifted teachers for the 155 students serviced -- 90 in grades 2 and 4, and 65 in grades 5 and 6. Teachers and gifted teachers reported that the gifted teachers work collaboratively to ensure that instruction in their pull-out sessions integrate with the content taught in the general education classes. School leaders, student support staff, and leadership reported that the school employs five intervention specialists who regularly work with a total of 73 students in special education collectively -- in both pull-out and push-in capacities. Support staff, school leaders, and teachers additionally cited that the interventionists support with behavior by implementing a program that surpasses the school's Love & Logic guidelines to incorporate techniques aligned to zones of regulation. School leaders reported that they share an ELL teacher with the high school who services less than 5% of the student population, offering them ELL supports every other day in push-in or pull out capacities. Finally, all struggling and at-risk students receive interventions during the intervention block embedded in the schedule or flex time (in the middle school years). Teachers

reported that flex time is used to support students in whatever academic areas needed. School leaders also noted that the school implements more interventions in K-3, including Study Island, Foundations, Moby Max, Wilson, small group instruction, Response to Intervention (RtI) time for reading and leveled literacy intervention (LLI). They further reported that programmatic supports for K-5 include the implementation of performance tasks.

<p>5. Does the school have a safe, supportive learning environment that reflects high expectations?</p>	<p>Level 2: Targeted Support Required</p>
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- Some stakeholders communicate high expectations for academic learning for all students.** Many teachers and school leaders reported that they hold high expectations for their students. Some school leaders, teachers, and parents communicated that the International Baccalaureate (IB) curriculum itself presents a comprehensive and interdisciplinary challenge each day to students. Parents commented that their children are “pushed and stretched.” Some teachers and students, for instance, reported on the opportunity that exists for students to retake their tests, indicating the importance of growth mindset. Additionally, both teachers and students identified rubrics as a form of high expectations for academic learning, as they clearly convey the expectations for assignments beforehand. Teachers noted that students use the rubric after an assignment as well to reflect on their progress and growth. However, when asked for specific examples of how they communicate or hold high expectations for students, only some teachers could provide concrete examples. Other teachers reported how they hold high expectations of themselves rather than for students. For example, one teacher reported, “I come [to school] early.” Teachers noted the communication of high expectations for behavior and IB-relative principals, like the recognition and celebration of students in Monday morning meetings; however, not all teachers did reported on high expectations for academic learning. Further, the site visit team observed classrooms in which teachers required only low-level thinking skills through recall, as well as procedural questions and rudimentary assignments.
- The school provides many opportunities for students to form positive relationships with peers and adults in the school.** Students, teachers, and parents reported that the school is a safe environment that supports students’ social-emotional development. Students reported that they feel both physically and emotionally safe. For example, when bullying issues arise, students noted that their teachers address their concerns immediately. Additionally, parents noted that students take care of each other. When asked if there is an adult to whom they can go in times of need, all students reported affirmatively. Teachers and students reported that there are many other emotional supports for students, including the initiative of providing at-risk students (those who often get flagged for behaviors) with adult mentors who check in on them frequently and provide them with space in their classrooms to decompress. Additionally, school leadership, teachers, and students reported on the variety of activities available at the school, created out of interest of and organized by parents and/or teachers. For example, school leaders reported the clubs that students attend during lunch, including drawing, chess, yoga, dance, and cooking. Teachers, parents, and students also cited the newly-created club called the High Steppers. Furthermore, all stakeholders discussed the abundance of performances by the school orchestra, choir, and/or band throughout the year, as well as the outings and community projects in which all students participate. Parents additionally reported another student opportunity: students created their own businesses and products which were featured and sold at the Holiday Shop, run by the Parent Caring Organization (PCO).

Domain 3: Educators’ Opportunities to Learn

Teachers’ opportunities to learn are influenced by the *school-wide professional culture*, or the norms, values, and relationships teachers experience at school each day, and the *school-wide practices* that support teachers’ ongoing professional growth and collaboration. Research indicates that a culture of mutual responsibility, trust, and collective efficacy provides an essential foundation for teachers’ and leaders’ focused collaboration around instructional challenges. The school-wide culture and the school’s supports for professional learning and collaboration contribute to teachers’ collective capacity to deliver high-quality instruction, not just in individual classrooms, but across the school.

<p>6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?</p>	<p>Level 2: Targeted Support Required</p>
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- Professional development (PD) is intended to address school priorities and school improvement goals; however, PD is not yet active for all priorities.** Teachers and school leaders reported that PD aligns with the school’s major priorities: (1) IB re-certification; (2) math; and (3) social-emotional (SE) mindfulness. School leaders described the unique situation of moving from two buildings to one new building at the start of this school year, specifically reporting that four out of the five PD days at the beginning of the school year were dedicated to unpacking. Beyond those five days, school leaders and teachers reported that the PD this Fall has been predominantly dedicated to the school priority of IB re-certification – specifically, the focus of self-study in various PD opportunities, including the extra early release days. When asked specifically about math PD, all teachers and school leaders reported that math had not yet been addressed in PD. School leaders and teachers detailed (and the site visit team observed the PD calendar in the school conference room) the upcoming plans of a “Mathematical Minds” book study commencing in January. Additionally, both stakeholders mentioned their past work with number talks; however instructional leaders reported that eight new staff members have yet to be trained on number talks. School leaders and teachers reported that PD additionally occurs through teachers’ written and verbal self-reflections, mostly in IB meetings. Moreover, teachers and school leaders stated that IB meetings also address the school priority of social-emotional learning. IB coordinators and teachers work collaboratively to intentionally design their unit planners around skill development for social-emotional awareness through the IB curriculum and learner profiles. School leaders noted that, given the learning profiles, PD on SE mindfulness is inherently addressed through their IB focus.
- Educators have opportunities to collaborate; however, there are no formal systems to ensure that time is maximized.** School leaders and teachers reported that teachers receive 400 minutes a week of collaborative planning time – 50 minutes of which they dedicate to meeting with their IB coordinators in IB meetings or to attending data meetings once every four weeks. Instructional leaders and teachers communicated that IB meetings vary in structure based on the grade-level team members, regarding the length of the meeting, content discussed, and support level of the IB coordinator during the meeting. School leaders reported the restrictions in structuring that collaborative time; they oversee only 50 minutes of it. Furthermore, when asked if a suggested protocol exists for use during collaborative time, teachers and school leaders stated that there are no expectations set for utilization of that time. Teachers mostly reported that they utilize the rest of that collaborative planning time for individual planning and preparation. Moreover, teachers, student support staff, and instructional leaders reported that collaboration outside of the IB meetings occurs on an informal level. Student support staff and teachers reported that all staff members communicate regularly, popping into each other’s classrooms for assistance, and leveraging their teammates’ resources regarding strategies and instructional techniques.

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	Level 2: Targeted Support Required
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- Not all educators' mindsets and beliefs reflect shared commitments to students' learning.** Teachers, parents, and school leaders reported some variance relating to mindsets and beliefs for all students. Some teachers and school leaders reported that IB guides all instruction and that this foundation inspires everyone to demonstrate a shared commitment to students' learning. For example, instructional leaders and teachers stated that the school's staff share ownership of school responsibilities by owning their job and all students. Other teachers reported that everyone goes above and beyond. Some examples given were: (1) they take out their recess time to help struggling students; (2) they mentor students from other grades; and (3) they hold their peers accountable. Both school leaders and teachers, however, reported belief in all students with the caveat of information about the lottery system. They described that the lottery brings in different types of students, parents, and families. Specifically, they noted that parents chose the school based on its safe location, not based on the IB program. Teachers commented that often, the students do not share the same values as the IB program; this presents more challenges for them. Similarly, parents reported that there was a level of adjustment when new families arrived at the school; they stated that, "They have to learn our school culture." Additionally, when asked about shared commitment to all students' learning, teachers and school leaders identified students' conditions as reasoning for the challenges it presents to optimizing their learning. School leaders reported that some teachers experience low levels of efficacy when encountering students with these challenging personal situations; they sympathize and unconsciously lower their commitment to these students.
- The school reflects a safe, trustworthy, and growth-oriented professional climate.** Teachers and instructional leaders reported that teachers feel safe and can take risks with their instructional practice. Teachers noted that when they take risks in their classroom, they feel comfortable requesting the support and guidance of either their instructional leaders or peers to observe and give feedback. One teacher noted, "For me, my greatest input comes from my colleagues. We share a lot of ideas together and it's really nice that we have varied backgrounds and [we] pull from so many different resources. We're a great support for each other." Many teachers echoed this sentiment (and all instructional leaders confirmed), identifying that the school leaders trust the teachers to do what they should do and know how to do. Additionally, both school leaders and teachers communicated the importance of growth mindset in terms of instilling those ideals in students and modeling it in their teaching practice. Finally, all stakeholders spoke highly of the school's professional climate. They used the following words to describe it: collegial; comfortable; best working environment; and respectful. One teacher noted, "We work extremely well together. We like each other. And of all schools I've been in, it's the best colleague environment." All teachers agreed with, and spoke to, this statement, specifically regarding their school being the best working environment in their career.

Domain 4: Leadership

School leadership support the essential work of teaching and learning in schools. *School leadership* influences every aspect of a school’s culture, organizational practices, and academic programs. In the SchoolWorks Quality Criteria, school leadership functions are represented by two dimensions. The first – instructional leadership – emphasizes overseeing and guiding the school’s collective focus on instruction and student learning. The second – organizational leadership – involves leading strategic conversations and planning and ensuring effective school operations to advance the school’s mission and vision.

<p>8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?</p>	<p>Level 2: Targeted Support Required</p>
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- School leadership creates a shared vision, goals, and monitoring plan for the school.** When asked about the school vision, teachers and school leadership identified the school’s dedication to IB and keywords from the school’s mission statement such as, “life-long learner,” “leaders,” and “thinkers.” Review of the school website and Middle Years Programme (MYP) brochure cite the mission statement: “The mission of Campus International School is to develop inquiring, knowledgeable, life-long learners, who have the courage to act responsibly to make the world a better place.” When asked about how school stakeholders demonstrate their shared vision, school leadership and teachers reported on the recognition of a student each month who exemplifies the IB learner profiles. School leadership and teachers also reported (and review of the building leadership team [BLT] meeting notes confirmed) that leadership involves the BLT in decisions relating to the school vision and goals. For example, in the BLT meeting notes from August 31, the BLT and school leadership reviewed self-study specifications and determined the next steps of creating a rubric for self-study by the following meeting date of September 11. As it relates to school goals, instructional leaders, support staff, and teachers recounted three major goals for the academic year: (1) self-study for the IB recertification process; (2) math growth/value-add; and (3) social-emotional learning. Teachers and instructional leaders pinpointed that these goals were written into the school’s Academic Achievement Plan (AAP) and accompanied by monitoring plans. Document review of math/value-add AAP monitoring plan indicated the school’s plan to monitor progress through student assessments, small group intervention, teacher-created performance tasks, and Math Night, among other measures.
- School leaders do not systematically ensure that teachers deliver high-quality instruction.** School leaders reported that outside of the Teacher Development and Evaluation System (TDDES) – the district’s observation system – informal observations are infrequent and undocumented. School leaders and teachers communicated that they have quick conversations about feedback for informal observations in the hallway. Additionally, school leaders reported that they only document feedback by email if further evidence is needed. Moreover, school leaders reported that – due to their duties organizing and monitoring the café during breakfast and lunch, morning meeting, arrival and dismissal – they do not have the time to observe in classrooms. When asked about observation and feedback on their instruction, teachers stated that they appreciate and welcome feedback, but were unable to report a system of observation and feedback. Instead, they reported that the principal and other leadership were highly visible in the hallways. Furthermore, when asked about improving teacher instructional practice through feedback, school leaders and teachers cited that teachers receive feedback mostly from their colleagues. For example, teachers reported that they will request support from their colleagues when trying out a new technique and generally, converse and reflect with their colleagues about both ineffective and effective practices. One teacher summarized all teachers’

outlook on feedback, indicating that teachers give and receive feedback from each other, leveraging their diverse experiences for more ideas.

9. Do school leaders effectively orchestrate the school's operations?	Level 3: Established
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- School leaders ensure effective communication and inclusive, transparent decision making across the organization.** All teachers and school leaders identified communication as a strength throughout the building, noting that leadership utilizes email communications to spread information, including the weekly school newsletter from the principal. The site visit team reviewed the weekly school newsletter; the document encompasses reminders about school activities, important meetings, and IB instruction. All teachers also reported that instructional leaders are visible in the hallways throughout the day, available for them to ask questions at any point. Teachers described all communications as constructive, supportive, and respectful. All teachers and school leaders stated that the BLT, composed of representatives from each grade level, works in tandem with school leadership to make decisions pertaining to PD, IB, and other school affairs. Aside from the BLT, school leaders and teachers reported that teachers and grade-level teams have a lot of decision-making power and, furthermore, that teachers have an immense amount of autonomy. Teachers reported that they make decisions about field trips and all classroom-based activities. Moreover, when asked about decision making across the school, teachers noted (and the principal echoed) that, "The principal trusts us to do what we need to do." Parents reported that teachers are empowered at the school and encouraged to be leaders of their classrooms.
- The principal engages parents and community members in the educational process and creates an environment in which community resources support learning.** Parents reported that school leaders effectively communicate with them about their students' learning and the IB program through a variety of communication mediums, including text, email, blogs, in-person, phone, newsletter, and morning meetings. Additionally, parents, teachers, and school leadership reported on the principal's efforts to engage the school's parents, guardians, and families. They listed many events that activate the familial partnership with the school and actively involve students in out-of-the-classroom learning, including: curriculum night, beginning-of-the-year picnic, coffee Mondays, holiday shopping, book fair, Fall fest, etc. For example, parents noted that students created their own businesses and sold their handmade products at the holiday shop. Parents, teachers, and school leadership also reported on the PCO, which raises funds for school needs, organizes events, and receives updates and reports from school committees. Parents, teachers, and school leadership reported on the way in which the principal engages community members at large. As it relates to the community, parents, teachers, and school leadership cited the partnership with Cleveland State University (CSU), noting that the collegiate partner provides many resources to the school. For example, teachers and school leaders noted their action research projects, in which they can work with CSU graduate students or professors in researching a topic of interest. Leadership and teachers reported action research project topics, such as, (1) school data & white males; and (2) coding with kindergarten students. Teachers, school leaders, and students also reported on the use of the CSU labs for computer-based assessments, the pool for recreation, the student center, and the CSU auditorium for school performances. Parents, teachers, and school leaders reported on the ideal location of the school; they are in a downtown neighborhood and only a walk away from Playhouse Square and other field trip opportunities and extracurricular activities.

Prioritization Process

The site visit team met with the Campus International School leadership team to review its findings, 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 the trustworthy staff culture and the behavior management. The site visit team also noted the following areas for growth: Instruction.

The group identified Challenging Instruction for All Students 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: Higher Order Thinking Skills.

Using this priority area, the school team developed a Theory of Action, a goal aligned to SSD or AAP, a success measure, and an action plan.

Theory of Action: If the school supports teachers in the use and development of higher-order thinking skills, then all teachers will provide students with higher-order thinking tasks that will lead to higher student performance.

Goal: All teachers require students to use and develop higher-order thinking skills.

AAP priority to which the goal aligns: Value Add Mathematics

Success Measure: From baseline data on performance tasks, partially effective (3) and effective (4) ratings will increase by 50%.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
Review and Define Higher-Order Thinking (HOT)	Jan 8 th	Grade Level Teams
Plan Professional Development (PD): - Logistics: When? Where? How Often? - Determine resources Plan the HOT Examples	Now – Jan 8 th	BLT & Invites (Staff members that attended the Project Zero Conference)
Re-design of Collaborative Planning	Now – Jan 8 th	IB Coordinators
Assemble Instructional Rounds - Protocol & Members - Identify the gaps in HOT	Jan 8 th	Principal & Instructional Round Group
Offer PD: - Book Study: Mathematical Mindset - Other areas of PD	Jan 8 – Ongoing	BLT
Examine the Examples: - Review Collaborative Plans - Incorporate IB Planners Complete Reflective Journal Plans	Ongoing	Grade Level Teams
Discuss Gaps via Honest Conversations	Ongoing	Grade Level Teams

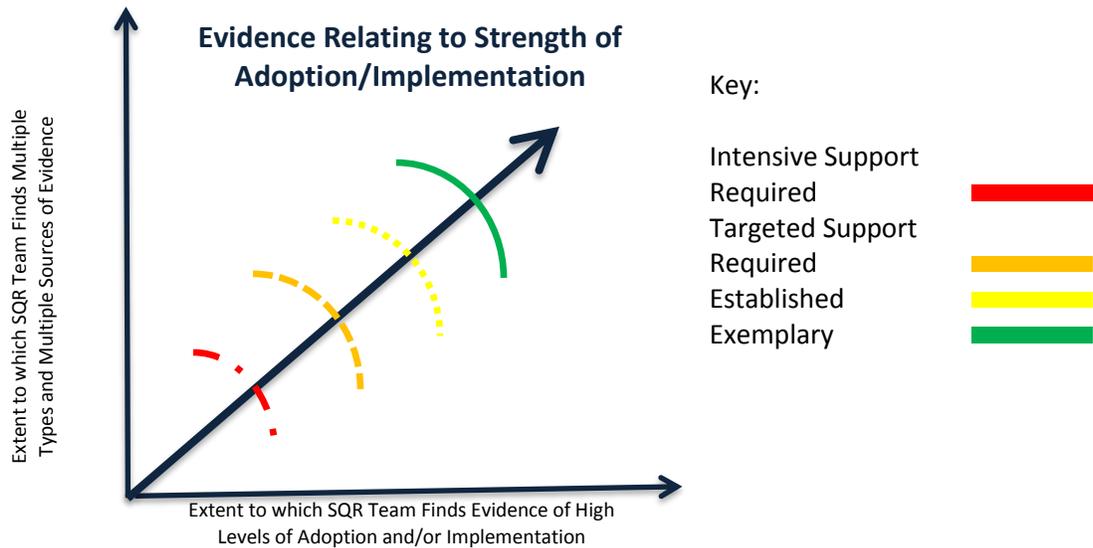
Appendix A: Site Visit Team Members

The SQR to Campus International was conducted on December 12-14, 2017 by a team of educators from the CMSD and SchoolWorks, LLC.

Robin Coyne Hull , Team Leader	SchoolWorks, LLC
Lourdes Laguna , Team Writer	SchoolWorks, LLC
Jill Cabe , Team Member	CMSD
Marnise Harris , Team Member	CMSD
Meagan Coggins , Team Member	CMSD

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 types² and multiple sources³ 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.

Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 23 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%.*

outlook

	Indicator	Distribution of Scores (%)			
		<i>Ineffective</i>	<i>Partially Effective</i>		<i>Effective</i>
		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 = 19	58%	16%	5%	21%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 4	50%	0%	25%	25%
	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	13%	13%	35%	39%
Classroom Climate	3. Structured Learning Environment Teacher preparation Learning time maximized	4%	13%	57%	26%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	9%	17%	35%	39%
	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	13%	43%	22%	22%
Purposeful Teaching	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	13%	30%	39%	17%
	7. Participation and Engagement Active student participation Perseverance	4%	26%	43%	25%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	39%	22%	30%	9%
	9. Assessment Strategies Use of formative assessments Alignment to academic content	30%	39%	22%	9%
In-Class Assessment & Adjustment	10. Feedback Feedback to students Student use of feedback	39%	43%	17%	0%