SchoolWorks
School Quality Review
Report

Charles A. Mooney Elementary School
October 17-19, 2017

SchoolWorks

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CLEVELAND
METROPOLITAN
SCHOOL DISTRICT

Table of Contents

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)			
Key Question Ratings	**Level 1: Intensive Support Required**	**Level 2: Targeted Support Required**	**Level 3: Established**	**Level 4: Exemplary**
	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.	1. Do classroom interactions and organization ensure a classroom climate conducive to learning?	Level: 1 Intensive Support Required

Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective[1]
1	2	3	4
21%	21%	21%	36%

- **Behavioral expectations are clear and understood by some students.** The site visit team observed effective implementation of behavioral expectations in 36% of lessons (n=14). In these lessons, students adhered to behavioral expectations. Specifically, there were few to no misbehaviors observed; in instances of minor misbehaviors, the teacher expeditiously and effectively redirected them. For example, in one lesson, the teacher commented to a student, "I need your eyes here;" in other lessons, teachers used attention-getting chants. In 21% of classrooms, the site visit team observed the partially effective implementation of behavioral expectations. During this instruction, the teacher redirected most, but not all, behaviors. For example, in one classroom, despite the requirement and reminder to raise one's hand to answer a question, the teacher accepted responses that were called out and did not hold students accountable for meeting the behavioral expectation. The site visit team observed 21% of lessons with partially ineffective implementation of behavioral expectations. In these lessons, minor misbehaviors often disrupted instruction and teachers employed ineffective redirections. In these lessons, for example, teachers did not provide clear expectations, but instead commented, "Play Nice," "I'll wait until you're ready," and "Stop." Finally, in 21% of classrooms, behavioral expectations were implemented ineffectively. In these lessons, teachers utilized ineffective management strategies (like saying "Shh" repeatedly) and the learning environment was consistently chaotic. For instance, during one lesson, some students were consistently arguing in the back of the classroom, and other consistent misbehaviors distracted most students from their learning task.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
43%	21%	21%	14%

- **Some learning environments lack structure, and learning time is not maximized in most classrooms.** The site visit team observed structured learning environments in 14% of lessons. In these classrooms, teachers were prepared with all relevant materials for instruction and maximized the learning time

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

for students with the support of timers and quick, efficient transitions. In 21% of classrooms, the site visit team observed partially effective implementation of structured learning environments. While teachers were prepared in these classrooms, learning time was not fully maximized. In one classroom, the teacher articulated a clear agenda, but did not utilize a timer to smoothly transition students from one lesson component to another. In 21% of classrooms, structured learning environments and maximized learning time were partially ineffective. In these classrooms, teachers were prepared for instruction, but pacing did not maximize learning time. For example, the site visit team observed a teacher dedicate 20 minutes for students to work on three low-level questions. Finally, in 43% of classrooms, learning environments lacked structure and learning time was not maximized. In some of these classrooms, teachers did not deliver academic content. In other classrooms, teachers utilized a significant portion of learning time on logistical tasks. In one classroom, for example, the teacher provided instructions for the learning task for 15 minutes. In another classroom, the teacher distributed materials for the bulk of the lesson.

2. Is classroom instruction intentional, engaging, and challenging for all students?	Level: 1 Intensive Support Required

Focused Instruction			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
36%	43%	14%	7%

- **Few teachers provide students with clear learning goals and focused, purposeful instruction.** The site visit team observed partially effective implementation of focused instruction and clear learning goals in 14% of classrooms. In these classrooms, learning targets were present and aligned to instruction; however, the content delivery was unclear. For example, in one classroom, a teacher posted an "I can" statement that directly correlated with the learning task; however, the teacher did not effectively and clearly communicate the academic content. In 43% of classrooms, lessons were partially ineffective in the provision of learning targets and focused instruction. In these classrooms, teachers demonstrated high expectations for some, but not all, students as it related to the learning targets. For example, in one classroom, the teacher requested students to sit and wait for long periods of time without providing extension structures, so they could engage in learning throughout the entire lesson. Additionally, in one of these classrooms, albeit instruction matched the learning objective, the teacher utilized inaccurate academic language to explain content. In 36% of classrooms, focused instruction and the provision of learning targets was ineffective. In these lessons, teachers did not display any objectives, or presented multiple learning tasks on the board. For example, in one classroom, a teacher featured many "I can" statements – none of which reflected concrete learning targets. Additionally, in these classrooms, teachers did not promote high expectations for students, but, instead, relayed superficial and vague standards for achieving the learning targets.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
50%	50%	0%	0%

- **Instruction does not require students to use and develop higher-order thinking skills.** The site visit team observed partially ineffective implementation of the development and requirement of higher-order thinking in 50% of classrooms. In some of these classrooms, teachers tasked students with a rigorous task without the provision of scaffolding or framing of the academic expectations. In these cases, teachers presented opportunities to engage in higher-order thinking, but did not support students in accessing the rigor. For example, in some lessons, students were required to write a narrative citing evidence, but were provided with no scaffolding or framing for the expectation. In other classrooms, teachers did not leverage opportunities to expand on, or respond to, students' open-ended questions. In the other 50% of classrooms, lessons ineffectively developed higher-order thinking skills. In some of these classrooms, the site visit team did not observe teachers delivering academic content; in these lessons, given the dearth of learning opportunities, students were not required to use or develop higher-order thinking skills. In other classrooms, teachers intercepted opportunities for students to engage in higher-order thinking by completing the heavy lifting of rigorous tasks and questions themselves. For example, in one lesson, a teacher substantially directed the students step-by-step to complete the activity without employing wait time for them to apply their concepts to the new situation. Additionally, in one classroom, when students answered with rote responses, the teacher did not require students to justify their answers or explicate their thinking further.

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 Report**

Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
29%	43%	14%	14%

- **In-class assessment strategies infrequently reveal students' thinking about learning goals.** In 14% of classrooms, the site visit team observed in-class assessment strategies that were effectively implemented and utilized. In these classrooms, teachers assessed all students and implemented a variety of assessment strategies, including cold-call, thumbs up/thumbs down, and popsicle sticks. The site visit team observed partially effective implementation of assessment strategies in 14% of classrooms. In these classrooms, teachers assessed most, but not all, students. For example, a teacher checked for student understanding in a small group, but continually did not assess one student in the small group and did not circulate to assess the other students in centers. In 43% of classrooms, the site visit team observed partially ineffective implementation of assessment strategies. In these classrooms, the teacher checked the understanding of less than half the students. For instance, one teacher circulated throughout the classroom, checking the work of only some students, but mostly ensuring completion for most students. In another classroom, a teacher requested a choral response

from students, but could not gauge all students' comprehension and did not attempt to precisely identify the number of students who understood the content. The site visit team observed ineffective use of assessment strategies in 29% of classrooms. In many of these classrooms, no assessments were given. The site visit team did not observe the use of exit tickets in these classrooms.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
50%	29%	14%	7%

- **Timely, frequent, specific feedback is rarely provided throughout the learning process to inform improvement efforts.** The site visit team noted partially effective implementation of feedback in 14% of classrooms. In these classrooms, while teachers gave feedback, it was limited to only half the students in the class. For instance, in one classroom, a teacher circulated to all students, but delivered high-quality feedback to only some of them. In 29% of classrooms, the site visit team observed partially ineffective implementation of feedback. In these classrooms, teachers clarified concepts and offered feedback to only a few students. For example, in one lesson, a teacher circulated to offer support during independent work, but reached only a handful of students. In other classrooms, the teacher offered high-quality feedback to the entire class based on one student's misunderstanding, but all students were not able to apply the feedback. The site visit team observed the ineffective provision of feedback in 50% of classrooms. In these lessons, students did not receive any 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 guidance on the completion of work or feedback on behavioral expectations, offering students comments like, "Good job," or "I like the way [student] is sitting," as opposed to 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**

- **The school has a process for identifying struggling and at-risk students and monitoring student progress.** School leaders, teachers, and student support staff detailed the student support team (SST) process for identifying struggling and at-risk students. These stakeholders noted that teachers initiate the process through the collection of data from anecdotal notes and observations to class assignments and assessments. School leaders and teachers additionally noted that the review of AIMS Web and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) scores contribute to the data collection efforts. The site visit team reviewed SST referrals, verifying teacher documentation of both academic and behavioral data for students in the SST referral process. School leaders and teachers indicated that teachers collect data for six weeks while employing support strategies. Teachers explained that they often converse with their grade-level peers or the students' former teachers to gather additional strategies to employ. School leaders and teachers indicated that if the intervention does not prove to be successful after six weeks, the teacher fills out an electronic form for referral to the SST. The site visit team observed that the referral forms request information pertaining to previous interventions employed and student data. School leaders and teachers noted that the SST convenes to review referrals, develop intervention plans for the teachers to employ over a period of six weeks, and monitors the plan. They also reported that the SST discusses referral to special education after those six weeks of progress monitoring. As confirmed through SST documentation, SST includes the psychologist, an intervention specialist, and the teacher who initiated the referral. School leadership reported that the SST team convenes as much as needed, in addition to the regularly scheduled two meetings a month.

- **The school implements many supports for its diverse learners.** As reported by teachers and school leaders, interventions for all students occur regularly throughout the school day; they are embedded in the schedule. For example, school leaders reported that all students receive a reading and a math intervention class as a specials class each day. Additionally, school leadership and teachers reported that another middle school intervention occurs during a period block at the end of the day. School leadership noted the use of technology (e.g., computers on wheels [COWs]) and adaptive programming to support its struggling students, including Accelerated Reader, Study Island, Exact Path, and MyOn. When asked about available supports for when they struggle with learning, students additionally reported that they can request teacher assistance in class, after school, or during lunch periods. School leadership and teachers also reported that struggling students in grades 1-3 receive

tutoring after school. School leadership stated that they attempt to make these tutoring sessions mandatory (confirmed by a review of the Tutoring Permission Slips). Further, school leaders detailed the human resources supporting its diverse learners, including the English language learner (ELL) students and special education students. The school dedicates a robust amount of support staff for special education students – 32.56% of enrolled students, as indicated by the Mooney demographic information. School leaders reported (and review of the Mooney Staffing Assignments 2017-2018 School Year confirmed) that there are 17 teachers and 12 paraprofessionals supporting special education students. Additionally, as reported by school leaders, the school staffs two speech therapists, an occupational therapist, a physical therapist, a full-time psychologist, and a full-time counselor from the Applewood partner. Teachers and leaders additionally spoke to the push-in and pull-out services of the reading and math interventionists at the school. Finally, school leaders cited a shared resource with their co-located high-school partners upstairs: a certified ELL instructor. In addition to the provision of pull-out services for approximately 5-or-6 ELL students, school leaders stated that the ELL instructor provides support with translation services for ELL families.

5. Does the school have a safe, supportive learning environment that reflects high expectations?	**Level 2: Targeted Support**

- **The school does not yet demonstrate high expectations for academic learning.** When asked about high expectations for learning, some teachers reported that they simply talk to their students about always presenting their best self, as a scholar and a human being; teachers did not explicitly state high academic expectations. Some teachers discussed how they celebrated student achievement by displaying certificates outside of their classrooms. Teachers mostly reported, however, on the cultivation of the whole child "beyond the books," including building their character to shape them into quality members of society. One student indicated that teachers communicate that students should try their best even in the face of challenging content, never give up, and ask questions. Most students, however, were only able to give examples of behavioral expectations, such as "no profanity" and "raise your hand to talk." The site visit team's observations confirmed these comments, given the low frequency of teachers articulating academic expectations in lessons. Additionally, the site visit team frequently noted in classroom observations that teachers allowed students to opt out of learning. When asked how the school holds high expectations for academic learning, school leaders reported they expect teachers to provide students with rigorous learning objectives in student-friendly terms. School leaders and teachers additionally cited the Town Hall Meetings that dedicate a portion of time to acknowledging and celebrating academic achievements. All stakeholders reported on quarterly award ceremonies; while school leaders and teachers indicated that they had not occurred at all in the previous school year, they cited the renewal of this programming for this academic year.

- **The school provides a safe environment to support students' learning.** When asked about the physical safety of the school, teachers and school leaders noted the presence of a security guard at the front door to monitor arrival, dismissal, and visitors. The site visit team observed the security guard holding both students and adults accountable for going through the metal detectors during arrival. Additionally, review of the Security Sign-In sheet in the main office demonstrated that the school employs security guards throughout the school day. The site visit team also observed signs on the front doors that match language in the Mooney ES Handbook about always keeping the school doors locked outside of arrival and dismissal periods. When asked about safety, all students confirmed that the school is safe. They additionally detailed the various practice drills ensuring their safety in

extreme cases, including fire drills and tornado drills that occur every month, Code Red and Code Blue lock-down drills, and evacuation drills. Further, teachers and school leaders commented that the school was emotionally safe for students. Teachers reported that the Applewood partnership provides counseling services to students through a full-time counselor. Teachers also noted that the school staffs a full-time nurse to support with the school's larger special education population. Additionally, school leaders and students reported on the peer mediation program that supports in minimizing bullying throughout the school. School leaders indicated there are 10-to-12 students participating on a rotational basis in the program to support their peers through conversations, in conjunction with conversations held between administration, the involved students, and their parents.

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.

6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?	**Level: 2** **Targeted Support**

- **Professional development is not active, intensive, or sustained.** Teachers and school leaders indicated that professional development (PD) occurs on district-mandated full days. School leadership reported that monthly staff meetings, while typically transactional and procedural in nature, are occasionally used for PD. School leaders indicated that the Building Leadership Team (BLT), as well as observations garnered through leadership instructional rounds, informs the agenda for school-based PD. Teachers, however, commented that PD is not differentiated on the district or building level, noting it sometimes lacks relevance for their grade level or sub-groups. For that reason, when questioned about the utility and quality of training, teachers reported that PD generally does not impact their instructional practice. When asked about the topics covered at PD, both school leaders and teachers noted (and review of PD sign-in sheets confirmed) several trainings unrelated to instruction, including (but not limited to) MyOn training, a Math Counts presentation, and Evaluation team Report (ETR) training. All teachers and school leaders cited a well-attended PD presented by The Bag Ladies, Inc as one example of high-quality PD. School leaders and teachers, however, noted (and review of The Bag Ladies Inc., Agenda for the Workshop confirmed) that participation was voluntary, especially given the session was held on a Saturday, and that teachers initiated this experience from their own professional pursuits.

- **Educators regularly collaborate about instruction and students' progress.** School leaders and teachers reported that teachers convene in teacher-based teams (TBT) meetings once a week on Tuesdays. Teachers reported that TBT groups are refined into smaller groups and organized by grade level. They cited that TBT groups were categorized by content level last year. Both stakeholders identified (and review of the protocol confirmed) the following five specific steps as a part of the TBT protocol: 1) Pre-Assessment: collect and compile assessment data aligned to the standards; 2) Analysis: analyze student work and data; 3) Identification: pinpoint the weakest standard(s); 4) Instructional Plan: establish shared expectations on instructional strategies needed for specific standard; and 5) Post-Assessment: implement instruction according to plan and re-assess. School leaders and teachers reported that the BLT (that includes the principal, the Curriculum Instruction Specialist [CIS], the Union, and several teaching staff members) provides feedback on TBT protocol either during the process or after the process. School leaders and teachers also noted that school leaders visit TBT meetings each week. For example, teachers reported that the special education TBT received additional support from school leaders upon formulation of their content-specific TBT this year.

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	**Level: 3** **Established**

- **Educators' mindsets and beliefs reflect shared commitments to students' learning.** In focus groups, teachers conveyed a belief that students' learning is their collective responsibility. For instance, a teacher described a colleague taking over the class when the teacher had to leave school suddenly. In another example, teachers noted that the primary grades send notes of encouragement to the upper grades during high-stake testing periods. Teachers also noted that older students help younger students – for example, either by reading to PreK3 students or practicing fluency facts with K students. School leaders and teachers reported that staff utilize buddy classrooms to support each other in assisting with student behaviors and providing students with brain breaks. Additionally, teachers reported on frequent vertical alignment discussions, as well as opportunities they create to converse about students across grade levels. Specifically, teachers indicated that they provide teachers in succeeding grades with summaries on student achievement and learning styles. As it relates to providing all students with academic support, teachers and leadership stated that paraprofessionals and intervention specialists contribute immensely, serving as the champions of implementation during after-school tutoring and intervention blocks. Overall, teachers stated that the school staff share a common belief that Mooney students, despite students' personal or home situations, can succeed as scholars and individuals. For example, many teachers have dedicated more than 10+ years of their teaching careers to Mooney, given their commitment to rearing the students for the real world.

- **The school reflects a safe, trustworthy and growth-oriented professional climate.** Teachers and school leaders reported that the school reflects a community of supportive colleagues and, overall, a positive, friendly, and approachable culture. For example, teachers reported a climate of safety and trustworthiness among themselves and their school leadership. Teachers and school leaders stated that the school community proactively helps out other classrooms. Additionally, teachers and school leaders focused entirely on student learning when responding to the safe, professional climate. For example, teachers described their teams as "close-knit" and detailed that they work closely and collaboratively to plan lessons and coordinate class activities. Many teachers indicated that school leadership has an open-door policy, assisting them in problem-solving any issues they may encounter and listening to their ideas, suggestions, and/or concerns. Overall, teachers reported respectful relationships with administration, specifically expressing they feel respected as professionals. Teachers indicated that leadership always supports them and addresses problems with a proactive approach of "How can we fix this?" All teachers reported high comfort levels with receiving feedback from administration and taking instructional risks. They specifically cited that their levels of comfortability have heightened knowing that leadership will not use their growth opportunity as a "gotcha'" or align formal observations with times in which they are taking those instructional risks. Finally, as it relates to a growth-oriented professional climate, school leaders and teachers indicated that teachers can always seek, and receive, support for outside professional development opportunities.

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.

8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?	**Level: 2** **Targeted Support** **Required**

- **While the principal has created a shared vision, clear goals have not been communicated to school stakeholders.** When asked about the school's vision, all stakeholders reported the essence of the vision and notated key components, such as "community, teachers, and school working together" and "to help students be successful and contributing members of a global society." The site visit team reviewed the vision as stated in the Charles A. Mooney Elementary School Handbook—the crux of which indicates that the school will work with parents and the community to ensure every scholar will function in and contribute to a global society. , Teachers stated that the school envisions all students working hard and succeeding beyond their schooling. Students reported that the school foresees a successful life for them. Teachers and student support staff noted the importance of partnering with the community and families, as well as the pertinent holistic and academic preparation of students for the global society. Clear goals, however, have not been communicated to school stakeholders. School leaders stated 10% growth on the Ohio State Test (OST) for each grade level. Teachers, on the other hand, reported on larger areas of concern such as Writing, Reading and Math 4 Squares. Furthermore, teachers were unable to report on specific metrics. For instance, when asked about the writing targets, teachers indicated their focus is for students to produce strong paragraphs, but they reported an unawareness of the end goal.

- **School leaders are working to ensure that teachers deliver high-quality instruction.** Teachers and school leaders reported that the three members of the administration team conduct informal observations. Teachers reported receiving one-to-two informal observations to date. School leaders and teachers reported that school leaders email instructional feedback based on school-wide initiatives post-observation through "Glows and Grows" – a format to highlight the successes of instruction and those items that need improvement. Teachers reported this manner of feedback to be resourceful in their instructional practice. The team solicited examples of feedback and confirmed that it addresses concrete and attainable pieces of instructional strategies that teachers can utilize and implement in a timely manner. Examples of GROWS and GLOWS include: (1) GLOW: Use a visual timer during think-pair-share; (2) GROW: 100% of students were engaged and on task during learning; and (3) GROW: Refer repeatedly to the objective and force them [students] to explain their thinking and justify their answers. All teachers and school leaders indicated that school leaders intentionally follow-up on the "grow" in succeeding observations to hold teachers accountable. When teachers improve upon the "grow," teachers and school leaders stated that the feedback reflects the improvement in the "glow" section. If the same "grow" continues to exist in instruction, however, school leaders reported they proceed first with conversations and then, instructional coaching (if the teacher is willing). Additionally, teachers reported that school leadership often teaches and models

instructional strategies in classrooms. For instance, teachers and school leaders noted that the principal circulated to each classroom to instruct students on fluency facts through rhyme.

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

- **School leaders mostly ensure effective communication and inclusive, transparent decision making across the organization.** Teachers reported that they feel informed and that school leadership communication is effective. The site visit team reviewed the Mooney Staff Meeting Notes and noted the communication of upcoming events, school initiatives, shout-outs, and other logistical talking points. Additionally, school leaders and teachers reported on the effective communication provided by the principal's Weekly Bulletin. Review of the Weekly Bulletin indicated that staff are reminded of whole school initiatives, provided a weekly calendar, and informed on pertinent items for instruction (e.g., writing objectives, Drop Everything and Write (DEAW) updates, testing information). Some support staff members, however, stated they are not included on all communications. As it relates to transparent decision-making, teachers and school leaders reported (and the review of committee artifacts confirmed) the formation of committees – conduits for informing and formulating school-wide decisions. School leaders stated (and focus groups with teachers confirmed) that every teacher serves on a committee. Review of the Committee Sign-Up Sheet indicated seven committees, including PBIS, Attendance, Parent Engagement, and Building Leadership Team (BLT). School leadership reported (and review of Committee Forms confirmed) that each committee fills out a half-sheet form to hand into leadership post-meeting with information pertaining to topics discussed and actions to be taken. Teachers reported that they have a voice in decision making outside of committees as well, stating that administration does not employ "top-down management." For example, teachers and school leaders reported that teachers initiated discussions about changing the schedule to accommodate a standing intervention block and administration received the request with openness and support. In instances when teachers do not have input, teachers reported that school leaders communicate decisions with high levels of transparency by identifying a decision, providing the rationale behind it, and then rolling it out.

- **The principal is beginning to engage parents in the educational process.** Teachers and school leaders reported they communicate with parents about both academic and behavioral progress in the following ways: text, email, phone call, and Dojo. They also reported the importance of in-person interactions, both formal (e.g., parent-teacher conferences) and informal (e.g., during arrival) to discuss academic progress. The site visit team noted in the Charles A. Mooney Elementary School Academic Achievement Plan (AAP) that school leaders also plan to utilize Survey Monkey as a resource to support their priority of family engagement this year. School leaders and teachers mentioned the school newsletter that the principal sends to families in which teachers contribute a paragraph about their classroom's happenings. Teachers and school leaders reported on a new initiative – Academic Achievement Parent Team (AAPT) – in which each grade level sends "at-home" work for students to complete with parents. Teachers, students, and school leaders stated that upon packet completion, the students receive new packets with additional assignments for academic support and an award from the principal. Teachers and school leaders reported efforts to integrate parents in the educational process through AAPT, as well as events like Literacy on the Lawn (summer), Open House (September), and Literacy Night (October). Teachers stated that the Family Engagement Committee has increased efforts this year. For example, teachers and school leaders reported the comeback of

other opportunities to engage parents in academic affairs like Math Night (December), Science Night (February), and Quarterly Award Ceremonies. School leaders also shared the plan to host a Parent Appreciation Night at the end of May.

Page 14

Prioritization Process

The site visit team met with the Charles A. Mooney Elementary School's leadership team to review its findings, discuss the school's areas of strengths and areas for improvement, prioritize areas for improvement, and discuss ways to address the identified areas for improvement.

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included Educator's Mindsets & Shared Commitments, Supports for Diverse Learners, and Inclusive Decision-Making. The site visit team also noted the following areas for growth: Instruction.

The group identified Instruction as the area for growth to prioritize. The group identified the following priority within this Domain as having the most potential impact on the success of the school as a whole: Teachers provide students with clear learning goals and focused, purposeful instruction. 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 we provide differentiated professional development for learning goals and purposeful instruction, then staff will provide more rigorous and measurable instruction, which will lead to more student engagement in understanding the reason behind learning targets and class assessment.

Goal: All teachers are consistently providing students with clear learning goals and focused, purposeful instruction.

AAP priority to which the goal aligns: Reading Proficiency - Priority 1.

Success Measure: By April 1, 2018, 80% of teachers will provide 1-2 clear concise reading goals per lesson and 80% of students will be provided with focused and meaningful instruction as measured by the Mooney Observation Checklist and student conversations.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
Plan Professional Development (PD) on Formative Instructional Practices (FIP) Implementation	10/25/17	Mooney School Quality Review (SQR) Team
Assign FIP Modules (1-2) - Ensure Communication/Expectation of FIP Modules - Ensure Log-In & Links - Print Staff Certificates of Completion	11/1-11/7	Assistant Principal
Provide PD on FIP Implementation	11/7/17	Mooney SQR Team
Plan to Monitor Staff - Establish checklist - Norm on checklist	Ongoing	Administrative Team
Monitor the FIP Implementation - Monitor via Glows & Grows (checklist) - Monitor via Weekly Bulletin Reminders - Monitor via TBT Meetings/BLT Feedback	Ongoing	Mooney SQR Team

Plan Follow-Up PD on provision of learning goals and focused instruction - Use monitoring checklist data	Week of 12/18	Mooney SQR Team
Provide Follow-up PD - Present checklist PD - Provide implementation support	1/9/18	Mooney SQR Team
Plan and Provide State-of-the-School PD (Then & Now Data)	March 2018	Mooney SQR Team
Provide Time for Peer Observations (In/Out of School)	Spring 2018	Administrative Team

Page 16

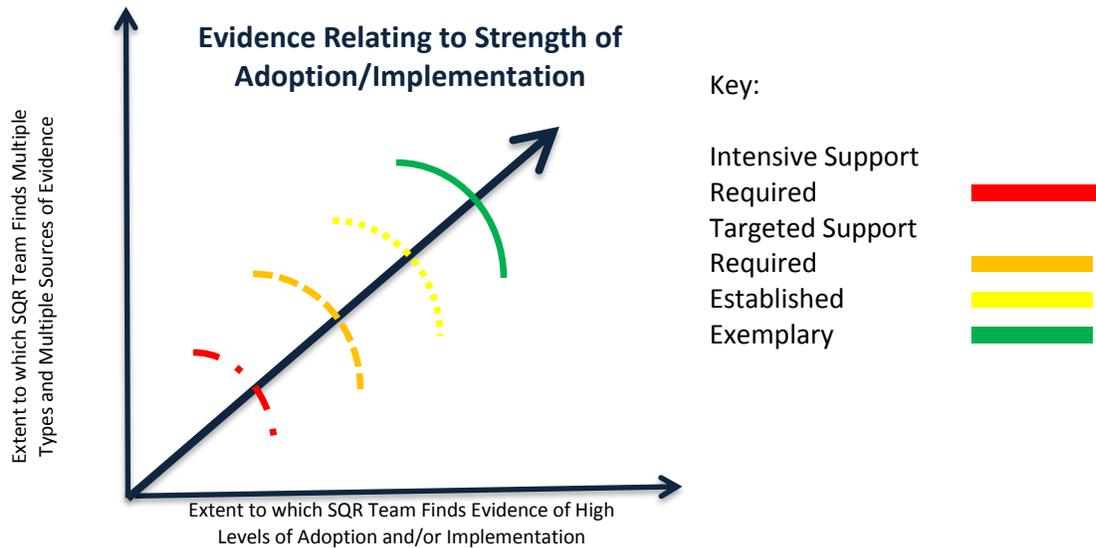## Appendix A: Site Visit Team Members

The SQR to Charles A. Mooney ES was conducted on October 17-19, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Kathryn Cobb Koerner, Team Leader   SchoolWorks, LLC

Lourdes Laguna, Team Writer   SchoolWorks, LLC

Jill Cabe, Team Member   Cleveland Metropolitan School District

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.

Evidence Relating to Strength of Adoption/Implementation

Extent to which SQR Team Finds Multiple Types and Multiple Sources of Evidence

Extent to which SQR Team Finds Evidence of High Levels of Adoption and/or Implementation

Key:

Intensive Support Required	🟥
Targeted Support Required	🟧
Established	🟨
Exemplary	🟩

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.

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[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 14 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 = 10	50%	20%	30%	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 = 4	0%	100%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	21%	21%	21%	36%
	3. Structured Learning Environment Teacher preparation Learning time maximized	43%	21%	21%	21%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	14%	36%	29%	21%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	36%	43%	14%	7%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	43%	29%	14%	14%
	7. Cognitive Engagement Active student participation Perseverance	21%	43%	29%	7%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	50%	50%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	29%	43%	14%	14%
	10. Feedback Feedback to students Student use of feedback	50%	29%	14%	7%