SchoolWorks
School Quality Review
Report

Marion C. Seltzer Elementary School
October 11-13, 2017

SchoolWorks

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

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.

Key Question Ratings	Rating (See Appendix B)			
	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

Behavior Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective[1]
1	2	3	4
12%	12%	35%	41%

- **Behavioral expectations are clear and understood by most students.** In 41% of classrooms observed (n=17), behavior expectations were effectively established and understood by students. These classrooms were typically characterized by well-established behavior expectations and all students behaving as expected during lessons. In one such classroom, students worked silently and independently throughout the lesson as the teacher requested, with no teacher redirection, and appeared to have internalized classroom expectations. In another classroom, students worked quietly on problems in small groups, and the teacher frequently reinforced this behavior with positive narration. In 35% of classrooms, behavior expectations were partially effective, as characterized by most, but not all, students being on task throughout the lesson, and by infrequent and minor misbehaviors that did not interfere with learning. In one classroom, for example, a small number of students were off-task during portions of a lesson, but the teacher effectively used proximity to redirect this misbehavior. In another classroom, a small number of students chatted idly at points when expected to be working in groups, but their misbehavior did not interfere with instruction or other student' learning. In 12% of classrooms, behavior expectations were partially ineffectively established; these classrooms were characterized by consistent minor misbehavior, and teacher redirection that was not consistently effective in correcting behavior. Further, in 12% of classrooms, behavior expectations were ineffectively established. In these classrooms, many students misbehaved, misbehavior interfered with learning, and teachers either did not respond to misbehavior, or were not able to respond effectively.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
35%	35%	24%	6%

- **In most classrooms, the learning environment is not highly structured, and learning time is not maximized through effective planning and guidance.** In 24% of classrooms observed, the learning environment was partially effectively structured, typically due to a level of teacher preparation or

---

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

well-established routines that maximized learning time for most, but not all, of the lesson. In one such classroom, the teacher used a timer that was visible to students during most of the observation, and students transitioned activities immediately when time ran out. In another, class started a few minutes late, but students were familiar with the routines to transition between stations, and did so quickly and efficiently, maximizing learning time. In 35% of classrooms, the use of learning time was partially ineffective, most frequently as a result of slow transitions or a lack of teacher preparation. In one classroom, for example, students began working immediately upon entering the classroom, but then approximately six minutes was spent on directions before students could transition to the following activity. In another classroom, the teacher was not fully prepared for the lesson, and it took approximately four minutes for the teacher to organize and distribute the handouts to students before they could begin work. In 35% of classrooms, the learning environment was ineffectively structured. In these classrooms, significant learning time was wasted as a result of a lack of teacher preparation or ineffective procedures. In one such classroom, the teacher did not appear to be aware of the time spent on the activity, and had to abruptly end the activity when it went longer than expected; students were not able to finish. In another, approximately 12 minutes were used at the start of the class on morning routines, such as taking attendance, which involved the teacher calling aloud to students one at a time.

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

Instructional Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
24%	29%	35%	12%

- **A variety of instructional strategies and materials are not consistently used to support students' diverse needs.** In 12% of classrooms, instructional strategies were effectively employed. In such classrooms, various modalities and instructional formats were used throughout the lesson. In 35% of classrooms, instructional strategies were partially effective in meeting students' needs, typically because various modalities or formats, but not both, were employed. In one such lesson, various formats – whole group instruction and then stations (independent work, computer work, small group work) – were utilized, but for only a portion of the lesson. In another, various modalities – math manipulatives, visual representations, worksheets, and workbooks – were used. In 29% of classrooms, instructional strategies were partially ineffective, often because a single modality was used for the majority of the lesson. In one such classroom, students spent the majority of the lesson on worksheets before transitioning into small groups. In 24% of classrooms, instructional strategies were ineffective due to a single modality or format being used throughout the lesson. In multiple classrooms, for example, workbooks or worksheets were used for entire lessons.

Higher Order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
35%	65%	0%	0%

- **Instruction does not require all students to use and develop higher-order thinking skills.** In 65% of classrooms, the site visit team observed the partially ineffective implementation of the development of higher-order thinking skills. In these classrooms, few students engaged in higher-order thinking, or students had opportunities to do so for a small portion of the lesson only. In one classroom, for example, students were required to explain their problem-solving process in front of the class on the whiteboard, but only one-quarter of students were given this opportunity; this was the only portion of the lesson in which students were required to engage in a challenging task. In another classroom, the teacher asked cause-and-effect questions, but asked these questions of a few students only. In another classroom, the students spent the majority of the lesson completing a worksheet that required only comprehension-and-recall answers from the text. In 35% of classrooms, the implementation of the development of higher-order thinking was ineffective, typically because no challenging tasks were provided. In one classroom, for example, students were required to answer only recall-and-comprehension questions that were then used to complete a graphic organizer.

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

Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
47%	47%	6%	0%

- **In-class assessment strategies are rarely used to reveal students' thinking about learning goals.** Partially ineffective use of assessment strategies was observed in 47% of classes. In these classes, formative assessments were used to check the understanding of few students. In one such classroom, the teacher asked students to show a thumbs-up if they agreed with the student answering the question, but did not systematically view students' responses. In another, students came to the whiteboard and the teacher watched as the student solved a math problem, but only one-third of students had this opportunity. In another, students completed an assessment on a computer program, but only the few students at computers were assessed. In 47% of classrooms, assessments were ineffective, often because formative assessments were not used. In one classroom, for example, the teacher circulated while students worked in small groups, but did not view students' work and, instead, monitored student behavior only. In another, a teacher asked questions to promote engagement that were not related to the academic content. In many classrooms, no formative assessment strategies were employed. Further, the site visit team did not observe the use of strategies such as whiteboard, hand signals, or purposeful questioning to systematically assess the understanding of all students in any classrooms.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
65%	18%	18%	0%

- **Timely, frequent, specific feedback is rarely provided throughout the learning process to inform improvement efforts.** Partially effective use of feedback, in which most students received specific, high-quality feedback related to lesson content, was observed in 18% of classrooms. In one such classroom, the teacher circulated and provided students with feedback on their writing, which students used to immediately revise their work. In another 18% of classrooms, the provision of feedback was partially ineffective, often because only a few students received feedback. In one class, for example, the teacher circulated and provided feedback to just a few groups of students. In 65% of classrooms, the provision of feedback was ineffective, often because feedback was not observed or not related to academic content. In one such classroom, students were given feedback on how to complete the activity, rather than on academic content. In others, students were given only praise (e.g., "Thank you;" "Good"). In numerous classrooms, students were provided with no feedback.

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 2: Targeted Support Required**

- **The school has a process for identifying struggling and at-risk students, but does not consistently monitor student progress.** School leaders and teachers consistently identified the school's student support team (SST) as the primary system for identifying struggling students. Staff reported that the SST meets monthly, and that the team includes a school leader, special education teacher, school psychologist, and speech language pathologist. SST meeting agendas confirmed that the SST meets monthly and further indicated that meetings typically address supports for 5-to-10 students. Staff described knowing how to refer students to the SST using a new online system, including how to collect and present data. Staff also stated (and review of SST meeting agendas verified) that parents can refer students. Additionally, staff reported (and review of the professional development [PD] calendar confirmed) that they recently had a PD session on the referral process, including how to collect and present data. However, some teachers indicated that their colleagues do not monitor the progress of students following student referrals to the SST, and stated that they believe their colleagues do not know how to do so. Some teachers reported receiving tracking tools (e.g., behavior trackers) following student referrals; others stated that they have not been trained on progress monitoring and have not been expected to monitor student progress following referrals. Other teachers expressed frustration that some of their colleagues view the SST as an avenue for providing special education assessments, rather than for identifying and implementing supports for struggling students.

- **The school does not consistently implement appropriate supports for its diverse learners.** School leaders and teachers reported that the school provides various interventions for struggling students, but cited numerous challenges in effectively implementing interventions, including a lack of expectations and training for intervention time, varied effectiveness of intervention programs, and challenges in communicating and scheduling with staff members that support students with special needs and English language learner (ELL) students. School leaders and teachers reported that among the school's primary structures for supporting students is a schoolwide 100-minute "What I Need" (WIN) period, in which students are grouped by skill gaps and receive remediation from their classroom teacher. However, staff reported a lack of training and clear expectations for this time, and that implementation is inconsistent. School leaders reported that teachers have blocked class time for WIN as requested by leadership, but acknowledged that expectations and training have been limited, and that WIN has not yet been fully effectively implemented. Teachers also stated that the programs used in WIN, such as Compass Learning, have varied effectiveness and student investment,

so that teachers often supplement with resources (e.g., web-based programs) of their choosing. Beyond WIN, teachers also frequently expressed frustration with the consistency of supports provided by special education and ELL staff. While teachers reported that these individuals are well-intentioned and effective when present, they reported that these staff members' schedules for pull-out and push-in support are inconsistent; they do not have formal, structured communication with these staff for planning lessons and supports. Teachers reported that these staff are frequently required to fulfill other responsibilities, such as substituting for absent teachers or translating school materials or parent meetings. They stated that this creates challenges in serving the school's diverse ELL population, which demographic data indicated makes up 30% of the student body and represents 11 home languages. Finally, teachers reported that beyond classroom interventions (WIN and a similar literacy block in grades K-3), academic supports are limited. School leaders and students, for example, reported that after-school tutoring is not available; students unanimously reported that they would take advantage of such supports if offered.

5. Does the school have a safe, supportive learning environment that reflects high expectations?	**Level 1: Intensive Support Required**

- **The school does not consistently demonstrate high expectations for academic learning.** Some teachers reported and demonstrated high expectations for students' academic learning, such as not allowing students to opt out of questions, or providing wait time for students. Yet, these teachers stated that their colleagues do not hold the same expectations. Additionally, while some staff spoke positively of students' academic potential, others suggested that college-readiness for all students is unreasonable and expressed that holding high expectations for students is frustrating, due to their lack of ability to reach those expectations. Staff reported that the school frequently celebrates positive behavior through incentives based on attendance and Class DOJO (the school's online behavior tracking system), but indicated that the only consistent schoolwide celebration of academic success is the annual Spring celebration of Northwest Education Association (NWEA) growth. Additionally, staff and students reported that student-of-the-month awards are based largely on behavior, and that other academic celebrations, such as growth on Accelerated Reader (AR), are determined by teachers and are not consistently implemented throughout the school. Although staff frequently referred to the importance of NWEA achievement and indicated that students know their NWEA performance goals, few students were able to describe them. Students reported that some teachers expect them to do their best in classes, encourage them to complete homework and class work, and convey the importance of academic achievement, but students also shared examples of low expectations, such as being allowed to use their class notes for assessments. The site visit team observed examples of high academic expectations in some classes, such as teachers requiring students to answer questions in complete sentences, or using cold-call to hold all students accountable for answering questions. However, the site visit team also observed many examples low expectations, such as teachers allowing students to opt out of answering questions, and teachers answering their own questions.

- **The school does not consistently provide a safe environment to support students' learning.** While the site visit team observed that classrooms were orderly and safe, teachers, students, and parents expressed concerns with school safety regarding hallway behavior, aggressive student behaviors, and bullying. Specifically, many teachers expressed concerns with student behavior in hallways, such as older students running and injuring younger students. The site visit team observed that hallways,

arrival, and dismissal were loud and disorderly. The majority of teachers reported feeling safe on campus, but some cited a number of incidents of verbal and physical student aggression toward staff since the start of the school year that have left them feeling unsafe. Further, some of these teachers reported that school leaders' responses to these incidents have not been adequate to discourage similar incidents. While students indicated that the school security guard makes them feel safe, parents, students, and teachers also reported that student fights take place regularly (between weekly and monthly) at the school. These stakeholders also reported frequent bullying, though the frequency and intensity of bullying varied by grade level, and reported varying effectiveness and timeliness of adults' responses to bullying. All stakeholder groups also reported that the school is in its second year of implementing the Winning Against Violent Environments (WAVE) peer mediation program. All students interviewed were either aware of, or active participants in, the WAVE program. On the schools most recent Conditions for Learning (CFL) survey, 64% of students in grades 2-4, and 65% of students in grades 5-8, reported feeling safe at school.

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 Required**

- **Professional development is sustained, but not active or intensive.** All staff reported (and PD materials confirmed) that the school holds 50-minute PD sessions at least three Thursday mornings each month, and that this PD is consistently focused on instruction and classroom management, rather than school logistics or operations. Staff also reported (and PD materials confirmed) that PD has a sustained focused on the topics of: (1) data use, including analyzing Ohio State Test (OST), NWEA, and CFL data and using data for grouping students; (2) student behavior, including strategies for de-escalating student behaviors; and (3) a small number of other topics, such as vocabulary acquisition, SST referral, and Compass Learning. However, staff reported that PD is typically presented through lecture, rather than using strategies to actively engage staff with the PD content. Staff also reported that there is limited follow-up from administration regarding PD topics through instructional coaching. Additionally, when asked, teachers were not able to consistently describe how they are expected to implement PD topics in their classrooms. School leaders reported the PD topics chosen for the year were informed by student achievement data, building leadership team (BLT) input, and summer staff surveys, and stated that some PD is offered in small groups by grade level bands. However, many staff reported frustration with a lack of differentiation in PD by teachers' specific needs. These teachers cited, for example, the requirement to attend PD on student behavior regardless of their classroom management skill level. Further, while some staff reported that PD is useful, others reported that it is not.

- **Educators collaborate regularly to learn about students' progress, but collaboration does not yet have a consistent focus on improving instructional practices.** Teacher and school leaders stated that collaboration takes place formally in teacher-based teams (TBTs) and during common planning time, as well as informally through conversations during passing periods, lunch, and before and after school. All staff reported (and sample TBT materials confirmed) that TBTs meet for 50 minutes weekly, and indicated that a consistent school-wide protocol (including data use) guides these meetings. However, teachers reported mixed effectiveness of the time spent in TBTs. Some reported that the focus on standards is useful; others stated that the required structure of the meetings inhibits meaningful collaboration and the sharing of best instructional practices. When asked, teachers were also not able to consistently describe how TBTs meaningfully impacted their classroom instruction. Staff also reported that teachers have common planning time that varies in time and frequency by grade level. Similar to TBTs, some teachers reported that common planning time is not spent on sharing best-instructional practices but, instead, on grade-level logistics and operations, or student behavior. Many teachers expressed the desire for more collaborative planning time and stated that they would use

the time for collaborative planning, including planning with support staff. Some teachers reported that due to a lack of collaborative time, much of their instructional collaboration takes place through informal communication.

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	**Level 2: Targeted Support Required**

- **Educators' mindsets and beliefs inconsistently reflect a shared commitment to student learning.** Some teachers reported and demonstrated that they welcome the challenge of teaching the school's diverse student population, including ELL students and students with special needs. These teachers were seen implementing various creative strategies in classrooms to engage these students. Other teachers, however, expressed frustration with the expectation of meeting these learners' varied needs and stated that ELL students and students with special needs should, instead, be placed in self-contained settings for a significant portion of the day. Teachers, including those who serve these students, expressed that this sentiment is common at the school, and reduces teachers' willingness to serve these students. Teachers also reported variation in their collective responsibility for students. Some teachers reported and demonstrated that all students in the school are their responsibility. These teachers were observed, for example, monitoring students of various grade levels in hallways during transitions to ensure they quickly transitioned to their next class. Yet, others indicated that students in other grade levels are not their responsibility; some reported that their peers are unwilling to monitor those students. Some teachers also reported staff divisions regarding the school's approach to behavior; others indicated that staff are not consistently willing to hold each other accountable for shared commitments, such as shared instructional or behavior expectations.

- **School leaders are beginning to create conditions that support educators' learning culture.** School leaders and teachers described various protocols, systems, and norms that have been newly introduced this school year. These include: an informal teacher-to-student mentoring program; meeting norms for BLT meetings; completing instructional walkthroughs during BLT meeting time (intended to create alignment and awareness of schoolwide instructional practices); an informal classroom observation feedback form (intended to create a shared understanding of strong instruction); division of coaching and evaluation responsibilities among school leaders (intended to create an atmosphere in which teachers are more comfortable engaging in coaching); the 100-minute WIN block (intended to increase teachers' focus on data-based intervention); and enlistment of district PD for specific skills (intended to bring outside instructional expertise to the school). However, teachers indicated, and school leaders acknowledged, that each of these systems are in early stages of implementation, and are not yet used with the desired frequency or fidelity. While teacher expressed satisfaction with some of these changes (e.g., division of coaching and evaluating), they often expressed differing interpretations of these systems than was indicated by school leaders. For example, some teachers expressed that the informal walkthrough form feels like an attempt to create greater accountability, and that the use of district PD is indicative of school leaders' instructional shortcomings. In addition to these schoolwide improvement strategies, the principal also expressed a desire to take part in PD in line with her areas of growth. For example, she indicated that she hopes to take part in a series of district workshops on instructional coaching and executive leadership.

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 Supp**ort Required

- **The principal helps create a shared vision and clear goals for the school.** School leaders reported (and summer PD materials confirmed) that the staff had summer PD sessions on revising the school's vision and mission. Staff were consistently able to restate key portions of the vision, most frequently referencing "promoting growth in students, their peers, and community." Staff also reported, and the site visit team observed, that students read the school vision aloud as part of morning announcements, and students were also able to restate parts of the vision. Without exception, all staff members could recall the school's three broad goals of improving (1) attendance, (2) NWEA math and reading, and (3) OST performance. Additionally, most staff members were also able to describe the specific metrics for each of those goals (92% attendance, 85% of students meeting NWEA goals, and the moving bottom quintile of OST performers), which are consistent with the school's Academic Achievement Plan (AAP). School leaders and teachers reported that the school's goals were created collaboratively by the BLT during the summer, with consideration of academic achievement data (NWEA, OST) and school culture data (CFL). Teachers and school leaders were also typically able to identify broad areas for school improvement, and some shared more data points (e.g., low mastery of specific writing standards or low ELL student performance) and corresponding improvement strategies (e.g., a writing rubric, implementation of Sheltered Instruction Observation Protocol [SIOP] strategies).

- **School leaders do not yet ensure that teachers deliver high-quality instruction.** School leaders stated that it is their intention to provide all teachers with informal observations and feedback each week (except during mandated formal observation windows). They reported that they typically perform approximately 80% of teacher observations as planned. However, the majority of staff reported having received only 1-to-2 of these observations this school year, and believe that school leaders' time is, instead, spent addressing student behavior issues. The majority of teachers also reported that the feedback provided to them following observations, using the new informal observation feedback form, is not well-received or useful. School leaders reported that the new informal observation form is intended to list best-practices to create shared expectations of good teaching, as well as ask inquiry-based coaching questions. However, teachers reported that it feels like an accountability checklist, that the questions provided suggest that teachers have made mistakes, and that praise and questions do not offer concrete, actionable feedback. Sample observation forms included some criteria-based feedback (i.e., "did not see substantive lesson plans," "not aligned to scope and sequence"), and some actionable questions and suggestions (i.e., asking teachers about creating stations with student choice or higher-order thinking activities). Additionally, teachers and school leaders reported that the forms are typically placed in teachers' mailboxes following informal observations (rather than holding in-

person meetings) unless administrators are dissatisfied with observations and request a meeting. Many teachers perceived that the lack of useful feedback and in-person conversations following observations is the result of school leaders' lack of content knowledge.

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

- **School leaders mostly ensure effective communication and inclusive, transparent decision making across the organization.** Staff typically reported that communication at the school is open, frequent, and effective. Staff reported the main avenue for communication between school leaders and staff is the school's weekly bulletin; however, a few staff acknowledged not reading the bulletin regularly. Review of sample bulletins included staff's weekly schedule (PD, SST, and TBT meeting times), school goals, upcoming special events, behavior and academic data updates (i.e., office referral data), and a weekly instructional article recommended by the principal. Many teachers also reported that they feel comfortable approaching school leaders to make suggestions, that school leaders have an open-door policy, and that school leaders seek to incorporate staff input in decision making. These staff provided examples of staff input in decision making in scheduling, student class groupings, and the decision to stagger dismissal times. School leaders also reported having an open-door policy and wanting to incorporate staff input. However, some teachers reported that they do not feel that staff input ultimately informs school decisions, and were not able to recall examples of decisions informed by staff. School leaders and teachers stated that the BLT is another system through which teachers have input in important decisions, and gave examples of the BLT creating the school's AAP and helping choose PD topics. Staff also identified various committees (SST, attendance, family night, union) as an avenue for teacher input. Nearly all staff reported taking part in one or more committees, but both teachers and school leaders stated that committees have not met as regularly this year as last.

- **The principal engages parents and community members in the educational process and creates an environment in which community resources support learning.** All stakeholders stated that the school effectively communicates with parents regarding both academic and social events through social media (Facebook, Twitter, Instagram) and automated phone calls. Parents reported that they frequently check in with their students' teachers during arrival or dismissal. School leaders also reported that important announcements are sometimes sent home as flyers, translated to both Spanish and Arabic. All stakeholders also reported that the school communicates regarding students' progress through DOJO, which provides information on student's effort, homework and classwork completion, and quiz scores. Staff, students, and parents further stated that the school holds quarterly parent conferences that include discussion of students' academic progress, including NWEA goals and progress. Stakeholders also referenced the school's quarterly parents' nights, the majority of which have an academic focus (literacy; high school readiness; science, technology, engineering, mathematics [STEM]). All stakeholders also shared that the school has a close partnership with the nearby Cudell recreation center, and that this partnership supports both academic and extracurricular programming. Students reported taking part in after-school programs at Cudell that are arranged by the school, and staff reported using Cudell's space for special events and occasionally academic classes.

Prioritization Process

The site visit team met with Marion C. Seltzer Elementary School's school 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 the school's shared mission and goals, parent and community engagement, and effective communication and decision making. The site visit team also noted areas for growth, including developing higher-order thinking and providing student feedback

The group identified assessment strategies 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: *Domain 1: Instruction*. Using this priority area, the school team developed a Theory of Action, a goal aligned to the or AAP, a success measure, and an action plan.

Theory of Action: If we use in-class assessment strategies to reveal students' thinking, teachers will deliver high-quality instruction, which will lead to improved student growth and proficiency.

Goal: In-class assessment strategies are used to reveal students' thinking about learning goals.

AAP priority to which the goal aligns: Goal 1 – Increase Reading Proficiency (using SIOP protocols, vocabulary acquisition)

Success Measure: 80% of classrooms will demonstrate in-class assessment strategies that reveal students thinking about learning goals by March 9, 2018.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
Reconvene SQR Response Team to: • Review possible models of in-class assessment strategies • Determine model for Marion Seltzer • Create common expectations and language for staff • Develop roll-out plan, including PD cycles	10/26/17	SQR Response Team Teacher A
Communicate plan to staff	10/31/17	Principal
Engage in PD Cycle 1: Analyzing Student Work and PD focused coaching	11/7-17/2017	Curriculum Instructional Specialist (CIS)
Implement building leadership team (BLT) walkthroughs and provide feedback to SQR response team	11/16/17-	SQR Response Team Teacher B
PD Cycle 2: Deliver PD regarding strategies for using learning goals during lesson and PD coaching focus	11/20/17-11/24/17	SQR Response Team Teacher C
Implement second round of BLT walkthrough and provide feedback to SQR response team	12/14	SQR Response Team Teacher A
PD Cycle 3: Deliver peer workshop, including role plays and PD focused coaching	1/8/18-1/19/18	SQR Response Team Teacher C

Analyze Student Work	1/26/17	CIS
Implement BLT walkthrough to measure success of goal	2/115/18	Principal
Survey teachers' reflections	2/15/18	SQR Response Team Teacher D
Hold BLT meeting to review progress	2/15/18	Principal

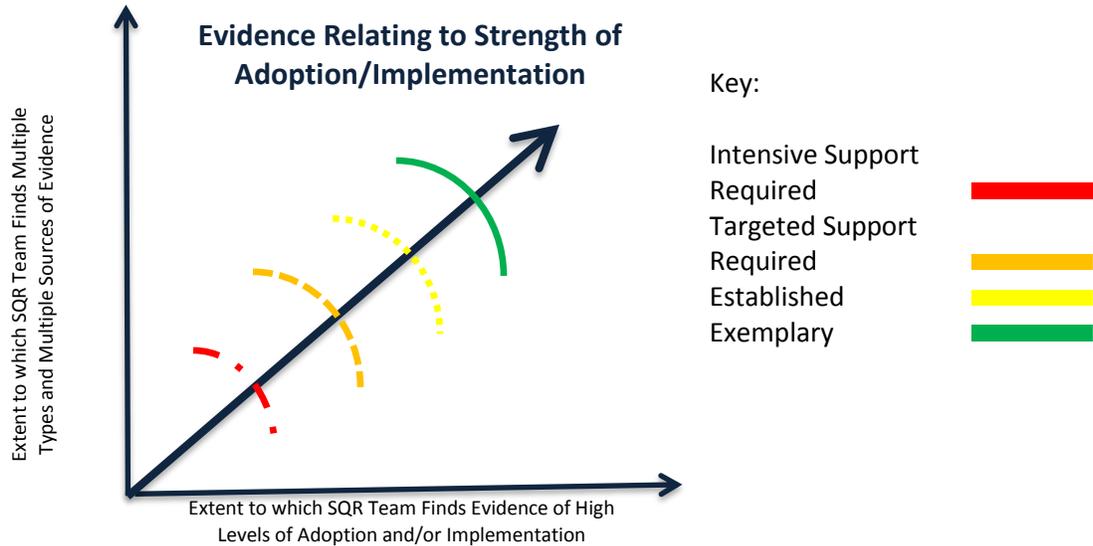## Appendix A: Site Visit Team Members

The SQR to Marion C. Seltzer Elementary School was conducted on October 11-13, 2017, by a team of educators from CMSD and SchoolWorks, LLC.

Kara Dunn, Team Leader　　　　　SchoolWorks, LLC

Nick Bucy, Team Writer　　　　　　SchoolWorks, LLC

Jill Cabe, 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 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	▬ (red)
Targeted Support Required	▬ (orange)
Established	▬ (yellow)
Exemplary	▬ (green)

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

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 11	45%	45%	9%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 6	17%	33%	50%	0%
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	12%	12%	35%	41%
	3. Structured Learning Environment Teacher preparation Learning time maximized	35%	35%	24%	6%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	6%	18%	53%	24%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	18%	47%	35%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	24%	29%	35%	12%
	7. Cognitive Engagement Active student participation Perseverance	6%	53%	35%	6%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	35%	65%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	47%	47%	6%	0%
	10. Feedback Feedback to students Student use of feedback	65%	18%	18%	0%