

# SchoolWorks School Quality Review Report

**Thomas Jefferson International Newcomers Academy  
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SchoolWorks

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## About the SchoolWorks School Quality Review Process

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

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

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

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

## Domains and Key Questions

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

	Rating (See Appendix B)					
	Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary		
Key Question Ratings			Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary
<b>Domain: Instruction</b>						
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?						
<b>Domain: Students' Opportunity to Learn</b>						
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?						
<b>Domain: Educators' Opportunity to Learn</b>						
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?						
<b>Domain: Leadership</b>						
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?	<b>Level 2: Targeted Support Required</b>
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Behavior Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective <sup>1</sup>
1	2	3	4
0%	20%	25%	55%

- Behavioral expectations are clear and understood by most students.** The site visit team observed effective implementation of behavioral expectations in 55% of classrooms (n=20). In these classrooms, students consistently behaved throughout the lesson and no misbehavior was observed. For example, students sat quietly in their chairs and on the rug, listened to the teacher, and responded to questions. In other classrooms, teachers effectively anticipated and redirected minor misbehaviors using verbal redirection (e.g., “Wait one minute, please.” “One, two, three, eyes on me.”) or a behavior management system (e.g., clip-up and clip-down) without disruption to learning. In 25% of classrooms, the site visit team observed partially effective implementation of behavioral expectations. In these classrooms, most students behaved throughout the lesson, but a few students did not. For example, misbehaviors (e.g., chatting with peers, rocking in the chair, putting head down on the desk, moving around the classroom) of a few students caused some distractions, but learning continued for most students. The site visit team observed partially ineffective implementation of behavioral expectations in 20% of classrooms, characterized by minor misbehaviors that often negatively impacted learning time. In these instances, more than half of students were observed chatting with peers, sleeping on the desk, or moving around the classroom, which caused disruption to the lesson. In addition, most student behaviors were not effectively managed or redirected. For example, student behavior required verbal redirection multiple times; students did not return to the task, which also disrupted teaching and learning in the classroom.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
10%	30%	40%	20%

- The learning environment is structured; however, learning time is inconsistently maximized.** The site visit team observed the effective establishment of a structured learning environment in 20% of classrooms. In these classrooms, teacher preparation was evident. That is, the lesson was organized, materials were available for teachers to model from, technology was cued and ready, and students were in possession of the materials necessary to complete the learning activity (e.g., worksheets,

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

crayons, pencils). In addition, teachers used an agenda to guide the lesson, so students were aware of learning tasks and activities. In addition, transitions from one activity to the next (e.g., rug to desk to independent work) were minimized and instruction was appropriately and consistently paced with how students were responding to the lesson content. In 40% of classrooms, the site visit team observed the partially effective establishment of a structured learning environment. In these classrooms, teacher preparation was also evident; however, learning time was maximized for most, but not all, of the lesson. For example, instructional time was used for non-instructional activities (e.g., distributing materials, returning papers) and students were not engaged in learning tasks. In other instances, transitions took away from instructional time as students were off task. Or transitions were effective, but lesson pacing did not fully maximize learning time. For example, too much time was allotted for learning activities and when students completed the activity, they were not provided additional work. The site visit team observed the partially ineffective establishment of a structured learning environment in 30% of classrooms. In these classrooms, teachers were prepared for part, but not all, of the lesson, which took away from instructional time (e.g., looking for/retrieving materials, waiting for technology to start-up). In addition, learning time was not maximized for most students. For example, most students completed the learning activity and were not provided another activity, or instructional time was used to complete homework.

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
35%	40%	15%	10%

- Few teachers provide students with clear learning goals and focused, purposeful instruction.** The site visit team observed partially effective implementation of focused instruction in 15% of classrooms. In these instances, the learning objective was posted and used to drive instruction and lesson activities. However, teachers demonstrated high expectations that held most, but not all, students accountable for learning academic content. For example, students were asked to use vocabulary words and answer in complete sentences when responding to questions, but several students had their heads down and were allowed to opt out of the learning task. In 40% of classrooms, the site visit team noted partially ineffective implementation of focused instruction. In these classrooms, a learning objective was posted, but it was not aligned to the learning activities students were completing or the content being delivered. In addition, teachers demonstrated high expectations for some students only. For example, cold call questioning was used but students were not held accountable for providing the answer (i.e., other students called out or provided the answer for their peer). In other instances, students were given an opportunity to copy answers, as opposed to providing their own response or were given the option not to participate in some learning activities. In 35% of classrooms, the site visit team noted ineffective implementation of focused instruction. In these classrooms, the learning objective was not posted, or the objective stated a task (e.g., write, read, explain), but did not identify a clear learning outcome. In addition, the lesson lacked high expectations. For example, students were asked to do only low-level tasks (i.e., copy definitions); academic content was not communicated for the duration of the observation; or the delivery of content was incorrect and/or confusing to students and the lesson progressed without clarification.

Instructional Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
20%	50%	20%	10%

- A variety of instructional strategies and materials are used in some classrooms to support students’ diverse needs.** The site visit team observed the partially effective use of instructional strategies in 20% of classrooms. During these lessons, some multi-sensory materials (e.g., visuals displayed) were used to support students in accessing content, but they were only moderately effective at meeting students’ diverse learning needs. In addition, lessons primarily consisted of one instructional format (e.g., whole group instruction, independent work) that was complemented by partner work, teacher modeling or students working in pairs. In 50% of classrooms, the site visit team noted partially ineffective implementation of instructional strategies. In these classrooms, most instruction was teacher-led and delivered using a single modality. For example, an overhead or smart board was used to guide a lecture/whole group instruction and provided few opportunities for students to interact with the content. In other instances, students used manipulatives or graphic organizers and were engaged in independent work for the duration of the observation with few opportunities for discussion. In 20% of classrooms, the site visit team noted ineffective implementation of instructional strategies. In these classrooms, only one instructional format was used for the duration of the lesson (e.g., whole group). In addition, most instruction was oral with limited opportunities for students to engage with manipulatives, visuals, or written materials.

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?	<b>Level 1: Intensive Support Required</b>
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In-Class Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
35%	40%	25%	0%

- In-class assessment strategies rarely reveal students’ thinking about learning goals.** In 25% of classrooms, the site visit team noted partially effective use of in-class assessment strategies. In these classrooms, multiple assessment strategies were used to check the understanding of most, but not all, students. For example, most students came up to the teacher’s desk to have their worksheet reviewed, or the teacher sat with a group of students and monitored their work but did not review the work of other students. The site visit team observed partially ineffective implementation of in-class assessment strategies in 40% of classrooms. In these classrooms, assessment strategies were used to check the understanding of less than half of students. For example, teachers circulated and asked questions of only some students, and only in some instances, were those questions tied to the learning objective. In other classrooms, teachers used assessment strategies that gave only a partial sense of student understanding. For example, teachers asked a question of the whole class but only one student responded, providing a measure of only that students’ understanding. Also, the questioning was used to confirm student understanding (e.g., “How are you doing?” “Do you understand?”), but not to assess learning. In other instances, cold call questioning was used, but the teacher provided the answer instead of giving students an opportunity to respond. In 35% of

classrooms, the site visit team noted ineffective use of in-class assessment strategies. In these classrooms, the site visit team did not observe in-class assessment strategies or noted that questions asked were about procedures or directions and not academic content. For example, in one such classroom, the teacher circulated to check that students had written their name and the date on the paper. In another classroom, the teacher stated, “if you need help, raise your hand,” but did not ask questions to check students’ understanding of the lesson content.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
40%	45%	15%	0%

- Specific feedback is rarely provided throughout the learning process.** In 15% of classrooms, the site visit team observed partially effective delivery of feedback. In these instances, at least half of students in the class received high quality feedback and feedback provided was effective at clarifying misunderstandings. For example, students received feedback in relation to a rubric that was being used to guide the assignment. In other instances, students asked questions to clarify their own understanding and the teacher responded with specific feedback. The site visit team observed the partially ineffective delivery of feedback in 45% of classrooms. In these classrooms, feedback was partially effective at clarifying misunderstandings or providing guidance to students. For example, the teacher circulated and provided some prompting and feedback about vocabulary and pronunciation, but it was not clear if students needed this feedback and/or it was not tied to the lesson objective. In other instances, teachers provided specific feedback to a few students, but most students received only general feedback (e.g., “Wonderful; Nice job.”), which let students know they were on track and/or working hard, but did not provide useful guidance related to the academic content. In 40% of classrooms, the site visit team observed ineffective delivery of feedback. In these classrooms, students did not receive feedback or feedback received was only general (e.g., “Good job; Excellent.”) and not information-specific to the lesson objective that students could use to guide their work and increase learning.

## 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?	<b>Level 2: Targeted Support Required</b>
<ul style="list-style-type: none"> <li>• <b>The school has a process for identifying students' needs; however, student progress is not consistently monitored.</b> In focus groups, school leaders and teachers described how all the school's students are placed at the school by the Multilingual Multicultural Welcome Office, after being identified as student with limited English proficiency (i.e., LAU A score). Teachers also reported using a range of assessments to understand students' academic learning. For example, the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), AIMSweb, Imagine learning, teacher-created assessments and teacher observations. Leaders and teachers explained how language and academic assessment information is used to place students in either an A classroom (i.e., lower skill level) or a B classroom (i.e., higher skill level) at the elementary level and to group students within the classroom at the high school level. Leaders and teachers described (and document review confirmed) that quarterly assessment information (i.e., NWEA, AIMSweb, teacher-created assessments and observations) are reviewed and student placement is reconsidered (i.e., movement between A and B classrooms). Teachers and school leaders described how they submit a list of students to be moved and the principal approves the list or asks for additional information. In focus groups, some teachers explained procedures for identifying students to be moved were neither clear nor guided by protocols. Other staff reported there was a heavy reliance on NWEA results, which are not always an indicator of students' current content knowledge or skill level. Further, in some instances, school leaders and teachers stated (and a review of documents confirmed) that students needed to be moved between classes in order to make space for newly-enrolled students, not because of language acquisition academic progress. Finally, school leaders and teachers described the student support team (SST) process for students who continue to struggle, which includes a referral document, a discussion of students' strengths and weaknesses, use of interventions, and review of intervention data prior to referral for special education evaluation. They also explained how most student newcomers are not referred to the SST in their first year at the school to ensure academic deficits are not a result of language acquisition.</li> <li>• <b>The school provides some supports for English language learner (ELL) students.</b> School leaders and teachers reported that all staff at the school is required to be Teaching English as a Second Language (TESOL) certified within two years of hire, a strategy the school has implemented to ensure that all students receive supports from qualified staff who are equipped with teaching strategies for ELL students. In addition, they explained that all staff has received (or is receiving) training from the district on the Sheltered Instruction Observation Protocol (SIOP), an instructional model for addressing the academic needs of ELL students. Teachers reported their lesson plans are required to be aligned to the SIOP model, which is also cited in the school's academic achievement plan (AAP).</li> </ul>	

When asked about interventions to support ELL students who are struggling, teachers and leaders described tutoring programs provided by school staff and community partners that students can opt into after school. They also explained that students who utilize transportation services are unable to participate in tutoring. At the high school level, teachers described Friday intervention groups that target specific skills with which students are struggling. Several teachers reported using Khan academy; others described how interventions that used to exist (e.g., Rosetta Stone) are no longer in use at the school. At the elementary school level, teachers described use of Imagine learning to support students' skill development. Teachers also described a range of teaching strategies that are used to support students learning and language acquisition (e.g., video, audio, graphic organizers, explicit vocabulary instruction), but did not articulate schoolwide strategies beyond implementation of the SIOP lesson plan. In a focus group, students reported lesson content is verbally explained, but did not identify additional instructional strategies used to support their language development. Finally, school leaders, teachers and staff described how the school's bilingual instructional aides have set schedules to provide interventions in the classroom to specific students, identified by teachers, a strategy also documented in the AAP. However, they also indicated bilingual instructional aides are frequently pulled for other duties (e.g., test administration, translation support) and as a result, students do not receive supports in the classroom on a regular basis.

5. Does the school have a safe, supportive learning environment that reflects high expectations?	<b>Level 3: Established</b>
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- The school provides a safe environment to support students' learning.** In focus groups, leaders, staff, parents and students all reported the school provides a physically safe learning environment. Staff and students described (and the site visit team observed) how security guards are present in the building and placed on every floor. Students also explained there are cameras in hallways and stairwells, and they pass through a metal detector on the way into the building. Further, parents and students described how the presence of adults around the building also makes them feel safe and they appreciate how students are greeted each morning. School leaders, teachers and instructional aides reported there are procedures for staff supervision in public spaces (e.g., transportation, cafeteria). Several school leaders and teachers noted they were particularly proud of the school's safe environment because of the large number of student that are in transition and enrolled at the beginning of, and throughout the school year. Further, in focus groups, most students reported they feel safe from bullying and harassment. A few students indicated that other students bother them (e.g., go into their bags, throw books) but that teachers are able to resolve the problem. Several staff members indicated there is a bit of bullying that occurs, but it is typically drama or cross cultural. They also stated overall, bullying is not a problem, is generally in control and there are rarely fights at the school. School leaders and teachers also described how the school has an anti-bullying campaign each year and a Not on Our Watch (NOW) team, which is a student centered anti-bullying program.
- The school provides opportunities for students to form positive relationships with peers and adults in the school.** In focus groups, leaders and school staff described how when students enroll at the school, many students require social and emotional supports (e.g., they have lived in an unstable environment) or need support with cultural adjustments to help them adapt to the learning environment. They described how social-emotional curricula are implemented across the school (e.g., Promoting Alternative Thinking Strategies (PATHS), Second Step). Teachers also reported integrating social emotional skill development and cultural learnings into their lessons. Students, staff and leaders explained how the school has clubs during lunch for middle and high school students, so they can

gather and build relationships with other students from similar cultures and who speak the same language. When asked in focus groups, all students and staff reported that students had an adult they could go to in the building if they had a question or concern. They cited bilingual instructional aides who speak the same language as students, as adults with whom many students have positive relationships. Students also reported having friends and positive relationships with peers, citing how at home their countries may be at war, but here they are sitting having lunch next to each other. Students and many staff members also described a family environment at the school. Finally, leadership explained how the school is working to increase and build out extracurricular activities (e.g., art club, dance club) and athletics (e.g., basketball, volleyball) for middle school and high school students. School leaders, teacher and students noted that there are currently limited opportunities for elementary school students beyond a soccer/tutoring club.

### 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 1: Intensive Support Required**

- Professional development (PD) is not yet designed to address school priorities or identified areas of need.** As cited in the AAP presentation, the school's priorities are to increase students' English language acquisition and reading and math proficiency (also see key question 8). School leaders and teachers described how PD occurs after school on Tuesdays during principal-directed 100 minutes. They also reported this time is used for staff meetings and committee meetings. When asked, school leaders reported PD was provided on the Teacher Development and Evaluation system (TDES), NWEA, and other district requirements. A review of PD agendas for this school year showed that PD had occurred on TDES, NWEA and student learning objective (SLO) teaming. Other agendas reviewed showed a range of administrative topics (e.g., go over schedules, review online attendance, verify class phone numbers, review procedures for hall and restroom, Murtis Taylor referrals, update emergency plans). Most teachers reported that PD time was used to review district requirements, school logistics, or to conduct committee meetings. When asked, most teachers indicated they had not received training that impacted or improved their instructional practices. Several teachers stated that PD was not always meaningful, designed to improve instruction and, at times, felt "haphazard." Some teachers described learning walks conducted to their colleagues' classrooms during a release day, where staff identified practices they would like "to steal," as a useful PD opportunity. Teachers also reported that school leadership is supportive of them attending district-provided PD opportunities. They also described how new teachers receive training from the district on the SIOP model. Finally, school leaders reported (and the site visit team reviewed) conducting surveys on teachers' PD needs; however, most teachers indicated many of their requests had not been addressed during PD time.
- Educator collaborations lack a clear and persistent focus on teaching and learning.** Teachers and school leaders explained that teacher preparation time (i.e., mandated 100 minutes) occurs each morning from 7:30 to 7:50. They described this time as teacher directed, but some teachers indicated they use this time to plan with colleagues. Other teachers reported meeting regularly with their team at lunch to discuss teaching, learning and student needs. When asked, they reported the team establishes the agenda, but it is informal (i.e., whatever topics need to be discussed). Other teachers reported they used time free from classroom duties to work independently and prepare for their own lessons (e.g., planning, making copies). School leaders reported that Tuesday professional development time has been used for some structured collaboration (e.g., review of NWEA data). Leaders and several teachers reported that some content areas/grade levels have common planning, but this is not consistent schoolwide and does not always include special education teachers or bilingual instructional aides. Leaders and a few teachers also indicated that the school was working to

implement professional learning communities or their own version of teacher-based teams (TBTs), but this had not been fully established or formally rolled out.

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 and well-being.** Across focus groups, school leaders, teachers and staff stated all stakeholders are committed to the learning of all students in the school, and the success of students in their collective responsibility. They also described a commitment to students' language development and acquisition, prior to their transition from the International Newcomers Academy (INA) after two years, to ensure students' success at their next school. In addition, leaders, teachers and staff explained how the school works tirelessly to ensure students are welcomed upon their arrival and supported as they acclimate to their new learning environment. School staff explained how all parents and students are met by the dean of engagement on their first day, provided a tour of the school and escorted to the classroom to meet the teacher. They also reported student leaders serve as translators, when necessary. When asked, teachers described ways they hold each other and students accountable for learning. For example, all teachers receive their TESOL certificate to ensure they are equipped with strategies to instruct ELL students. They also described communicating with each other about students learning and needs, sharing effective strategies, providing support to students without singling them out and differentiating and modifying lessons so students can access the content. In a focus group, students explained how their teachers challenge and encourage them, expect them to do their best, do not let them opt out of lessons, and will stay afterschool if they need additional support. Finally, school leaders reported the staff commitment starts with the school's intentional hiring process. They expressed that it "takes a certain person" to work in this building, further describing how the daily demands and challenges are different than other buildings, which requires constant flexibility of teachers and staff every single day.
- The school mostly reflects a safe and trustworthy climate.** In focus groups, teachers reported that most teacher to teacher relationships are honest, collaborative and supportive. They also stated they like working at the school, indicated most staff stay at the school (i.e., low turnover), and described their colleagues are positive and approachable. Teachers explained how they share resources, communicate in person and via email, discuss student needs, share instructional practices, and can drop into a colleague's classroom if they have a question or are seeking feedback. Other teachers described how the school environment is not competitive and they work together to solve problems (i.e., they can ask for help, make changes to instruction, take a risk without feeling threatened or just do their own thing). Several teachers stated their teams work particularly well together. They also explained that because of the size of the building and the number of new staff each year (due to increasing enrollment), they may not know teachers on other floors. One individual stated, "My team has my back. I can go to other people, there just is not always a reason too." A few teachers described how there are some staff "cliques" in the school, instances when some communications have been condescending and how relationships with some administrators are not always open and trustworthy. Finally, several teachers reported the teacher evaluation system causes some stress, stating in particular they believe they are held accountable for student results that reflect a typical school when their school serves a specialized population.

## 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?	<b>Level 1: Intensive Support Required</b>
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- The principal has created a shared vision and clear goals, but it is not evident how they are being used to drive continuous improvement.** As stated in school documents, the INA mission is to “develop language skills and academic content with a diverse multilingual student population.” And the vision is for staff “to provide a quality education within a caring, safe, multicultural learning environment for all students to succeed...” Leaders, teachers, staff and parents uniformly described the school's mission and vision to provide a welcoming environment for students, facilitate their language development and ensure a positive transition to the next school. School staff also explained strategies (many of which are referenced in the AAP) being implemented to help the school realize its vision. For example: providing instruction that is focused on both language acquisition and academic content; using the SIOP model, graphic organizers and modeling in the classroom; offering tutoring support; assisting students with college applications; and, providing culture clubs. In a focus group, leadership stated the school's goals, which are also referenced in the AAP and listed in staff newsletters: every student will meet at least 80% projected growth on NWEA ELA and math; reduce level 1/limited category to 25% on the Ohio State Test (OST); all students who are currently not performing at proficient levels of 70% or greater will increase their proficiency by 15-20% on the OST. When asked about school goals, teachers and staff commonly cited the vision statement but did not articulate measurable schoolwide goals. A few teachers referred to district goals and others explained how students have individual performance goals on the NWEA. When asked how the school monitored progress towards its goals, leadership indicated (and a review of the AAP presentation confirmed) they conduct classroom visits and reported there are data discussions that occur with individual teachers, but did not state how schoolwide goals are being monitored to ensure progress, identify professional development needs or determine how school resources should be deployed.
- School leaders are not providing sufficient feedback to ensure teachers deliver high quality instruction.** Across focus groups, teachers reported receiving feedback from TDES, according to district guidelines. School leaders also stated teacher and instructional aide evaluations are being completed by the principal and two assistant principals. Some teachers reported feedback received from TDES was helpful, others indicated feedback was not helpful at improving their instructional practices. In addition, several school staff indicated a belief that some administrators provide more useful feedback than others. Some teachers stated they will go to their administrator for suggestions on instruction and classroom practices, but others indicated they do not seek out feedback. Beyond TDES, teachers reported they are not receiving additional feedback on instruction or classroom practices. School leaders confirmed that teachers are not receiving additional feedback and indicated they had used a walk-through form, “Look Fors” in ELL classrooms aligned to TDES, but these stopped when TDES observations began. Administrators explained (and some teachers also noted) that it takes

an extensive amount of time to conduct the required number of TDES observations for the school's large staff (teachers and instructional aides). When asked, school leaders indicated feedback was provided on lesson plans and content and language objectives via TDES, but not outside of the evaluation system.

9. Do school leaders effectively orchestrate the school's operations?

**Level 2: Targeted  
Support Required**

- School leaders inconsistently provide effective communication and offer opportunities for inclusive decision-making across the organization.** Leaders, teachers and staff reported that communications at the school occur primarily through emails, weekly bulletins, and during Tuesday meetings. Some teachers reported email communications were timely and responsive, whereas others reported email replies were often delayed. In addition, several teachers explained the weekly bulletin is not always timely (i.e., it is received late on Sunday with information for the week after planning has occurred). Most teachers and staff stated school leaders have an open-door policy and are approachable and indicated in general, they feel like they are informed about school initiatives and activities. They also reported that while school leaders are approachable, they are not always accessible. Leaders and teachers described how there are committees (e.g., data, sunshine, professional development, grant writing) staff are required to serve on that provide some opportunities for teachers to have input at the school. However, some teachers reported that committees meet inconsistently and that the goals and expected outcomes for committees are unclear. School staff also described the building leadership team (BLT), which includes teacher representation from each grade level band, core classes and instructional aides. Some staff reported the BLT is a vehicle to ask questions and voice concerns, whereas others reported they are less clear about when the BLT meets and meeting outcomes. When asked in focus groups if they have input at the school, some teachers indicated they are asked for input but also indicated their input is not heard or is denied because they either do not receive a response, or do not see actions/changes to show their feedback was received and considered.
- The principal allocates resources and manages school operations in order to ensure a safe and productive learning environment.** The site visit team observed an inviting, safe and clean school. For example, students are welcomed each morning by staff and security guards, misbehavior in common areas and during transitions was minimal and student work is posted throughout the hallways and in many classrooms. In addition, school leaders, teachers, staff and parents described how the district's multilingual multicultural office is located on site, which helps to ease transition and familiarize parents and students with the school during their initial evaluation. School leaders reported they have made a change in their mental health provider (from Applewood to Murtis Taylor), in order to accommodate more students and provide better translation services. In focus groups, teachers indicated that, in general, they have the materials needed to support teaching and learning (e.g., supplies, textbooks). Yet, some teachers reported not having sufficient technology for their classrooms (i.e., only one-or-two computers, lack of Chromebooks) to provide visuals and technology tools for students to use during instruction. A review of staff rosters showed the school has human resources to support its educational program, including intervention teachers, a counselor, a dean of engagement, and three administrators who each support a floor (i.e., elementary, middle, high school) in the building. In addition, the school has fifteen bilingual instructional aides who speak numerous languages and provide translation services and are scheduled to support to students in the classroom. In focus groups, school leaders described how ensuring there was staff in the building to

meet students' needs was a priority. They also described how the hiring process not only considers staff who are bilingual, but who also demonstrate cultural sensitivity and a commitment to obtain TESOL certification.

### Prioritization Process

The site visit team met with the Thomas Jefferson International Newcomers Academy School's leadership team to review its findings, discuss the school's areas of strengths and areas for improvement, prioritize areas for improvement, and discuss ways to address the identified areas for improvement.

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included behavioral expectations, a safe and trustworthy learning environment, positive relationships between students and staff, and staff commitment to student learning. The group also noted the following areas for growth: focused instruction, instructional strategies, and in-class assessments.

The group identified the following priority as having the most potential impact on the success of the school as a whole: focused instruction. Using this priority area, the school team developed a Theory of Action, a goal aligned to the AAP, a success measure, and an action plan.

**Theory of Action:** If we provide clear expectations for content and language objectives and focused purposeful instruction, then instructional delivery will be strengthened, which will lead to students' understanding of the lesson goals and allow them to learn in deeper and more meaningful ways.

**Goal:** All teachers provide students with clear learning goals and focused, purposeful instruction.

**AAP priority to which the goal aligns:** School-wide SIOP (Sheltered Instruction Observation Protocol) implementation.

**Success Measure:** By March 15, 2018, 90% of teachers will provide students with clear content and language objectives and focused, purposeful instruction as observed by walkthroughs.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
<b>Strategy: Planning</b>		
1. Survey teachers on their use of objectives (e.g., communication, selection, sources).	12/19/2017	ES Teacher
2. Establish and communicate to teachers the school's expectations for how to define and communicate to students both content and language objectives during the lesson.	12/21/2017	ES Teacher
3. Conduct school leadership/teacher walkthroughs focused on objectives to identify models and collect baseline data on objective use.	1/8/2018	School Leadership
<b>Strategy: Implementation</b>		
4. Provide PD/models for teachers on the exemplary use of content and language objectives.	1/16/2018 – ongoing	Assistant Principals
5. Practice use of newly learned strategies and use of content and learning objectives.	Ongoing	All Teachers

<b>Strategy: Measures and/or Next Steps</b>		
6. Conduct school leadership/teacher walkthroughs to monitor implementation of objective use to identify additional needs for teachers.	1/30/2018 – ongoing	HS Teacher
7. Gather teacher feedback on objectives via a survey, discussion, or peer observation.	1/30/2018 – ongoing	MS Teacher
<b>Communication Plan</b>		
8. Send email acknowledging SQR process, findings, and action plan.	12/14/2017	Principal
9. Present SQR findings and action plan to all staff.	1/8/2018	BLT

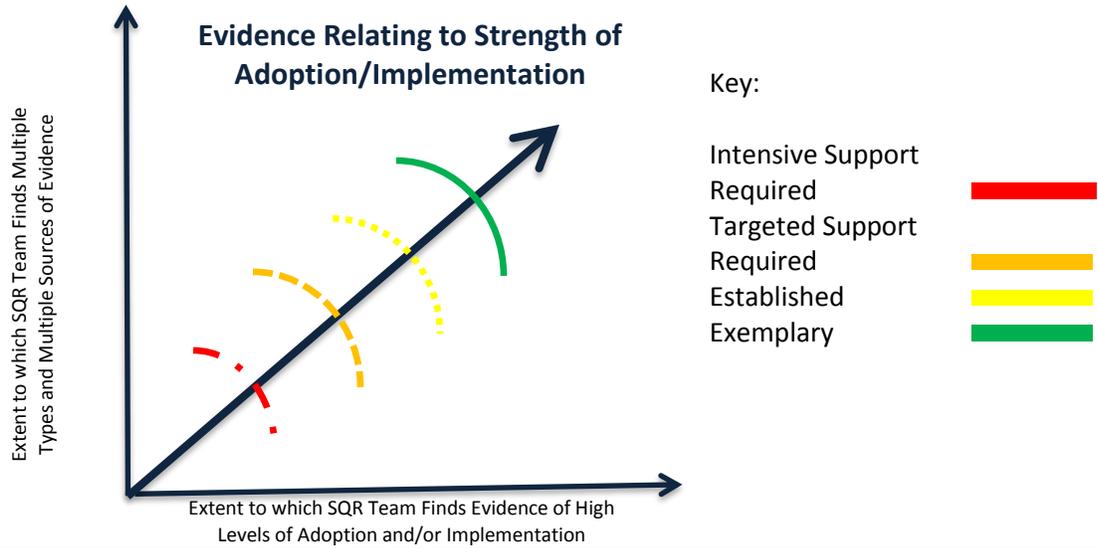
**Appendix A: Site Visit Team Members** \_\_\_\_\_

The SQR to Thomas Jefferson International Newcomers Academy was conducted on December 12-14, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

<b>Paige Gonzalez</b> , Team Leader	SchoolWorks, LLC
<b>Megan Tupa</b> , Team Writer	SchoolWorks, LLC
<b>Dominique Astier</b> , Team Member	SchoolWorks, LLC
<b>Meagan Coggins</b> , 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<sup>2</sup> and multiple sources<sup>3</sup> of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



Rating	Implementation Level	Quality Standard
1	<b>Intensive Support Required</b>	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	<b>Targeted Support Required</b>	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	<b>Established</b>	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	<b>Exemplary</b>	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.

<sup>2</sup> “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.

<sup>3</sup> “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 20 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	<b>1a. Common Core Literacy Alignment (for all classes other than math)</b> Alignment to content standards Alignment to instructional shifts N = 14	29%	36%	36%	0%
	<b>1b. Common Core Math Alignment (for math classes only)</b> Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 6	50%	33%	17%	0%
Classroom Climate	<b>2. Behavioral Expectations</b> Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	20%	25%	55%
	<b>3. Structured Learning Environment</b> Teacher preparation Learning time maximized	10%	30%	40%	20%
	<b>4. Supportive Learning Environment</b> Caring relationships Teacher responsiveness to students' needs	0%	5%	25%	70%
Purposeful Teaching	<b>5. Focused Instruction</b> Learning objectives High expectations Effective communication of academic content	35%	40%	15%	10%
	<b>6. Instructional Strategies</b> Multi-sensory modalities and materials Instructional format Student choice	20%	50%	20%	10%
	<b>7. Participation and Engagement</b> Active student participation Perseverance	0%	40%	35%	25%
	<b>8. Higher-order Thinking</b> Challenging tasks Application to new problems and situations Student questions and metacognition	45%	35%	20%	0%
In-Class Assessment & Adjustment	<b>9. Assessment Strategies</b> Use of formative assessments Alignment to academic content	35%	40%	25%	0%
	<b>10. Feedback</b> Feedback to students Student use of feedback	40%	45%	15%	0%