SchoolWorks
School Quality Review
Report

Willson School
November 1 – 3, 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.

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

Domain 1: Instruction

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

1. Do classroom interactions and organization ensure a classroom climate conducive to learning?	Level 2: Targeted Support Required

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective[1]
1	2	3	4
20%	40%	27%	13%

- **Few learning environments are structured, and learning time is rarely maximized.** In 13% of classrooms, site visit team members observed the effective implementation of a structured learning environment. In these classrooms, teachers were prepared, and pacing, transitions, and routines maximized learning time. The partially effective implementation of a structured learning environment was evident in 27% of classrooms. In these classrooms, teachers were prepared to teach and had learning materials ready for use. Additionally, routines, transitions, and procedures were effective for most, but not all, of the lesson. More specifically, transitions were quick and efficient, and time was tied to tasks (e.g., teachers used timers). However, in these classrooms, teachers allotted too much time for some learning tasks, and a few students did not work with urgency, or finished assignments with time to spare. In 40% of classrooms, partially ineffective implementation of a structured learning environment was observed. In these classrooms, teachers were prepared, but some learning time was not maximized. For instance, in one such classroom, the teacher did not state time allocations for learning activities, so students did not know how long they had to work. In another classroom, the teacher delivered directions for more than half of the observation. The ineffective implementation of a structured learning environment was evident in 20% of classrooms. In these classrooms, teachers were unprepared to teach. For instance, learning materials were not ready for use, and questions were not prepared in advance. Additionally, in these classrooms, a significant amount of class time was wasted. For example, in one such classroom, over five minutes elapsed before class began.

Supportive Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
27%	7%	47%	20%

- **The majority of classroom interactions are cooperative and conducive to learning.** In 20% of classrooms, site visit team members observed the effective implementation of a supportive learning environment. In these classrooms, teacher and student interactions were respectful, and teachers were responsive to all students' learning needs. For instance, in one such classroom, site visit team members observed a teacher encouraging a struggling student. After expressing frustration around

---

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

not understanding a concept, the teacher asked the student if s/he trusted the teacher. After replying, "Yes," the teacher told the student, "You're going to get it." The partially effective implementation of a supportive learning environment was observed in 47% of classrooms. In these classrooms, teacher-student interactions were respectful, but a few student-student interactions were disrespectful. For example, in one such classroom, students argued while paired together to collaboratively complete a learning task. In addition, teachers did not always effectively support students' needs. For instance, in one such classroom, the teacher did not notice when a few students struggled, and was slow to respond to a couple of students with raised hands. In 27% of classrooms, ineffective implementation of a supportive learning environment was evident. In these classrooms, teacher-student interactions were characterized by disrespect. For instance, teachers loudly yelled at students for taking too long to understand concepts, as well as not complying with directions. In addition, in these classrooms, teachers were not responsive to students' needs. For example, teachers did not check-in with students who were not participating in lessons, and did not acknowledge students who were visibly struggling.

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
33%	33%	27%	7%

- **Few teachers provide students with clear learning goals and focused, purposeful instruction.** In 27% of classrooms, the partially effective provision of learning goals and purposeful instruction was evident. In these classrooms, teachers conveyed high expectations for students. For instance, in one classroom, the teacher asked students to generate the next problem for the class to solve. After giving their recommendations, the teacher prompted students to propose a more challenging question. Additionally, teachers conveyed academic content clearly and accurately. However, in these classrooms, posted and/or stated learning goals were not evident. The partially ineffective provision of learning goals and focused instruction was observed in 33% of classrooms. In some of these classrooms, site visit team members noted the absence of clear learning goals. For instance, in some classrooms, numerous "I can" statements were posted, and site visit team members noted a lack of clarity around which "I can" statement aligned to the observed lesson. In addition, teachers clearly and accurately presented academic content to some students only. For example, in one classroom, the teacher delivered clear and accurate instruction to a small group of students, while others did not receive guidance around academic concepts for the duration of the observation. In 33% of classrooms, the ineffective provision of learning goals and focused instruction was observed. In these classrooms, learning goals were not evident. Additionally, in these classrooms, teachers did not hold high expectations for learning. For instance, in one classroom, the teacher allowed many students to opt-out of participating in the lesson. Further, in some of these classrooms, teachers did not deliver instruction.

Instructional Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
27%	33%	33%	7%

- **A variety of instructional strategies and materials support students' diverse needs in some classrooms.** In 33% of classrooms, the partially effective use of instructional strategies was observed. In some of these classrooms, lessons employed multi-sensory modalities, but they were only moderately effective at meeting diverse learning needs. For instance, in one such classroom, some, but not all, centers offered students high-quality modalities. Additionally, in some of these classrooms, most of the lesson consisted of a single instructional format. For example, in one classroom, while students were given opportunities to work on individual white boards and were provided choice about how to show their work, most of the observation consisted of whole-group instruction. The partially ineffective use of instructional strategies was evident in 33% of classrooms. In these classrooms, much of the lesson was delivered via a single modality, and much of the instruction was teacher-led. For instance, in one such classroom, prior to engaging with center activities, the teacher presented instructions for more than half of the observation while students largely passively listened. Site visit team members noted the ineffective use of instructional strategies in 27% of classrooms. In these classrooms, instruction exclusively focused on listening, and only one instructional format was employed. For instance, in one such classroom, students passively listened as a whole group while a few students took turns reading a textbook aloud, as well as listened to the teacher talk about what was read.

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
40%	33%	7%	20%

- **In-class assessment strategies rarely reveal students' thinking about learning goals.** In 20% of classrooms, the site visit team members observed the effective implementation of assessment strategies. In these classrooms, teachers assessed the understanding of all students. For example, in one classroom, the teacher gauged understanding of content through targeted, individual questioning, as well as by intentionally rotating to groups to check for accuracy on the assignment. The partially effective use of assessment strategies was evident in 33% of classrooms. In these classrooms, teachers assessed less than half of students. For instance, in one such classroom, the teacher asked questions to gauge understanding, but only called on students with raised hands; site visit team members noted that less than half the class volunteered answers. The use of assessment strategies was ineffective in 40% of classrooms. In these classrooms, assessment to gauge understanding of academic concepts was not evident. For instance, in these classrooms, teachers did not ask content-related questions. While some teachers did circulate from student-to-student, they checked students' work for completion rather than accuracy.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
33%	33%	20%	13%

- **Timely, frequent, specific feedback is not commonly provided throughout the learning process to inform improvement efforts.** In 13% of classrooms, the effective provision of feedback was observed. In these classrooms, more than half of students received specific, high-quality feedback related to the lesson content. The partially effective provision of feedback was evident in 20% of classrooms. In these classrooms, roughly half of students received, and used, feedback that clarified and/or enriched understanding of content. For instance, teachers circulated to students and elucidated misunderstandings around figurative speech, as well as prompted students to extend their thinking about literary characters. Site visit team members noted the partially ineffective provision of feedback in 33% of classrooms. In these classrooms, only a few students received feedback related to content. For example, in one classroom, the teacher gave feedback about directions, as well as general feedback (e.g., "Good job.") to all students; however, the teacher provided feedback related to the lesson content to only a couple of students. In 33% of classrooms, the ineffective provision of feedback was observed. In these classrooms, students did not receive content-related feedback. In most of these classrooms, teachers only gave students general feedback. For instance, teachers told students, "Very nice;" "Good job;" "Excellent;" "I like that;" and "I like how you are helping." However, in a few of these classrooms, teachers did not give students any feedback – general or otherwise.

Domain 2: Students' Opportunities to Learn

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

4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?	**Level 3: Established**

- **The school has a process for identifying struggling and at-risk students and monitors student progress.** School leaders and teachers consistently described the student support team (SST) process for identifying struggling and at-risk students. Both stakeholder groups stated that teachers first identify struggling students in their classrooms. School leaders and teachers explained that teachers then informally consult with the SST about appropriate interventions to prescribe, as well as how to best monitor student progress. Both stakeholder groups indicated that teachers implement the recommended interventions and monitor progress for six-to-eight weeks. School leaders and teachers explained that if insufficient progress is made during this timeframe, teachers then complete a formal SST referral. School leaders and teachers reported that upon receiving a referral, the STT convenes and evaluates the intervention and progress monitoring data to determine next steps. Both stakeholder groups indicated that, in some cases, the SST immediately recommends that the student be tested to determine if special education services are needed. School leaders and teachers stated that if the SST deems more intervention is appropriate, the team creates a plan and determines an appropriate progress monitoring tool. School leaders and teachers indicated that the plan is implemented and monitored for six-to-eight weeks, after which time, the team reconvenes to evaluate progress. Both stakeholder groups stated that if students continue to struggle, they either receive another six-to-eight-weeks of intervention, or are referred for testing to evaluate eligibility for special education services.

- **The school implements appropriate supports for its diverse learners.** School leaders and teachers reported that teachers utilize multiple intervention programs, including Leveled Literacy Intervention, Reading A-Z, Imagine Learning, Compass Learning, and Starfall. Additionally, school leaders and teachers stated that all students participate in an intervention block daily. Both stakeholder groups reported (and site visit team members observed) that students are placed in leveled groups to ensure that students receive intervention appropriate for their needs. School leaders and teachers stated that students are regrouped frequently to ensure accurate leveling. Both stakeholder groups also indicated that the school implements Reading Recovery in 12-week cycles. Teachers further indicated that they employ small-group instruction, as well as deliver mini-literacy lessons throughout the day to support struggling students. In addition, school leaders and teachers reported that the school implements an inclusion model, explaining that they utilize co-teaching to serve students with special needs, namely deaf or hard-of-hearing students. Both stakeholder groups explained (and site visit team members observed) that every grade level (with the exception of 1st and 2nd grade who share co-teaching staff) has a full-time co-teaching classroom, consisting of a general education teacher,

special education teacher of the deaf and hard-of-hearing, and an interpreter. School leaders and teachers also indicated that the school has two single-setting classrooms for deaf students who have additional disabilities. School leaders reported that the school does not currently serve English language learner (ELL) students or students designated as gifted.

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

- **The school partially holds high expectations for academic learning.** School leaders, teachers, and parents reported that the school holds quarterly assemblies to celebrate students' academic achievement through merit and honor roll awards. These stakeholders indicated that some teachers also hold academic celebrations (e.g., pizza party) when their individual classes meet a set academic goal. In addition, parents reported that teachers expect students to do their best and challenge students when they believe students can perform at higher levels. Students also stated that their teachers have high expectations for them, but, when asked to explain how, students only gave behavioral examples. Teachers further explained that they convey high academic expectations to students by articulating and revisiting learning objectives during lessons, having one-on-one conferences with students about their academic progress, offering improvement suggestions to students when their work does not meet expectations, and engaging students in assignments that embody the tenets of a self-organized learning environment (SOLE). Site visit team members observed some teachers articulating high standards for academic work and re-engaging students in learning. However, site visit team members also noted that some teachers allowed students to opt out of learning and/or only held high expectations for some, but not all, students. Further, site visit team members also observed a lack of rigor across the majority of classrooms, including in those that were completing SOLE activities.

- **The school generally provides a safe environment to support students' learning.** Site visit team members observed that the school's physical environment is clean, orderly, and safe. Additionally, school leaders, teachers, students, and parents reported that students are safe at school. Parents stated (and site visit team members observed) that the school's security guard, locked doors, and visitor sign-in policy contribute to the safe environment. School leaders and parents also reported that school leaders and teachers walk the outside perimeter of the school to ensure that students are safe during arrival and dismissal times. Students explained that their teachers and peers make them feel safe, stating that they all look out for each other. While school leaders and teachers indicated that bullying does not frequently occur, students reported otherwise, stating that bullying is an issue at the school. Students reported that the school has active Not on Our Watch (NOW) and Winning Against Violent Environments (WAVE) programs to combat bullying. However, teachers and students indicated that school rules are not fairly and consistently enforced for all students. Teachers explained that students who break the same rule often receive varying consequences. Students also stated that teachers often give the entire class consequences when only a few students have broken class rules.

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 3: Established**

- **Professional development (PD) is active, intensive, and sustained.** School leaders reported that school-based PD occurs three times a month and stated that each PD session lasts 50 minutes. School leaders and teachers reported that school leaders administered a survey to solicit teachers' input around PD needs. Teachers stated that they have had some sessions that reflect the topics they requested when surveyed. In addition, school leaders and teachers reported that a central focus of PD this year has been implementing the tenets of SOLE. Teachers stated that multiple PD days have been dedicated to SOLE, explaining that follow-up SOLE sessions have been devoted to providing implementation support. Teachers described bringing samples of student work and discussing the effectiveness of SOLE strategies during PD. School leaders also stated that they monitor SOLE implementation during observations and encourage teachers to reflect on their SOLE practices during PD. In addition to school-based PD, school leaders and teachers explained (and site visit team members observed) that the district's PD center is in close proximity to the school and indicated that teachers often attend PD offered by the district. Both stakeholder groups further stated that school leaders encourage teachers to pursue other external PD opportunities and allocate resources to enable them to attend.

- **Educators collaborate regularly to plan instruction and monitor students' progress.** School leaders and teachers reported that teachers meet in teacher-based teams (TBT) once a week for 50 minutes. Both stakeholder groups explained that TBTs are grouped in the following manner: K, 1-2, Fairview (deaf education), and by content area in 3-5. School leaders and support staff indicated that interpreters also attend TBT meetings. School leaders reported (and review of protocols verified) that teachers utilize a protocol to guide the work of TBT meetings, explaining that the protocol calls for teachers to select and unpack a standard, administer a pre-test to collect data, develop instructional strategies/plans to teach the standard, and evaluate mastery of the standard through a post-test. School leaders and teachers stated that the building leadership team (BLT) provides feedback to teams after reviewing submitted TBT protocols. In addition, school leaders and teachers reported that teachers have common planning time daily. School leaders stated that this time is intended to be used for collaborative lesson planning. While some teachers indicated (and review of lesson plans confirmed) that they do plan with their colleagues during this time, others indicated that meeting to plan is a challenge, because other work-related tasks (e.g., making copies, grading student work) also need to be completed. School leaders stated that they sometimes attend common planning time meetings to encourage more consistent collaboration.

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

- **Educators' mindsets and beliefs are beginning to reflect shared commitments to students' learning.** When asked, some teachers reported that they have shared commitments to their teams and to the students their teams serve, but indicated that such commitments do not yet exist across the school. These teachers explained that, within their teams, they share instructional resources, employ buddy rooms, and discuss common students. Teachers also expressed concern about not knowing what was taught in previous grades and what will be taught in subsequent grades, as well as how concepts were/will be taught. Teachers stated that they would like time to vertically plan to ensure continuity of content, as well as consistency of how concepts are presented. However, school leaders and some teachers reported that initiatives newly implemented this year are fostering shared commitments across the school. For instance, both stakeholder groups explained that the school-wide daily intervention block requires teachers to teach and take responsibility for students who are not enrolled in their classes. School leaders indicated that the intervention period is the first step to teachers taking responsibility for all students in the school. Additionally, school leaders and teachers stated that upper and lower grades pair up and complete projects together. School leaders and teachers also applauded the planning center coordinator, stating that this staff member has relationships with, and supports, virtually every student. Teachers also explained (and site visit team members observed) that intervention specialists, when in classrooms, assist students beyond those on their caseload.

- **The school reflects a segmented professional climate.** School leaders reported that staff morale has improved this year and explained (and site visit team members observed) that they have recently created bulletin boards on which staff can post compliments about each other. However, teachers stated that while the bulletin boards feature kind thoughts about staff members, they do not reflect the actual climate of the school. Teachers consistently described the culture among staff as literally and figuratively divided. Teachers explained that the school feels like two separate schools – an elementary on one floor and a middle on the other floor – rather than a cohesive K-8 school. Teachers also stated that the elementary grades and middle grades are held to different standards. Additionally, teachers described the collective staff climate as competitive. However, teachers consistently stated that the culture among teacher teams is positive and supportive. While school leaders described themselves as approachable and stated that they have an open-door policy, some stakeholders indicated otherwise. Parents and community partners described school leaders as receptive and open. Yet, some teachers reported that school leaders are often critical and indicated that they do not feel comfortable approaching them with ideas and/or concerns. Other teachers stated that the type of relationship teachers have with school leaders "depends on who you are."

Domain 4: Leadership

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

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

- **The principal helps create a shared vision, but school-wide academic goals are not yet clearly understood by stakeholders.** School leaders and teachers reported that staff collaboratively authored the school's vision this year over the course of multiple PD sessions. Review of PD artifacts showed the following vision statement: Together we will foster a bilingual and culturally diverse learning environment that is student-centered and promotes a love of learning. School leaders, teachers, and support staff consistently described key elements of the vision, including bilingualism and inclusivity. In addition, school leaders reported the school-wide goals as the following: 80% of students will meet their individual growth targets on Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments, and 40% of students will achieve proficiency on the math and English language arts Ohio State Test (OST). However, when asked about school-wide academic goals, teachers supplied a variety of responses. Some teachers stated that the goal is for students to achieve a year's worth of growth in a year's time in reading and math on NWEA MAP tests. Other teachers reported the goal as 75% of students scoring proficient on NWEA MAP. Still other teachers cited the vague goals of all students improving in reading and math, as well as raising NWEA scores and passing the test.

- **School leaders are working to ensure that teachers deliver high-quality instruction.** School leadership and teachers consistently reported that school leadership has completed the required number of formal observations as dictated by the Teacher Development and Evaluation System (TDES). In addition, school leaders reported that they conduct informal observations daily. However, when asked, teachers provided inconsistent answers about the frequency of informal observations. Many teachers reported that they have been informally observed; however, some teachers indicated that they have yet to be informally observed this school year. Additionally, some teachers stated that while school leaders have been in their classrooms, they are unsure if they were being informally observed during these times. Further, school leaders stated (and review of the database verified) that they enter observed strengths and areas for improvement into a database, explaining that the program then automatically sends an email detailing the transcribed feedback to the observed teacher. However, school leaders reported that the program is experiencing technical difficulties, explaining that the email function is currently not working. Teachers consistently verified that they have not received feedback this year, but teachers did not reference technological malfunctions as the cause of the absence of feedback. Rather, some teachers explained that they believe they have not gotten feedback because school leaders did not observe areas for improvement. Other teachers stated that they have requested feedback but still have not received any; they perceive that this lack of feedback is caused by school leaders not prioritizing their instructional areas. Further, school

leaders reported that the school employs a peer coach. They explained that the peer coach primarily supports grades K-3, but will also serve teachers of other grade levels upon request. School leaders stated that engaging with the peer coach is optional, explaining that teachers may opt out of coaching support.

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

- **School leaders do not ensure effective communication or inclusive, transparent decision making across the organization.** School leaders and teachers reported (and review of bulletins verified) that school leaders communicate with staff through a weekly bulletin, as well as in-person conversations. However, teachers stated that communication from school leaders is not effective, explaining that they often learn about events at the last minute. Teachers also reported that they do not feel informed. School leaders confirmed that communication is an area that needs improvement. In addition, school leaders and teachers stated that teachers can give input about decisions through multiple formal structures, including the school design team, building leadership team, and Academic Achievement Plan (AAP) committee. Yet, teachers reported that they do not feel like their voice is heard and indicated that decisions lack transparency. For instance, teachers explained that they are unaware of why and how the design team was formed and stated that they are unclear about the criteria used to select design team members. Further, teachers reported that the school has a number of committees, such as the health and wellness committee, but explained that school leaders have not scheduled protected times for committees to meet. Teachers stated that, as a result, committees convene infrequently and on an as-needed basis. Teachers indicated that some committees only meet two-to-three times a year. Additionally, when asked, some teachers were unaware if they currently serve on a committee.

- **The principal engages community members in the educational process and creates an environment in which community resources support learning.** School leaders, teachers, parents, and students reported that the school has numerous active community partners that support student learning, including Fit Spirit, Universal Hospital (Rainbow Babies Children Hospital), the Greater Cleveland Food Bank, Groundworks, and the Cleveland Kids Book Bank. Community partners stated that the Fit Spirit program occurs during recess, explaining that students engage in exercises that relate to, and reinforce, math and science concepts. Community partners reported that the Rainbow Babies Children Hospital, as part of the University Hospital, holds assemblies that cover topics, such as handwashing and hygiene, educate parents and students about asthma, and provide health screenings and dental services. School leaders, teachers, parents, and community partners stated that the Greater Cleveland Food Bank delivers 6,000 pounds of fresh food to the school once a month for distribution to families whose children attend the school, as well as to members of the surrounding community. School leaders and community partners explained that multiple community partners are present during the food distribution to engage families in learning workshops, such as cooking with unfamiliar foods (e.g., spaghetti squash), enrolling in assistance programs (e.g., Supplemental Nutrition Assistance Program [SNAP]), and raising awareness about food safety (e.g., checking Halloween candy). Teachers and community partners also stated that Groundworks, a local dance theater, pushes into physical education (PE) classes once a week. Community partners explained that Groundworks dancers collaborated with teachers to create a movement-based curriculum that complements science, math, and English language arts curricula. For example, community partners

reported that students composed a haiku during their English class, explaining that, during a Groundworks session, students then assigned and enacted movements that embody the words of the poem. Lastly, school leaders indicated (and site visit team members observed) that the Cleveland Kids Book Bank provides books to students, as well as sponsors a Little Free Library.

Prioritization Process

The site visit team met with the Willson 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 Students' Learning Supports and Educators' Learning Supports. The site visit team also noted the following areas for growth: Instruction.

The group identified Purposeful Teaching 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: Focused Instruction. Using this priority area, the school team developed a Theory of Action, a goal aligned to SSD or AAP, a success measure, and an action plan.

Theory of Action: If we intentionally develop the instructional expertise of our teachers, then teaching will be strengthened, purposeful, and rigorous so that all students can transfer and apply learning to all aspects of life.

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

AAP priority to which the goal aligns: Reading, Priority 1 and Math, Priority 2

Success Measure: By February 2018, 85% of students will articulate (orally and/or in writing) what they are learning and why as evidenced by classroom exit tickets.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
Deliver SQR results to staff	11/8	SQR Team
Survey staff to determine PD needs	TBD	TBD
Invite teachers to individual PD plans based on growth plan and student need	TBD	TBD
Develop differentiated PD plan	TBD	TBD
Provide teachers with explicit instructional look-fors	TBD	TBD
Establish clear expectations for classrooms with checkpoints	TBD	TBD
Implement PD using staff expertise • Unpack standards • Watch video clips	TBD	TBD
Utilize district resources to supplement PD	TBD	TBD
Conduct observations and give feedback (written, conversational, and on lesson plans) • Look for learning goals/standards • Monitor implementation of strategies presented during PD	TBD	Leadership

Appendix A: Site Visit Team Members_____

The SQR to Willson School was conducted on November 1-3, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.
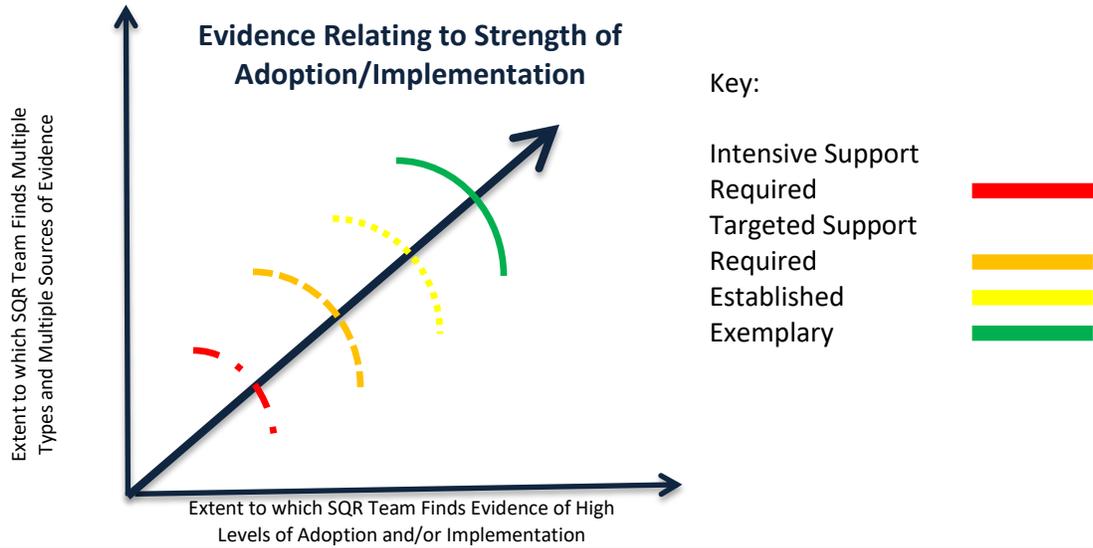
Jennifer Sneed, Team Leader   SchoolWorks, LLC

Kathryn Cobb Koerner, 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

Key:

Intensive Support Required
Targeted Support Required
Established
Exemplary

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

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 15 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	55%	36%	0%	9%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 4	0%	50%	0%	50%
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	7%	20%	13%	60%
	3. Structured Learning Environment Teacher preparation Learning time maximized	20%	40%	27%	13%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	27%	7%	47%	20%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	33%	33%	27%	7%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	27%	33%	33%	7%
	7. Participation and Engagement Active student participation Perseverance	13%	20%	60%	7%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	60%	20%	20%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	40%	33%	7%	20%
	10. Feedback Feedback to students Student use of feedback	33%	33%	20%	13%