

SchoolWorks School Quality Review Report

**Bolton Elementary School
February 26-28, 2019**



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About the SchoolWorks School Quality Review Process

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

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

The School Quality Review (SQR) protocol and review process provides a third-party perspective on current school quality for all students. The process will include two days of collecting evidence on site through interviews, classroom visits, and document review. While on site, the team meets to discuss, sort, and analyze evidence it is collecting. The site visit team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators. In addition, the review includes 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 *Governance and Leadership*. The final page of the report is 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.

Domains	Rating			
	Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary
Domain 1: Instruction				
1. <i>Classroom interactions and organization ensure a classroom climate conducive to learning.</i>		Level 2: Targeted Support Required		
2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>	Level 1: Intensive Support Required			
3. <i>Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.</i>	Level 1: Intensive Support Required			
Domain 2: Students' Opportunities to Learn				
4. <i>The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</i>	Level 1: Intensive Support Required			
5. <i>The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.</i>	Level 1: Intensive Support Required			
Domain 3: Educators' Opportunities to Learn				
6. <i>The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.</i>		Level 2: Targeted Support Required		
7. <i>The school's culture indicates high levels of collective responsibility, trust, and efficacy.</i>		Level 2: Targeted Support Required		
Domain 4: Governance and Leadership				
8. <i>School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.</i>	Level 1: Intensive Support Required			
9. <i>School leaders effectively orchestrate the school's operations.</i>	Level 1: Intensive Support Required			

Domain 1: Instruction

1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*

**Level 2:
Targeted Support
Required**

Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
13%	25%	13%	50%

- Behavioral expectations are understood by some students in some classrooms.** In 50% of classrooms (n=16), behavioral expectations were effectively established. In these classes, students consistently behaved according to expectations throughout the lesson. For instance, students worked quietly, moved according to routines, and demonstrated internalized behavioral expectations. Additionally, when minor misbehaviors occurred, teachers successfully and quickly redirected. In 13% of classrooms, the establishment of behavioral expectations were partially effective. In these classes, most students followed expectations most of the time, but some minor misbehaviors interfered with learning during points in the lesson. For example, students wandered throughout the class, caused minor distractions, and/or engaged in side conversations. The site visit team observed the partially ineffective establishment of behavioral expectations in 25% of classrooms. In these classrooms, some students behaved throughout the lesson, but the majority of students did not. For example, students were observed throwing objects, engaging in horseplay, or walking around the room without permission. Additionally, in these classes, teachers were sometimes observed ignoring off-task behaviors and, at other times, attempting to redirect behaviors unsuccessfully. The ineffective establishment of behavioral expectations was evident in 13% of classrooms. In these classrooms, misbehavior consistently interfered with learning, and the learning environment was chaotic. For example, students threw class materials, walked around the room distracting students who were working, or refused to respond to teacher redirection.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
25%	38%	19%	19%

- The learning environment is not always structured and learning time is not consistently maximized.** In 19% of classrooms, the site visit team observed the effective establishment of a structured learning environment. In these classrooms, teachers were prepared to teach, and learning time was consistently maximized. For example, teachers had learning materials such as laptops, headphones, and worksheets, ready in advance and were prepared with work. The use of these materials, along with clear roles and expectations for small group work, created an environment in which students were engaged in learning throughout the observation. In 19% of classrooms, the establishment of a partially effective structured learning environment was observed. In these classrooms, teachers were prepared, and learning time was maximized for most, but not all, of the lesson. For example, materials were ready for student use. While teachers often employed timers, they did not always maximize learning time; they did not reinforce timeframes. In 38% of classes, the site team observed the partially ineffective establishment of a structured

learning environment. In these classrooms, teachers were prepared to teach, but some learning time was not maximized. For example, students were visibly unfamiliar with routines, transition times were long, and materials did not align with expectations, or directions were not communicated. Additionally, students often finished work early and did not have additional tasks with which to engage. The ineffective establishment of a structured learning environment was evident in 25% of classrooms. In these classrooms, teachers were not prepared for lessons, and a significant amount of learning time was wasted. For example, in one class, students were given books but no directions or materials to support their reading. Many students did not know what they were expected to do or flipped through books without any direction.

2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>	Level 1: Intensive Support Required
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Focused Instruction			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
56%	31%	0%	13%

- Students are rarely provided with clear learning goals and focused, purposeful instruction.** In 13% of classrooms, the site visit team observed the effective provision of focused instruction. In these classrooms: learning objectives drove lesson activities; teachers held high expectations for all students; and academic content was communicated clearly. The partially ineffective provision of focused instruction was evident in 31% of classrooms. In these classrooms, the teacher did not provide a clear goal or agenda for class and communication of content was inaccurate or absent. For example, in one class, the teacher modeled the procedure for the work but did not model the academic content. In 56% of classrooms, the ineffective provision of focused instruction was observed. In these classrooms, learning objectives were not evident, or classroom activities were misaligned to stated objectives. Additionally, teachers in these classrooms did not demonstrate high expectations for students. For example, students were able to opt out of the learning activity. Further, in these classrooms, academic content was either not communicated or miscommunicated. For example, while presenting content, students expressed incorrect understanding of key academic language, and the teacher did not modify the delivery of content to address the misunderstanding. In another classroom, students were asked to make a visual representation of a key idea but the process was not modeled. Additionally, the directions were not clear and, as a result, many students created images that were unrelated to the key idea and were not redirected or corrected.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
63%	25%	13%	0%

- Instruction does not require all students to use and develop higher-order thinking skills.** In 13% of classrooms, the partially effective implementation of higher-order thinking skills was evident. In these classrooms, most students were asked to justify their thinking or pose questions. For example, one class included small groups of students that read texts and, when prompted by the teacher,

most made inferences and cited textual evidence. The partially ineffective implementation of higher-order thinking was observed in 25% of classrooms. In some of these classrooms, the lesson involved tasks that were rigorous but most activities were over scaffolded and, as a result, most students were not given the opportunity to engage in productive struggle. Additionally, in some of these classes, the majority of students were not required to speak in complete sentences or engage with complex texts. The implementation of higher-order thinking was ineffective in 63% of classrooms. In these classrooms, rigor was not evident. For instance, few students were observed using academic vocabulary or asking or answering critical questions. More specifically, in one class, students drew pictures unrelated to academic content or read books that were not linked to skills or concepts. The site team observed few lessons in which students engaged in extended writing activities, used texts to justify thinking, or were asked to connect ideas and content to larger conceptual learning.

<p>3 <i>Teachers regularly assess students’ progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.</i></p>	<p>Level 1: Intensive Support Required</p>
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Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
44%	38%	6%	13%

- In-class assessment strategies infrequently reveal students’ thinking about learning goals.** The effective use of assessment strategies was observed in 13% of classrooms. These classrooms were characterized by frequent and purposeful teacher circulation to assess all students’ work around key academic content. For example, one teacher circulated throughout the lesson and checked all students’ writing as aligned to the learning objective. In 38% of classrooms, the partially ineffective use of assessment strategies was evident. In these classrooms, less than half of students were assessed around understanding of academic content. For example, in some of these classrooms, teachers circulated and were able to gain a partial understanding of students’ progress toward learning goals but assessed less than half of students. In 44% of classes, the site visit team observed the ineffective use of assessment strategies. In these classes, assessment around academic content was not evident, or only a few students were assessed. For example, teachers moved throughout the room and engaged with students but their interactions were focused on behavioral or procedural checks, rather than understanding around academic learning. In other classes, teachers used whole class question-and-answer to assess the understanding of three-or-four students or accepted choral responses that did not reveal students’ thinking toward learning goals. In other classes, no assessment techniques were observed.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
50%	31%	6%	13%

- Timely, frequent, specific feedback is rarely provided throughout the learning process.** The effective provision of feedback was observed in 13% of classes. In these classrooms, at least half of

students received and used high-quality feedback related to academic content. For example, in one classroom, the teacher circulated and used questioning techniques to provide students feedback and clarify misunderstandings. In 31% of classrooms, the partially ineffective provision of feedback was evident. In these classrooms, only a few students received feedback, or feedback did not address most students' needs, or was not used to inform improvement efforts. For example, in one class, a small group of students received feedback but did not use it; the other small groups did not receive feedback at all. In 50% of classrooms, the ineffective provision of feedback was observed. In many of these classrooms, feedback was not related to academic content. For example, students received feedback on directions or procedures such as directing students to the correct page number. In other classrooms, teachers provided students with answers and then prompted them to write the answers down, rather than giving feedback to guide students toward the answers. In many classrooms, teachers provided encouragement and often prompted students to "keep going" but did not supply academic feedback to guide their efforts. In other classrooms, feedback was not observed for the duration of the observation.

Domain 2: Students' Opportunities to Learn

4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*

**Level 1:
Intensive Support
Required**

- The school has begun to identify struggling and at-risk students but is not systematically monitoring student progress.** Teachers and leaders reported the school is using assessments such as AIMSweb, iReady, and Northwestern Evaluation Association Measures of Academic Progress (NWEA MAP) to better understand students' learning needs and areas of struggle. According to teachers and school leaders, students are tested using NWEA and iReady assessments and teachers engage in data analysis meetings three times per year. Leaders reported that Reading Improvement and Monitoring Plan (RIMP) data are monitored more frequently; key members of the school leadership team ensure that the school is compliant with this process. Teachers described how, for some grade levels, data are used to form intervention blocks to better support students' skill development; groups can change when data indicate that students are ready to move levels. However, most teachers reported that data are monitored for compliance purposes and their goal is to complete the process in order to monitor completion, rather than monitor student progress. School leaders noted that it has taken significant training to help teachers understand the process and acknowledged that most teachers do not know how to effectively monitor student progress; they approximated that roughly 25% of students are meeting progress goals through the RIMP system. Similarly, teachers and leaders describe a Student Support Team (SST) process that can be used to support students who are struggling with academics or behavior, but indicated that it is not always used and does not occur consistently. Additionally, when asked, some teachers were unclear of how the SST process was used for referral and for the collection data to inform interventions. Leaders also noted that the process is not fully operational and requires greater personnel support to reach its intended purpose. Most teachers noted they collect data and look at it but are unclear how the data indicate if interventions are effective.
- The school implements few appropriate supports for struggling and at-risk students.** Teachers and leaders reported that, this year, the school is using the iReady digital curriculum for reading and math as an initiative. IReady, along with an intervention block, is serving as the school's primary intervention strategy. Leaders, according to staff, have set a clear expectation that all students log 45 minutes per week on the program. Teachers and leaders reported that iReady use is growing but – due to mixed teacher investment and the lack of technology – is still inconsistent. They also described some other basic academic supports offered through both in-school and after-school tutoring, primarily offered by partner organizations, such as the Granny program and local faith-based organizations. Teachers reported it is not clear if these supports are matched to the skills with which students are struggling; also, there is not a system to determine the effectiveness of supports or to choose alternative interventions. According to teachers and leaders, behavior supports have also been a focus for the school. An effort has been made this year to incorporate restorative practices through peace corners and zones of regulation. Although the site visit team observed evidence of these systems throughout the school, teachers reported (and the site visit team observed) that they are not sufficiently trained to implement these systems effectively. Teachers and leaders also described tier two behavioral supports for students through the opportunity school (in-school suspension) and the planning center (detention or de-escalation area). Stakeholders

reported that students can be sent to these support rooms or opt to go when they need support or a place to de-escalate outside of the classroom. Teachers also noted the CARE (Compassionate Arts Remaking Education) room is another option for students who need additional social-emotional support. The school is beginning to develop this as a space for more focused social-emotional supports and trauma-informed learning. Teachers and leaders also noted that the PATHS (Promoting Alternative Thinking Strategies) curriculum is used at the lower grade levels with mixed effectiveness – due to uneven training and distribution of materials that are sometimes lacking or difficult to access. Some stakeholders also noted partnership with community counseling through Belle Faire; however, nearly all educators expressed a need for additional mental health supports to serve the large number of high-needs students within the school.

5. *The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.*

**Level 1:
Intensive Support
Required**

- The school does not always provide a safe environment to support students' learning.** Staff reported that there are no clear school-wide behavioral expectations beyond the phrase, "Be safe, be respectful, be responsible," indicating that there are few systemic ways to set common expectations and address behavior. Teachers indicated they have their own classroom rules and are typically able to reinforce them with students. Leaders, teachers, and students stated that the school is not always safe – in particular, the common areas (e.g., hallways, cafeteria) are often chaotic. The site visit team observed fighting, cursing, and unsafe behavior in these areas. Stakeholders stated (and the site visit team observed) that classrooms are generally safe, although students were seen walking in and out of the classrooms and roaming the hallways without monitoring, which, according to leadership and teachers, has historically caused problems with safety. Teachers described inconsistencies in the school's safety and behavior management systems and noted that the school's response is often reactive and not proactive. Through focus group discussions and document review, the site visit team heard and read about various strategies to improve safety (i.e., restorative practices, opportunity school, hiring key personnel such as a safety officer), but the impact of these strategies to improve safety is not clear. In addition, leaders and staff reported bullying occurs at the school; students confirmed this and noted it is not always an emotionally safe environment to express their ideas or needs. Some staff reported (and the site visit team observed) disrespectful language between staff and students and students and students.
- Students are provided with limited opportunities to engage in a diverse and inclusive environment.** When asked how the school celebrates diversity, staff discussed celebrations for Black history, holiday celebrations, in-class discussions, field trips (e.g., CARE program and Cleveland Playhouse), and PATHS student celebrations. According to teachers and leaders, through a partnership with CARE, the school has begun to explore trauma-informed learning and implement restorative practices. Some staff described these approaches as culturally responsive, but acknowledged they need more training to implement them effectively. Although students expressed a desire for more extracurricular activities, they also noted there are a few activities in which students can participate (e.g., chess club, basketball) to increase learning opportunities and build school community. Students and teachers described a school assembly to acknowledge student achievement and reported one such assembly has been held this school year. Classroom celebrations are more frequent according to teachers; many reported having a student-of-the-week celebration, although this practice was not consistent throughout the school. While there are a few

of these opportunities and activities to promote diversity and inclusion, stakeholders could not describe a school-wide and intentional approach to creating a culture of diversity, equity, and inclusion.

Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*

**Level 2:
Targeted Support
Required**

- It is not clear that professional development (PD) is designed to address school priorities, respond to building needs, or support teachers in their classroom practices.** According to leaders and teachers, PD occurs approximately once a week (Wednesday morning) as part of a rotating cycle of topics. Leaders reported that PD is planned throughout the year and is built out of the school's Academic Achievement Plan (AAP) goals. A review of the AAP and PD topics demonstrated a clear alignment between the school's goals and PD opportunities with a focus on key instructional practices (i.e., math talks, close reading, and argumentative writing). Teachers reported that the Building Leadership Team (BLT) helps plan PD based on classroom observations and analysis of student work. Teachers and leaders named PD topics such as math talks, writing, iReady, and NWEA data; these topics were also noted in a review of the Bolton Plan, which lists possible PD topics. A review of the document indicated it was created as part of a summer BLT retreat and states (as with focus group comments) that the remainder of the year will continue to be mapped out. However, teachers reported PD is limited and not always relevant; also, they have had limited training on key initiatives (iReady, PATHS, restorative justice, and some curricular initiatives). Some teachers noted that PD is not fully responsive to building needs or aligned to an instructional model. In focus group discussions, staff reported they are confused about some of the initiatives, indicating that although they are aware they come from the AAP, they are unsure of how they are linked to improved student behavior and learning.
- Educators have time to collaborate, but it is not consistently focused on effective instruction and students' progress.** Teachers reported that Teacher-Based Teams (TBTs) meet on a weekly basis and use a protocol to guide their work in grade level bands. Staff also noted that the BLT reviews TBT notes and student work samples and provides feedback, per the protocol. In general, teachers characterized TBTs as a largely compliance-based activity, as opposed to meaningful collaborative time. Teachers also reported they have common preparation periods each day and reported that they frequently use this time to collaborate informally with other staff (e.g., grade-level partner, intervention specialist) or individually to plan and prepare lessons. However, teachers indicated that collaborative skills and practices varied widely from grade-to-grade. Some reported high levels of crossover between classes, while others noted a desire to collaborate but indicated that a lack of time, as well as a lack of accountability from school leaders, impeded the establishment of collaborative relationships within their grade band team. Teachers also noted they had few tools to measure student progress, evaluate the effectiveness of approaches, or make strategic decision regarding curriculum and instruction. Others reported they felt overwhelmed by the daily challenges and spent collaborative time providing emotional support for their colleagues and students.

7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*

**Level 2:
Targeted Support
Required**

- Educators' mindsets and beliefs do not always reflect shared commitments to students' learning.** Stakeholders reported (and the site visit team observed) that staff show a commitment to students and their well-being. However, staff reported that not all teachers believe that students' learning is

their collective responsibility, regardless of personal or home situations. When asked about the school's performance, staff referred to barriers that are external to the school, such as lead exposure, a transient student population, lack of parent involvement, and a high-needs student population. Staff also pointed to internal factors such as an unattractive building, negative student behaviors, and an unsafe environment. In addition, teachers reported (and the site visit team observed) that expectations for student learning are low; some teachers noted that students are not held accountable for learning across the school. Students also stated that classes are more often easy and few of their classes challenge them. Students noted their teachers believed that all students can learn; however, they also reported limited structures for students to get help when they are struggling. Most students stated they would ask a friend for help or raise their hand, but when asked how teachers support and challenge them, their responses indicated low levels of assistance such as, "They read the questions again," or "They explain things a second time."

- **The school is beginning to reflect a safe, trustworthy and growth-oriented professional climate.** Teachers described the school community as collaborative, friendly, and hard working. In particular, staff reported that teams work well together, and beyond their grade band teams, teachers feel comfortable interacting with all members of the school community. Teachers named committees, TBT meetings, and grade-level collaborative planning as some of the structures that support professional, collegiate growth. In general, teachers reported that they respect each other's opinions and support their colleagues. However, several teachers indicated they keep to themselves and stay in their classroom. Some staff noted they have made attempts to collaborate that were not reciprocated; therefore, they predominantly work independently. Some teachers reported that they do not feel supported by administrators, mostly due to how the school manages student behavior. Some staff members reported a lack of follow-through or communication in response to discipline issues; other said students are not given sufficient consequences. Many staff noted that the school culture has improved significantly over the past couple of years and stated they are still on a journey and relationships continue to improve.

Domain 4: Leadership

8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*

**Level 1:
Intensive
Support
Required**

- The principal helps create a vision and goals for the school; however, it is not clear how initiatives are monitored to ensure progress toward achieving goals and improving student achievement.** Some staff reported that the principal has worked to create a common vision guided by the principle – “Bolton is BETTER together” – an idea that was reinforced by various staff members. Both teachers and leaders described the AAP as the primary driver for school-wide initiatives and articulated priorities from the AAP (e.g., reading strategies, close reading, math-talk strategies, intervention blocks, iRead, argumentative writing). Staff described how the AAP was shared in staff meetings and approved by a 98% in favor vote. Staff also noted (and review of documents confirmed) that bulletins include celebration of work toward AAP goals. Informal observations from BLT members included an acknowledgment of classroom practices that align to AAP goals. Staff also noted that some of these initiatives are treated more like compliance activities and indicated that they do not see the connection between these practices and improved teaching and learning in their classrooms. According to teachers, these activities are not being monitored to reflect how they contribute to improved outcomes for students.
- School leaders do not yet ensure that teachers deliver high-quality instruction.** Stakeholders uniformly reported that the Teacher Development and Evaluation System (TDES) is implemented regularly and is the most prominent form of instructional feedback. Beyond TDES, teachers had varied reports on additional feedback. While some reported receiving additional feedback through informal observations, others noted they have received limited feedback throughout the year. Likewise, teachers reported that feedback practices vary from person-to-person. Some described receiving feedback following informal observation via email or in-person conversation. Others reported they are supposed to receive coaching but it happens inconsistently and has lacked follow-through after an initial effort at the beginning of the school year. Similarly, reports on the impact of feedback were inconsistent, with some teachers describing it as helpful and others indicating feedback felt negative or not constructive. Leaders also noted that it has been difficult to spend sufficient time in classrooms this year without an assistant principal, limiting them to two evaluators on staff. Additionally, leaders noted teachers’ openness to feedback varies; while some seek it, others do not, and because it is not a contractual obligation, some teachers decline to participate. Similarly, teachers and leaders reported there is not a formal system to submit and give feedback on lesson plans, and the level of feedback varies. Leaders reflected that their presence in classrooms and time spent giving instructional feedback has not been sufficiently purposeful to move the quality of instruction.

9. <i>School leaders effectively orchestrate the school's operations.</i>	Level 1: Intensive Support Required
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- Communications are increasingly effective and there are some opportunities for stakeholders to provide input on decisions.** Most staff indicated that communications occur primarily through email, the bulletin, or in person. Stakeholders primarily reported that the administration is approachable and available; they generally know what is happening in the building. However, some staff members described a gap in communication, primarily due to a lack of consistency and accountability in how behavior is managed in the school. Students noted they receive most information from their teachers or by listening to announcements on the PA system. Parents also noted they receive most communications by being on campus as volunteers or during pick-up and drop-off times. Staff also described how committees provide an opportunity for staff to have input. For example, teachers described planning awards ceremonies, training sessions, and having input through their work in committees. Additionally, teachers noted they typically feel heard and respected by their colleagues in committee and grade level teams. Leaders and staff noted a collaborative relationship between the Union Committee Chair (UCC) and administration and described that relationship as a vehicle for information sharing.
- School Leadership does not allocate resources and manage school operations in order to ensure a safe and productive learning environment.** The site visit team observed that parts of the building that are in need of cleaning and in disrepair (e.g., boxes of unpacked books, clutter, papers strewn, ceiling tiles missing, white boards broken). Stakeholders also indicated (and the site visit team observed) that other areas in the building (e.g., hallways) are not consistently safe. Further, the site visit team observed doors that were not secured, broken door handles, and hallways that were not consistently monitored. Staff reported that material resources, especially paper curriculum resources, are present and some systems exist to ensure they are accessible and shared. Technological resources are growing according to teachers and leaders; many staff members described the recent investment in the iReady program and its use across the school. Teachers also noted that, although there are many more iPads and laptops than in past years, it is not sufficient to serve all students and meet the weekly minutes required for iReady. Staff uniformly noted the need for additional mental health services. Although teachers and leaders noted that some students have access to counseling services through Bellefaire, the program serves few students and – due to strict guidelines for qualification – students struggle to get access to counseling services. Additionally, staff identified positions such as a counselor and wraparound services coordinator that frequently turn over and, in one case, is currently vacant. Teachers and leaders noted that the administrative team is attempting to fulfill many roles in the school and have limited time to meet for leadership-level planning. Leaders reported that they are scheduled to meet for 45 minutes per week but not all members are present and – due to other priorities or more urgent issues – weekly meeting sometimes do not occur. Leaders also noted they spend much of their time problem-solving and have limited time to focus on instruction, action planning, and other responsibilities specific to their roles.

Prioritization Process

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

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included professional climate and classroom environment. The site visit team also noted the following areas for growth: structured learning environment and assessment.

The group identified Instruction as the area for growth to prioritize. The group identified the following priority within this Key Question as having the most potential impact on the success of the school as a whole: Structured Learning Environment.

The team then developed the following goal, success measure, and action plan:

Goal: The learning environment is structured, and learning time is consistently maximized.

Success Measure: 100% of core classes will use tools to maximize learning time (e.g., timers, agenda) as measured by a self assessment checklist, BLT observations, and informal observations by the administrative team.

Actions	Target Dates	Champions
Discuss PD plan and determine resources needed	2/28/19	BLT
Present SQR findings and action plans to whole staff	3/15/19	BLT
Train staff in higher order thinking (HOT); key components: create a class schedule, agenda represented with a visual with common practices for purposeful instruction	3/15/19	Principal/ BLT
Have PD day to review HOT expectations with TBT teams; set date to practice strategies and give feedback	4/3/ 19	All Teams
Use grade level teams to review what has been working in classes and get feedback	4/3/19	BLT
Receive support from the CIS (resources and feedback)	4/5/19 + ongoing	CIS

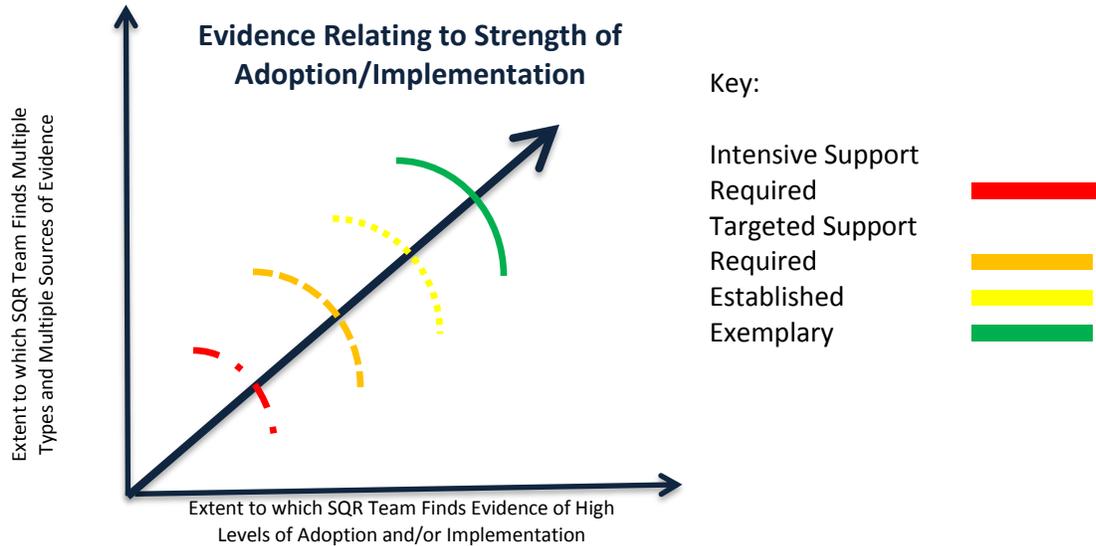
Appendix A: Site Visit Team Members _____

The SQR to Bolton Elementary School was conducted on February 26-28, 2019 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Megan Tupa , Team Leader	SchoolWorks, LLC
Amber Leage , Team Writer	SchoolWorks, LLC
Erica Adams , Team Member	CMSD
Meagan Coggins , Team Member	CMSD

Appendix B: Implementation Rubric

The site visit team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types¹ and multiple sources² of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



Rating	Implementation Level	Quality Standard
1	Intensive Support Required	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school’s effectiveness.
2	Targeted Support Required	Evidence indicates that the key question is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school’s effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
3	Established	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school’s effectiveness.
4	Exemplary	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school’s effectiveness.

¹ “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.

² “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 sixteen 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 (1) → % Effective (4)			
		1	2	3	4
Common Core Alignment	1a. Common Core Literacy Alignment (for ELA classes only) Alignment to content standards Alignment to instructional shifts High-quality implementation N = 12	58%	17%	8%	17%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 2	100%	0%	0%	0%
	1c. Common Core Literacy Shift Alignment (for all classes other than ELA and math) Alignment to Common Core literacy shifts N = 2	0%	100%	0%	0%
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	13%	25%	13%	50%
	3. Structured Learning Environment Teacher preparation Learning time maximized	25%	38%	19%	19%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	19%	13%	31%	38%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content CLO:	56%	31%	0%	13%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional Format Student choice	44%	44%	13%	0%
	7. Participation and Engagement Active student participation Perseverance	31%	6%	38%	25%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	63%	25%	13%	0%
In-Class Assessment & Feedback	9. Assessment Strategies Use of formative assessments Alignment to academic content	44%	38%	6%	13%
	10. Feedback Feedback to students Student use of feedback	50%	31%	6%	13%