

SchoolWorks School Quality Review Report

Charles Dickens Elementary School
March 12-14, 2019



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



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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 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 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 1: Intensive 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 2: Targeted 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 1: Intensive Support Required			
7. <i>The school's culture indicates high levels of collective responsibility, trust, and efficacy.</i>	Level 1: Intensive 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 1:
Intensive Support
Required**

Behavior Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective ¹
1	2	3	4
7%	50%	21%	21%

- Behavior expectations are not consistently clear and understood by students.** In 21% of classrooms (n=14), behavior expectations were effective and followed by students. In these classrooms, students consistently behaved appropriately, and, in the few cases of minor misbehavior, teachers effectively employed redirection techniques. In one such classroom, all students worked independently and quietly to answer questions regarding a non-fiction text, and brief redirection from the teacher effectively improved minor misbehaviors such as side-talking. In 21% of classrooms, behavior expectations were partially effective. In these classrooms, most, but not all, students behaved throughout the lesson. Additionally, teachers in these classrooms effectively redirected most, but not all, misbehavior. In one of these classrooms, the teacher effectively used call-and-response to quickly gain the attention of the majority of students, but a few did not respond. Additionally, students mostly followed directions when asked. Behavior expectations were partially ineffective in 50% of classrooms. In these classrooms, behavioral management systems were not fully effective, and/or only some students consistently behaved throughout the lesson while the majority did not. In one such classroom, the teacher used a visual behavior management system that was effective in improving behavior for some students, but not others, who continued to misbehave after redirection. In another classroom, a group of students engaged in persistent off-task conversations throughout the lesson. In another, various misbehaviors, including side conversations and off-task behavior while on computers, persisted throughout the lesson, and disrupted instruction frequently as the teacher attempted to redirect behavior with limited effectiveness.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
21%	36%	43%	0%

- The learning environment is generally structured; however, learning time is rarely maximized.** In 43% of classrooms, the learning environment was partially effectively structured. In these classrooms, teachers were prepared to teach, but learning time was not consistently maximized. In one such classroom, the teacher was prepared with a Do Now activity and students began working immediately upon entering class, but the majority of students finished the Do Now activity quickly and sat idly while waiting for a small number of students to finish. In another classroom, the teacher was prepared with worksheets, computer programs, and writing materials, but learning time was lost as the teacher managed the behavior of students who chose not to participate in the lesson

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

activity. In another classroom, students transitioned quickly between an activity, a video, and independent work, but due to a number of students who were unclear on directions, learning time was lost. In 36% of classrooms, the learning environment was partially ineffectively structured. In some of these classrooms, teachers were not fully prepared, which caused some learning time to be lost. In one such classroom, the teacher’s materials were prepared, as were detailed directions for most parts of the lesson, but the teacher then spent nearly 10 minutes searching for an online video. In other classrooms, teachers were prepared, but due to slow pacing and/or transitions, learning time was not maximized. In one such classroom, transitions between various learning stations took approximately 8 minutes. In 21% of classrooms, the learning environment was ineffectively structured. These classrooms were characterized by significant lost learning time. In one such classroom, students spent nearly 20 minutes on a bathroom break during time scheduled for core instruction. In another classroom, due to a bathroom break and various morning routines, instruction did not begin as scheduled. Once the lesson did begin, the teacher’s directions for the lesson activity spanned almost 20 minutes, all of which resulted in a significant amount of lost learning time.

2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>	Level 1: Intensive Support Required
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Instructional Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
29%	50%	21%	0%

- The use of instructional strategies and materials is limited.** In 21% of classrooms, instructional strategies were partially effective. In these classrooms, teachers effectively employed either a variety of modalities or varied formats but did not implement both. Additionally, these classrooms did not provide students with choices or opportunities for self-directed learning. In one such classroom, the lesson included various modalities such as computers, tablets, and manipulatives, but the format for all activities was independent work. In another, the lesson included various formats, including independent and small group work and a teacher-led discussion, but all involved the same pen-and-paper worksheet. In 50% of classrooms, instructional strategies were partially ineffective. In these classrooms, instruction was mainly teacher-led with few opportunities for student participation. In one such classroom, the teacher used graphic organizers and visuals for a portion of the lesson, but the majority of the lesson was lecture and lacked opportunities for student choice. In another, the lesson included song, kinesthetic movement, and video, but activities were entirely teacher-led. Students all completed the same activities, and the lesson provided no opportunities for student choice. In another, the lesson included completing a worksheet and a read-aloud, but the majority of the lesson was lecture. In 29% of classrooms, instructional strategies were ineffective. In these classrooms, instructional strategies were not evident. In one classroom, for example, students worked silently and independently on a worksheet for the entire observation, with no opportunities for interaction. In another, desks were arranged in groups, but students worked independently throughout the lesson on a copying activity without peer or teacher interaction.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
93%	7%	0%	0%

- Instruction does not require all students to use and develop higher-order thinking skills.** Higher-order thinking was ineffective or absent in 93% of classrooms. In the majority of these classrooms, lesson activities were low-level. For instance, in multiple classrooms, students completed worksheets or answered questions from textbooks that involved only recall or comprehension. In two other classrooms, students read from textbooks or news articles, but were then asked only recall-and-comprehension questions. In three classrooms, students spent the majority of the lessons on activities that involved copying written material, including vocabulary words, passages from text, and previously written material. The site visit team observed the use of non-fiction texts, but lesson activities did not require students to engage in higher-order thinking with these texts, such as using text-based evidence to construct or defend an argument. The site visit team did not observe examples of other rigorous activities, such as extended writing assignments, comparing and contrasting texts or concepts, rich discussions, or multi-step problem solving. Students reported that classes are sometimes challenging but attributed the challenge to material not being presented clearly rather than being required to engage in rigor, stating that they are not consistently challenged by the academic content.

<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
64%	36%	0%	0%

- In-class assessment strategies rarely reveal students' thinking about learning goals.** Assessment strategies were partially ineffective in 36% of classrooms. In these classrooms, less than half of the students were assessed around understanding of academic content. In one such classroom, the teacher asked questions after students read a non-fiction passage, but only questioned approximately one-third of the students. In another classroom, the teacher circulated while students worked from a workbook, but viewed the written responses of less than half of students. In 64% of classrooms, assessment strategies were ineffective. In some of these classrooms, assessment was not focused on understanding academic content. For example, in multiple classrooms, teachers circulated while students worked, but only interacted with students regarding behavior expectations and directions for the activity. In one such classroom, the teacher circulated while students completed a worksheet, but only redirected misbehavior. In other classrooms, no formative assessment strategies were attempted. In one classroom, for example, the teacher sat at his/her desk throughout the lesson, did not ask questions of students, and did not make an attempt to view student work. In another classroom, the site visit team observed the use of choral response, but this strategy did not provide the teacher with a precise measure of student understanding. Across

classrooms, the site visit team did not observe the use of assessment strategies such as whiteboards, exit tickets, or hand signals.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
79%	21%	0%	0%

- Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** In 21% of classrooms, feedback was partially ineffective. In these classrooms, only a few students used and received feedback around academic content, or feedback was not effective at precisely clarifying students' misunderstandings and/or extending understanding of academic content. In one such classroom, students worked in small groups, and the teacher gave feedback and guidance regarding a skill, but only a few of the small groups received this support. In another, the teacher called students together as a class to address a vocabulary misunderstanding demonstrated by a few students, but the majority of students had not demonstrated misunderstanding, and the vocabulary word was not directly related to the academic content of the lesson. In 79% of classrooms, feedback was absent or ineffective. In the majority of these classrooms, students were not provided with any feedback. In a few classrooms, teachers circulated, but provided feedback only to affirm effort or behavior. The site visit team did not observe the use of rubrics or exemplars and did not observe other forms of feedback or guidance such as discussions of complex ideas, think-alouds, or modeling different approaches to solve problems.

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 2:
Targeted Support
Required**

- The school has a process for identifying struggling and at-risk students.** School leaders and teachers consistently reported that the school has an established student support team (SST) process. Staff reported (and meeting notes confirmed) that the SST meets monthly. Staff explained that the meetings are attended by a counselor, speech and occupational therapists, the assistant principal, and referring teachers (whose classes are covered by other staff so they can attend). Staff reported that parents are also invited. The majority of staff reported familiarity with the SST process, and school leaders, teachers, and professional development (PD) materials indicated that, this year, teachers have had multiple PD sessions on SST. Staff reported that between 50 and 60 students have been referred to the SST this year, and approximately 18 have completed all parts of the process. School leaders and teachers reported that the school had SST meetings in previous years, but that the SST meets more regularly, and is more functional and effective this year than in the past when the SST was perceived as simply an avenue to special education designation. Teachers also reported that, this year, they are consistently expected to bring data to SST meetings and to use data in monitoring the effectiveness of interventions.
- The school does not provide adequate supports for struggling and at-risk students.** School leaders and teachers reported that the school has some academic and behavioral supports, reporting that academic supports include a reading specialist, Reading Recovery and Leveled Literacy Instruction (LLI) programming for grades K-3, tutoring through a local church, and iReady programming for all students. Staff reported that behavior supports for all grades include the school's planning center and Bellefaire counseling, as well as Tru2U programming for students in grade 8. However, staff consistently reported that these supports serve a limited number of students, and that students' academic, behavioral, and socio-emotional learning (SEL) needs far outweigh the supports provided by the school. Staff reported, for example, that the school's lone reading specialist serves the school's ~450 students in grades K-8, that Reading Recovery and LLI are each only available to approximately 30 students, and that the church provides tutoring for only 5 students. Students stated that they do not know how to seek additional academic help, and teachers, parents, and students all noted the lack of availability of tutoring this year. Additionally, school leaders and teachers consistently reported that school's students experience a particularly high level of trauma. Teachers and parents stated that the school is in need of more counseling, SEL, and behavioral supports. Staff, for example, indicated that, due to a lack of resources and training, the planning center is not consistently effective in improving students' behavior and that a mentoring program through the church has dwindled to serving only one student.

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 provide a safe environment to support students' learning.** Students, parents, and the majority of staff indicated that students do not feel safe at school, most often citing frequent fights. Students, parents, and teachers indicated that fights take place daily, often multiple times per day across all grade levels, and that fights take place in classrooms, hallways, bathrooms,

and the playground. While teachers, parents, and students expressed frustration with inconsistent behavior consequences at the school, and staff reported that they are expected to reduce rates of suspension this year, stakeholders reported that school leaders are consistent in suspending students when fights take place. Teachers and students indicated that student mediation is available to address student conflict, and is sometimes effective, but is not sufficient to address the level of conflict at the school. Staff reported that the school has only one security guard; they consistently reported that only having one security position is insufficient to address the school's needs. The site visit team consistently observed unruly behavior in common areas, including pushing, yelling, and cursing, and observed limited staff supervision in hallways. The site visit team also observed many instances of staff yelling at students in classrooms and hallways; students reported that this is common. Staff cited other areas of safety concern, including students injuring staff, and the school's public address (PA) system not functioning properly, such that during a recent school lockdown in response to an unsafe event in the surrounding neighborhood, the procedure was not communicated effectively. All stakeholders also expressed that bullying is persistent and pervasive, and the majority reported that the school does not address bullying effectively and lacks resources to do so.

- **The school provides staff and students with limited exposure to a culture of diversity, equity, and inclusion.** School leaders reported various attempts to introduce themes of diversity and equity at the school, including sharing articles related to serving students who have experienced trauma, discussions about educator mindsets during PD, and including a group of Black male students in a weekend teacher diversity discussion at the school. However, staff reported limited familiarity with these ideas. Some indicated that issues of bias are not openly discussed or addressed at the school, citing bias in some teachers' escalation of discipline issues. School leaders indicated awareness of these concerns and stated that they plan to enlist support from the district's SEL department to support some teachers individually. Teachers reported being invested in designing bulletin boards for Black History Month but reported a lack of staff follow-through on the project. Teachers also reported receiving little PD regarding diversity and equity. Also, the site visit team observed a lack of a schoolwide approach to these topics, such as a culturally relevant lesson materials or pedagogy.

Domain 3: Educators' Opportunities to Learn

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

**Level 1:
Intensive Support
Required**

- Professional development (PD) does not provide an intentional and sustained focus to address school needs.** Staff reported (and PD agendas and the school's PD calendar confirmed) that PD is held on Mondays and during four full PD days throughout the year. School leaders and teachers reported that literacy and school culture are among the school's top priorities this year; teachers and PD agendas indicated that many PD sessions have been related to these topics. Examples include PD on Teach Like a Champion (TLAC) strategies, the writing process, Reading Mastery, the use of data, Lexia, and fluency. Some staff reported that some PD sessions, such as TLAC, SST, and a recent one on math strategies, have been useful. Teachers also reported that school leaders are supportive of their attending district-provided PD, putting those sessions in the weekly staff bulletin and providing coverage, when necessary, so teachers can attend. However, many staff reported that site-based PD has not been impactful in improving their instruction; others could not cite strategies that they use in their classrooms as a result of PD. Others reported that they are often unaware of whether PD time will be used for PD or logistics, and some were unable to recall recent PD topics. Others indicated that PD lacks a consistent focus, citing valuable TLAC PD sessions related to both instruction and behavior management earlier in the year, but reporting that these have not continued. Others indicated that the tone at PD sessions is negative and feel that school leaders use this time to reprimand staff and highlight the school's shortcomings. School leaders noted that district and Union requirements regarding PD time create challenges for effective implementation.
- Educators have the opportunity to collaborate regularly, but do not effectively use this time to impact instruction.** School leaders and teachers consistently reported (and meeting notes confirmed) that the school holds teacher-based team (TBT) meetings regularly. Staff also reported (and review of TBT notes confirmed) that teachers consistently complete the TBT forms as expected, including entering data, unpacking standards, aligning lesson objectives and, in some instances, developing detailed reteaching plans. Building Leadership Team (BLT) agendas also indicated that the BLT reviews TBT forms periodically. A small number of teachers also reported that TBTs have been useful, citing their team's use of some vocabulary strategies as a result of TBTs. However, the majority of staff reported that TBTs are not useful and were not able to identify ways in which TBTs have improved or informed their instruction. Some reported that they spend the majority of meeting time entering or formatting data to be in compliance with requirements. Others indicated that the time required to complete forms leaves little time for more substantial and valuable discussion of best practices. Others indicated that the time spent on TBTs results in missed opportunities to collaborate with support staff. Others indicated that the TBT process and cycle is too slow, reporting that teachers have completed only two cycles this year, which is not aligned with other assessments.

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

**Level 1:
Intensive Support
Required**

- Educators' mindsets and beliefs do not reflect a shared commitment to students' learning.** Some staff spoke very positively of students and expressed a high level of personal responsibility for the

students' and school's success. These staff members acknowledged the challenges facing students and the school, but then spoke of students' potential and expressed responsibility for their success, suggesting things that the school can do to better serve students, such as improving instruction and more effectively motivating and supporting students. However, many staff members did not speak of students and families positively and blamed students, families, and colleagues for students' and the school's low performance. Some of these teachers, for example, suggested that, due to parents not valuing education or not helping students at home, there was little they can do to improve the school, as well as blaming challenges related to poverty in the community. Others blamed colleagues in lower grades for not addressing students' skill gaps earlier. Students reported that they feel that some teachers care for them as individuals and feel that they can confide in those adults; however, others stated that they do not feel valued or respected by staff.

- **The school does not reflect a safe and trustworthy professional climate.** Some teachers reported that they feel a sense of camaraderie with their colleagues or administrators; some reported that teachers are celebrated through shout-outs in the staff bulletin; and others reported that teachers are open to feedback. However, the majority of staff reported deep divisions among teachers and between teachers and administrators and indicated that these divisions inhibit professional growth. Staff expressed that divisions among teachers result from factors such as varied behavior expectations, frustration over skill gaps from students' previous teachers, or a lack of understanding of the challenges faced by their colleagues who teach lower or upper grades. Others expressed a mindset of isolation, in which they do not feel responsible for students in other teachers' classes. They reported that they feel uncomfortable providing feedback to their colleagues. Teachers reported that divisions between teachers and administrators result from factors such as a lack of trust, the view that the Teacher Development and Evaluation System (TDES) provides only accountability, and frustration with poor communication. Some described this relationship as combative, indicating that they often feel criticized and reprimanded by administrators. Teachers indicated that these tensions may manifest in some teachers not actively engaging in PD, not being open to instructional feedback, and anxiety and resistance with regard to TDES observations and feedback.

Domain 4: Governance and Leadership	
<p>8. <i>School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.</i></p>	<p>Level 1: Intensive Support Required</p>

- **School leaders do not yet ensure that teachers deliver high-quality instruction.** While staff consistently reported that TDES observations and evaluations are completed as required, the majority of teachers reported receiving little-or-no instructional feedback beyond TDES observations. School leaders reported performing non-TDES walkthroughs early in the year but indicated that this system was not implemented consistently. School leaders also reported a renewed focus on providing more frequent instructional coaching, data meetings, and brief informal feedback, but reported that these efforts are in the early stages. School leaders acknowledged that providing consistent non-TDES feedback is an area for growth, and highlighted various challenges to doing so, including the loss of an administrator mid-year, as well as the frequent need to intervene in student behavior issues. The site visit team noted that behavior issues limited school leaders' abilities to devote sustained attention to other tasks. Some teachers expressed confusion and frustration resulting from various instructional expectations and mandates that have been communicated by school leaders throughout the year. Also, the site visit team did not observe consistent instructional or behavior management strategies in classrooms or common spaces that would indicate clear expectations or effective and sustained oversight. The site visit team did not observe high-quality instruction, and school leaders acknowledged that the majority of staff are not meeting instructional expectations and that providing a greater level of instructional support is an area for growth for the leadership team.
- **School leaders are beginning to develop a school-wide data culture.** School leaders and teachers reported that the school collects an abundance of data, including mandatory State reporting data such as the Ohio State Test (OST) and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) data, and progress monitoring data such as AimsWeb. School leaders and teachers indicated that the school is also taking part in the district's pilot of standards-based Illuminate benchmark testing. School leaders and teachers reported using data in TBTs, and reported that data, including NWEA and AimsWeb, inform the reading specialist's groups and teachers' SST progress monitoring. Some students and parents also reported familiarity with NWEA MAP testing and were able to articulate student NWEA MAP goals. However, the site visit team found limited evidence of data being used to inform classroom instruction. For example, when asked, teachers were not able to describe how they use data regularly in their classrooms. Additionally, the site visit team did not observe references to data in classrooms, or observe artifacts of data culture in classrooms, such as attendance, behavior, or academic trackers or displays. When asked, teachers were also not able to consistently describe the metrics by which the school or their students' success will be measured, or how students are progressing. School leaders described tools for data use such as a comprehensive online data spreadsheet, but teachers were not aware of this tool. School leaders also reported that they are beginning to hold data meetings with teachers more frequently, but acknowledged that these meetings have not happened regularly to date, and reported that data use and mindsets regarding data vary by teacher.

9. *School leaders effectively orchestrate the school's operations.*

**Level 1:
Intensive Support
Required**

- **School leaders do not ensure effective communication and inclusive, transparent decision making across the organization.** All staff reported (and review of bulletins confirmed) that the school has a weekly staff bulletin, and that the bulletins include school goals, updates regarding the week's calendar, notes or articles related to instructional strategies and PD offering, staff shout-outs, and reminders of expectations. Despite the bulletins, the majority of staff identified a lack of effective communication as a consistent challenge and point of frustration at the school. Some reported that the bulletins do not include all important information for the week and reported that schedule changes or special events are often announced at the last minute. Others report that school leaders are not approachable and are not responsive to staff requests or communication, including emails. Teachers frequently cited frustration with events that have been canceled or have not received the expected follow-through, such as not implementing detention or tutoring, ending TLAC PD, and cancelling field trips and student incentives. School leaders indicated that some of these canceled events were the result of teachers taking ownership of projects but not following through. Staff also expressed confusion regarding schoolwide procedures such as varied lunch expectations, and procedures and communication regarding student-of-the-month celebrations. Teachers also stated that they do not feel that they have a voice in decision making at the school, citing infrequent committee meetings and a lack of input into school initiatives such as weekly test remediation ("Power Wednesdays").
- **The school does not effectively engage community members and parents to support learning.** The school has some existing partnerships, including district-led partnerships such as CASE Western dental services, Bellefaire counseling, and the public library, as well as a partnership with a local church. However, the site visit team did not find evidence of partnerships that provide substantial support for the school's goals of improving literacy instruction or culture, or provide opportunities for the majority of students. School leaders reported that they are hoping to receive funding for a wraparound services coordinator next year. Stakeholders also reported that the school provides limited opportunities for parent engagement. More specifically, staff reported that parent events include a Fall open house, parent conferences, student-of-the-month celebrations, literacy and STEAM nights, and a school choice fair for 8th grade families. However, staff indicated that attendance at these events is low. For instance, staff reported parent attendance of 20%-to-50% for student conferences, that a literacy night was rescheduled multiple times for various reasons and was poorly attended, and that, due to a fight, no students or families attended an off-site high school fair event. Stakeholders further reported that parent engagement has decreased from previous years. However, parents and teachers also stated that schoolwide communication with parents is lacking. While some parents reported frequent phone, text, and email contact with teachers, the majority did not. Some teachers reported that parent bulletins have not been distributed since the Fall, and teachers and parents reported ineffective communication regarding special events, such as field trips and student-of-the-month celebrations. Parents also reported that they do not receive ample communication regarding their students' progress or behavior or academic concerns.

Prioritization Process

The site visit team met with Charles Dickens 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 strengths present in the school. Areas of strength the team discussed included the school's SST process. The site visit team also noted areas for growth, including behavior expectations, assessment strategies, and student feedback.

The group identified *Domain I: 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: *Behavior Expectations*.

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

Goal: Behavior expectations are consistently clear.

Success Measure: By 5/1, as observed in observations of common areas, transitions from breakfast to first period will be calmer and more efficient (i.e., common areas cleared of students by 9:37 a.m.).

Actions	Target Dates	Champions
Create plan for improving morning procedures, including the following: <ul style="list-style-type: none"> - Define morning routines, procedures, and expectations (including student entrance into the gym and cafeteria, transitions between common areas and first period). - Develop procedure for ensuring that students are in the correct space (lunchroom or cafeteria) at the correct times. - Identify and adjust staffing, coverage, and oversight of morning routines and responsibilities. - Reconsider seating arrangements (i.e., table sizes) and student seating assignments, including assigning class tables. - Consider student roles during breakfast and morning routines. - Develop rewards and incentives to encourage positive morning behavior (i.e., stickers, tickets, individual and group rewards). 	Completed by 3/22/19	Principal (P), Assistant Principals (AP), Curriculum and Instruction Specialist (CIS)
Review and provide feedback on new morning plans/procedures.	Completed by 3/22/19	Building Leadership Team
Implement new morning procedures, including the following: <ul style="list-style-type: none"> - Create opportunities for students to practice entering routines. - Assign class tables. - Enforce students being in the correct spaces. 	Beginning the week of 4/1/19	P, AP, CIS
Enforce teachers picking up their students from breakfast on time.	Beginning the week of 4/1/19	Teachers

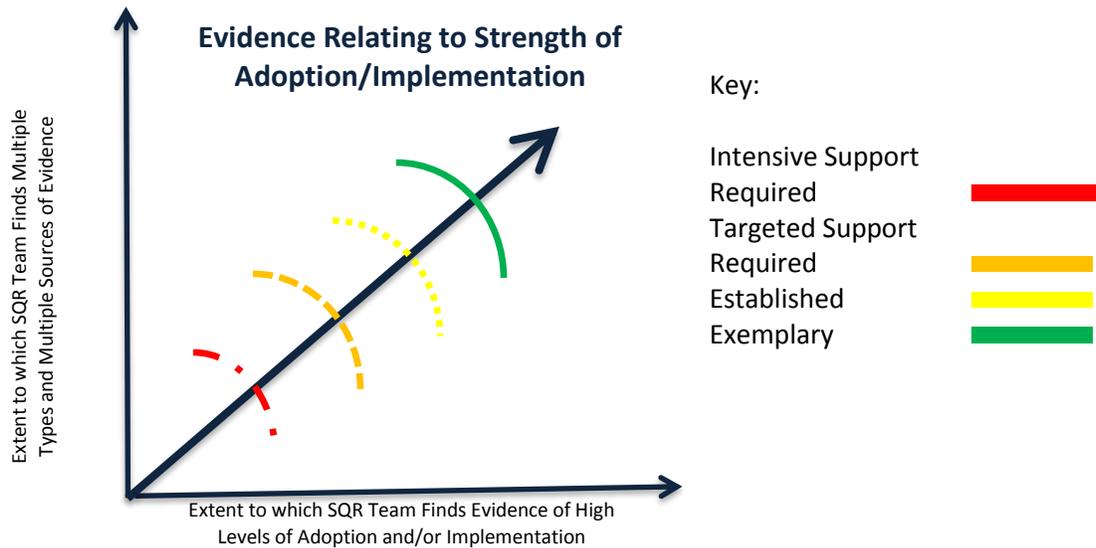
Appendix A: Site Visit Team Members _____

The SQR to Charles Dickens Elementary School was conducted on March 12-14, 2019, by a team of educators from CMSD and SchoolWorks, LLC.

Robin Hull , Team Leader	SchoolWorks, LLC
Nick Bucy , Team Writer	SchoolWorks, LLC
Erica Adams , 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 types² and multiple sources³ 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.

² “Multiple types of evidence” is defined as evidence collected from two or more of the following: document review, stakeholder focus groups and/or interviews; and classroom observations.

³ “Multiple sources of evidence” is defined as evidence collected from three or more stakeholder focus groups and/or interviews; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 14 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		<i>Ineffective</i>	<i>Partially Ineffective</i>	<i>Partially Effective</i>	<i>Effective</i>
		1	2	3	4
	1a. Common Core Literacy Alignment (for all classes other than math) Alignment to content standards Alignment to instructional shifts N = 9	78%	11%	11%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 1	100%	0%	0%	0%
	1c. Common Core Literacy Alignment (for all classes other than ELA and math) Alignment to content standards Alignment to Common Core instructional shifts N = 4	25%	75%	0%	0%
	2. Behavioral Expectations Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	7%	50%	21%	21%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	21%	36%	43%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	21%	29%	43%	7%
	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	57%	36%	7%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	29%	50%	21%	0%
	7. Participation and Engagement Active student participation Perseverance	7%	64%	14%	14%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	93%	7%	0%	0%
	9. Assessment Strategies Use of formative assessments	64%	36%	0%	0%
	10. Feedback Feedback to students Student use of feedback	79%	21%	0%	0%