

SchoolWorks School Quality Review Report

Hannah Gibbons School
April 2-4, 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 2: Targeted Support Required
5. <i>The school fosters a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.</i>				Level 2: Targeted 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 2: Targeted Support Required
9. <i>School leaders effectively orchestrate the school's operations.</i>				Level 3: Established

Domain 1: Instruction

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

**Level 2:
Targeted Support
Required**

Behavioral Expectations			
Ineffective	Partially Effective		Effective ¹
1	2	3	4
0%	27%	27%	45%

- Across all classrooms, the majority of students behaved.** In 40% of classrooms (n=11), behavioral expectations were effectively established. In these classrooms, students consistently behaved according to expectations throughout the lesson. For example, students sat quietly at their desks, participated in the activity, and listened to the teacher. In addition, teachers successfully redirected misbehavior and provided ClassDojo points without disrupting instruction or classroom activities. In 27% of classrooms, the establishment of behavioral expectations was partially effective. In these classrooms, most students behaved throughout the lesson, but minor misbehaviors disrupted parts of the lesson. For example, students talked to their peers about topics unrelated to the academic content, yelled to peers across the room, or wandered around the classroom. In another instance, students misbehaved during transition time and the behavior was difficult for the teacher to redirect but when seated, student behavior was excellent. The site visit team observed the partially ineffective establishment of behavioral expectations in 27% of classrooms. In these classrooms, some students behaved throughout the lesson, but the majority of students did not; misbehavior disrupted classroom activities. For example, students engaged in conversations unrelated to the learning task, texted/played games on their phones, and ran around the classroom. Further, teacher attempts to redirect misbehavior, both verbally or with ClassDojo points, was only effective for some students.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
35%	45%	18%	0%

- The learning environment is infrequently structured and learning time is not maximized.** In 18% of classrooms, the site visit team observed a partially effective structured learning environment. In these classrooms, teachers were prepared with instructional materials and student materials were ready for use. Additionally, learning time was maximized for parts, but not all, of the lesson. For example, while it was apparent that students knew classrooms routines, student misbehavior occurred during transitions, which lengthened the transition time and resulted in a loss of instructional time. In 45% of classes, the site visit team observed a partially ineffective structured learning environment. In these classrooms, teachers were not fully prepared to facilitate the lesson. For example, center activities were not completely set up or computers were not ready for student use; it took instructional time for the teacher to get materials and technology ready. In addition, learning time was not maximized for some of the observation. In several classrooms, it took longer than 10 minutes for instruction to begin or for students to engage in a learning activity. In other classrooms, the pacing was slow, logistical activities (e.g., cleaning up, taking restroom breaks) and/or redirection of student behavior took away from learning time. For example, teachers stopped instruction to wait for student behavior

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

to improve (e.g., “I will do my thing when you start behaving.”). The site visit team observed a learning environment that was not effectively structured in 35% of classrooms. In these classrooms, there was a lack of preparation and instructional time was not maximized. Teachers used learning time to organize activities (e.g., print worksheets) and put together student materials (e.g., locate center activities). In other instances, academic content was not delivered, or students were able to opt out of learning activities for the duration of the observation.

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 Effective		Effective
1	2	3	4
36%	55%	9%	0%

- Students are rarely provided with clear and focused, purposeful instruction.** In 55% of classrooms, the site visit team observed partially ineffective provision of focused instruction. In most classrooms, the site visit team did not see or hear a learning objective posted or stated for students so they understood the lesson’s purpose. In addition, teachers held high expectations for some, but not all, students, allowing some students to opt out of the assignment. For example, students were not required to engage with the task in front of them, could use their phones, talk to peers, or sit at their desks disengaged from the learning activity. Further, the delivery of academic content was limited across these classrooms. In 36% of classrooms, the provision of focused instruction was ineffective. In these classrooms: learning objectives were not evident; teachers lacked high expectations for students; and delivery of academic material was not evident. For example, learning activities were not presented, and students engaged with games, watched videos, or talked with peers. In other classrooms, students were asked to copy words, make a list, or reference a cheat sheet; they were not engaged with instruction or participating in learning activities for the duration of the observation.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
73%	27%	0%	0%

- Instruction does not require all students to use and develop higher-order thinking skills.** In 27% of classrooms, partially ineffective implementation of higher-order thinking skills was observed. In these classrooms, only part of the lesson asked students to use critical thinking skills and/or only some students engaged in higher-order tasks. For example, students working in a small group with the teacher were asked to explain their answers or justify their response, but other students were not engaged in activities that required higher-order thinking skills. The implementation of higher-order thinking was ineffective in 63% of classrooms. In these classrooms, rigor was not evident, and students were not engaged in higher-order tasks. For example, students completed worksheets requiring only single-step responses (e.g., fill in the blank, multiple choice) or engaged with activities that asked them to complete only low-level tasks such as copying, identifying, or listing. In other classrooms, students were not engaged with academic content for the duration of the observation.

<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 Effective		Effective
1	2	3	4
45%	55%	9%	13%

- In-class assessment strategies are not frequently used to reveal students’ thinking about learning.** In 55% of classrooms, the site visit team observed partially ineffective use of assessment strategies. While some assessments occurred in these classrooms, they were used to check the understanding of less than half the students. For example, the teacher circulated the classroom and asked questions or reviewed the work of some, but not all, students. In other instances, the teacher asked a question of the whole class and one student answered, which provided information on this students’ understanding, but did not precisely identify which and/or how many other students in the class understood. In 45% of classes, the site visit team observed the ineffective use of assessment strategies. In most of these classrooms, assessment around academic content or lesson objectives was not evident. For example, the teacher asked questions but they were not related to the academic content or were focused only on procedures, such as how to best follow directions. In other classrooms, assessment of any kind did not occur for the duration of the observation. In a few classrooms, teachers assessed students’ understanding of academic content, but only one-or-two students were assessed while the remainder of the class was not.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
27%	64%	9%	0%

- Timely, frequent, specific feedback is rarely provided throughout the learning process.** The site visit team observed the partially ineffective delivery of feedback in 64% of classrooms. In some classrooms, teachers provided feedback but to a few students only. For example, the teacher circulated, checked students’ work, and provided guidance to a few students but not to the majority of students. In some classrooms, a few students asked questions that attracted the teacher’s attention, which resulted in feedback that helped students correct errors or make improvements to their work. In other instances, the feedback provided was only partially effective at clarifying misunderstandings. For example, students showed their work on the board, so all students received feedback, but the feedback was only based on one student’s understanding; it was not clear if all students needed that feedback. In 27% of classrooms, feedback was not observed or was ineffective. For example, feedback was not related to academic content or was focused on behavioral redirections (e.g., “You’re not paying attention.”) and assignment procedures (e.g., “Looks like it’s coming along.”). In other instances, feedback was non-specific and did not clarify misunderstandings. For example, some teachers only provided feedback on whether student answers were correct or incorrect but did not give further guidance.

Domain 2: Students' Opportunities to Learn

<p>4. <i>The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</i></p>	<p>Level 2: Targeted Support Required</p>
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- The school has a process for identify struggling and at-risk students but does not systematically monitor student progress.** Teachers and school leaders described using a variety of assessments to measure and understand student learning – for example: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), the Ohio State Test (OST), and teacher-made assessments. They also described how teachers use assessment information to construct differentiated student groupings based on skill levels during Tier I instruction and how assessment information is used to identify students for interventions, such as Reading Recovery. School leadership and some teachers reported that data are not used consistently across the school and progress monitoring does not always occur. Several staff also indicated that review of data occurs only when teachers are being held accountable for doing this work (e.g., during scheduled staff meetings or professional development [PD] days). They further indicated that some teachers do not take the initiative to do this work on their own, and as a result, students’ progress is not consistently or regularly monitored. For students who continue to struggle, school leadership and teachers indicated that the school has a student support team (SST) process. They described how teachers refer a student using the district referral form, which initiates the scheduling of an SST meeting. At this meeting, school leaders and teachers indicated that the team reviews areas of concern, identifies interventions to be implemented, determines data to be collected, and then schedules a follow-up meeting to review the data and determine next steps. When asked about the effectiveness of the SST process in meeting students’ needs, some staff reported that the process is slow. Others cited a lack of some teachers’ ownership with the process (i.e., “That is someone else’s responsibility.”), a lack of follow-up with data collection, and an overreliance on anecdotal information in some instances, which makes tracking the effectiveness of identified interventions difficult.
- The school implements some appropriate supports for struggling and at-risk students.** In focus groups, teachers reported that they support students who are struggling through differentiated instruction, small groups, and individualized instruction. Some teachers reported using data to group students based on their skills. In addition, teachers and leaders described several literacy interventions, including: Reading Recovery, Leveled Literacy Interventions (LLI) and the school’s Scholastic Bookroom. Some teachers also reported using Moby Max and Study Island to reinforce students’ learning and skill development. When asked, school leadership reported seeing improvements to literacy scores and attribute some of this success to the leveled/differentiated supports students have received. Beyond differentiated classroom instruction, teachers and leaders stated that there are few interventions at the school for mathematics. Some staff indicated that there are materials and resources available for mathematics but they sit on the shelf and are used infrequently in some classrooms. As described above, SST meetings result in individualized interventions for students who are struggling with academics, behavior, or social-emotional skills. Some teachers also described the school’s planning center where students can be referred (or self-refer) if they need to calm down. They also described how the planning center offers mediation supports via the planning center staff or through peer mediators. Finally, the school provides a range of services for students with disabilities in self-contained classrooms and via push-in and pull-out service models, depending on the students’ Individualized Education Programs (IEPs). Teachers also

reported that, in addition to providing services for students with IEPs, interventionists, in some instances, provide Tier II supports for struggling students

<p>5. <i>The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.</i></p>	<p>Level 2: Targeted Support Required</p>
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- The school generally provides a safe environment to support students’ learning.** When asked, school staff, parents, and students reported that the school is physically safe. They described how safety drills have occurred, the school’s entrances are monitored, the doors are secured, and there is a security guard. In addition, leaders and teachers described how the relationships staff have with students also helps to ensure a safe environment for students. Leaders and some teachers described how students are greeted as they enter the building. Also, teachers are stationed around the building throughout the day to monitor hallways and ensure an adult presence. In a focus group, some students indicated there are occasional fights at the school and that student behavior can disrupt learning but indicated that it does not result in the environment feeling unsafe. Teachers also indicated that behavior can disrupt learning on a regular basis and had varied perspectives on the consistency of consequences for student behavior. Leadership and a few teachers described how the school has begun planning for the implementation of the Positive Behavior Intervention System (PBIS) next school year to continue to shift mindset and increase consistency in practices. When asked, students and staff across the school indicated that all students had an adult to whom they could go if they had a question or concern. Leaders, teachers, and students generally reported that the school is safe from bullying. They indicated that there are instances of bullying but if it occurs, it is typically quickly addressed and incidents are usually one-time occasions, not ongoing issues. Staff and students also described initiatives at the school to address bullying and support a positive environment such as Not on our Watch (NOW) – an anti-bullying program – and Winning Against Violent Environments (WAVE) – a peer mediation program.
- Students are provided with some opportunities to engage in a diverse and inclusive environment.** When asked how the school celebrates diversity, staff described activities that acknowledge diversity, such as Black history month, holiday celebrations in which students visit diverse stations to learn about various holidays, as well as lessons and discussions in the classroom that focus on diversity. Staff also reported the school uses the Promoting Alternative Thinking Strategies (PATHS) and Second Step that support student in processing their emotions and responses in diverse ways. Leaders and some teachers also discussed professional development (PD) that has occurred around trauma-informed classrooms and articles that have been distributed by the principal on topics that address diversity (e.g., racial disparities in homelessness and housing, levels of racism, health and the LGBTQ community). Further, most stakeholder groups (i.e., leaders, teachers, students) also described how the school has established a gay and straight alliance (i.e., PRIDE club) that meets weekly during lunch and has created a safe space for students in grades 6-8 to discuss/explore questions around their identity or to process experiences they have had in their lives. Staff students and parents also noted there are a few activities outside of the academic program (e.g., After-School All-Stars, basketball, Boy Scouts, Chess Club, dancing during recess) in which students can participate to increase learning opportunities and build school community. While there are a few 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**

- Professional development (PD) is designed to address school priorities and acknowledges teachers' learning needs.** According to school leadership and teachers, PD occurs on Wednesday mornings for 50 minutes as part of the contractual 100 minutes. Leadership reported (and a review of the Academic Achievement Plan [AAP] confirmed) that PD delivered at the school aligns with most priorities stated in the AAP (e.g., leveled bookroom, Moby Max, LLI, curriculum implementation). Teachers described how school-based PD covers topics such as use of the leveled Scholastic bookroom, writing, math talks, data analysis and technology (e.g., Moby Max). In general, teachers reported that PD has improved and indicated that some sessions are useful. They also described how administration has distributed a survey to ask about the types of PD teachers would like offered, which, leadership indicated, has driven the delivery of some PD sessions at the school. In addition, leadership and several teachers described external partnerships that bring training opportunities into the school – for example, a partnership with Cleveland State University (CSU) to provide mathematics support and training. In focus groups, teachers described how they are provided (and appreciate) opportunities to attend trainings and conferences outside of the school and district, how this is encouraged by school leadership, and typically approved when requested. Several teachers stated that these opportunities to attend PD are sometimes approved during the school day, and substitute coverage was provided so they could attend. Finally, teachers reported (and a review of documents confirmed) that the principal includes PD opportunities in the CMSD and outside of the district in weekly newsletters and again, how leadership supports and encourages teachers' attendance.
- Educators collaborate and communicate regularly; however, it is not clear that there is a persistent focus on improving instruction and student achievement.** Teachers and school leaders described how there are times built into the school schedule for teachers to collaborate. They reported that Teacher-Based Teams (TBTs) meet every Thursday morning. Teachers and school leaders indicated that TBTs are organized in grade-level bands (i.e., K-3, 4-5, 6-8) and there is also a TBT for special education teachers who work with students with autism/multiple disabilities. Leaders and teacher described how TBTs have focused on the components of writing (e.g., persuasive, narrative, argumentative) this year. In general, teachers characterized TBTs as a compliance-based activity, as opposed to meaningful collaborative time. In focus groups, teachers also described how they have time on Monday and Tuesday morning to collaborate informally with other staff and how Wednesday PD days may be used to collaborate about looking at student work. In addition, they reported working with their colleagues to prepare lessons or discuss students after school, during lunch, or in passing in the hallways. Teachers also discussed how being a single-grade school (i.e., only one class per grade level) makes planning more difficult; there are no other individuals following the same pacing guide or teaching a similar lesson. In general, most teachers reported they do not have enough time to collaborate and wished they had more time.

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.** Most teachers and leaders reported that all staff are committed to student learning and convey a belief that all students can learn. However, when asked to provide an explanation of why they believe student achievement is low at the school, many staff cited factors that are external to the school and related to students' personal or home situations, such as a difficult home life, lack of parent participation, poverty, and lack of student motivation. Similarly, when asked if the school holds high expectations for students, most teachers indicated that the school does hold high expectations; they indicated that they also hold high expectations in their classrooms. However, when asked to provide examples, most staff struggled to present examples beyond goals to increase test scores and giving up lunch to support students who are struggling. During classroom visits, the site visit team observed few activities that encouraged students to utilize higher-order thinking skills or questions that asked students to justify their thinking or reasoning (see key question 2). When asked about high expectations, leadership also noted a lack of rigor in classrooms and a lack of complexity when approaching themes but did cite increased alignment with pacing guides as a positive feature. Additionally, the site visit team noted instances of disrespectful interactions between teachers and students (e.g., yelling, placing blame on students, refusing to engage until behavior improved), which shows an indication that some staff are willing to give up on students instead of persevering respectful interactions. School leadership described how some staff mindsets are still shifting to show a commitment to all students and to consistently engage in positive interactions with students.
- The school is working to develop a trustworthy and more growth-oriented professional climate.** School staff generally described Hannah Gibbons as a good place to work, and indicated they like and get along with their colleagues. Some teachers described how the school culture is collegial and staff support each other, indicating they could go to anyone if they needed help and their colleagues would be supportive. Several teachers reported they would not want to leave this school. Others, while indicating the culture is fine, acknowledged a rift between some staff, reporting there are some individuals that get along and there are some who do not. They also indicated the small school size makes difficult relationships more pronounced. Some staff reported that, due to the number of initiatives and tasks in which teachers are being asked to engage, morale has been low and that teacher burnout is increasing. Teachers described how they can do their jobs "...better some days than other days" and how they feel the weight of growing expectations on a daily basis. Other staff indicated they have not felt lower morale or tension among staff but have heard it exists. When asked, most staff stated an appreciation for administration. Some teachers described the relationship with school leadership as supportive, responsive, and appreciative of staff as professionals. Others reported that it depends on whom you ask and who the administrator is, indicating some leaders are more approachable than others. In addition, some staff stated that they feel intimidated by some administrators. When asked, staff indicated that, although some teachers are trying and are beginning to take instructional risks, not everyone has a growth mindset. Leadership described how the current administrative team has held the longest tenure at the school in many years and is working to encourage a growth-oriented climate that also brings additional accountability for performance to ensure that students have access to the best education every day.

Domain 4: Leadership

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

**Level 2:
Targeted Support
Required**

- The principal has established clear goals and improvement strategies for the school; however, it is not clear if there is a unified vision for the school or sufficient urgency to ensure continuous progress toward achieving the goals.** In focus groups, school leaders and most teachers consistently presented the school’s goals (i.e., increase the performance index by 5%; increase the percentage of on-track K-3 students; improve safety and social-emotional conditions as measured by the Conditions for Learning Survey (CFL); and increase attendance rates), which are outlined in the school’s AAP, documented in weekly newsletters, and posted throughout the school. School leaders and teachers also described how the AAP is drafted by a core team but shared with the staff for feedback and input. In addition, many teachers also cited strategies that supported the school in meeting its goals – for example, LLI, the Scholastic bookroom, interventions and supports targeted to K-3 students, and attendance incentives. Yet, when asked, stakeholders did not indicate how the action steps and strategies are being implemented with urgency to improve teaching and learning and increase student achievement. A review of documents and postings across the school showed that Hannah Gibbons has a mission and vision that states, “...a commitment to provide a safe and intellectual learning environment that will empower scholars to become critical thinkers, problem solvers and gain a better understanding of the community.” The statement also acknowledges the Science, Technology, Engineering, and Mathematics (STEM) school expectations and the importance of partnership with the larger school community. When asked about the mission and vision, staff provided varied responses. While some stated the importance of a safe and intellectual learning environment, others stated a commitment to inquiry and critical thinking, strong social-emotional health, or generally, to promote the success of students. School leadership emphasized the importance of rigorous instruction, a respectful environment and a love for learning as guiding principles that ideally would be values staff schoolwide possess.
- School leaders are working to ensure that teachers deliver high-quality instruction.** Stakeholders uniformly reported that the Teacher Development and Evaluation System (TDES) is implemented and observations are occurring consistently. In addition to TDES, leaders and teachers described how non-evaluative/informal walkthroughs occur frequently, almost weekly. School leadership described how informal walkthroughs may be conducted by an administrator other than the teacher’s evaluator and how they work to coordinate so feedback provided to teachers is on a consistent topic. Both leaders and teachers described a Google document that includes a log of walkthrough dates and when feedback was received. When asked, some teachers reported feedback received via informal walkthroughs was helpful; it elicited a conversation about practices and could result in helpful suggestions. Other teachers stated that the feedback was only helpful if the administrator was familiar with the content area and/or took the time to understand the lesson being observed. Several teachers reported feeling concerned by the feedback, indicating that even though it is described as non-evaluative, the administrator could still be biased by what they saw when it is time for TDES. Regardless of how teachers experienced feedback, they confirmed feedback was provided and included grows/glows or areas for refinement/reinforcement, which was confirmed by a review of walkthrough forms provided to the site visit team. While there is evidence of structures to observe

instruction and provide feedback to teachers, it is not clear that these practices have impacted the quality of instruction.

9. <i>School leaders effectively orchestrate the school’s operations.</i>	Level 3: Established
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- School leaders provide effective communication and inclusive decision making.** In focus groups, teachers positively described communications across the school. They reported communicating with administration in multiple ways – text messages, email, and in person. Most staff also described a weekly newsletter/bulletin (confirmed by a review of documents) that the principal distributes, which includes a range of information such as updates on school activities and PD opportunities. Teachers reported that the bulletin is regularly distributed and provides useful information. Teachers also reported that administration has an open-door policy, is always willing to answer questions or have a discussion and, in general, they feel supported. Stakeholders across the school (i.e., staff, students, parents) reported feeling informed about school activities, events, and, in general, what is going on at the school. In a focus group, parents also provided a positive description of communications with the school and teachers via face-to-face conversations, ClassDojo, emails, letters, and social media. When asked, staff reported they have a voice at the school and are provided opportunities for input. They described the school’s committees (e.g., Family and Community Engagement [FACE], attendance, school incentives, fundraising, PBIS) as one vehicle to provide input. In addition, teachers cited opportunities to provide feedback on the AAP and via surveys to inform future PD and implementation of PBIS. Finally, some teachers described the union conference committee (UCC) as a vehicle to be able to provide feedback if they are not comfortable doing so in person.
- The principal allocates resources and manages school operations in order to support the learning environment.** The site visit team observed a building that is safe and clean. Leadership, teachers, and parents reported that students are greeted by administrators each morning. The site visit team observed hallways and classrooms that were clean and student work posted in classrooms and on bulletin boards throughout the school. In focus groups, school leadership described efforts to increase support for students’ mental health and social-emotional needs – for example, partnering with Bellefaire to provide mental health counseling for eligible students; working with CMSD Humanware to secure additional supports for students in need; and securing a full-time Project Act employee who assists in providing supports for student and families residing in temporary housing or who are experiencing economic hardship. School leadership described applying for a school improvement grant (SIG) to purchase resources aligned to goals in the AAP. Leadership also reported dedicating dollars to purchase resources for student in the SST process, if there are materials or programs the team thinks would benefit the student. Further, leadership provides staff a budget for supplies to use at their discretion. When asked, teachers generally indicated they have the resources they need. Finally, school leadership indicated that they have worked to bring partnerships into the school that provide additional opportunities for students – for example, Lake Erie Ink supports 4th and 5th grade students with writing; Hospice of Western Reserve works to build the community garden; Zenworks offers Yoga classes for students; and East End Neighborhood House provides grannies who work in elementary school classrooms.

Prioritization Process

The site visit team met with the Hannah Gibbons 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 development and organizational leadership (i.e., effective communication, resource management). The site visit team also noted the following areas for growth: structured learning environment, focused instruction, higher-order thinking.

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: In 100% of classrooms, a structured learning environment in which learning time is maximized will be observed.

Actions	Target Dates	Champions
Brainstorm with staff to learn how others structure their learning environment	4/14	BLT
Review the CBA and develop a clear plan for instruction / lesson preparation	4/14	BLT
Ensure consistent hallway procedures that incorporate staff responsibilities	4/24	BLT
Develop procedures for in-class transitions (e.g., beginning of class, centers, end of an assignment)	4/24	BLT
Prepare teacher and student materials in advance of the class/ lesson	After 4/24	All staff
Inform students of the plan. For example, using a schedule or agenda or providing do now, do next, and/or may do to maximize instructional time	After 4/24	All staff
Develop indicators to add to the walkthrough tool to assess the implementation of a structured learning environment	Summer 2019	Administration
Establish consistent routines and behavioral expectations	Fall 2019	BLT / all staff
Work together to ensure consistency where appropriate	Fall 2019	BLT / all staff

Appendix A: Site Visit Team Members _____

The SQR to Hannah Gibbons School was conducted on April 2-4, 2019 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Meagan Coggins, Team Leader

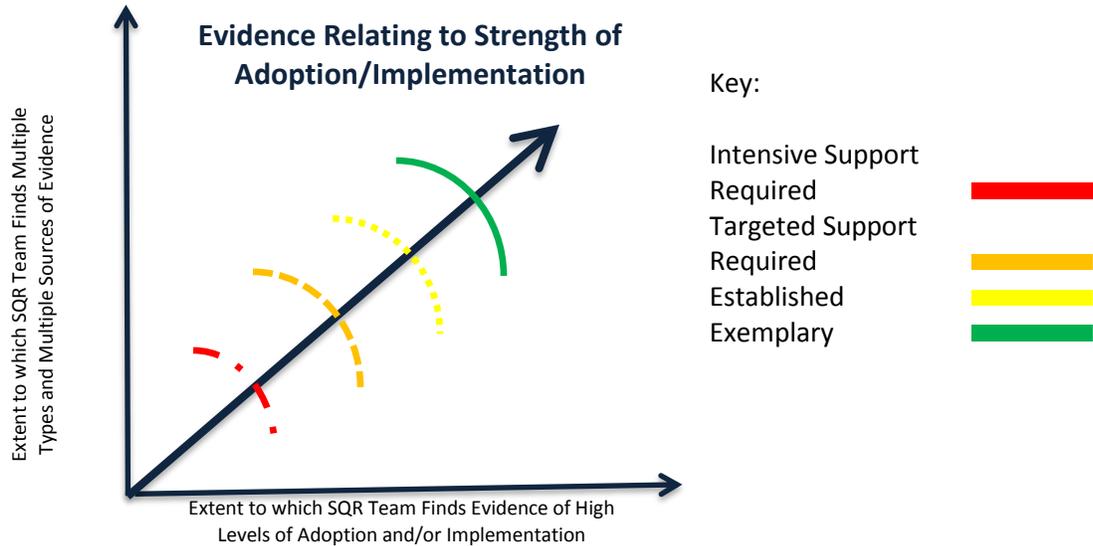
CMSD

Megan Tupa, Team Writer

SchoolWorks, LLC

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 eleven 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 = 5	40%	60%	0%	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 = 5	60%	40%	0%	0%
	1c. Common Core Literacy Shift Alignment (for all classes other than ELA and math) Alignment to Common Core literacy shifts N = 1	100%	0%	0%	0%
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	27%	27%	45%
	3. Structured Learning Environment Teacher preparation Learning time maximized	36%	45%	18%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	9%	9%	45%	36%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	36%	55%	9%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional Format Student choice	27%	45%	9%	18%
	7. Participation and Engagement Active student participation Perseverance	0%	36%	36%	27%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	73%	27%	0%	0%
In-Class Assessment & Feedback	9. Assessment Strategies Use of formative assessments Alignment to academic content	45%	55%	0%	0%
	10. Feedback Feedback to students Student use of feedback	27%	64%	9%	0%