

SchoolWorks School Quality Review Report

**Memorial School
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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>			Established	
2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>	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>		Targeted 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>			Established	
5. <i>The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.</i>		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>		Targeted Support Required		
7. <i>The school's culture indicates high levels of collective responsibility, trust, and efficacy.</i>		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>		Targeted Support Required		
9. <i>School leaders effectively orchestrate the school's operations.</i>			Established	

Domain 1: Instruction

1. <i>Classroom interactions and organization ensure a classroom climate conducive to learning.</i>	Established
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Behavioral Expectations			
Ineffective	Partially Effective		Effective ¹
1	2	3	4
0%	0%	20%	80%

- Behavioral expectations are clear and understood by students.** The site visit team observed the effective implementation of behavioral expectations in 80% of classrooms (n=10). In these classrooms, students were well-behaved and on-task the entire lesson. For example, in one classroom, all students were behaving and there were no disruptive behaviors. In another classroom, students were observed listening, reading, and following the expectations. In yet another classroom, students were well-behaved and working independently on their assignments; there were no off-task behaviors, such as talking. In 20% of classrooms, the site visit team observed the partially effective implementation of behavioral expectations. In these classrooms, most students behaved most of the time and teachers effectively redirected most, but not all, misbehaviors. For example, in one classroom, some students were causing a disruption to their learning and the teacher used proximity and eye contact to redirect one-or-two minor disruptions, such as talking. In another classroom, some minor disruptions among students were observed; however, they were not re-directed, but the behaviors were not keeping the teacher from delivering instruction. Overall, most students were observed behaving throughout most of the lesson.

Supportive Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
0%	10%	20%	70%

- Classroom interactions are cooperative and conducive to learning.** The site visit team observed supportive learning environments in 70% of observed classrooms. In these classrooms, all interactions were caring and respectful. For example, in one classroom, the teacher and students spoke respectfully, and the teacher was encouraging and celebrated students during the lesson. In another classroom, all students were respectful toward each other, and the teacher interjected supportive language (e.g., "Good job; That's great.") while teaching. In another class, the teacher was respectful to students by referring to students as "friends" and praising students for trying even when they were unsure about their understanding of the content. Additionally, in the same classroom, students felt safe to ask questions, and the teacher attended to students with their hands raised and tried to encourage and re-engage students. In the remaining observed classrooms – 20% -- the learning environment was categorized as partially effective. In these classrooms, the interactions between the teacher and students were respectful, and most student interactions were respectful. For example, in one classroom, the majority of students were respectful; however, a few students were observed arguing back and forth and using disrespectful language toward one another. In another class, a few students were observed laughing at incorrect answers given by another student.

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

2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>	Intensive Support Required
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Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
30%	20%	20%	30%

- A variety of instructional strategies and materials are inconsistently utilized to support students’ learning.** In 30% of classrooms, the site visit team observed effective implementation of instructional strategies. In these classrooms, there were varied formats and students had a choice in learning. For example, in one classroom, the lesson was structured into centers and small groups. Students in the centers were provided with a choice on how to demonstrate competency in solving a problem (write it, draw it, or use objects to create a model) and were also provided with a choice on how to solve the problem. In the small group, the teacher worked with five-to-six students on a specific skill. In 20% of classrooms, the use of instructional strategies was partially effective. In these classrooms, teachers used multiple modalities to deliver instruction; however, these lessons lacked choice, and the format was mostly teacher-led and driven. For example, in one classroom, a teacher used a graphic organizer, administered a quiz, and showed a video to students but the lesson was mostly teacher-driven and students lacked choice. In another 20% of observed classrooms, instructional strategies were partially ineffective; the teacher used a low-quality format to deliver instruction. For example, in one classroom, the format was mostly teacher-led with an opportunity for a few students to come and answer a question on the board. Finally, the site visit team observed 30% of classrooms with ineffective use of instructional strategies. In these classrooms, multiple formats, modalities, and choice were absent from the lesson. For instance, in several classrooms, the site visit team observed the class listening passively while individuals read. In other classrooms, the teacher did not provide the students with strategies (e.g., taking notes, answering questions) to engage in the lesson and students sat and listened while the teacher read or talked through a PowerPoint presentation.

Higher-order Thinking Skills			
Ineffective	Partially Effective		Effective
1	2	3	4
30%	50%	20%	0%

- Instruction requires few students to use and develop higher-order thinking skills.** In 20% of classrooms, the site visit team observed the effective use of higher-order thinking skills. In these classrooms, most students were engaged in rigor for most of the lesson. For example, in one classroom, the lesson required students to use metacognition to determine uses of figurative language in a song and informational text for most, but not all, of the lesson. In half of the observed classrooms – 50% -- the site visit team observed partially ineffective use of higher-order thinking skills. In these classrooms, some students engaged in rigor some of the time. For example, in one classroom, all were solving problems, and some students were required to justify their answers or explain how they determined their answer, but most were not. In another classroom, the students were working on problems, and some of the problems required them to apply content in new ways and justify their thinking; however, only some of the students were working on those concepts, and the others were not engaged in that activity. Finally, in 30% of classrooms, the site visit team observed ineffective use of higher-order thinking skills. In these classrooms, rigor was not evident during the observed portion

of the lesson. For example, in one classroom, students were engaged in a read-aloud; however, the questions were simple recall questions from the text or unrelated student-interest questions. In another classroom, students were solving problems; however, the problems were only computation and students were not required to explain their thinking.

<p>3 <i>Teachers regularly assess students' progress toward mastery of key skills and concept and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.</i></p>	<p>Targeted Support Required</p>
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Assessment			
Ineffective	Partially Effective		Effective
1	2	3	4
20%	30%	20%	30%

- In-class assessment strategies are inconsistently employed to reveal students' thinking about learning goals.** In 30% of classrooms, the site visit team observed effective in-class assessments to gauge students' understanding. In these classes, all students were assessed on academic content. For example, in one class, the students rotated through groups (computer, small teacher group, and independent work) and there were assessment pieces that accompanied each portion of the lesson, providing the teacher with at least two ways to assess each student's learning. In 20% of classrooms, the site visit team observed the partially effective use of in-class assessments. In these classrooms, most students were assessed providing the teacher with a precise measure of understanding. For example, in one classroom, the teacher circulated to all student groups and checked in with most students on a writing assessment; however, not all students were assessed. Additionally, the site visit team observed 30% of classrooms with the partially ineffective use of assessment strategies. In these classrooms, some students were assessed throughout the lesson. For example, the teacher pulled a small group of six students; those students received an assessment, providing the teacher with a precise understanding, but the remainder of the students were not assessed. Finally, the site visit team observed the ineffective use of in-class assessments in 20% of classrooms. In these classrooms, assessments were either administered to only a few students or not administered, or the assessments focused on student behavior and directions, rather than lesson content. For example, in one classroom, the teacher circulated throughout the lesson and checked in with every student; however, it was related to the procedural task and not content.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
10%	50%	30%	10%

- Timely, frequent, specific feedback is inconsistently provided throughout the learning process to inform improvement efforts.** In 10% of classrooms, the effective use of feedback was observed. These classrooms were characterized by at least half of the students receiving and using academic feedback. In 30% of classrooms, the site visit team observed the partially effective delivery of feedback. In these classrooms, some kids received, and used, academic feedback to inform their learning. For example, in one classroom, the teacher circulated to every student to provide feedback to guide the assignment and their understanding, but half of the students received feedback on the completion of their work while the other half received content-related feedback. In 50% of classrooms, the site visit team observed the partially ineffective implementation of feedback. In these classrooms, few students

received and used feedback or feedback was given to the whole class based on one student's misunderstanding. For example, in one class, the teacher gave clarifying feedback to the whole group based on one student's misunderstanding on how to use a reading strategy to decode a word. In another classroom, less than half of the class were provided feedback on the correct use of a vocabulary word. Lastly, in 10% of classrooms, feedback was absent from the lesson or was given in a non-specific, general format (e.g., "Fantastic; Great job; Keep going.").

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>	Established
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- The school has a process for identifying struggling and at-risk students and monitors student progress.** School leaders, parents, and teachers reported that the school has a Student Support Team (SST) process for identifying struggling and at-risk students. The SST is led by the Student Support Coordinator and includes parents, teachers, administrators, and support personnel (e.g., Bellefare, speech pathologist, and the school psychologist), when needed. Teachers and support personnel outlined the process beginning with a referral form from the parent or teacher. Once the form is received, within three weeks, a meeting is scheduled by the SST coordinator and the appropriate personnel convene (along with the parent) to discuss the student's concerns. During the meeting (as confirmed by meeting minutes) the team lists all the concerns and shares supporting data (e.g., classroom assessments, benchmark assessments, and teacher observations). Leaders reported (and teachers confirmed) that the team then assembles an intervention plan with student supports and the plan is administered for a minimum of six weeks. Leaders, teachers, and support personnel reported that the team reconvenes to review additional data samples and determines whether the student is responding to the in-class tiered supports and, if not, students are referred for further cognitive testing and evaluation. Additionally, leaders and teachers reported a process for monitoring student progress. Leaders reported (and a review of teacher planning minutes confirmed) that teachers are required to record and review data every two weeks and categorize students into Tiers I-III every two weeks, based on the data. Teacher planning minutes show that data are collected from a variety of sources, such as student work samples, writing samples, and Study Island. Lastly, leaders and teachers reported reviewing behavior data, behavior charts, and suspension data to monitor behavior intervention plans and assign additional behavioral supports.
- The school implements a variety of supports for struggling and at-risk students.** Leaders and teachers described using a tiered approach to provide students with in-class, academic supports. A review of the teachers' planning minutes showed students in each grade level are placed in one of three Tiers – Tier I one being the least intensive and Tier III being the most intensive. Based on the Tier, teachers described administering instruction with a variety of supports – namely, small groups, flexible groups, adaptive curriculum, use of technology, chunking assignments, shortened assignments, and one-to-one instruction. Leaders further explained the delivery of instruction for each Tier. For example, during Tier I instruction, all students have access to a balanced-literacy block, while students in Tier 2 may receive scaffolds for learning, word banks, and preferential seating. Teachers and support personnel stated that Tier III academic supports might include small group instruction, modified assignment length or structure, and the use of targeted interventions to work on a specific skill. In addition to in-class supports, all stakeholders described additional academic and social-emotional supports. Leaders, parents, and teachers reported creating behavior intervention plans and goal sheets to help students track and manage behaviors. Teachers, leaders, and parents reported that the school has two mentoring programs and after-school tutoring to support struggling and at-risk students. Leaders reported (and the site visit team observed) one mentoring program. I am MORE (Motivated, Optimistic, Resilient, and Empowerment) includes about 20 students in grades five through eight. Another program – True to You – is for all eighth-grade students and provides students with a College and Career Mentor. Lastly, teachers and parents reported that two teachers

provide after-school tutoring for students in grades two and three in the areas of reading and math, while two middle school teachers provide lunch tutoring.

5. <i>The school fosters a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.</i>	Targeted Support Required
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- The school provides a safe environment to support students' learning.** Leaders, teachers, students, and parents reported that the school is both physically and emotionally safe. Referencing physical safety, leaders, teachers, and parents described the building as a safe environment and attributed the safety to the school security officer, entry and exit policies, and the structure of the building. Leaders, teachers, and parents further stated (and the site visit team observed) that the school security officer conducts a safety screening of all students and visitors upon entry. Additionally, parents described two potential safety concerns that were addressed immediately, leaving them feeling safe in the building. For example, one parent stated there was an unknown car in the parking lot, and school security and leadership immediately worked to identify the car and eliminate any potential threats. Parents described another time when the crossing guard was absent from duty, and school security stepped up to ensure that students were able to safely cross the street. When polled, more than half of the students in focus groups categorized the school as a safe place to learn. Some students reported a few incidences of bullying (described as teasing and name-calling) but stated these issues are not usually ongoing; they feel there are teachers and peer supports to help with these occurrences. Furthermore, teachers, parents, and students stated (and a review of discipline data confirmed) that the school has few fights and few suspensions resulting in fights. They attributed this to the robust amount of social-emotional supports in the building. Stakeholders named Peer Mediation, social and emotional student programs (PATHS and Second STEP), outside resources, strong adult-to-student relationships, and the planning center. Additionally, a review of the Conditions for Learning survey data indicated students' emotional safety as a strength. Students reported having an adult in the building to whom they can go if they have a problem and highlighted the peer mediation program as support for communicating and solving problems with other students. Lastly, parents stated that school leaders and teachers are caring and supportive and described instances in which leadership has provided students with clothing, socks, food, and hugs to make them feel welcomed in the school.
- The school's leadership and staff are beginning to create a culture of diversity, equity, and inclusion.** When asked how the school enacts practices that support diversity, equity, and inclusion (DEI), leaders and teachers began to describe culturally responsive practices they have employed throughout the school year, such as the celebration of Women's History Month, Black History Month, Kwanza and Hanukah (in addition to Christmas), and planning a Literacy Night in lieu of Halloween celebrations to be respectful of, and responsive to, families' religious beliefs. Teachers and parents further described hosting an African American Festival for families during which students participated in a variety of skits and performances and had the opportunity to purchase artifacts. When asked how culture is incorporated into daily learning, leaders reported (and a review of the Curricula materials confirmed) that the reading curriculum (Journeys) provides instructional resources that reflect diverse student race and cultural identities. Some teachers added that the school's pre-school interactive calendar includes culturally-diverse holidays and has a guided discussion to accompany these days. When asked about providing professional development (PD) in DEI, school leadership reported planning a book study for the beginning of the year. However, these plans were put on hold with the intent to participate in a district-wide approach, which has yet to begin. Additionally, leaders reported implementing a theme each school year; this year included teachers researching various African

American entertainers from the 18th century to the present. Teachers were encouraged to incorporate these historical figures into lesson planning and the delivery of instruction. To that end, the site visit team observed culturally appropriate informational text being utilized to teach writing in one classroom and diverse classroom libraries in another classroom. Lastly, some teachers also reported the inclusion of all students in the learning process and cited the elimination of self-contained classrooms for special education students as an example of such inclusion. Additionally, parents and students reported that the rules are fair and equal for all students.

Domain 3: Educators' Opportunities to Learn

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

**Targeted Support
Required**

- Professional Development (PD) is designed to address priorities; however, it is not yet designed to address all teachers' needs.** Teachers reported (and leaders confirmed) that PD is held every Thursday after school. Leaders and teachers stated that PD topics are centered around the school's priorities: differentiation of instruction, literacy, student data, and cooperative learning, and named a few PD sessions held this school year: Kagan Strategies, Writing, and Study Island. While some teachers reported that PD is relevant, others reported it is not relevant. For example, teachers recalled learning about various writing strategies and further described choosing from two books, reading a chapter, then selecting a corresponding standard and strategy for implementation. Teachers reported this session was relevant for all because writing is one of their school-wide goals and a focus for all students. In a different focus group, teachers described participating in a Study Island PD that involved helping them review student data in relation to the standards. However, another group of teachers described a recent PD for Centers and described going to other teachers' classrooms, viewing their centers, and watching demonstrations on how each student interacts at the center. While some teachers felt this was beneficial, others stated the PD was not relevant to their classroom instruction. Teachers also reported that PD is not always meaningful and could be more meaningful if it were differentiated. Additionally, teachers reported being able to attend district or out-of-State sessions upon request and stated that those sessions are more aligned to their daily practice. When asked how PD topics are chosen, leaders reported that their topics are based on observations and building-wide needs; however, there is not a year-long plan or calendar with topics of upcoming sessions.
- Educators collaborate regularly to learn about instruction and students' progress.** Both teachers and leaders reported having regularly scheduled time to discuss student progress. Leaders and teachers reported that all teachers participate in Teacher-Based Teams (TBT) weekly. These meetings are held once a week for 50 minutes and include grade-level teachers and interventionists. Teachers further indicated (and review of TBT minutes confirmed) that during the meetings, teachers engage in a discussion of upcoming foundational skills, grade-level standards, and review student data and work samples. Other teachers also reported that the time is used to share instructional strategies and ideas, as well as write SMART goals for individual students and the grade level. Additionally, a review of several TBT agendas indicated that teachers review instructional plans and discuss the teams' successes and challenges. To add, leaders described (and meeting minutes confirmed) teachers also use this time to review student data (classroom assessments, study island data, and benchmark data) to arrange student groupings for instructional purposes. While most teachers reported that this time is meaningful, some teachers stated that the time is not always protected due to some teachers being absent for coaching sessions, individualized education plan (IEP) and SST meetings. Finally, leaders reported collaborating on Mondays and Fridays of each week. Leaders further described (and a review of a leadership meeting agenda confirmed) that these meetings provide opportunities to review school-wide data, observation data, behavior data, as well as delegate and plan administrative tasks for the upcoming week.

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

**Targeted Support
Required**

- Educators' mindsets and beliefs reflect shared commitments to students' learning.** All stakeholders reported teachers, leaders, and support staff care about the students at the school and are committed to their academic progress and well-being. Teachers reported (and parents confirmed) that they believe all students can learn and use their personal time to help students meet their goals. For example, teachers reported that two teachers currently use the first 20 minutes of their lunchtime to provide students with tutoring sessions in various subjects. To support this initiative, teachers further explained that the cafeteria staff often makes accommodations (i.e., to-go lunches, extended serving times) to the lunch process to ensure all students receive their academic support. Teachers further described shared responsibilities among teachers to make certain students' academic needs are met. For example, teachers explained that some students may be advanced in one subject area, and to meet their instructional needs, they will collaborate with another teacher and send that student to an upper-grade level to receive instruction in that particular area. Leaders and teachers further stated (and the team observed) that teachers often stay after the school day has ended to provide one-on-one support for students and prepare for the next day. Parents also described staff commitments as caring about each student and their family and helping them to access additional supports outside of the school when needed. When asked, most students reported that their teachers believe in them and their learning and stated that teachers are always willing to help them, they never give up on them, and they push them to do harder work when they know they can handle it. Students also noted that their teachers pay attention to their struggles and are willing to help them when they do not understand the content.
- The school has a safe, trustworthy culture and partially reflects a growth-oriented professional climate.** Teachers and leaders both described the adult culture as good and has improved. Teachers further reported they feel supported by their colleagues, as well as by school leadership. Teachers continued to explain that leaders are visible, they listen, and are always willing to help out in their classrooms when needed. Leaders described the culture as a place in which teachers work hard and take pride in their work. Teachers also reported (and a review of observation data confirmed) that leaders conduct walkthrough observations and provide non-evaluative feedback weekly. Teachers stated that this practice feels supportive and allows them to take an instructional risk and implement the feedback. While both agree on the strong adult relationships and a favorable building culture, growth mindsets varied among stakeholders. Leaders stated that most teachers have been receptive to supports, changes, and initiatives to better their delivery of instruction and have made intentional efforts to improve. For example, leaders described an experienced teacher who was reluctant to try cooperative learning but has attempted to implement grouping structures into her daily lessons. In contrast, some teachers reported (and leaders agreed) that some teachers are not willing to try new instructional strategies and will attend PD sessions and TBT meetings but will not implement the strategies into their lessons.

Domain 4: Leadership

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

**Targeted Support
Required**

- While the principal has created clear goals for the school, there is not yet a shared vision.** Leaders and teachers communicated that the school-wide goal is to increase student achievement by 10% on the Ohio State Test. Leaders and teachers further described a set of priorities for this school year: increasing rigor in instruction, use of technology, cooperative learning, writing, and differentiation. Additionally, a review of the school's Academic Achievement Plan (AAP) referenced two areas of priority. The first priority outlined specific instructional tasks, such as use of instructional strategies, implementation of technology programs, and the K-3 Literacy Framework, and dedicating 40 minutes per day to provide students with skill-based interventions. Additionally, leaders and teachers reported an increased focus on using data to inform instruction. Furthermore, a review of the TBT meeting minutes indicated a portion of each meeting is set aside to review data and confirmed the use of a two-week data cycle, referenced by leaders and teachers during focus groups. According to the meeting minutes and agendas, teachers are consistently administering short-cycle assessments and reviewing student outcomes to drive future instruction. In addition to instructional priorities, teachers, leaders, and support staff reported (and a review of the AAP confirmed) that the school has an additional priority centered around effective academic communication with parents. Parents reported school leadership and teachers keep them well-informed on student progress, concerns, and grades, as well as additional supports being provided to students. When asked about the vision of the school, some teachers stated (and leaders agreed) that the school's previously written vision references providing 21st Century skills to all learners; however, school leadership stated that this vision is neither clear to all stakeholders nor is it aligned to the school's achievement goal and priorities. Furthermore, school leaders expressed the need to collectively construct a vision statement that is more aligned to the school's current priorities.
- School leaders are working to ensure that teachers deliver high-quality instruction.** Leaders reported (and teachers confirmed) that instruction is regularly observed through both formal and informal observations. All teachers reported receiving the required observations for the Teacher Development and Evaluation System (TDES). Additionally, teachers and leaders stated that leadership implemented a coaching plan for teachers. Leaders explained each of the three coaches (Curriculum Instructional Specialist [CIS], Assistant Principal [AP], and the Principal) are responsible for observing nine teachers within the six-week observation cycle. Leaders and teachers reported observations last between 15 and 20 minutes and are followed by a 10-to-15-minute feedback session or a follow-up email. Leaders and teachers reported that feedback is provided during their TBT meeting time, requiring teachers to miss a portion of the team planning session. Teachers reported (and a review of a feedback form confirmed) receiving feedback in various areas such as instructional strategies, groupings, as well as classroom management, climate, and culture. When asked about effectiveness, most teachers reported the coaching is adequate; however, some teachers stated there are inconsistencies in the areas of focus and the frequency of observations. Teachers further explained the areas of focus and feedback from coaches do not always align to the same feedback received by their TDES evaluator. For example, one teacher described receiving feedback from the coach on Springboard and how to create graphic organizers and scaffolds, while the TDES evaluator (a different administrator) suggested including centers into instruction. Additionally, teachers reported that feedback sessions were more frequent and consistent during the first semester but are less frequent

during the second semester. Leaders further explained they recently decided to pause the feedback sessions to allow teachers to make full use of their TBT planning sessions.

9. <i>School leaders effectively orchestrate the school's operations.</i>	Established
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- School leaders ensure effective communication and inclusive, transparent decision making across the organization.** Most teachers reported feeling well-informed about the school, upcoming events, and essential information. Teachers reported receiving a weekly newsletter from the school leader every Friday detailing the schedule for the following week, the instructional focus, as well as additional information about the school. For example, a review of a recent Newsletter reminded teachers to review the AAP before the upcoming vote. Teachers and support staff also reported receiving frequent emails and messages via the Remind application to inform them. Additionally, leaders and teachers described multiple opportunities for faculty and staff to be involved in school decisions. Leaders and teachers reported that leaders often solicit input about decisions during staff meetings. Teachers also described the AAP committee. Teachers stated (and a review of the plan confirmed) that the AAP includes five teachers, elected by their peers, the administrative team, a parent, and a student. Leaders and teachers reported (and a review of the meeting agenda confirmed) that the AAP uses a series of planning sessions in which priorities and goals are established. Once completed, the AAP team members communicate and distribute the plan to all stakeholders. Teachers reported (and leaders confirmed) that they must read the AAP and vote on the passage of the plan. Leaders and teachers also reported that the school has a Building Leadership Team (BLT). The BLT includes a representative from each grade level, special education (SPED), specials, and the support staff. The team meets monthly and discusses school-wide concerns, such as student needs, upcoming activities, as well as building and grade-level concerns. Leaders stated (and review of the BLT minutes showed) that a meeting agenda, minutes, and a set of outcomes are provided to school leadership after each meeting. Teachers also reported serving on various committees such as Literacy, African American Culture, Student Council, and Parent Involvement, and indicated that their participation on committees enables them to give input about and/or make decisions.
- The principal engages parents and community members in the educational process and creates an environment in which community resources support learning.** Parents, teachers, and leaders reported that there are multiple ways the school engages parents. First, parents stated that the school has a Student Parent Organization (SPO). The SPO meets monthly with the principal to discuss the schools' goals and priorities, concerns, and upcoming events at the school. Parents also named the monthly Chat and Chew meeting as a monthly opportunity to have breakfast with the principal and discuss various topics. A review of some recent agendas showed discussion topics, such as preparing third-grade students for testing and ways to involve more parents in the SPO and school-wide events. Leaders also reported (and parents confirmed) utilizing school events as an opportunity to engage parents. For example, Literacy Night included a work session on helping parents with reading strategies to use at home, while the Daddy Daughter Dance began with a short parent meeting about attendance. When asked about being informed on student progress, parents reported receiving progress reports every three-to-four-weeks, attending parent conferences every quarter, and receiving frequent phone calls from teachers. Parents also reported (and leaders and teachers confirmed) that the school provides outside community supports to assist with social-emotional needs, tutoring, and more. Leaders further described the following community resources to support students: Project ACT provides school uniforms; the Cleveland Food Bank provides food bags every week for students in need; the Salvation Army provides free after-school services for middle school

students; the Federal Executive Board (FED) provides tutoring; and I am More support twice a week for middle school students.

Prioritization Process

The site visit team met with the Memorial 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 a process for identifying struggling and at-risk students, behavioral expectations, and supportive learning environment. The site visit team also noted the following areas for growth: higher-order thinking skills, in-class assessments, and instructional strategies.

The group identified purposeful and engaging 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: Higher-Order Thinking Skills.

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

Goal: Instruction requires all students to use and develop higher-order thinking skills.

Success Measure (Process): By May _____ 2019, 80% of classrooms will demonstrate implementation of Memorial's definition of rigor.

Success Measure (Student Achievement): By the end of school year 2019-20, we will have fully implemented higher-order thinking strategies, which will result in a 10% increase in student achievement per the goal set in the Academic Achievement Plan.

Actions	Target Dates	Champions [by title]
Poll staff about their definitions of rigor	3/14-3/20	UCC Chair/BLT Member
Analyze responses, research, and make a draft definition of higher-order thinking	3/20	School Leader
Identify strategies to promote higher-order thinking	4/3	Curriculum Instructional Specialist (CIS)
Plan professional development	4/3	Assistant Principal (AP)
Hold professional development	4/4	School Leader
Implement higher-order thinking strategies	4/12-4/24	UCC Chair
Hold professional development	4/25	Art Teacher
Conduct peer observations	4/26-5/8	Teacher/IS Upper Grades
Share experiences (from staff) and identify strengths and areas of need	5/9	Art Teacher

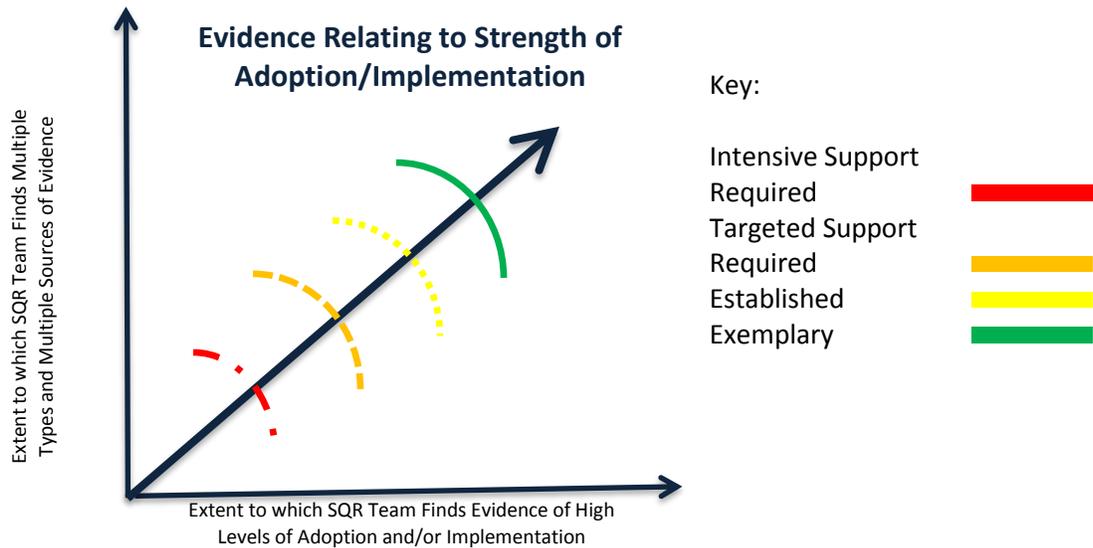
Appendix A: Site Visit Team Members _____

The SQR to Memorial School was conducted on March 12-14, 2019 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Kathryn Koerner Team Leader	SchoolWorks, LLC
Jay Adams Team Writer	SchoolWorks, LLC
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 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 ten (10) 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	0%	60%	20%	20%
	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	0%	50%	0%	50%
	1c. Common Core Literacy Shift Alignment (for all classes other than ELA and math) Alignment to Common Core literacy shifts N = 3	0%	100%	0%	0%
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	0%	20%	80%
	3. Structured Learning Environment Teacher preparation Learning time maximized	0%	50%	20%	30%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	10%	20%	70%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	10%	50%	10%	30%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional Format Student choice	30%	20%	20%	30%
	7. Participation and Engagement Active student participation Perseverance	0%	20%	40%	40%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	30%	50%	20%	0%
In-Class Assessment & Feedback	9. Assessment Strategies Use of formative assessments Alignment to academic content	20%	30%	20%	30%
	10. Feedback Feedback to students Student use of feedback	10%	50%	30%	10%