

# SchoolWorks School Quality Review Report

Michael R. White School  
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## About the SchoolWorks School Quality Review Process

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

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

The School Quality Review (SQR) protocol and review process provides a third-party perspective on current school quality for all students. The process will include two days of collecting evidence on site through interviews, classroom visits, and document review. While on site, the team meets to discuss, sort, and analyze evidence it is collecting. The site visit team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators. In addition, the review will include a half-day prioritization session on the third day to assist the school in identifying root causes of opportunities for improvement and identifying which opportunities for improvement are of the highest priority and most likely to impact student achievement. The outcome of the action planning process is a prioritized plan of next steps, including strategies, resources, and timelines to accomplish goals.

The report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: *Instruction*, *Students' Opportunities to Learn*, *Educators' Opportunities to Learn*, and *Leadership*. The final 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
<b>Domain 1: Instruction</b>				
1. <i>Classroom interactions and organization ensure a classroom climate conducive to learning.</i>			Level 3: Established	
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			
<b>Domain 2: Students' Opportunities to Learn</b>				
4. <i>The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</i>		Level 2: Targeted Support Required		
5. <i>The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.</i>		Level 2: Targeted Support Required		
<b>Domain 3: Educators' Opportunities to Learn</b>				
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 3: Established	
<b>Domain 4: Leadership</b>				
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 2: Targeted Support Required		

**Domain 1: Instruction**

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

**Level 3:  
Established**

Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	0%	30%	70%

- Behavioral expectations are clear and understood by students.** The site visit team observed the effective establishment of behavioral expectations in 70% of classrooms (n=10). In these classrooms, students consistently behaved appropriately throughout lessons. For example, students sat in their desks during instruction as expected, raised their hands to ask and answer questions, and listened while their teachers and peers spoke. Additionally, in these classrooms, the site visit team noted that when a few students engaged in minor misbehaviors, teachers' redirections were effective. For instance, in one classroom, a couple of students were playing on their cell phones during instructional time. In response, the teacher employed proximity, and students promptly put away their cell phones. In another classroom, a couple of students engaged in sidebar conversations unrelated to lesson content. The teacher effectively redirected this behavior through private conversations with the students, which did not disrupt the lesson or learning of others. In 30% of classrooms, the partially effective establishment of behavioral expectations was evident. In these classrooms, behavior was excellent for most of the lesson, but there were a few minor disruptions that negatively impacted learning. For example, in one classroom, a few students engaged in misbehaviors for a small portion of the lesson that caused the teacher to halt instruction multiple times to redirect students through call-and-response.

Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	0%	30%	70%

- Classroom interactions are cooperative and conducive to learning.** The site visit team observed the effective establishment of a supportive learning environment in 70% of classrooms. In these classrooms, all interactions between teachers and students and among students were respectful. For instance, across these classrooms, teachers and students used positive words and kind tones when interacting with each other. In addition, in one classroom, the teacher celebrated students' accomplishments, giving high-fives and verbal praise. In another classroom, students provided words of encouragement to each other. In addition, in these classrooms, teachers responded to all students' needs. For example, in one classroom, the teacher promptly circulated to and/or addressed all students who had questions signaled by having their hands raised. In another classroom, the teacher had private check-ins with students who needed emotional support and offered them the opportunity to take a brain break and/or a walk to allow them to reset and refocus. In 30% of classrooms, the partially effective establishment of a supportive learning environment was evident. In these classrooms, the learning environment was mostly caring, but there were a few instances in which the teacher and/or students were not supportive or respectful of each other. For instance, in one classroom, the teacher employed sarcasm when speaking to a few students. In another classroom, the teacher used harsh tones when addressing a couple of students. Additionally, in these classrooms,

teachers effectively responded to most, but not all, students' needs. For example, in one classroom, a few students were visibly disengaged from and/or struggling with the lesson content, and the teacher did not attempt to reengage them.

2. *Classroom instruction is intentional, engaging, and challenging for all students.*

**Level 1:  
Intensive Support  
Required**

Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
20%	40%	20%	20%

- Teachers inconsistently provide students with clear learning goals and focused, purposeful instruction.** In 20% of classrooms, the effective provision of focused instruction was evident. In these classrooms, learning goals that aligned to lesson activities were observed; high expectations for all students were evident, and content was delivered clearly and accurately. The partially effective provision of focused instruction was observed in 20% of classrooms. In these classrooms, clear learning goals that aligned to lesson tasks were evident, and teachers provided clear and accurate instruction; however, teachers did not demonstrate high expectations for all students. For instance, in one classroom, the teacher allowed multiple students to opt out of the lesson without attempting to re-engage them in learning. The partially ineffective provision of focused instruction was noted in 40% of classrooms. In these classrooms, teachers provided accurate instruction, but lesson objectives were not evident, and teachers did not hold students to high expectations. For instance, across these classrooms, objectives were not posted, referred to verbally, or otherwise evident throughout the lesson. Additionally, in one classroom, the teacher only called on students who volunteered to answer questions, while allowing other students to opt out from responding. In 20% of classrooms, the ineffective provision of focused instruction was observed. In these classrooms, lesson objections were absent; teachers did not hold students accountable for academic learning; and instruction was not delivered. For instance, in one classroom, the teacher lectured about behavioral expectations for almost 15 minutes and then read a text aloud, all while students sat quietly and passively listened without engaging in any form of academic activity.

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

- Instructional strategies and materials are inconsistently used to support students' learning.** In 30% of classrooms, the effective use of instructional strategies was observed. In these classrooms, teachers utilized multiple instructional formats and provided students with choice. For instance, in one classroom, the teacher delivered instruction via whole group and then engaged students in purposeful group work. In addition, student groups worked on their choice of technology and at their own pace. The partially effective use of instructional strategies was evident in 10% of classrooms. In these classrooms, instruction mostly consisted of a single instructional format complemented by short peer discussions and incorporated the use of some modalities, such as visuals. In 50% of classrooms, the partially ineffective use of instructional strategies was observed. In these classrooms, most of the lesson was teacher-led and was delivered through a single modality with few opportunities for

student participation. For example, in multiple classrooms, teachers lectured or read to students for most of the observed lesson. When teachers in these classrooms asked questions, they called on a few students only to provide brief answers. Additionally, in some of these classrooms, students were arranged in groups but were not directed to work collaboratively. The ineffective use of instructional strategies was evident in 10% of classrooms. In these classrooms, instruction was heavily focused on listening and/or copying with no opportunities to engage with modalities, varied instructional formats, or choice.

<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><b>Level 1: Intensive Support Required</b></p>
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Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
20%	50%	20%	10%

- In-class assessment strategies reveal few students’ thinking about learning goals.** In 10% of classrooms, the use of assessment strategies was effective. In these classrooms, all students’ understanding around academic content was precisely assessed. The partially effective use of assessment strategies was observed in 20% of classrooms. In these classrooms, teachers employed assessment strategies that were mostly, but not fully, effective at measuring student understanding. For example, in one classroom, the teacher asked numerous comprehension questions but only called on students who raised their hands. While the majority of the class volunteered to answer questions, a few students did not, and the teacher did not probe those students to ensure they understood the content. The use of assessment strategies was partially ineffective in 50% of classrooms. In these classrooms, teachers utilized assessment strategies that resulted in checking the understanding of less than half the class only. For instance, in one classroom, the teacher asked whole-group questions but only called on the same handful of students who raised their hands and did not require the rest of the class to answer assessment questions. In 20% of classrooms, the ineffective use of assessment strategies was noted. In these classrooms, students’ understanding of academic content was not assessed. For example, in one classroom, the teacher only asked questions that were interest-based and unrelated to academic content.

Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
40%	30%	20%	10%

- Timely, frequent, specific feedback is rarely provided throughout the learning process.** In 10% of classrooms, the effective provision of feedback was evident. In these classrooms, at least half of the class received, and used, clear feedback related to academic content. The partially effective provision of feedback was evident in 20% of classrooms. In these classrooms, some students were provided with, and used, academic feedback. For example, in one classroom, the teacher circulated and gave about half of the class meaningful feedback which they applied to their work. In 30% of classrooms, the partially ineffective provision of feedback was noted. In these classrooms, feedback did not provide specific guidance and was not useful to all students. For instance, in one classroom, the teacher provided blanket feedback to the whole class based on a couple of students’

misunderstandings; it was evident that much of the class did not understand why the feedback was provided or how to apply it. The ineffective provision of feedback was evident in 40% of classrooms. In these classrooms, few-or-no students were provided with academic feedback. For example, teachers across these classrooms circulated and only generally commented on students work, saying, “Good job” and “Great work.” Additionally, across these classrooms, teachers provided students with procedural feedback around directions but did not give them further guidance about their academic understanding.

<b>Domain 2: Students' Opportunities to Learn</b>	
4. <i>The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</i>	<b>Level 2: Targeted Support Required</b>

- The school has a process for identifying struggling and at-risk students and monitors student progress.** School leaders and teachers reported that all students take the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment at the beginning of the school year, explaining that the test serves as the school's universal screener. Teachers stated that they examine these test data and indicated that students flagged for concern may be referred to the Student Support Team (SST). Teachers indicated that students can be referred to the SST throughout the school year as well. Teachers reported that submitted referrals go to the SST coordinator and psychologist – both of whom review and determine if, and when, the SST will formally convene as a team. Teachers stated that the SST includes the Reading Recovery teacher – who serves as the coordinator, psychologist, and speech pathologist – and referring teacher(s). Teachers explained that during SST meetings, the team discusses concerns and collaboratively prescribes interventions to be implemented for 30-to-60 days, after which the team reconvenes to evaluate progress made. Teachers indicated that if insufficient progress is evident, the team will determine if further cycles of intervention are appropriate or if evaluation for special services is needed. School leaders and teachers reported that NWEA MAP is administered again in the Winter and Spring, stating that they use the results of these administrations as progress monitoring tools. School leaders and teachers reported that interventions are additionally monitored through multiple other tools, including site word assessments, AIMSweb, Running Records, and Reading Recovery assessments.
- The school implements some academic and social-emotional supports.** School leaders and teachers reported that the school implements a balanced literacy model of instruction, which allows teachers to support students' individual needs through differentiation. Students confirmed that their teachers often pull small groups, which is helpful to them. Teachers also reported that, for the middle grades, an intervention period is built into the daily schedule. Teachers stated that, for the lower grades, a computer lab period is built into the schedule twice a week, which teachers often use for intervention. Teachers explained that during these times, they pull students one-on-one or in small groups to provide targeted support. Additionally, school leaders, teachers, and support staff stated that the school employs a full-time reading interventionist, who provides support for students in kindergarten through third grade. School leaders, teachers, and support staff reported that the school also has a full-time Reading Recovery teacher, who serves first and third grade students identified as needing support. School leaders and teachers also stated that the school has partnerships with multiple organizations that provide tutoring services to students in need, including a district-employed tutor who supports students in second and third grade; Case Western Reserve, that tutors students in second through fifth grade twice a week; 100 Black Men, that mentors and tutors approximately ten students across second through fifth grade; and Beechbrook, that provides academic support, as well as mental health counseling to a small group of students. However, when asked, school leaders and teachers indicated that the school does not currently provide targeted mathematics intervention outside of Tier I classroom instruction and tutoring support. Further, school leaders acknowledged that supports are robust for the lower grades, explaining that the school recently lost funding for most of their supports for the middle grades. School leaders, teachers, and support staff additionally reported that the school adopted PATHS across all grade levels to support students' social-emotional

skill development, stating that all teachers are expected to use PATHS daily. All three stakeholder groups indicated that the school also employs a psychologist and speech pathologist.

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

**Level 2: Targeted Support Required**

- The school provides a safe environment to support students' learning.** School leaders, teachers, support staff, students, and parents reported that students are physically safe at school. School leaders, teachers, and support staff largely attributed students' safety to their relationships with students, explaining that they intentionally welcome students into the building each day, are visible throughout the school day, and provide controlled classroom environments. Additionally, teachers and parents reported (and the site visit team observed) that the school has a single-point of entry, which is outfitted with a metal detector and manned with a security guard. Parents further explained (and the site visit team observed) that upon entering the school, visitors are directed to the main office where they are required to sign the visitors' log. Teachers also stated that the unique layout of the building contributes to the safe environment. The site visit team noted that classrooms largely flank and open to the gym, which allows for increased staff and student visibility. School leaders, teachers, and support staff also indicated (and students confirmed) that students have an adult in the building whom they trust and can approach with problems. Teachers and students reported that bullying does occur but explained that it is not common and is immediately addressed. School leaders, teachers, support staff, and students also reported that the school has two active anti-bullying groups, Not on Our Watch (NOW) and Winning Against Violent Environments (WAVE). School leaders and students reported that WAVE peer mediators are active in mediating conflicts among students.
- The school is beginning to promote inclusive and equitable practices.** School leaders, teachers, and support staff reported that the school serves students with significant special needs, including those who have multiple disabilities and students who are autistic. All three stakeholder groups reported that all students with special needs participate in core classes, assemblies, field trips, and school events with their general education peers. Additionally, school leaders, teachers, and support staff indicated that students who have significant disabilities are grouped with general education students during the school's daily homeroom period. Teachers reported that this practice has been very positive for, and has fostered meaningful relationships between, students. Teachers also stated that special education and general education teachers often plan together to ensure that both special education and general education students are successful when they are grouped together for homeroom and other activities. Additionally, teachers reported that some curricula embed culturally responsive texts and lessons. Teachers also stated that students are able to select their own texts when they are completing Accelerated Reader. The site visit team noted that many observed classrooms contain libraries with diverse texts. School leaders, teachers, and students also indicated that the school provides some diverse extracurricular opportunities for students, including DIVAS, Girl Scouts, Boy Scouts, True2U, and sports. However, when asked, neither school leaders, teachers, support staff, students, nor parents described a school-wide approach to, or a goal around the promotion 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 some identified areas of need.** School leaders and teachers reported that school-based PD is held once a week. School leaders stated that in past years, they contracted with the Center for Transformative Teacher Training (CT3), explaining that CT3 taught school leadership how to effectively design a year-long PD plan. School leaders reported (and review of PD artifacts verified) that they created this year's year-long PD plan to address network priorities, to account for district mandates and initiatives, to align with the school's priorities as outlined in the Academic Achievement Plan (AAP), and to respond to teacher need. School leaders explained (and review of the AAP verified) that the school's priorities include implementation of interactive notebooks and improvement of literacy scores, with emphasis on the writing component of the Ohio State Test (OST). School leaders and teachers stated that there has been approximately one PD session a month about the use of interactive notebooks. Teachers explained that at the beginning of the year, a foundational session was held to introduce teachers to, and provide them with, strategies around interactive notebooks. Teachers stated that subsequent sessions have served as implementation support, explaining that they debrief about what went well that month with notebooks, as well as problem-solve around issues that arose while using them during instruction. School leaders and teachers also reported that multiple PD sessions have been held on literacy and writing and stated that, most recently, PD time has been used to modify the state's writing rubric. Teachers explained that they rewrote the rubric using student-friendly language and rolled it out to students to ensure that students fully understood the criteria on which their writing will be evaluated in class and on the OST. In addition, school leaders and teachers reported that school leaders surveyed teachers at the beginning of the year, requesting teachers to identify PD topics that they feel would improve their practice. Both stakeholder groups also indicated that teachers are asked to complete an exit ticket after every PD session, which asks teachers to indicate if PD was useful and if additional follow-up is needed. Teachers consistently reported that most school-based PD is useful.
- Educators collaborate regularly to learn about instruction and students' progress.** School leaders and teachers reported that teachers convene once a week with fidelity in teacher-based teams (TBTs). Both stakeholder groups stated that teachers are grouped into teams according to grade band (i.e., kindergarten through third grade, fourth and fifth grade, and sixth through eighth grade) since there is only one teacher per grade level. School leaders and teachers indicated (and review of TBT artifacts confirmed) that all TBTs have been largely focused on literacy and writing this year in support of the school's priorities and goals as outlined in the AAP. School leaders and teachers consistently reported (and review of TBT protocols verified) that teams use a five-step protocol, which requires them to administer a pre-assessment, analyze assessment results and identify trends and gaps, determine appropriate strategies, implement instructional plans, and give a post-assessment test to gauge student progress and improvement. Teachers reported that third through eighth grade teachers utilize Goalbook to create pre- and post-assessments, explaining that the program allows them to select questions that are aligned to Common Core State Standards. Teachers stated that teams collaboratively grade assessments to ensure that they are consistent and normed. School leaders and teachers reported that all teams meet at the same time in the same room. School leaders indicated that this meeting arrangement fosters accountability across the teams, and teachers stated that the

configuration allows for vertical alignment. Both stakeholder groups further reported that the school's Building Leadership Team (BLT) monitors and provides feedback on each team's work. School leaders explained that once a month, the BLT evaluates TBT work using a feedback protocol and indicated that teams are expected to apply the feedback during subsequent meetings.

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

**Level 3: Established**

- Educators' mindsets and beliefs reflect shared commitments to students' learning.** Teachers and support staff consistently reported that all instructional staff hold shared commitments to student's learning. Teachers stated that their work in TBTs evidence their shared commitments, explaining that during the TBT process, they discuss students of concern, identify strategies and next steps to best support these students, and talk to the students' past teachers about what has been effective. Teachers also stated that when a teacher is experiencing difficulty with a student, whether it be academically or behaviorally, all teachers are willing to help and support the teacher to ensure that the student succeeds. Teachers reported that they implement buddy classrooms, which provides students with a safe space to refocus so that they can return to and resume learning in their classrooms as quickly as possible. Additionally, school leaders, teachers, and support staff stated that students with multiple disabilities and who are autistic work with their non-disabled peers during advisory, specials, field trips, assemblies, and school events. Teachers reported that general education teachers and special education teachers co-plan on their own volition to ensure that all students are successful and have the support they need during these times. Further, teachers reported that teachers intentionally participate in activities that involve students that they do not yet teach as a means to form relationships with them prior to matriculating to their class. For instance, teachers indicated that teachers in upper grades serve as chaperones for an annual camping trip for fourth and fifth grade students.
- The school has cultivated a safe and trustworthy professional climate and mostly reflects a growth-oriented mindset.** School leaders, teachers, and support staff reported that the school's culture is positive, describing the staff as family. Teachers stated that they feel like they can approach any of their colleagues for assistance. Teachers and support staff also reported that they feel comfortable giving and receiving instructional feedback and ideas. Teachers additionally indicated that they often discuss students with their peers to solicit input about strategies that may and/or have worked well in the past for specific students who are struggling academically and/or behaviorally. In addition, as previously indicated, school leaders and teachers reported that the school worked with CT3 in past years. Both stakeholder groups stated that much of the work the school and CT3 engaged in was around cultivating a growth mindset. School leaders and teachers reported the work to be effective, indicating that most of the staff now demonstrate a growth mindset. Teachers cited examples of seeking out instructional feedback from their peers, school leaders, and/or the lead model teacher as examples of a growth mindset. Teachers also stated that some teachers request coaching on specific skills on which they feel need improvement. School leaders further indicated that some teachers allow themselves to be videotaped as a means to improve their practice. However, school leaders and teachers indicated that there are a few instructional staff members who do not yet demonstrate a growth mindset. Both stakeholder groups stated that these individuals are not always open to receiving feedback and/or are resistant to implementing new instructional strategies.

## 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**

- While the principal has created a shared vision and goals, staff do not yet demonstrate a clear understanding of how the goals inform teaching and learning.** When asked about the school's mission and vision, school leaders and teachers provided consistent descriptions. Both stakeholder groups indicated that the mission and vision revolve around preparing students to succeed and problem-solve by fostering 21<sup>st</sup> century skills. In addition, school leaders and teachers consistently articulated the school's priorities and related goals. More specifically, both stakeholder groups indicated that the school is working to improve literacy and mathematics scores by 3% and increasing attendance rates. School leaders and teachers explained they have identified, and implemented, major improvement strategies as a means to achieve these goals, including providing daily small group instruction, using leveled texts across all grades, and employing interactive notebooks across all classrooms at least once a week. Both stakeholder groups explained that interactive notebooks are used during mathematics instruction with the goal of having students develop a tool and resource that they can refer to continuously to support their conceptual understanding of mathematics. School leaders and teachers also indicated that the school monitors progress toward their goals through NWEA MAP data in all grades and AIMSWeb data in the lower grades. While teachers could state the school's vision and goals, when asked, they did not indicate a clear understanding of how the school-wide goals applied to their own instructional practice and students. In addition, some teachers reported that they only think about the goals that pertain specifically to them, indicating that if the goal is not aligned to a content or grade that they teach, they do not consider it relevant to their instructional practice and class.
- The school leader is working to ensure that teachers deliver quality instruction.** School leaders reported the principal is the only evaluator in the building, indicating that she is responsible for completing all staffs' formal evaluations. School leaders and teachers stated that the school utilizes the Teacher Development Evaluation System (TDES) as the school's formal evaluation tool for teacher performance. Both stakeholder groups reported that TDES has five touches annually, all of which have required components (e.g., goal-setting conference) beyond the formal classroom observations. School leaders and teachers stated that all TDES touches and correlating evaluation components have been completed with fidelity as required. Both stakeholder groups reported that the principal also conducts informal observations using a formative tool – Observe for Success. School leaders indicated that the informal observations centered on lesson alignment to the district scope and sequence and AAP goals. School leaders and teachers reported that these informal observations occurred every Friday; however, school leaders indicated that when there is an active TDES window with stringent deadlines, informal observations do not always occur since there is only one evaluator in the building. Additionally, school leaders and teachers reported that the school employs a full-time lead model teacher who is tasked with providing teachers with instructional support. Both stakeholder groups explained that among the supports the lead model teacher provides are modelling lessons, assisting with instructional plans, conducting informal observations, providing formative feedback, and grading student work collaboratively. When asked, teachers indicated that the feedback they receive from both formal and informal observations is helpful. However, school leaders indicated that, due to contractual constraints, they cannot require teachers to receive coaching or support from the lead

model teacher. Further, school leaders indicated that the lead model teacher primarily supports kindergarten through fourth grade teachers.

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

**Level 2: Targeted  
Support Required**

- School leaders ensure effective communication and inclusive decision making across the organization.** School leaders and teachers reported that the principal sends a newsletter via email once a week to school staff. Both stakeholder groups indicated that the weekly newsletter provides information related to upcoming events, notable dates, meeting times, as well as shout-outs to recognize and celebrate staff. School leaders and teachers reported that additional communications occur during weekly TBT, PD, and/or staff meetings. Teachers also indicated that school leaders have an open-door policy and reported that they feel comfortable approaching school leadership for information and/or about questions. Further, school leaders and teachers reported that the BLT, which includes school leaders and teachers, serves as the primary decision-making body. Both stakeholder groups cited creation of the PD calendar and provision of TBT feedback as significant BLT decisions. School leaders and teachers explained that BLT members also serve on the school's AAP Committee, which is primarily tasked with drafting the AAP. School leaders and teachers indicated that while the AAP Committee wrote the plan, members actively solicited feedback from staff members who did not serve on the committee to ensure that all voices were heard. Teachers further indicated they feel like they have a voice and that their input is valued around decisions beyond that of the AAP.
- While the principal is working to engage parents and community members in the educational process, resources to support learning are limited.** School leaders, teachers, support staff, students, and parents reported (and the site visit team observed and review of event artifacts confirmed) that the school holds four family nights throughout the school year, including a Spooky STEM (Science, Technology, Engineering, and Math) Night, Pasta for Pages, and a Progress Arts Alliance event. School leaders and teachers indicated that each event has an academic focus, explaining that families participate in learning activities and are then given packets with various academic strategies and tasks to apply and complete at home. Additionally, teachers and parents indicated that the school holds parent conferences seven times a year – following the distribution of every progress report and report card, with the exception of the final report card for the school year. Parents indicated that they feel well-informed about their child(ren)'s academic progress. Additionally, school leaders, teachers, and support staff reported the school has partnerships with the Progressive Arts Alliance, Junior Achievement, and Nature Center. School leaders and teachers explained that the Progressive Arts Alliance provides support around STEM-related activities; the Junior Achievement comes to the school twice a year to work with students across all grades (i.e., K-8) around career skills; and the Nature Center provides science-related learning support and opportunities for fourth and fifth grade students, including an annual overnight camping excursion. School leaders also reported that the school currently has a wraparound site coordinator, explaining that this position is sponsored by Western Case University and funded through the United Way. School leaders indicated that the coordinator fosters community partnerships and connects students and families to resources. However, school leaders reported that they are losing their funding and, as a result, will not have a coordinator next school year. Further, school leaders and teachers stated that the school lost the funding that secured the school's partnership with the Boys and Girls Club last year and indicated that,

as a result, the school's partnership with the club was discontinued. School leaders reported that the club provided robust student supports, including academic assistance.

### Prioritization Process

The site visit team met with Michael R. White 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 Classroom Climate and Educators' Learning Culture. The site visit team also noted the following areas for growth: Purposeful Teaching and Assessment and Feedback.

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: Focused Instruction.

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

**Goal: Teachers provide students with clear learning goals and focused, purposeful instruction.**

**Success Measure: By September 13, 2019, 100% of teachers will display clear learning goals and provide students with focused, purposeful instruction.**

Actions	Target Dates	Champions
Share findings with staff	5/9	Principal
<b>Define focused and purposeful instruction</b> <ul style="list-style-type: none"> <li>Describe what it looks like</li> <li>Identify training and materials already in place at the school</li> </ul>	5/14	Lead Model Teacher
Connect definition to existing rubric	8/8	Teacher
<b>Hold professional development</b> <ul style="list-style-type: none"> <li>Metacognition</li> <li>Focused, purposeful instruction</li> </ul>	8/8	Principal
Display Learning Goals	8/12	Teacher
Monitor Implementation	8/19 – 9/13	Principal
Incorporate into TBTs	8/29	Teachers

**Appendix A: Site Visit Team Members** \_\_\_\_\_

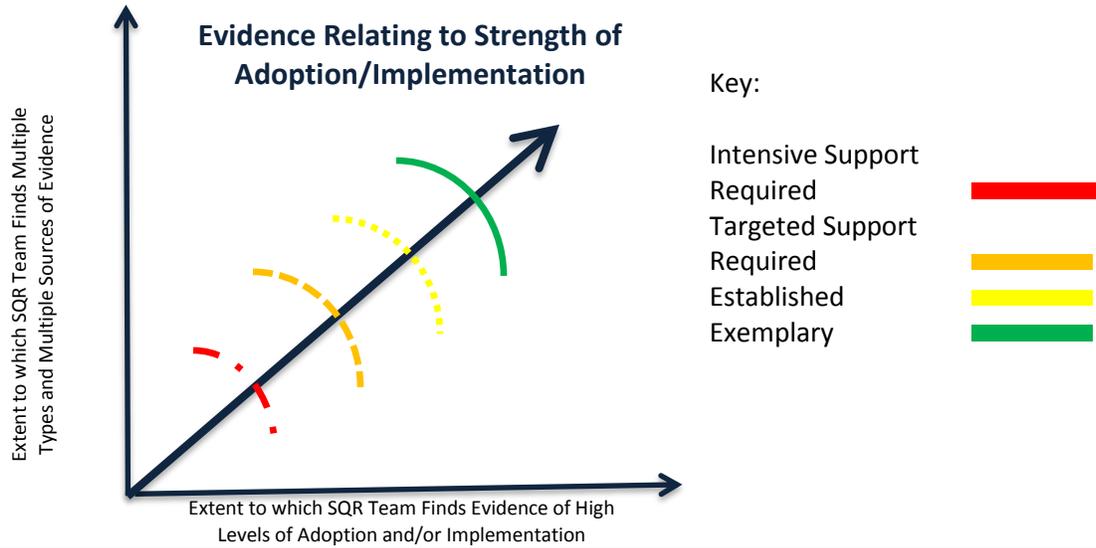
The SQR to Michael R. White School was conducted on April 30-May 2, 2019 by a team of educators from SchoolWorks, LLC.

**Jay Adams**, Team Leader                      SchoolWorks, LLC

**Kathryn Koerner**, 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 types<sup>1</sup> and multiple sources<sup>2</sup> 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	<b>Intensive Support Required</b>	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	<b>Targeted Support Required</b>	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	<b>Established</b>	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	<b>Exemplary</b>	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.

<sup>1</sup> “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.

<sup>2</sup> “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 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	<b>1a. Common Core Literacy Alignment (for ELA classes only)</b> Alignment to content standards Alignment to instructional shifts High-quality implementation N = 6	17%	17%	33%	33%
	<b>1b. Common Core Math Alignment (for math classes only)</b> Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 2	50%	0%	0%	50%
	<b>1c. Common Core Literacy Shift Alignment (for all classes other than ELA and math)</b> Alignment to Common Core literacy shifts N = 2	0%	50%	0%	50%
Classroom Climate	<b>2. Behavioral Expectations</b> Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	0%	30%	70%
	<b>3. Structured Learning Environment</b> Teacher preparation Learning time maximized	10%	50%	20%	20%
	<b>4. Supportive Learning Environment</b> Caring relationships Teacher responsiveness to students' needs	0%	0%	30%	70%
Purposeful Teaching	<b>5. Focused Instruction</b> Learning objectives High expectations Effective communication of academic content	20%	40%	20%	20%
	<b>6. Instructional Strategies</b> Multi-sensory modalities and materials Instructional Format Student choice	10%	50%	10%	30%
	<b>7. Participation and Engagement</b> Active student participation Perseverance	10%	30%	30%	30%
	<b>8. Higher-order Thinking</b> Challenging tasks Application to new problems and situations Student questions and metacognition	30%	50%	20%	0%
In-Class Assessment & Feedback	<b>9. Assessment Strategies</b> Use of formative assessments Alignment to academic content	20%	50%	20%	10%
	<b>10. Feedback</b> Feedback to students Student use of feedback	40%	30%	20%	10%