

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2017 - 2018

Franklin Square Elementary/Middle School

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200 East North Avenue
Baltimore, Maryland 21202
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Part I: Introduction and School Background

Introduction to the School Effectiveness Review

Baltimore City Public Schools (City Schools) developed the School Effectiveness Framework and the School Effectiveness Review process in 2009. The School Effectiveness Review (SER) uses trained school reviewers to measure a school's effectiveness against City Schools' School Effectiveness Standards. The School Effectiveness Standards are aligned with City Schools' effectiveness frameworks for teachers and school leaders.

The SER provides an objective and evidence-based analysis of how well a school is working to educate its students. It generates a rich layer of qualitative data that may not be revealed when evaluating a school solely on student performance outcomes. It also provides district and school-level staff with objective and useful information when making strategic decisions that impact student achievement.

The SER team, comprised of representatives from City Schools who have extensive knowledge about schools and instruction, gathered information from teachers, students, parents, and leadership during a two-day site visit. During the visit, the SER team observed classrooms, reviewed selected school documents, and conducted focus groups with school leadership, teachers, students, and parents. The SER team analyzed evidence collected over the course of the SER to determine the extent to which key actions have been adopted and implemented at the school. This report summarizes the ratings in the four domains and related key actions, provides evidence to support the ratings, and – based on a rubric – allocates a performance level for each key action. More information about the SER process is detailed in the School Effectiveness Review protocol, located on the City Schools website and available upon request from the Office of Achievement and Accountability in City Schools.

School Background

Franklin Square Elementary serves approximately 440 students in Pre-Kindergarten through eighth grades. The school is located on Lexington Street in the Franklin Square neighborhood of Baltimore, Maryland. The principal, Ms. Terry Patton, has been at the school for 14 years. For more information about the school's student demographics and student achievement data, please see the School Profile, located on the City Schools website.

Part II: Summary of Performance Levels

Based on trends found in the collected evidence, the SER team assigns a performance level to each key action.

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

Domain 1: Highly Effective Instruction	
1.1 Teachers plan highly effective instruction.	Effective
1.2 Teachers deliver highly effective instruction.	Developing
1.3 Teachers use multiple data sources to adjust practice.	Effective
1.4 School leadership supports highly effective instruction.	Effective
1.5 Teachers establish a classroom environment in which teaching and learning can occur.	Effective
Domain 2: Talented People	
2.1 The school implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.	Effective
2.2 The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.	Effective
Domain 3: Vision and Engagement	
3.1 The school provides a safe and supportive learning environment for students, families, teachers, and staff.	Highly Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.	Effective
3.3 The culture of the school reflects and embraces student, staff, and community diversity.	Effective
Domain 4: Strategic Leadership	
4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.	Effective
4.2 The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.	Effective

Part III: Findings on Domains of Effective Schools

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

Domain 1: Highly Effective Instruction

Key action 1.1: Teachers plan highly effective instruction.	Effective
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- Teachers implement standards-based daily lessons, units, and long-term plans using appropriate curriculum planning documents. School leadership and teachers reported that teachers are using Baltimore City Public Schools (City Schools) curricula and adopted curriculum programs such as the Literacy Design Collaboratives (LDC), Eureka Math, Success for All (SFA) as well as scope and sequence documents and pacing guides for science and social studies for all grade levels. School leadership added that S.P.I.R.E. for literacy and Do the Math are also utilized for students with disabilities. A review of lesson plans and site visit team observations confirmed the use of these curricula, which are aligned with Common Core State Standards (CCSS). For example, one lesson plan noted the following objective “Students can connect measurement with physical units by using multiple copies of the same physical unit to measure.” which was aligned with CCCSS 2.MD.1” Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.”
- Teachers design daily lessons that meet learners’ unique needs. School leadership and teachers reported that lesson plans should include accommodations and modifications as well as small group instruction based upon data for elementary and middle school classes. A review of lesson plans confirmed the inclusion of small groups and accommodations and modifications with varying levels of specificity. Some plans noted small groups with objectives or skills for each group, while other plans identified small groups without the skill or objective targeted with each group. Still, some plans indicated students’ reading groups and math groups and the data used to form those groups. In one lesson plan, the teacher noted five instructional groups. With one group, the teacher stated that the skill would be retaught and more examples for student practice would be provided. In two groups, the teacher noted that the skill would be reviewed and students would continue to practice the skill. Finally, in the last two groups, the students would be allowed to work independently under the teacher’s supervision. In the previously mentioned plan, an accommodations and modifications matrix was also included in the lesson plan.
- Teachers set and plan to track goals based on students’ performance levels. School leadership and teachers reported that goals are being set for all students based upon i-Ready for literacy and mathematics, Amplify for literacy, and Dynamic Indicators Based on Early Learning (DIBELs) for literacy. School leadership added that S.P.I.R.E is used for literacy with students with disabilities. School leadership added that teachers are in the process of completing Student Learning Objectives

(SLO). Regarding the tracking of student goals, school leadership reported that teachers track through progress monitoring for Amplify and will be tracking through progress monitoring for i-Ready. Continuing, school leadership reported that teachers are in the process of receiving professional development for progress monitoring for i-Ready, which teachers confirmed, and members of the site visit team observed. Additionally, some teachers reported that they are setting goals with students and tracking students' performance through formative assessments, which a review of students' goals confirmed. A review of goals showed the following student goal: "I want to read a story all by myself". Finally, a review of a data analysis form noted the following teacher goal: "Students will make .75 year's growth in math by March as measured by i-Ready."

Key action 1.2: Teachers deliver highly effective instruction.¹	Developing
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- Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 92% of classes (n=12), teachers communicated standards-based lesson objectives. In one class, the objective was: Students will learn to ask questions about the text by asking "right there" and "think about" questions. The previous objective was posted and at the end of class, the teacher asked students how the class met the objective for the day. Continuing, in 83% of classes, the learning activities and resources aligned with the lesson objectives. In the same class, students read a text and generated "right there" and "think about" questions related to the text they were reading.
- Most teachers present content in various ways and emphasize key points to make content clear. In 100% of classes (n=12), teachers presented students with accurate grade-level content aligned to appropriate content standards. In all classes, the objectives posted were aligned to Common Core State Standards. Additionally, in 58% of classes, teachers presented content in various ways (two or more) to make content clear. In one class, a teacher used the text, a process chart, and question strategy cards to present content. However, in some classes the content was presented in only one way. Finally, in 100% of classes, teachers emphasized important points to focus the learning of content. For example, in a lesson on different types of lines, the teacher emphasized key concepts such as parallel and perpendicular lines.
- Teachers do not use multiple strategies and tasks to engage all students in rigorous work. In only 17% of classes (n=12), did teachers scaffold and/or differentiate tasks by providing rigorous grade-level instruction for all students. In most classes, whole group instruction was observed as well as all students working on the same activities in the same way. Continuing, also in only 17% of classes students had opportunities and time to grapple with complex texts and/or rigorous tasks. In the majority of classes, students did not have significant time to engage with complex texts and tasks.

¹ Key action 1.2 evidence comes directly from classroom observations that were conducted as part of the SER. All classroom observations are twenty minute in which the observers are looking for teachers to demonstrate components of the Instructional Framework. The completed classroom visit tool can be found in appendix A.

- Teachers use evidence-dependent questioning. In 67% of classes (n=12), teachers asked questions that required students to cite evidence and clearly explain their thought processes. Additionally, in 100% of classes, teachers asked questions that were clear and scaffolded. For example, a teacher asked students to describe the characteristics of wasps and honeybees by referring to the text. Then, as students shared their answers, the teacher asked students to explain why they had chosen certain traits to describe the insects. Specifically, at one point the teacher asked, “Why are they [honeybees and wasps] considered social?”
- Some teachers check for understanding and provide specific academic feedback. In 58% of classes (n=12), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. In some classes, teachers asked questions, monitored student groups, or used “thumbs-up, thumbs down” to check students’ understanding. Also, in 50% of classes, teachers gave students specific academic feedback to communicate current progress and next steps to move forward. In some classes, teachers only gave general feedback to students such as “I like how you used a quote from the book” while some teachers gave more specific academic feedback to students.
- Some teachers facilitate student-to-student interaction and academic talk. In only 33% of classrooms (n=12), did teachers provide multiple opportunities for student-to-student interactions and academic talk. In most classes, students did not have an opportunity to engage in student-to-student interactions. However, in some classes, students participated in “turn and talks” or in group work. Moreover, in 42% of those interactions students engaged in discussions with their peers to make meaning of content or deepen their understanding. For example, in one class, students read the text together, posed questions to their peers, and evaluated the quality of their answers. Specifically, during one student-to-student interaction, a student said “I liked that you used evidence from the text to support your answer.” Finally, in 92% of classes, students used academic talk, and when necessary teachers consistently and appropriately supported students in speaking academically. In one class, students used terms such as “addition” and “sum”.

Key action 1.3: Teachers use multiple data sources to adjust practice.	Effective
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- Teachers analyze students’ progress toward goals. School leadership and teachers reported that teachers are expected to use a data tracking tool to analyze data. Continuing, school leadership and teachers reported that the tool requires that teachers group students according to performance as well as identify strategies to target the deficits, in addition to identifying a time for reassessment. A review of Data Driven Instructional Teams (DDIT) Forms and Interim Assessment Analysis Forms confirmed the use of these forms. Both forms showed that students are grouped by their performance, their skill deficits are identified, and strategies along with a timeline for implementation are noted. The DDIT form also included a SMART goal for student performance.

- Teachers modify instruction in response to data. School leadership and teachers reported that instruction is modified by addressing skill deficits with small group instruction. Teachers added that teachers may modify instruction through re-teaching, incorporating mini-lessons to focus on skills that may need remediation, adding additional practice, and implementing enrichment activities. A review of data analysis forms showed that teachers are implementing small group instruction. Finally, a review of some lesson plans included a note to “see attached data used to plan small groups”.
- Teachers appropriately recommend students for tiered interventions including some opportunities for acceleration. School leadership and teachers reported that students are grouped according to their reading levels and receive instruction according to their levels. A review of SFA groupings confirmed that students are grouped according to reading levels. School leadership and teachers reported that teachers have a daily, thirty-minute intervention block which may also be used for acceleration, where students are assigned activities or work in small groups based upon data, which Response to Intervention (RTI), Guided Reading, and Intervention lesson plans and notes confirmed. Additionally, school leadership and teachers reported that teachers work with data-driven small groups. School leadership reported that the school has worked with district staff to identify students for Gifted and Advanced Learned, which a review of an email confirmed. Continuing, school leadership reported that the gifted students are clustered in the same class.

Key action 1.4: School leadership supports highly effective instruction.	Effective
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- School leadership holds and promotes a clear instructional vision of high student achievement. School leadership reported that the instructional vision is to ensure that students receive all the skills they need to participate in the workforce regardless of any skill deficits they may possess. To that end, school leadership and teachers reported that teachers should implement the following instructional strategies: small group instruction, strong explicit teaching within the gradual release model, promotion of student ownership of the lesson by acting as facilitators, and opportunities for student-to-student interactions. School leadership and teachers reported that small group instruction, explicit teaching within the gradual release model, and student academic have been topics in meetings. A review of the middle school collaborative planning agenda from October 4, 2017 indicated that teachers discussed how to use formative assessment data to form small groups.
- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons, and pacing. School leadership reported that each teacher is required to keep daily lessons in a plan book, which are periodically reviewed. School leadership and teachers reported that school leadership monitors teachers’ planning during informal observations and through collaborative planning meetings. School leadership also reported, and a review of pacing calendars confirmed, that members of the Instructional Leadership Team used the City Schools’

pacing guides to create school-specific pacing calendars. Additionally, school leadership and teachers reported that teachers have pacing discussions during collaborative planning meetings. Teachers also reported that school leadership monitors planning and pacing by reviewing students' data. A review of one collaborative planning agenda from October 2, 2017 noted the following objective: "Understand how to plan, teach, reflect, and adjust lessons to meet the needs of all learners." According to the agenda, teachers were asked to bring their lesson plans in order to discuss the implementation of the Instructional Framework.

- School leadership provides formative feedback and guidance to teachers about the quality of planning, teaching, and adjustment of practice. School leadership and teachers reported that teachers are observed frequently by members of school leadership. School leadership reported that teachers receive feedback on lesson plans when necessary during informal observations, which teachers confirmed. Additionally, some teachers reported that whenever they ask, school leadership will provide feedback on lesson plans. Finally, school leadership and teachers reported that teachers receive feedback on their instructional practices. Specifically, a review of informal observations showed the following feedback: *Feedback on Lesson Plans*- "When writing your science plans, include time for your 504/IEP scholars to work on tasks in manageable steps" ...Reduce the number of practice items for the above scholars; *Feedback on Teaching*- "Post the red and green words during instruction for students to refer to, especially those words you want them to use often."
- School leadership demonstrates an understanding of data analysis and ensures the use of a complete student learning data-cycle. School leadership and teachers reported that teachers review data for trends, group students according to levels of proficiency, and determine and implement strategies to address students' skill deficits. Continuing, school leadership and teachers reported that teachers are expected to keep data binders and updated data trackers, which are reviewed by school leadership. Finally, school leadership reported that teachers post their class data in the data room, which teachers and members of the site visit team confirmed.

Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur. ²

Effective

- Most teachers implement routines to maximize instructional time. In 75% of classes (n=12), students were idle for very brief (less than 2 minutes) periods of time while waiting for the teachers. For example, in most classes, teachers were prepared for instruction. In 83% of classes, routines and procedures ran smoothly with minimal or no prompting from the teacher. In one class after being directed, students transitioned from group work to individual work in a quick and orderly manner.
- Teachers build a positive, learning-focused classroom culture. In 92% of classes (n=12), teachers' interactions with students were positive and respectful. In one class, the teacher participated with students as they performed a math counting dance. Also, in 100% of classes, students' interactions with the teachers were positive and respectful. In all classes, students responded to their teachers in respectful manner. In 75% of classes, student-to-student interaction was positive and respectful. In most classes, students worked well together and related positively to one another.
- Most teachers implement routines to maximize instructional time. In 83% of classes (n=12), teachers promoted and reinforced positive behavior. In one class, the teacher complimented students on who were working by saying "I like the discussion I am hearing from this group." Continuing, in 67% of classes, students were on task and active participants in classwork and discussions. Lastly, also in 67% of classes, teachers addressed behavioral issues (if any) with minimal interruption to instructional time (2 minutes or less). In most classes, behavioral issues were addressed quickly and effectively and students immediately returned to work.

² Key action 1.5 evidence comes directly from classroom observations that were conducted as part of the SER. All classroom observations are twenty minute in which the observers are looking for teachers to demonstrate components of the Instructional Framework. The completed classroom visit tool can be found in appendix A.

Domain 2: Talented People

Key action 2.1: The school creates and implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.

Effective

- School leadership has created and implemented an organizational and staffing structure that meets the diverse needs of all students. School leadership reported that the school has a facilitator to support students in Success for All and through the Student Support Team Process in addition to serving as the mentor teacher and test coordinator. School leadership added that the school was slated for a part time IEP position, but the school purchased the additional time to meet the needs of students with disabilities. School leadership and teachers reported that the school has the following resource classes for students: Instrumental Music, Art, Technology, and Physical Education. Finally, the school has student support staff positions including three part-time mental health clinicians, a part time psychologist, a full time social worker (with the additional half time purchased by the school). Finally, a review of the roster, roles chart, and schedules confirmed the previously mentioned positions.
- School leadership leverages a pipeline for staff recruitment and uses a measure and includes stakeholders in the assessment of candidates. School leadership and teachers reported that the pipelines for hiring candidates includes utilizing Baltimore City School’s Office of Human Capital, local universities such a Coppin State, Morgan State, Bowie State, and University of Maryland in Baltimore, the Baltimore City Teaching Residency, Teach for America, and Indeed.com, which a review of emails confirmed. School leadership and teachers reported that qualified candidates participated in an interview during the summer with school leadership and teachers. School leadership added that teachers are included in the hiring process because they will be working directly with the teachers. Teachers reported that a teacher led the hiring committee. A review of questions confirmed the interview process. Specific interview questions include: What ways do you assess and evaluate students? What will you do to modify your teaching to meet the needs of a gifted student?” How do you deal with pressure of stressful situations?
- School leadership includes staff members and other stakeholders in the development and retention of effective teachers and staff. School leadership and teachers reported that teachers deliver professional development to other teachers during collaborative planning meetings on topics such as small group instruction and special education, which a review of collaborative planning meeting agendas confirmed. Additionally, school leadership and teachers reported that the mentor as well as veteran teachers support new teachers. School leadership and teachers reported that district support staff has also delivered professional development to teachers for math, which a review of emails confirmed. Regarding retention, school leadership and teachers reported that the school staff feels like family and appreciates open communication amongst members of the school community. Teachers added that they feel supported by school leadership to engage in leadership opportunities. Finally, teachers also reported that there is breakfast for the staff every Wednesday.

- School leadership has created a mentoring program, when applicable, to support the development of all new teachers and staff and monitors the program’s effectiveness. School leadership reported that a site-based mentor has been appointed, which teachers confirmed. School leadership reported, and a review of documentation confirmed that the mentoring program will be differentiated this year for second and third year teachers and that the mentor will individually check-in with teachers to offer support based upon their specific needs. Teachers reported that they have been observed by the mentor and that the mentor is responsive to individual teacher needs. A review of Early Career Feedback Forms confirmed observations by the mentor. Specifically, a form dated October 12, 2017 confirmed that the mentor captured observations on a form with the following categories: “Glows”, “What I Saw”, and “Suggestions”. School leadership reported that the school did not offer an induction program in August because the school’s first year teacher was hired after school started.

<p>Key action 2.2: The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.</p>	<p>Effective</p>
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- School leadership makes full use of the evaluation system to develop faculty and staff capacity. School leadership and teachers reported, and a review of Individual Development Plans (IDP), the Initial Planning Conference Schedule, and Initial Planning conference forms confirmed that teachers have signed up for initial planning conferences and have started the formal evaluation process. Specifically, a review of an initial planning conference form noted the following goal: “80% of scholars will be able to read on or above grade level (TRC level D)”. Continuing, school leadership reported that teachers will be formally observed using the district’s process which includes a pre-observation conference, an observation, and a post observation conference.
- School leadership provides timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations and holds them accountable for performance. School leadership and teachers reported that struggling teachers may be identified through informal or formal observations. School leadership reported that after teachers are observed, they are tiered according to their area of need (instruction/classroom management). Continuing, school leadership stated that teachers are supported through peer mentors, which may be members of the Instructional Leadership Team, additional staff to assist with management, additional support in the form of professional development from district staff, and increased instructional feedback from school leadership, members of the Instructional Leadership Team, and alternate certification program coaches (TFA and BCTR). Teachers confirmed being supported by veteran teachers and receiving additional feedback from informal observations. Teachers also reported that the mentor will offer strategies to any teacher in need of support outside of the assistance offered to new teachers. Teachers also stated that teachers may receive strategies to support challenging students from student support staff. At

the time of the visit, school leadership reported that one Performance Improvement Plan (PIP) was in the beginning stages of being drafted, however it was not available for review.

- School leadership engages faculty in a school-wide professional development plan based on identified needs and in alignment with the school's instructional vision. School leadership reported that the professional development plan consists of the Cycles of Professional Learning (CoPL) which is aligned with district priorities, in addition to explicit teaching and differentiation which is aligned with student data. School leadership stated that student data has supported the need to focus on explicit teaching. Teachers confirmed the focus on the CoPL, and added that as a school they are working to understand and align their practice to the City School's Blueprint for Success. Continuing, teachers reported that they have received professional development on data-driven instruction, how to implement small group instruction, and how to implement modifications for students with disabilities in the classroom. A review of the August Professional Development Calendar noted the following professional development topics: Data Dive, Stress Free Environment, Special Education, the Instructional Framework, the City School's Blueprint for Success, and others.

Domain 3: Vision and Engagement

Key action 3.1: The school provides a safe and supportive learning environment for students, families, teachers, and staff.

Highly Effective

- The school community shares an understanding of, and commitment to, the school mission, vision, and values, including a clear understanding of strategic goals and initiatives. School leadership reported that the vision is that every scholar will be given every skill in order to get them into the high school of their choice and to create lifelong learners. Teachers stated that part of the mission includes providing rigorous instruction to prepare students to be college and career ready as well as building students' character in order to make them productive citizens. Parents confirmed the emphasis on creating productive citizens. Students and parents confirmed the focus on college and career readiness. All focus groups reported that the school has a variety of programs to promote the vision and mission such as mentoring programs through Mark of Love, the Torrey Smith Foundation, Just Us Girls, in addition to the Cure Program (a career program for boys in partnership with a city delegate and the Maryland Transit Association), and Junior Reserve Officer Training Corps (JROTC). A review of the school's faculty handbook noted the following: "Our vision is to accelerate the academic achievement of all scholars, in partnership with the entire community to ensure that scholars have the attitudes, skills, and proficiencies needed to succeed in college and in the 21st century global workforce. The mission of Franklin Square Elementary Middle School is to involve scholars in an educational process leading to their becoming responsible and productive citizens of the world community. In order to do this, we will implement a rigorous academic program that is relevant and rewarding for all scholars by addressing the needs of our diverse learners."
- Students, staff, and families feel physically and emotionally safe at the school. Stakeholders reported feeling physical safe due to a strong staff and volunteer presence, physical structures such as cameras and buzzers, and strictly enforced sign-in procedures. School leadership added that police officers are often in the building because of the Bridge Program and assist with monitoring the safety of the school. Parents and students added that the school regularly practices emergency drills. A review of the family handbook showed that staff have assigned posts during arrival and dismissal. Regarding emotional safety, school leadership and teachers reported that school leadership and staff members are freely able to communicate with members of school leadership and the staff at-large. Continuing, school leadership and teachers reported that the psychologist meets with staff regularly to talk about how to cope with stress in the work environment. A review of meeting agendas confirmed the work of the psychologist with teachers. Specifically, one session was entitled, "Stress Free Work Environment". School leadership, teachers, students, and parents reported that students can speak to clinicians as well as any staff member if they have concerns. Parents stated that they always feel welcome in the school and are in the building daily.

- School leadership establishes structures for the acknowledgement and celebration of student, faculty and staff success. School leadership, teachers, student support staff, students, and parents reported that students' birthdays are celebrated on a near quarterly basis, which parents confirmed. School leadership, teachers, student support staff, students, and parents reported that the school implements the Positive Behavior Intervention and Supports (PBIS) system and awards students Peacock Bucks for meeting expectations which allows students to purchase items from the prize cart. Site visit team observations confirmed the use of the PBIS prize cart. School leadership and teachers reported that the school will also recognize Student of the Month throughout the year. Continuing, school leadership, teachers, students, and parents reported that students are recognized for perfect attendance, which the site visit team observed. As the year progresses, school leadership, teachers, students, and parents reported that students will be recognized through Honor Roll, Principal's List, and Most Improved, a review of bulletin boards confirmed these future recognitions. Teachers reported that students also receive certificates through Success for All for academic growth. Community partners reported that student incentives are provided by community partners including snacks, toys, and clothing items. As it relates to staff recognition, motivation, and rewards, school leadership, teachers, and student support staff reported that staff have breakfast every Wednesday and receive birthday recognitions. Student support staff added that there is also a PBIS prize cart for teachers. This year, school leadership and teachers reported that the school will also recognize a staff person of the month in conjunction with PBIS.
- The school develops systems that proactively attend to individual students' social and emotional needs. School leadership and teachers reported that the school has daily school wide community meetings to initiate a positive start to the day. School leadership, teachers, student support staff, students, and parents reported that the school has several mentoring programs for students, specifically Just Us Girls, Bridge, CURE, the Maryland Transit Administration career exploration program for boys, the Torrey Smith Foundation, and Mark of Love, which emails and fliers confirmed. Also, school leadership, teachers, student support staff, students, and parents reported that the 6th grade class works with a staff member who facilitates sessions on Mindfulness. School leadership and teachers reported that 6th grade students were chosen for the Mindfulness classes in order to facilitate a smoother transition into middle school, which emails confirmed. Additionally, all focus groups were able to speak about how clinicians work with students. Teachers specifically noted that interns from the University of Maryland work with students in classrooms and pull small groups of students to address social skills and bullying, which student support staff confirmed. School leadership and student support staff reported that the school has an active Student Support Team (SST) process to support students with additional academic or behavior needs, which a review SST forms confirmed. Finally, school leadership and student support staff also reported that students will receive grief counseling through Roberta's House, which a memorandum of understanding confirmed.

Key action 3.2: The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.

Effective

- The school uses multiple strategies, languages, and vehicles to communicate information about school progress, policies, events, and the academic and social development of students to families and the community. School leadership, teachers, students support staff, students, and parents reported that the school communicates through the Parent Link System, newsletters, letters, Class Dojo, and through face to face interactions. All stakeholders reported that the school sends home translated documentation to speakers of other languages, which a review of translated documents confirmed. A review of flyers, letters, the parent handbook, and newsletters for September and October confirmed these methods of communication. Specifically, the September and October newsletters communicated the following information: school-wide initiatives, upcoming events, reminders, and more.
- The school establishes a regular structure for two-way communication, which facilitates opportunities for families and the community to participate in, or provide feedback on school-wide decisions. School leadership, teachers, student support staff, students, and parents reported that Parents for Change, a parent advocacy group, meets every Friday morning to discuss ways that they can support their individual students as well as the student body at-large. School leadership reported that Parents for Change will also conduct the business of the School Family Council. A review of agendas and minutes from September and October confirmed the Parents for Change meetings. Specifically, an agenda from October 6, 2017 revealed that parents voted on a formal name for the parent organization, formed committees within the organization, and established three immediate goals the group would work toward.
- School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress and school culture. School leadership and teachers reported that school leadership communicates with teachers and staff through text messages, phone calls, emails, members of the Instructional Leadership Team (ILT), and the “FYI” email bulletin. A review of memos and letters confirmed these methods of communication. A review of an “FYI” email from 10/17/2017 showed that it addressed the following: welcoming of new staff members, reflection on Back to School Night, a debrief of classroom “walk-throughs”, and more.

Key action 3.3: The culture of the school reflects and embraces student, staff, and community diversity.

Effective

- School leadership, teachers, and staff build strong relationships with families and community stakeholders from diverse backgrounds. School leadership, teachers, and parents reported that the school had a back to school barbeque for the community and distributed school supplies in collaboration with the Torrey Smith Foundation, which a review of emails confirmed. School leadership, teachers, student support staff and parents reported that the school has a book club for parents. Continuing, school leadership reported that the school strives to make families feel welcome. School leadership noted a number of consistent parent volunteers and stated that parents are made to feel welcome and their talents are cultivated and used in a way that best supports the school. For example, a review of flyer for a Share and Prepare Day for Pre-K students included the following message: “We look forward to building a relationship with you and your child.” School leadership and students support staff also reported that the school had a Million Father March on the first day of school which involved men from various community organizations, which a review of emails to district office staff confirmed. The school also has a food pantry (which distributes monthly), clothing bank, and a washer and dryer for families, according to school leadership, teachers, and parents. School leadership and teachers reported that the school has several partnerships with organizations in the school’s immediate vicinity such as St. Luke’s Church and the Safe Center, which serve students through after school programs, as well as Vivien T. Thomas High School which has its students serve as tutors. Finally, parents reported that the school also assists with transportation for parents and students so they can get to school each day.
- The school’s curricula, resources and programs consider socioeconomic diversity and some cultural diversity, however not linguistic diversity. As stated above, school leadership, teachers, students, and parents reported that the school has a food pantry, a uniform closet for families in need, and a washer and dryer for families. School leadership and teachers also reported that the school has the Hungry Harvest program, where families and community members can purchase twenty dollars’ worth of produce for seven dollars, which a review of a flyer confirmed. Regarding cultural diversity, school leadership reported that every teacher has a classroom library and the books are culturally diverse. Continuing school leadership reported that some of the SFA texts are about diverse characters. However, teachers stated that there is not much diversity in the curriculum and that they purposefully try to include diversity. Students stated that they have learned about immigrants, Cambodian, and African cultures this year. School leadership, teachers, students, and parents stated that students have been on field trips to the aquarium, Indian Head, Maryland, and the Morgan State University. A review of an email confirmed the field trip to the aquarium. Currently, school leadership, teachers, students, and parents reported that the school does not offer a foreign language.

- The school maintains a positive school culture and climate. School leadership, teachers, students, and parents reported that the school’s culture and climate is positive. School leadership reported that the school tries to promote a culture of excellence and staff really cares about the students. Teachers reported that the school is a “home away from home” for families and that generations of families have attended the school, which parents confirmed. Students reported that the school helps students follow the rules and reinforces rules through morning meetings. Parents reported that the school has been very helpful with getting some of the students and parents to school and in helping to improve some of the parents’ lives. The site visit team observed a clean, welcoming, and student-friendly environment with student work posted, bulletin boards, and fall decorations. Additionally, the site visit team observed student transitions within the hallways were always monitored.

Domain 4: Strategic Leadership

Key action 4.1: The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.

Effective

- School leadership and teachers plan to establish goals for the improvement of student learning that are measurable and aligned to student need and school improvement. School leadership reported that guidance from the district around creating school-wide goals was communicated during the time of the review, however the Instructional Leadership team had been working to evaluate last year's goals in order to make adjustments for the current year. School leadership reported that last year's goal included a 0.75 year's growth in math and literacy as well as an attendance goal. School leadership added that this year's goals would address the same areas because of student achievement data. Teachers reported that the goals are for students to make 0.75 year's growth in literacy and mathematics, adding that the lack of growth in students' mathematics data is the reason for the math goal. Teachers stated that the school maintains a high attendance rate, but that the goal is to have a 97% attendance rate. School leadership confirmed that the school's attendance rate was high, but spoke to wanting to continue to address attendance due to the school's increasing student population. Teachers reported that tentative goals were discussed during beginning of the year professional development meetings. A review of the previous year's SPP showed the following goals: Math: By EOY (end of the year), the overall math levels in grades 3-8 will increase the suggested 0.75 years growth (Grade 3 overall scale score will increase 20 points from the BOY scale score to the EOY scale score; Grade 4 – 16 points; Grade 5- 15 points; Grade 6- 9 points; Grade 7- 8 points; Grade 8- 8 points Reading: students in grades k-2 will increase 1 grade level as determined by the amplify TRC assessment given in May 2018 Attendance: By June 2018, the overall chronic absenteeism rate will reduce from 10% to 9.5% as measured by the EOY climate report.
- School leadership is working to ensure the alignment of all school goals, action plans, and key priorities. School leadership reported that strategies aligned to the focus areas include: progress monitoring for i-Ready, small group instruction, collaborative planning meetings, and implementation of data-driven instruction. Teachers confirmed the previously mentioned strategies and added that the daily intervention block is also aligned to the focus areas. Regarding the school's attendance goal, school leadership reported that attendance data is monitored through a review of the ILT Tool (once it is received) and students are recognized for perfect attendance. Teachers reported that the school uses Positive Behavior Interventions and Supports (PBIS) to incentivize students with good attendance and the school leadership, teachers, and community partners speak to students regularly about the importance of attending school daily

- School leadership and staff participate in regular analysis of school-wide data and are currently revisiting and will adjust action plans as needed. School leadership reported, and teachers confirmed that the Instructional Leadership Team (ILT) is meeting on a weekly basis. School leadership reported that the frequent meetings are allowing the ILT to capture all necessary data, closely monitor the data, and establish a solid foundation as it relates to implementing structures, which teachers confirmed. School leadership and teachers reported that the ILT is analyzing attendance data, Kindergarten Readiness Assessment, i-Ready, Dynamic Indicators for Basic Early Learning Skills (DIBELS), module assessments, and climate data (hall passes, referrals, PBIS incentives awarded). A review of an ILT agenda showed the following agenda items: Review of City School’s Blueprint, the School Performance Plan, the Cycles of Professional Learning (Implementation and Math Talk), i-Ready Calendar (DDI Cycle); i-Ready Tool, and more.

Key action 4.2: The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.	Effective
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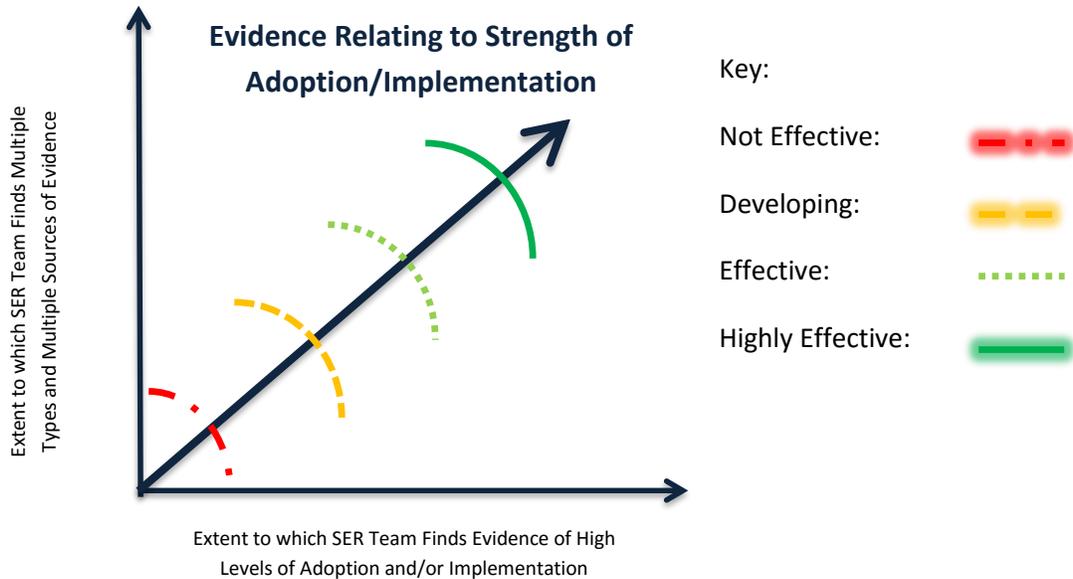
- Budget distributions and resource allocations somewhat support teaching and learning. School leadership reported that the school anticipates receiving additional funding during the budget adjustment period due to increased enrollment which will be allocated to additional staff members and technology. Currently, school leadership reported that the school has no vacancies, but does have one large class that will be divided once a teacher is hired. Teachers confirmed the large class, but also confirmed that there are currently no vacancies. Students reported that they have sufficient teachers in their classes. Parents confirmed that there are no vacancies, however, they stated that they would like the students to have more resource classes such as library science. When asked about sufficient materials to support the curricula, school leadership reported that more money has been allocated for programs such as S.P.I.R.E. and additional i-Ready access for literacy and math as well as materials such as chapter books for Middle School. School leadership added that teachers are provided with a case of paper per month to accommodate curricula needs for Eureka and Success for All. Finally, school leadership reported that additional classroom furniture had been purchased for some classrooms. Most teachers confirmed that they receive one box of paper per month. However, when asked about materials, teachers stated that they would like to have class sets of books. Most teachers reported that if materials are needed they ask, however some teachers reported that some teachers may not be aware of the process to acquire materials. In response to technology, school leadership reported that the school currently has four laptop carts, but is in the process of purchasing a laptop cart for each grade. Additionally, school leadership reported that the school has two computer labs. Finally, school leadership reported that teachers have smartboards and two to three desktop computers in classes. Teachers confirmed the four laptop carts and the two computer labs. A few teachers stated that they did not have smartboards, but a review of documentation confirmed that additional smartboards were being purchased. Students reported that the school does have

technology, although some computers do not work. Parents confirmed that the technology needs to be updated. A review of budget documents confirmed the purchase of copiers, computers, laptops, and document cameras.

- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. School leadership reported that the school's staff is very talented and that school leadership delegates responsibilities based on talents. School leadership added that teachers participate on the ILT, the PBIS committee, the green team, the attendance committee, the student support team, and the hospitality committee. Teachers confirmed that they participate on committees. A review of a committee list and agendas confirmed that teachers serve on these committees.
- School leadership consistently provides and focuses common staff time on instructional practices and development in support of student achievement. School leadership reported that teachers have weekly collaborative planning time as well as a weekly team meeting, which teachers confirmed. School leadership and teachers reported that topics for collaborative planning meetings are planned by the ILT. Teachers added that topics have included professional development on implementing the IEP in the classroom and small group instruction. A review a collaborative planning meeting agenda showed that the topic was Vertical Math Planning and included discussions on the following: providing instruction for accelerated learners, spiraling skills from the previous grade for students needing intervention, and analyzing standards and determining skills.
- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership, teachers, students, and parents reported that the school has strong parent involvement and several parent volunteers who have received their City Schools' badges and work in the school daily. School leadership and teachers reported that families volunteer in classrooms, the cafeteria, with the custodial staff, on the green team, with hungry harvest, and in more specialized positions such as working as an advocate in the Individual Education Program Office. Regarding community partnerships, school leadership and teachers reported that the school partners with Safe Center, Vivien T Thomas (Tutors), Torrey Smith Foundation (school supplies and afterschool program), St. Luke's Church (after school program) Mark of Love (funding for incentives, haircuts and hairstyles for students, mentoring), Baltimore City School Police Officers (Bridge Mentoring Program), University of Maryland (Cure Program). Finally, a community partners' list confirmed these partnerships.

Performance Level Rubric

The SER team will use the following guidance to select a performance level for each key action. Note that the quality standard for each performance level is based upon: the extent to which the SER team finds multiple types³ and multiple sources⁴ of evidence AND the extent to which the SER team finds evidence of high levels of adoption and/or implementation of a practice or system. The SER team will also reflect on the Instructional Framework and School Leadership Framework in their analysis prior to assigning a rating for each key action.



Rating	Performance Level	Quality Standard
1	Not Effective	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or the level of adoption/implementation does not improve the school's effectiveness.
2	Developing	Evidence indicates that the key action (including some indicators) is a practice or system that is emerging 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 fully determined.
3	Effective	Evidence indicates that the key action (including most indicators) is a practice or system that has been adopted at the school, and is implemented at a level that is improving the school's effectiveness.
4	Highly Effective	Evidence indicates that the key action (including all indicators) is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a strong, significant or sustainable impact on the school's effectiveness.

³ "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups; and classroom observations.

⁴ "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups; 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 A: Classroom Observation Data

The classroom visit tool is aligned to Baltimore City Schools Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was “evident”, “partially evident” or “not evident” for each of the 22 indicators. Below is the summary of the 12 classroom observations that were conducted.

TEACH 1: Communicate Standards-Based Lesson Objectives	Evident	Partially Evident	Not Evident
Communication of objective	92%	8%	0%
Learning activities and resources align with lesson objective	83%	17%	0%
TEACH 2: Present Content Clearly	Evident	Partially Evident	Not Evident
Accurate, grade-level content	100%	0%	0%
Alternate presentation of content	58%	0%	42%
Emphasis of Key Points	100%	0%	0%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	Evident	Partially Evident	Not Evident
Scaffolded and/or Differentiated Tasks	17%	25%	58%
Opportunities To Engage With Complex Texts and Tasks	17%	50%	33%
TEACH 4: Use Evidence-Dependent Questioning	Evident	Partially Evident	Not Evident
Questions Requiring Justification	67%	33%	0%
Clear And Scaffolded Questions	100%	0%	0%
TEACH 5: Check For Understanding and Provide Specific, Academic Feedback	Evident	Partially Evident	Not Evident
Informative Checks for Understanding	58%	33%	8%
Specific, Academic Feedback	50%	25%	25%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	Evident	Partially Evident	Not Evident
Opportunities for student-to-student interaction	33%	8%	58%
Evidence-based discussions	42%	0%	58%
Student academic talk	92%	0%	8%

TEACH 7: Implement Routines To Maximize Instructional Time	Evident	Partially Evident	Not Evident
Maximized instructional time	75%	25%	0%
Smooth routines and procedures	83%	8%	8%
TEACH 8: Build A Positive, Learning-Focused Classroom Culture	Evident	Partially Evident	Not Evident
Teacher-to-student interactions	92%	8%	0%
Student-to-teacher interactions	100%	0%	0%
Student-to-Student interactions	75%	25%	0%
TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior	Evident	Partially Evident	Not Evident
Reinforce positive behavior	83%	8%	8%
Off-task behavior	67%	33%	0%
Time impact of redirection/discipline or off-task behavior	67%	25%	8%

Appendix B: School Report Comments

Domain 1: Highly Effective Instruction

None

Domain 2: Talented People

None

Domain 3: Vision and Engagement

None

Domain 4: Strategic Leadership

None

Appendix C: SER Team Members

The SER visit to the Franklin Square Elementary/Middle School was conducted on October, 16-18, 2017 by a team of representatives from Baltimore City Public Schools.

Katherine Harris Toler is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Prior to joining OAA, she was a District Mentor in the Office of Teacher Support and Development. In Baltimore City Public Schools, Ms. Toler has served as teacher, Academic Coach, Dean of Instruction, and High School Administrator. She has also served as teacher in the Anne Arundel County Public School System, the Baltimore County Public School System and the Vance County Public School System in North Carolina. She holds a B.A. in English with a Concentration in Secondary Education from North Carolina Central University and a Masters of Education in School Improvement Leadership from Goucher College.

Brianna Kaufman is the Manager for the School Effectiveness Reviews in the Office of Achievement and Accountability in Baltimore City Public Schools. Brianna began her career as an elementary art teacher in Bryan, TX. After obtaining her Master's degree, she interned and worked at a number of art museums in the education department including the: Dallas Museum of Art, The National Gallery of Art in DC, and the Walters Art Museum. In 2008, Brianna made the shift from art education to general education reform as a Program Manager at the Fund for Educational Excellence. There she managed a grant from the Bill and Melinda Gates Foundation that focused on College and Career Readiness. Prior to joining OAA, Brianna worked as the College and Career Readiness Education Specialist for Baltimore City Public Schools. Brianna holds a Bachelor's degree in elementary education from Texas Lutheran University, a Master's degree in Art Education from University of North Texas, and a Master's of Business Administration from Loyola University in Maryland.

Mona Khajawi is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. She has had a variety of experience in the field of education, including teaching, program management and evaluation. Most recently, she worked in the capacity of Evaluation Specialist with City Year in Washington, D.C., assessing the quality of educational programming implemented by 140 AmeriCorps members in eleven schools throughout the district. She initially gained exposure to evaluation while interning with the Academy for Educational Development, where she assisted in conducting reviews of a subset of the Gates-funded small schools in New York City. Previously, she also taught English in a rural high school in Ukraine, and served as an Assistant Program Coordinator of the AmeriCorps program at the Latin American Youth Center in Washington, D.C. Mona holds a Bachelor's degree in English Literature from the University of Maryland, College Park, and a Master's degree in Education Policy from Teachers College, Columbia University.

Tameka Payton -Upon receiving a Bachelor of Arts degree in Psychology, Tameka "Tammie" Payton began teaching at an alternative education high school in Miami-Dade County. After two years of teaching intensive reading, a course design for high school students who are performing significantly below grade level in reading, she was promoted to a Reading Coach, a position within the instructional leadership team.

In August 2007, she received a Master of Science Degree in Mental Health Counseling and a Graduate certificate in Therapeutic Issues in Child and Adolescent Studies. Subsequently, she relocated to Harford County, Maryland where she continued her work and quest to improve the academic performance of students with significant weaknesses in the area of reading. In May 2012, Tameka earned a Master of Science in Human Resource Development-Educational Leadership Track at Towson University. Tameka's future aspirations include evaluating and creating scientific based researched interventions and assessments that are culturally responsive. As such, she earned a doctor of philosophy degree in Psychometrics at Morgan State University in December 2016. Tameka spent time with the Maryland State Department of Education as the Program Manager for the High School Assessment Program. Currently, she works for Baltimore City Public School's district office as the Coordinator of Assessment and Test Integrity. Born and raised in Miami (Dade County), Florida, Tameka developed an admiration for her urban community early in life. This community approbation eventually manifested into a spirit and commitment to serve urban communities, evident by her participation in various community based organization, such as the NAACP and Big Brother, Big Sisters of America. Tameka is one of the proud founders of EXEMPLAR Community Services, Inc., an organization that serves underprivileged youth in Miami and Baltimore.