

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2018 - 2019

Violetville 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, families, and leadership during a two-and-a-half-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 families. 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

Violetville Elementary Middle School serves approximately 400 students in Prekindergarten through eighth grade. The school is located on 1207 Pine Heights Avenue in the Violetville neighborhood of Baltimore, Maryland. The principal, Ms. Lauren Brown, has been at the school for two 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 School leadership supports highly effective instruction.	Effective
1.2 Teachers use multiple data sources to adjust practice.	Developing
1.3 Teachers deliver highly effective instruction.	Effective
1.4 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 and retain effective teachers and staff whose skills and beliefs meet the needs of the school.	Effective
2.2 The school makes full use of the evaluation system to develop faculty and staff capacity through school-wide reflection and professional development and to hold them accountable for performance.	Effective
Domain 3: Vision and Engagement	
3.1 The school has a clear vision and mission that promotes a student-centered learning environment that reflects, celebrates, and embraces student, staff, and community diversity.	Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Developing
3.3 The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Effective
Domain 4: Strategic and Professional Management	
4.1 The school manages progress towards clear goals through a cycle of planning, action, assessment, and adjustment.	Effective
4.2 The school allocates and deploys the resources of time, human capital, and funding to address the priority 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: School leadership supports highly effective instruction.	Effective
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- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons, and pacing. School leadership noted that teachers use district-endorsed curricula and programs such as Wit and Wisdom and Eureka. Teacher confirmed these resources and added Foundations and IQWST (Investigating and Questioning our World through Science and Technology). A review of lesson plans reveals that Wit and Wisdom is a key component in English-Language Arts (ELA) programming. Regarding oversight of lesson planning and pacing, school leadership and teachers reported that school leadership requires that lesson plans are uploaded for feedback. A review of the website, planbook.com, confirms that lesson plans are uploaded and school leadership provides comments. Both stakeholder groups also mentioned that pacing is monitored during Collaborative Planning meetings where teachers share their progression through the curricula. A review of the October 16, 2018 Collaborative Planning meeting agenda reveals a topic related to Wit and Wisdom. Teachers also reported that solutions to address pacing concerns such as combining lessons are addressed in collaborative planning. Lastly, school leadership and teachers reported that school leadership reviews lesson plans during informal observations. A review of an informal observation form reveals communication between school leadership and a teacher regarding modifying lesson plans.
- School leadership provides formative feedback and guidance to teachers, aligned to the Instructional Framework, which is actionable and clearly describes strengths and areas for growth. School leadership reported that school leadership provides feedback based on informal observations and Collaborative Planning meetings. School leadership added that teachers are informally observed at varied intervals depending on levels of experience and areas of concerns; however, on average, teachers receive feedback once or twice per month. Teachers confirmed being observed by school leadership. Some teachers reported being observed three times this year, while others noted being observed more frequently. School leadership and teachers shared that feedback is provided via environment checklist, support/feedback tool and emails. A review of one support/feedback tool list areas for improvement related to the Instructional Framework, next steps, and a timeline. Moreover, a review of an email from school leadership to a teacher reveals feedback on expectations for students, reconfiguring the classroom, and utilizing a timer. Teachers expounded on the environment checklist by adding that it targets posted lesson objectives, word walls and student work. School leadership also noted that teachers receive annotated feedback on lesson plans. Teachers confirmed this support and added that feedback is provided on content standards, small group instruction, and action plans. Finally, teachers noted that feedback is helpful and timely.

- School leadership demonstrates an understanding of data analysis and is in the process of ensuring the use of a complete student learning data-cycle. School leadership reported that teachers were trained to use a data-driven instructional protocol during Collaborative Planning meetings to analyze assessment data such as DIBELS, iReady, and Eureka. According to school leadership and teachers, teachers determine levels of proficiency, establish SMART goals, and develop prescriptive action plans which include strategies such as small group instruction and guided reading. A review of literacy action plans reveals information on small groups, causal data, student outcomes, progress monitoring and goals. School leadership stated that the cycle for literacy is not yet complete (at the time of site visit); however, the school’s Academic Content Liaison is working with teachers to review iReady Lexile levels and implications of last year’s PARCC results. School leadership also added that action planning for math will begin once ANet data is available. Regarding oversight of data analysis, teachers reported that school leadership requires teacher to maintain data walls and submit action plans for review. Teachers also noted that school leadership facilitates Collaborative Planning meetings where data is discussed. A review of the October 10,2018 Collaborative Planning meeting reveals an outcome to establish SMART goals related to DIBELS and iReady data.

Key action 1.2: Teachers use multiple data sources to adjust practice.

Developing

- Most teachers analyze students’ progress toward some goals. School leadership and teachers reported that teachers developed Student Learning Objectives (SLOs) and utilize a data cycle based on assessments such as iReady, Amplify, and teacher-created exit tickets. School leadership shared that teachers develop Prescription Plans (action plans) related to the Data Driven Instructional Team (DDIT) protocol. Teachers noted that the data cycle includes reviewing assessment data, setting and implementing individual goals, developing interventions, progress monitoring, and reassessing which is confirmed by a document entitled, “Protocol for Prescription Plans.” According to teachers, interventions may include small group instruction, coach classes, and differentiated homework. Moreover, a review of the October 10, 2018 Collaborative Planning agenda confirms that beginning of year (BOY) Prescription Plans were discussed. School leadership added that teachers facilitate conversations with students to establish individual goals and will provide updates on progress based on middle of year (MOY) data. School leadership and teachers also shared that teachers maintain classroom data walls. A review of classroom pictures confirms data walls related to DIBELS as a method of tracking student performance toward established goals. Lastly, while teachers have begun to implement the data cycle for literacy, school leadership shared that teachers have not completed the full cycle and have not yet established a data cycle for the ANet assessment.

- Some teachers plan and adjust instruction in response to data. School leadership and teachers reported that teachers review exit ticket results and student work when planning lessons and establishing small group interventions. According to school leadership, real-time adjustments may include allowing more time for students to achieve mastery and checking-in with students on their individual progress. Teachers reported that teachers plan lessons in accordance with Individual Education Program (IEP) accommodations and incorporate teaching strategies such as gradual release and online resources (e.g. Moby Max and Raz Kids). Teachers added that real-time adjustments may include mini lessons, reteaching concepts, modifying vocabulary, turn-and-talks (peer collaboration), and annotating lesson plans. A review of some lesson plans confirmed annotations. Lesson plans review also confirms content standard-objective alignment, and opportunities for assessment; however, small groups and accommodations were noted in only some plans.
- Teachers appropriately recommend students for limited tiered interventions, including limited opportunities for acceleration. School leadership shared that this is an area of growth for the school but noted small group instruction and coach classes as interventions. Teachers confirmed these resources and added that some students are pulled out for ESOL (English for Speakers of Other Languages) and special education instruction. A review of an ESOL weekly plan reveals the names of targeted students and their respective language objectives. School leadership confirmed these services and noted that pull in and push out opportunities are limited due to staffing. Teachers also added that students can receive assistance in literacy, math, and science during the afterschool program which is open for all students. As it relates to acceleration, school leadership and teachers shared that some students were assessed for the Gifted and Advanced Learning (GAL) program. School leadership added that it has been in contact with the district office to recommend additional students. School leadership, teachers and staff also shared that a limited number of students are enrolled in the Virtual Algebra program.

Key action 1.3: Teachers deliver highly effective instruction.¹

Effective

- Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 67% of classes observed (n=12), the lesson objectives identified student learning outcomes and were communicated (posted, explained, or referenced) to students. For example, in one class, the lesson objective read, “Students will explore meter as it relates to poetry in order to recognize the meter in poems they have read.” In 58% of classes, the learning activities and resources aligned with the lesson objectives. For example, in the class noted above, students read poems and discussed rhythm and rhyme.

¹ Key action 1.3 evidence comes directly from classroom observations that were conducted as part of the SER. All classroom observations are twenty minutes 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 present content in various ways and emphasize key points to make content clear. In 83% of classes observed (n=12), teachers presented accurate grade level content. For instance, in one class, the lesson objective read, “Students will analyze how Alyce’s conflict with the villagers develops themes in chapter 7.” The objective aligns with the Maryland College and Career-Readiness Standard (MCCRS): W.7.1- Write arguments to support claims with clear reasons and relevant evidence. In 58% of classes, teachers presented content in two or more ways to make content clear. For example, in the class mentioned above, students used the Socratic method and sentence frames to answer questions. In 67% of classes, teachers emphasized important points to focus learning of content. Continuing with the class noted above, the teacher required students to cite evidence when making claims.
- Teachers use multiple strategies and tasks to engage all students in rigorous work. In 42% of observed classes (n=12), teachers scaffolded and/or differentiated task by providing access to rigorous grade level instruction for all students. For example, in some class, teachers connected the lesson to students’ prior knowledge or used resources such as sentence frames or manipulatives. In 42% of classes, students had opportunities to grapple with complex text and/or tasks. For example, in one class, students were instructed to infer and write about character traits.
- Teachers use evidence-dependent questioning. In 42% of observed classes (n=12), teachers asked questions that required students to cite evidence and clearly explain their thought processes. For example, in one math class, student were required to check their answers and explain their responses with their partners. In 67% of classes, teachers asked questions that were clear and scaffolded. In one class, the teacher asked scaffolded questions such as, “What is a pasture? Why would deer live on a pasture? What do deer eat?”
- Teachers check for student understanding and provide specific academic feedback. In 75% of observed 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 used strategies such as circulating the classroom as students worked independently or in groups or using the thumbs up/thumbs down method. In 75% of classes, teachers provided specific academic feedback to communicate current progress and next steps to move forward. For example, in some classes, teachers posed probing questions for students to self-correct misconceptions.
- Teachers facilitate student-to-student interaction and academic talk. In 67% of observed classes (n=12), teachers provided multiple or extended opportunities for student-to-student interactions. For example, students worked in groups and/or participated in class discussions. In 42% of student-to-student interactions, students were engaged in discussions with their peers to make meaning of the content or deepen their understanding. For example, in one class, students were instructed to explain how they found the product of a multiplication problem to a partner. Finally, in 83% of classes, students used academic talk, and when necessary teachers consistently and appropriately supported students in speaking academically. For example, in some classes, students were observed using sentence frames and academic vocabulary related to the content.

Key action 1.4: Teachers establish a classroom environment in which teaching and learning can occur. ²

Effective

- Teachers implement routines to maximize instructional time. In 58% of observed classes (n=12), students were idle for less than two minutes while waiting for the teachers. Teachers were generally prepared to facilitate instruction; however, some teachers used more than two minutes to disseminate or collect resources during the lesson. In 58% of classes, routines and procedures ran smoothly with minimal or no prompting from teachers. Teachers used strategies such as a timer or required students to raise their hands to be acknowledged; however, in some classes expectations were reiterated multiple times, such as how to transition from individual to small group activities.
- Teachers build a positive, learning-focused classroom culture. In 83% of classes observed (n=12), teacher-initiated interactions with students were positive and respectful. For instance, teachers praised students who were on task and actively engaged. Also, in 75% of classes, student-initiated interactions with teachers were positive and respectful. Finally, in 75% of classes, student-to-student interactions were positive and respectful. In most classes, students worked well together while working in small groups.
- Teachers reinforce positive behavior and redirect off-task or challenging behavior, when necessary. In 75% of classes observed (n=12), teachers promoted and/or reinforced positive behavior. For example, in one class, the teacher incentivized students for good behavior. In 58% of classes students were on-task and active participants in classwork and discussions. For example, in one class, students followed along in the text as the teacher read aloud. Finally, in 75% of classes, teachers addressed behavioral issues (if any) with minimal interruption (2 minutes or less) to instructional time. In most cases, teachers resolved behavioral concerns quickly.

² Key action 1.4 evidence comes directly from classroom observations that were conducted as part of the SER. All classroom observations are twenty minutes 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 implements systems to select and retain effective teachers and staff whose skills and beliefs meet the needs of the school.

Effective

- School leadership has created and implemented organizational structures for selection and is beginning to implement structures for retention across staffing positions that address student well-being and academic performance. School leadership reported employing an assistant principal, departmentalizing grades five through eight, hiring additional staff and teachers to reduce class sizes, and allowing some teachers to loop with their classes or shifting grades based on student performance and assessment data. A review of instructional schedules confirms the departmentalized grades. Teachers confirmed that an assistant principal was added in support of the school’s literacy program. School leadership and teachers also reported physical education, drama, library, and technology (for middle school students) as resource classes. As it relates to student support services, all stakeholder groups reported that the school has a social worker, psychologist, ESOL and special education teachers, and a partnership with the University of Maryland which provides clinicians. A review of the staffing roster confirms these positions. Regarding retention of staff, school leadership shared that the school experienced a large turnover among teachers as some teachers left the school for a better fit. School leadership also reported efforts to retain effective staff include sending out early intent forms, providing leadership opportunities, and building relationships with teachers and staff. Teachers added new teacher mentor supports, Collaborative Planning meetings, school leadership’s open-door policy and words of encouragement as methods to retain effective staff.
- School leadership proactively recruits candidates using multiple stakeholders and a measure to assess each candidate’s qualification in alignment with school needs. School leadership reported that letters of intent forms are sent out to staff in early May to predetermine potential vacancies. A review of the school-based intent form reveals rationales and grade/position preferences. Moreover, a review of the Administrator Recommendation to Fill a Position forms reveals a request for six positions ranging from an early childhood teacher to an assistant principal. School leadership also noted that teachers and partners such as UMBC (University of Maryland, Baltimore County) provide professional recommendations. School leadership added that information about the school is sent out to candidates for a better understanding of the school. School leadership and teachers reported that the school participates in the City Schools’ fair which includes teachers reviewing resumes and the Instructional Leadership Team (ILT) assessing candidates’ qualifications through interviews. A May 23, 2018 email from school leadership to a candidate confirms the school’s offer of an interview. A review of interview questions reveals they inquire about the candidates’ strength and growth areas, differentiated lessons and curricula. School leadership shared that it would like to put candidates in classrooms to see what they can do; however, stakeholder groups did not speak to candidates facilitating demonstration lessons.

- School leadership ensures the implementation of mentoring/induction programs, when applicable, to support the development of all new teachers and staff and monitors the program’s effectiveness. School leadership and teachers reported two teacher mentors for several early career teachers. According to both stakeholder groups, mentors meet with mentees once a week to provide support on topics such as Student Learning Objectives (SLOs), classroom management, and small group instruction. Teachers also reported that meetings are open to discuss concerns that new teachers may have. A September 20, 2018 New Teacher Mentor meeting agenda and minutes addresses topics such as progress reports, classroom management, and New Teacher Module 1. Regarding oversight, school leadership noted that mentors provide updates during Instructional Leadership Team meetings, facilitate informal walkthroughs, and share feedback with school leadership. Teachers confirmed that mentor feedback is shared with school leadership and added that school leadership attends new mentor meetings. A review of the October 4, 2018 New Teacher Mentor sign in sheets confirms school leadership’s attendance. Regarding induction programs for teachers and staff new to the school, school leadership reported that the induction program occurred at the start of the school year; however, not all stakeholders new to the school could speak to an induction program.

Key action 2.2: The school makes full use of the evaluation system to develop faculty and staff capacity through school-wide reflection and professional development and to hold them accountable for performance.

Effective

- School leadership reinforces performance expectations for all staff and allocates time to support staff in meeting those expectations. Teachers reported that performance expectations were reviewed in a staff meeting and again in mentor meetings. A review of the August 31, 2018 staff meeting agenda reveals topics on the Code of Conduct, classroom management, and lesson plans. Moreover, a review of the Staff Resource Binder reveals policies and expectations such as the dress code, attendance, safety, and technology usage. School leadership and teachers noted that school leadership facilitated Initial Planning Conferences where topics such as the Individual Development Plan (IDP), and student strengths and weakness are discussed. A review of one teacher’s Individual Development Plan reveals an increased focus on English Language Learner support. Both stakeholder groups reported that school leadership establishes a calendar for formal observation pre-conferences where expectations are reiterated and the formal observation lesson plan and materials are reviewed. A review of an email from school leadership to teachers provides information on the Initial Planning Conference and an observation schedule. Moreover, another document assigns teachers with qualified observers for the first formal observation. At the time of the site visit, school leadership had not facilitated post-conference meetings; however, teachers noted that ratings (aligned with the Instructional Framework), feedback and next steps are usually a part of the process.

- School leadership uses multiple methods to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. School leadership and teachers reported that struggling teachers and staff are identified through informal observation or self-referrals. School leadership noted support through coaching conversations and shifting staff to support classroom management. Teachers confirmed supports for classroom management and added peer observations and buddy teachers as interventions. School leadership and teachers reported that there are no active Performance Improvement Plans; however, emails from school leadership to struggling teachers address support for classroom management and routines, small group instruction, lesson plans and instructional strategies and confirms school leadership oversight.
- School leadership engages all staff in professional development based on identified needs and in alignment with the school's instruction vision; however, professional development is not yet differentiated. School leadership and teachers reported that the school's instructional vision includes the five schoolwide rules, standard-objective alignment, small group instruction, and the Wit and Wisdom curriculum. School leadership added that an emphasis on trauma-informed instruction will be rolled out later this school year. A review of an Instructional Leadership Team meeting agenda confirms that trauma-based instruction was discussed. Teachers also added a focus on character traits, lesson planning and writing. School leadership reported that professional development opportunities are not yet differentiated because there are many new teachers who are still learning to teach the Wit and Wisdom curriculum. A review of staff meeting agenda noted professional development topic such as student support services, PBIS (Positive Behavior Intervention System), and the code of conduct. School leadership and teachers also reported that weekly Collaborative Planning meetings are used to train teachers on action planning, Wit and Wisdom, and Eureka. Finally, teachers noted that Collaborative Planning meetings are sometimes used to differentiate professional development by content and grade level.

Domain 3: Vision and Engagement

Key action 3.1: The school has a clear vision and mission that promotes a student-centered learning environment that reflects, celebrates, and embraces student, staff, and community diversity.

Effective

- The school creates communication systems so that the school community shares a clear understanding of, and commitment to, the school mission, vision and values including some understanding of strategic goals and initiatives that support high student achievement. School leadership, teachers, and staff reported that the mission includes creating well-rounded, responsible, and respectful students who are college and career ready. Families and students confirmed an emphasis on developing responsible students who are prepared for the future. Staff also shared that the mission involves developing good citizens and life-long learners. School leadership stated that “Ohana” (a Hawaiian term for family) principles, support from the University of Maryland to offer trauma-informed instruction, morning meetings, announcements (with a focus on character traits), and incentives as strategies aligned to the mission. Teachers confirmed an emphasis on positive character traits and added uniforms (dressed for success), weekly coach classes, afterschool programming, field trips, and events such as Basket Bingo. Regarding the communication of the mission, vision and values, school leadership and teachers noted staff meetings, Class Dojo, ParentLink, flyers, and Back to School Night as vehicles to advertise. Teachers also added that the mission and vision are posted throughout the building and further communicated through star folders and the student handbook. A review of an August 31, 2018 professional development agenda reveals the school’s mission and vision as topics. According to the school’s website, the vision is “to help create confident, well-rounded, and responsible citizens who are lifelong learners. These citizens will become positive figures in their homes, communities, and the world.” The website also identifies the school mission as “Violetville Elementary Middle School understands that each child we serve is an individual; and that each child has the need to be successful. We strive to foster an environment where daily attendance, respectful and responsible behavior and intellectual development is seen every day in each child, with the support of the families and surrounding community. We will cultivate college and career ready citizens with an awareness of civic and moral responsibility.”
- School leadership ensures that the school’s programs are aligned with the school’s mission and vision, incorporate skills for 21st century success, and are beginning to reflect cultural relevance. School leadership, teachers, staff, families, and students reported that teachers have access to laptop carts for classroom instruction. School leadership and students noted that technology is offered as a resource and virtual algebra is available for a limited number of students. School leadership also shared that students reviewed the components and requirements for high school entrance and wrote essays on high school and careers. Teachers reported that students have access to online programs such as Zearn and iReady weekly. School leadership and teachers noted that the Wit and Wisdom curriculum promotes critical thinking through academic conversations and Socratic seminars. A review of a Collaborative Planning meeting agenda reveals a topic on the Socratic method. School leadership also

shared that seventh and eighth grade students participate in a Mindfulness resource class where restorative circles are used to encourage collaboration and socioemotional awareness. Teachers stated that the school has a science lab; and students learn of current events such as the election in social studies. As it relates to cultural relevance, school leadership shared that the school community is ethnically diverse and will be celebrated during American Education Week with a display entitled, “Where in the World are Violetville Families From?” Students shared that they learned about culturally relevant content in class such as the Salem Witch trials, Native Americans, and Egypt. School leadership added that there are plans for field trips and activities to increase community engagement. Teachers noted that the schoolwide planning committee will facilitate holiday events and winter workshops open to families and the community.

- The school implements and monitors school protocols that create an environment where students, staff, and families feel welcomed and safe. School leadership, teachers, staff, families, and students agreed that the school has a welcoming environment. School leadership and teachers noted that the school hosts events such as Back to School Night, family breakfast, and staff bowling outings. Students confirmed the Back to School Night and family events such as Donuts with Dads and added that staff are friendly. Teachers and families reported that school leadership has an open-door policy and invests in the school community. Families added that school leadership is never too busy to handle an issue. Staff shared that families are recognized and greeted at the school. Regarding safety, school leadership, teachers, staff, families, and students reported that the school is physically safe. All stakeholder groups reported they practice emergency drills such as fire and lockdown. School leadership, teachers, and students also noted the use of cameras and lockable classroom doors. Teachers and staff added that there are staff members who support culture and climate and check-in with students. Families and students also reported that the school has a visitor’s policy. Regarding emotional safety, all stakeholder groups reported feeling emotionally safe at the school. Teachers and staff reported feeling comfortable sharing concerns with school leadership. Students reported having adults in the building in which to confide. School leadership added that bullying is not an issue. Families and students agreed and noted that bullying is discussed and resolved.

Key action 3.2: The school cultivates and sustains open communication and decision-making opportunities with families and the community.

Developing

- The school employs a variety of regular communication systems with families about school-wide and individual student progress. Teachers, staff, students, and families noted that school-wide information is communicated through Class Dojo, Parent Link, the school website, and flyers. School leadership confirmed the use of flyers and added that policies and procedures are also addressed in the Family Handbook and during schoolwide events such as Back to School Night and student award ceremonies. Regarding communication of individual student progress, school leadership noted the use of STAR folders, progress reports, Class Dojo (which can translate into different languages). Teachers confirmed

these modes of communication and shared that individual families may be contacted regarding grade level content, behavior, tardiness, and absenteeism. Lastly, school leadership, teachers and families reported that information sent to families is translated when necessary.

- The school builds strong relationships with some community stakeholders and leverages resources to meet the needs of students and the school. School leadership and teachers reported that the school builds relationships with community stakeholders through face-to-face communication and Class Dojo where messages and pictures are shared. Staff and families also noted that the school hosts events such as Back to School Night and the Million Fathers' March as opportunities to develop rapport between the school and families. A review of pictures of the Back to School Night and the Million Fathers' March confirmed these events. School leadership confirmed the Back to School Night and added that the school will offer activities for the community during American Education Week. Families mentioned that their relationships with the school has improved since the principal has been at the school. School leadership, teachers, staff, and students reported that families volunteer in varied capacities such as cafeteria, office and classroom support. Families confirmed this and added chaperoning class trips. School leadership added that volunteers are background checked and are required to follow the volunteer agreement. A review of the volunteer agreement reveals expectations such as dependability and confidentiality. As it relates to community partners, school leadership reported that this as an area of growth. However, school leadership, teachers, staff, and families listed partners as the University of Maryland (provides social worker interns), Hope Health (provides mental health services), University of Maryland, Baltimore County (UMBC) (supports professional development and tutoring), and the Enoch Pratt Library (visits the school to inform students of available resources). According to school leadership and some teachers, establishing community partnerships is a work in progress. Finally, a review of a Partnership Committee agenda reveals plans to partner with the Bank of America and have the police department to visit during American Education Week.
- The school provides an opportunity for families to participate in, or provide feedback on, appropriate school-wide decisions and improvement efforts. School leadership and teachers reported that the school has a Family and Community Engagement (FCE) team which is confirmed by the school committee list. School leadership and families also reported that school leadership host family events such as Back to School Night and Million Father's Day where families can learn of and provide feedback on school improvement. Teachers confirmed the Back to School Night events and added monthly morning meetings. A review of pictures from Back to School Night confirms families' participation in this event. School leadership shared that the school is working to revamp its School Family Council. Teachers shared that families are in the building informally throughout the school day although there is no official Parent Teacher Organization. While teachers and families shared that there are opportunities for two-way communication, stakeholders were unable to share how family feedback influenced school-wide decisions.

Key action 3.3: The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.

Effective

- School leadership establishes multiple tools and routines for frequent and timely communication with teachers and staff members regarding policies, progress, and school culture. School leadership, staff and teachers reported that school leadership communicates through emails, monthly staff meetings, and Collaborative Planning meetings. A review of Collaborative Planning meeting agendas reveals topics such as prescription plans, Google Classrooms, Navigating Academic Planning, and expectations. Teachers and staff also noted that information is shared through memoranda and the staff handbook. Teachers and staff both felt that communication was timely and routine.
- School leadership establishes structures to recognize and celebrate student and staff achievements and value. School leadership reported that the school is interested in hearing student voice on programs they would like to have. School leadership and teachers stated that students are celebrated through daily announcements, Class Dojo points, and quarterly award ceremonies where students are honored for attendance, behavior, citizenship, and academic achievement. Students confirmed the quarterly awards and added additional recognitions include student of the month and PBIS incentives. Families reported excused homework passes, school store purchases, and pizza parties as ways the school recognizes and celebrates students. Regarding celebrating staff achievements, school leadership reported that the staff were provided breakfast at the start of the school year and they participated in team building activities such as bowling which are both confirmed by pictures. Staff also reported team building activities and added that staff receive incentives and are acknowledgements through emails. Teachers noted that the hospitality committee plans for staff parties.
- The school develops some proactive systems that support individual students' social, emotional, and socioeconomic needs. As it relates to socio-emotional needs, school leadership reported that students are encouraged to debrief with school leadership to prevent issues. School leadership noted that school leadership and climate staff work with targeted students in order to address concerns and build relationships. School leadership also shared that school climate support staff are available to talk with students. Teachers and families confirmed the assistance of climate staff and added the Student Support Team (SST) and morning meetings. Students reported that morning meetings are opportunities to discuss character traits. A review of morning meeting lesson plans confirms a focus on character traits. Regarding socioeconomic supports, some teachers reported that a Lutheran Church provides food for families in need. Some teachers and students shared that the school provides uniforms (or uniform vouchers) and school supplies. Students also noted that the school arranges free transportation for homeless students, waives fieldtrip fees, and provides dinner for students who participate in the afterschool program. School leadership and teachers reported that families are made aware of socio-emotional and socioeconomic resources through flyers and by calling the school to inquire. However, some teachers and parents were unable to speak of any socioeconomic supports provided for families.

Domain 4: Strategic and Professional Management

Key action 4.1: The school manages progress towards clear goals through a cycle of planning, action, assessment, and adjustment.

Effective

- School leadership collaborates with multiple stakeholders to establish and communicate measurable goals for the improvement of student learning. School leadership reported the goals are to increase PARCC English-Language Art and math scores by 5% and decrease chronic absenteeism and suspension rates by 5%. Teachers confirmed these schoolwide goals and added a college and career readiness goal which involves a 20% increase of students being accepted to their first or second choice of high schools. School leadership shared that the goals were developed in concert with the Instructional Leader Executive Director (ILED) and the Instructional Leadership Team (ILT). Teachers confirmed ILT's involvement in developing the schoolwide goals. School leadership reported that goals were shared at the Back to School Night and staff meetings. A review of the School Family Compact provides information on the literacy, math, and attendance goals. Teachers confirmed that schoolwide goals were discussed in staff meetings and added that goals were shared in Collaborative Planning meetings, professional development sessions, Class Dojo, and STAR folders. The School Performance Plan reveals the goals as (1) by Spring 2019, the number of students in grades 3-8 that are proficient and/or advanced in ELA will increase from 18.2% to 23.2% as measured by the PARCC assessment, (2) by Spring 2019, the number of students in grades 3-8 that are proficient and/or advanced in mathematics will increase from 21.9% to 26.9% as measured by the PARCC assessment, (3) by June 2019, the overall percentage of chronically absent students will be reduced from 45% to 40% as measured by Infinite Campus, and (4) by June 2019, the number of students who receive their first or second middle or high school choice from SY2017-18 to SY2018-19 will increase by 20% as measured by student acceptance letters.
- School leadership collaborates with staff to communicate strategies that are aligned to school goals. School leadership reported that strategies associated with academic goals include implementing curricula with fidelity and utilizing data and sound practices to facilitate small group instruction. Teachers confirmed data-driven small grouping, data walls, Collaborative Planning meetings, and the ILT as strategies aligned to the school goals. As it relates to attendance strategies, school leadership reported an attendance protocol (which includes contacting families via phone, sending letters home and maintaining communication logs), Class Dojo, monthly incentives, and award ceremonies. A review of communication and home visit logs confirm these attendance strategies. Teachers confirmed the attendance protocol and added that attendance updates are shared on announcements. School leadership reported that strategies were communicated in the staff handbook and during a professional development session at the start of the school year.

- School leadership and all staff participate in regular analysis of schoolwide data and instructional practices to monitor progress toward goals and plans to revisit and adjust action plans as needed. School leadership and teachers reported that schoolwide data was discussed with all teachers during the Initial Collaborative Planning meeting of the year, as well as in ILT meetings. A review of the School Data Overview confirms that PARCC, Amplify, ANET and attendance data was discussed at the start of the school year. Moreover, a review of the October 17, 2018 ILT meeting agenda reveals a topic on the School Performance Plan. School leadership added that data will be reviewed each time schoolwide assessments are administered. Teachers added confirmed this and added that middle of year (MOY) data will be analyzed to determine progress. Finally, teachers also noted that schoolwide data is tracked in the data room where assessment results for all grade are posted and discussed, which pictures confirm.

Key action 4.2: The school allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.

Effective

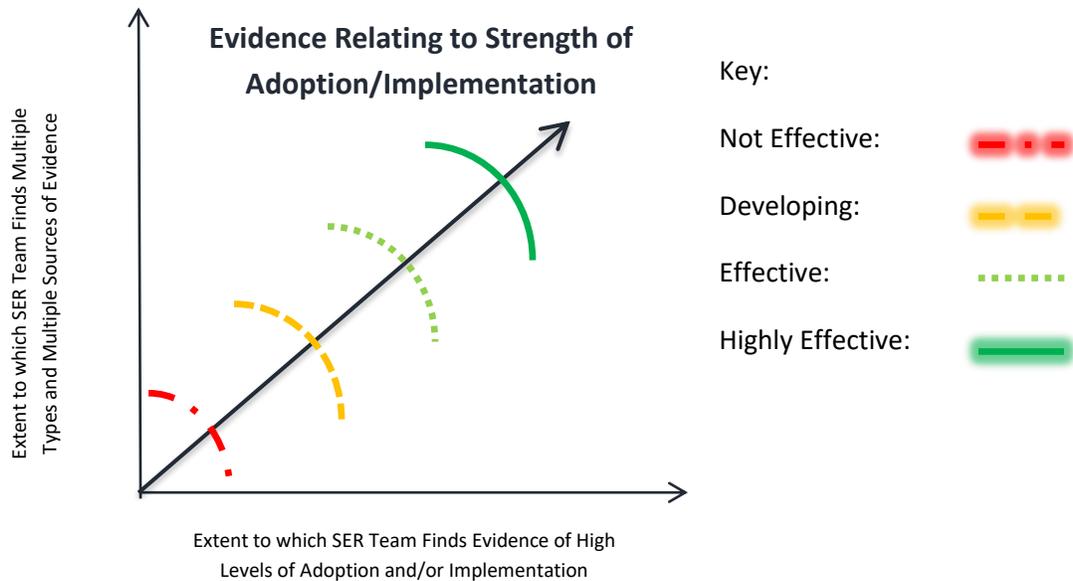
- Budget distribution and resource allocations are aligned to school goals and priorities that support equitable learning environments. School leadership reported that the budget supports smaller class sizes, technology and materials such as Wit and Wisdom and science resources. A review of a quotation from Daly Enterprise confirms that 48 Chromebooks were ordered. Further, a review of the School Performance plan reveals that Wit and Wisdom resources are included in the school’s literacy plan. Teachers reported that school leadership shared the school budget with staff and provided a survey for input on how funds should be allocated. Teachers confirmed an increase in technology (laptop carts, document cameras etc.) and shared that funds were used to facilitate field trips and host events such as Bingo Night. Families added that the school hired more staff and counseling support. A review of the Title I Parent Involvement Spending allocation reveals that funds were also allotted for Family Reading and Math Nights which is noted in the School Performance Plan as a strategy to engage families. Teachers added that teachers request classroom supplies such as paper through email. A review of one email reveals a teacher’s request for chart paper, colored pencils, and scissors. Further, a review of purchase orders from organizations such as Lakeshore Learning and School Specialty confirms that the school is purchasing classroom supplies. Lastly, school leadership and teachers reported that the school’s budget distribution is equitable across grades levels and content areas.
- School leadership uses distributive leadership to strategically empower staff to take ownership of essential responsibilities and decisions and holds staff accountable. School leadership and teachers reported that teachers serve on school committees (such as Schoolwide Events, Hospitality, Attendance, Climate, Increasing Partnerships, Academics and Family and Community Engagement) which is confirmed by the 2018-19 School Committees list. School leadership and teachers also noted that teachers facilitate afterschool clubs (such as the National Academic League), participate on the Instructional Leadership Team, and support early career teachers as teacher mentors. A review of the

September 17, 2018 Instructional Leadership Team meeting sign in sheet confirms the membership of five classroom teachers. School leadership shared that criteria for teachers to serve on the ILT includes highly effective ratings on evaluations and demonstrating knowledge of content. Moreover, school leadership noted that teacher mentors were identified for their highly effective rating on evaluations and their ability to coach peers. A review of New Teacher Support meeting agenda reveals that mentors and mentees are officially meeting once a week to discuss topic such as progress reports, new teacher concerns, classroom management and SLOs. Regarding oversight, school leadership and teachers reported that school leadership participates in meetings and facilitators/leads are responsible for uploading meeting notes to Google Drive.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. School leadership reported that teachers participate in staff meetings where topics such as schoolwide data are discussed. A review of the September 17, 2018 Instructional Leadership meeting notes reveals that teachers are meeting by grade level and topics included School Performance Plan goals and best practices to improve schoolwide attendance. School leadership and teachers also shared that teachers participate in an hour of collaborative planning per week to learn about and collaborate on agenda items such as the Wit and Wisdom curricula, i-Ready results, and teaching strategies. A review of pictures of the schoolwide data wall confirms that the school is discussing DIBELS and i-Ready data and tiering students according to proficiency. Moreover, a review of Collaborative Planning meeting agendas reveals that teachers meet by grade level and discuss topics such as academic discourse, academic planning, and goal setting. Regarding oversight, school leadership and teachers shared that Collaborative Planning meetings are facilitated by the assistant principal which is confirmed by meeting sign in sheets.

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	67%	33%	0%
Learning activities and resources align with lesson objective	58%	33%	8%
TEACH 2: Present Content Clearly	Evident	Partially Evident	Not Evident
Accurate, grade-level content	83%	8%	8%
Alternate presentation of content	58%	8%	33%
Emphasis of Key Points	67%	25%	8%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	Evident	Partially Evident	Not Evident
Scaffolded and/or Differentiated Tasks	42%	42%	17%
Opportunities To Engage With Complex Texts and Tasks	42%	42%	17%
TEACH 4: Use Evidence-Dependent Questioning	Evident	Partially Evident	Not Evident
Questions Requiring Justification	42%	42%	17%
Clear And Scaffolded Questions	67%	33%	0%
TEACH 5: Check For Understanding and Provide Specific, Academic Feedback	Evident	Partially Evident	Not Evident
Informative Checks for Understanding	75%	25%	0%
Specific, Academic Feedback	75%	25%	0%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	Evident	Partially Evident	Not Evident
Opportunities for student-to-student interaction	67%	25%	8%
Evidence-based discussions	42%	25%	33%
Student academic talk	83%	0%	17%

TEACH 7: Implement Routines To Maximize Instructional Time	Evident	Partially Evident	Not Evident
Maximized instructional time	58%	25%	17%
Smooth routines and procedures	58%	25%	17%
TEACH 8: Build A Positive, Learning-Focused Classroom Culture	Evident	Partially Evident	Not Evident
Teacher-to-student interactions	83%	17%	0%
Student-to-teacher interactions	75%	25%	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	75%	8%	17%
Off-task behavior	58%	33%	8%
Time impact of redirection/discipline or off-task behavior	75%	17%	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 and Professional Management

None

Appendix C: SER Team Members

The SER visit to the Violetville Elementary School was conducted on November 7-9, 2018 by a team of representatives from Baltimore City Public Schools.

Reginald Trammell is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Reginald began his career in education in 2000 as an elementary classroom teacher with Baltimore City Public Schools. After a decade of providing direct service to scholars, he transitioned to the Office of Teaching and Learning as the Education Associate for Elementary and Middle School Mathematics. In this role, he wrote curriculum, modelled instruction and facilitated professional development opportunities for math instructors. In 2011, Reginald continued to support Baltimore City Public Schools through the work of the Engagement Office. Here, he served as a Family and Community Engagement Specialist and subsequently secured the role as Parent Involvement Manager. His responsibilities included coordinating district-wide learning opportunities for school staff on engaging of families and community members and supporting the district's Title I Parent Involvement Program. Reginald is currently earning his Administrator I Certificate to continue his mission of improving public education.

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.

Lisa Smith began her career with City Schools as a Resident Principal with New Leaders for New Schools in the 2010-2011 at Hilton Elementary School. In July 2011, Ms. Smith was appointed principal of Callaway Elementary School. She will be forever grateful that her journey brought her to Callaway. She took all she has learned from her many experiences as an educator to bring new life to the school. The major focus areas at the school were student achievement and family community engagement. We prepared our students for a bright future and provided them with many opportunities and experiences that will help them reach their goals. After just 3 years at Callaway, Ms. Smith was offered a position with Baltimore City Schools as a School Support Network Team Facilitator where she now leads a team of 8 people that provided direct, strategic support to 14 Elementary Schools around the following areas: Literacy, Math, Human Capital, Facilities, Data, Special Education, Student Support, and Family Community Engagement. This role has changed over the years. Currently, Ms. Smith works with the Chief of Schools office as a Manager for School Operations Supports. Ms. Smith is a doctoral candidate with an anticipated graduation date of June 2019.

Sherri G. Harris Gibbs has worked for Baltimore City Schools for 20 years. Her instructional experience includes serving as a special educator, writing curricula for summer and afterschool programs, and differentiating instruction with the use of technology. Sherri studied Instructional and Assistive Technologies at Coppin State University and Johns Hopkins University and later earned an Administrator Certification. Currently, Sherri works in the Office of Teaching and Learning as an Educational Specialist II in Instructional Technology. This opportunity enables her to empower teachers with the tools and technological resources needed to help all students succeed.