

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2017 - 2018

Lockerman Bundy Elementary School

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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

Lockerman Bundy Elementary School serves approximately 265 students in Pre-Kindergarten through fifth grade. The school is located on North Pulaski Street in the West Baltimore neighborhood of Baltimore, Maryland. The principal, Ms. Kimberly Hill-Miller, has been at the school for five 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.	Effective
1.3 Teachers use multiple data sources to adjust practice.	Developing
1.4 School leadership supports highly effective instruction.	Developing
1.5 Teachers establish a classroom environment in which teaching and learning can occur.	Highly 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.	Developing
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.	Developing
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. According to school leadership and teachers, teachers follow the Baltimore City Public School System’s (BCPSS) curriculum, including Foundations for literacy and Eureka for Math. School leadership and teachers added that they use supplemental resources as well, including Step Up to Writing, the 100 Book Challenge, and Treasures. Further, school leadership noted that the literacy team uses a lesson plan template and teachers also create corrective instruction plans. Review of scope and sequence documents confirmed use of the aforementioned curricula and revealed that Common Core State Standards were also included. For example, in one plan, standards included 4.OA.3 (use the four operations with whole numbers to solve problems) which was connected to an objective on solving division problems with remainders using the area model.
- Most teachers design daily lessons that meet learners’ unique needs. In focus groups, school leadership and teachers reported that teachers differentiate instruction in a variety of ways, including small groups based on data (iReady, exit tickets and observations), use of graphic organizers and visual aids, stations, and Universal Design for Learning (UDL) connections. For example, in one lesson plan, students worked in four different small groups based on exit ticket results, teacher observations, and iReady data on three separate standards. However, in some plans, no small groups were included, or a general note was included that small groups would be pulled based on data.
- Teachers set and track goals based on students’ performance levels. According to school leadership and teachers, teachers have created Student Learning Objectives (SLOs), which are based on data such as iReady, Achievement Network (Anet) and Amplify. School leadership and teachers added that through the year, they track goals through exit tickets, progressing monitoring, iReady, and Anet (the latter of which are administered three or four times over the course of the school year). Further, some teachers noted that they create individual student goals, and conference with students regarding progress towards goals to discuss strengths and areas of growth, which are posted on data walls. Review of SLOs and student goal sheets confirmed goals, such as the following noted: “By Spring 2018, 25% of students will be proficient, according to iReady. The remaining students will increase by .75 years.”

Key action 1.2: Teachers deliver highly effective instruction.¹	Effective
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- Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 88% of classrooms (n=8), teachers communicated lesson objectives to students by explaining and/or referencing them during the lesson. Additionally, in 100% of classes, lesson activities and resources had a clear and intentional purpose and were aligned with lesson objectives. For example, in one class, the objective stated by the teacher and read by students was: “We will solve problems involving mixed units of capacity using charts and tables,” with the associated standard of 4.MD.A.2 - Solve problems involving measurement and conversion of measurement.
- Teachers present content in various ways and emphasize key points to make content clear. In 100% of classes (n=8), teachers presented students with accurate, grade level content. Additionally, in 88% of classes, teachers presented content in various ways to make content clear. Lastly, in 88% of classes, teachers emphasized important points to focus learning of content. For example, in one class, students learned about parallel lines through the use of manipulatives and worksheets.
- Teachers use multiple strategies and tasks to engage all students in rigorous work. In 88% of classrooms (n=8), teachers scaffolded and/or differentiated tasks by providing access to rigorous grade-level instruction for all students. Additionally, in 75% of classes, students had opportunities and time to grapple with complex texts and/or rigorous tasks. For example, in one class, students worked in small groups to complete various activities related to text features, after the teacher modeled the process.
- Teachers use evidence-dependent questioning. In 75% of classrooms (n=8), 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, in one class, the teacher asked the following questions as students learned about key details in a story: “Do you know where they are? How do you know? What do you see in the picture that tells you? Why do you think that?”
- Most teachers check for student understanding and provide specific academic feedback. In 75% of classes (n=8), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. Additionally, in 50% of classes, teachers gave specific academic feedback to communicate current progress and next steps to move forward. For example, in one class, the teacher checked student understanding through questioning, having students agree or disagree and probing them on the why behind their answer, though the teacher only provided general feedback to students, such as sounding out a word after the student did.

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.

- Some teachers facilitate student-to-student interaction and academic talk. In only 38% of classes (n=8), did teachers provide multiple or extended opportunities for student-to-student interaction. Additionally, in 38% of classes, during most student-to-student interactions, students engaged in discussions with peers to make meaning of content or deepen their understanding. In most classes, for example, students participated in whole class or independent activities. Finally, in 88% of classes, students used academic talk and, when necessary, teachers consistently and appropriately supported students in speaking academically.

Key action 1.3: Teachers use multiple data sources to adjust practice.	Developing
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- Most teachers analyze students' progress toward goals. According to school leadership and most teachers, teachers use a variety of templates to analyze data, including student work analysis, standards unpacking, and corrective instructional action plans. School leadership and most teachers added that the data cycle is similar to the Data Driven Instructional (DDI) cycle, which includes grouping students according to data (well below, below, on level or exceeding), identifying misconceptions/deficits, and determining strategies to support students' progress as part of an action plan. However, some teachers indicated that while there was a plan in place in the beginning of the year to use data cycles in collaborative planning meetings, they have not been able to do so because of the variety of data used by teachers, and they do not use any data templates or trackers, but rather, discuss data informally. Review of student work analysis forms revealed that they included learning objectives, student groups, trends, a diagnosis of learning goals, future needs, and reflection. Review of unpacking planners and corrective instructional action plans confirmed a variety of data protocols.
- Teachers modify instruction in response to data. In focus groups, school leadership and teachers reported that teachers modify instruction through small groups, re-teaching, use of online programs such as Zern and Reading A-Z, homework review, and peer tutoring. Some teachers added that they may also adjust pacing when needed, based on student performance. Further, some teachers also noted that Experience Corps volunteers will support students individually. Review of corrective instructional action plans confirmed that small groups were noted, as well as use of visuals, manipulatives, online resources, centers, and more.
- Teachers appropriately recommend students for some tiered interventions, including limited opportunities for acceleration. According to school leadership, teachers and staff, the school has a partnership with Reading Partners, which supports students in grades kindergarten through second based on teacher recommendation, as well as results from Amplify and the star assessment who are reading two months to two years behind. School leadership added that for math, the school uses adaptive iReady lessons to target skill deficits for students; however, while teachers noted the use of iReady lessons, they did not confirm their use as a structured intervention. Review of Reading Partners tracking forms confirmed supports, and review of iReady online schedule confirmed use of iReady lessons in grades second through fifth. Regarding acceleration opportunities, school leadership

reported that students participate in literature circles and tutor their peers, while teachers had indicated that students were tested using the Naglieri assessment, though they noted there were currently no school-wide acceleration opportunities. Continuing, staff stated that the student support team process can be initiated by a parent or a teacher for academic as well as behavioral concerns, using a variety of data points, including academic and attendance data and also anecdotal observations, and then institute requisite interventions.

Key action 1.4: School leadership supports highly effective instruction.	Developing
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- School leadership holds and promotes a clear instructional vision of high student achievement. According to school leadership and teachers, the focus of the academic year has been student-to-student interaction, academic discourse, close reading, and engaging instruction, per the district’s cycles of professional learning. School leadership added that higher level questioning and checks for understanding were also areas of focus, while some teachers noted the use of standards for planning, and use of data to inform instruction. Review of a walk through form focused on discourse confirmed that a variety of indicators were related to student interaction - desks arranged to facilitate student discussions; expectations and norms for how students engage in discussion are posted; core skills of academic conversation are accessible to students; and more. Review of team vision documents also confirmed a vision centered around discourse, rigor, engaging students, real-world application, use of data and more.
- School leadership ensures that most teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. In focus groups, school leadership and most teachers stated that during collaborative planning meetings, planning and pacing are discussed with school leadership. However, some teachers indicated that shortly after the beginning of the school year, school leadership no longer participated in their meetings, and teacher meet to check-in with each other regarding pacing. School leadership clarified that participation in some meetings was not as regular, and can be challenging with a variety of standards across grade levels. Some teachers added that they also participate in learning walks and ghost walks, during which lesson plans are posted. Review of collaborative planning meeting agendas confirmed that teachers discuss planning and student data to create action plans.
- School leadership provides formative feedback and guidance to most teachers about the quality of planning, teaching, and adjustment of practice. According to school leadership and most teachers, school leadership conducts informal observations and provides coaching conversations to teachers. School leadership and teachers added that feedback is provided on a bi-weekly or monthly basis to teachers, and can be verbal or written, focused on environment, instruction and targeted areas. Further, school leadership and teachers noted that written feedback is provided on a variety of templates and includes areas of strength, growth and suggestions. Continuing, some teachers

indicated that feedback on trends from observations or ghost walks is provided to teachers in meetings. Review of ghost walk and walk through forms revealed the school has been focused on discourse and close reading, while review of coaching guides included indicators related to standards, rigor, checks for understanding and more.

- School leadership demonstrates an understanding of data analysis and ensures the use of a complete student learning data-cycle for most teachers. In focus groups, school leadership stated that teachers follow an adapted version of the data driven instruction (DDI) cycle, for which teachers complete data templates and discuss in meetings, and which review of the DDI cycle overview confirmed. Review of the overview also revealed that steps included the following: collect and disaggregate data; develop SMART goals; design corrective action plans; implement corrective action plan; and monitor/assess. School leadership added that various templates are used, including Achievement Network (Anet) action plans and corrective action plans. While many teachers could confirm following a data cycle, some teachers noted that they participated only in informal meetings or check-ins regarding data results once or twice throughout the year, but not a full data cycle. Review of the Atlas data protocol and Anet plans confirmed the use of other data cycles and templates.

Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur. ²	Highly Effective
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- Most teachers implement routines to maximize instructional time. In 100% of classrooms (n=8), students were only idle for very brief periods of time while waiting for the teacher. Additionally, in 75% of classes, routines and procedures ran smoothly with minimal or no prompting from the teachers. For example, in one class, a teacher used a countdown to reconvene students after a turn and talk.
- Teachers build a positive, learning-focused classroom culture. In 88% of classrooms (n=8), teacher interactions with students were positive and respectful. For example, in one class, a teacher referred to her students as “scholars.” Additionally, in 100% of classes, student interactions with the teachers were positive and respectful. Lastly, in 50% of classes, student-to-student interactions were positive and respectful.
- Most teachers reinforce positive behavior and redirect off-task or challenging behavior, when necessary. In 88% of classrooms (n=8), teachers promoted and reinforced positive behavior. For example, in one class, a teacher distributed tickets to students who were working diligently. Additionally, in 63% of classes, students were on-task and active participants in classwork and discussion. For example, in one class, some students were engaged in off task conversations or not

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.

participating in the required activity. Lastly, in 100% of classes, teachers addressed behavioral issues with minimal interruption to instructional time.

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. According to school leadership, staff and teachers, the school has two teachers who teach half days and serve as literacy and math leads the other half, facilitating collaborative planning and observing teachers. School leadership, teachers, and staff added that related service providers include a therapist from Kennedy Krieger and a social worker as well as a psychologist and an Individual Education Program (IEP) chair. Further, school leadership and teachers stated that resource classes include art, music, physical education, and technology. Lastly, school leadership and teachers noted that New Fit Kids supports structured recess. Review of the roster confirmed all positions.
- School leadership leverages a pipeline for staff recruitment and uses a measure and includes stakeholders in the assessment of candidates. In focus groups, school leadership and teachers reported that teachers are identified through a variety of pipelines, including the district’s hiring fairs, the Baltimore City Teacher Residency (BCTR) fair, staff referrals and online advertisements. School leadership and teachers added that prospective candidates participate in an interview after resumes are screened, and interviews include members of the leadership team (which also includes teachers.) Further, school leadership noted that teacher candidates will conduct a demonstration lesson moving forward. While teachers could not confirm the demonstration lesson, since they were hired in the summer and had worked with the school leader previously at another school, they did indicate they were taken on a tour of the building. Lastly, school leadership reported that a reference check was conducted for candidates. Review of emails and interview questions revealed that questions included the following: “What issues in education are of greatest concern to you? Why? How do you handle the different ability levels of students? Describe the components of an effective lesson plan. How do you motivate students?” and more.
- School leadership includes staff members and other stakeholders in the development and retention of effective teachers and staff. According to school leadership and teachers, teachers have facilitated professional development for staff on topics such as academic discourse and writing. School leadership and teachers added that teachers have also participated in ghost walks and peer observations, and share best practices and strategies with staff in meetings. Review of staff meeting agendas confirmed that teachers facilitated portions of meetings on topics such as SLOs. Further, school leadership and teachers reported that external stakeholders who have provided professional development include Roberta’s House, Guided Reading, Step Up to Writing, and iReady, among others. Regarding retention, school leadership and teachers stated that the school has a hospitality committee, which organizes events to boost staff morale throughout the year including a cruise, which review of a flyer confirmed,

and a teambuilding event at Dave and Busters. Lastly, teachers noted that leadership has created a family-oriented culture, and is supportive and approachable. Review of a committee list confirmed the hospitality committee.

- School leadership has created mentoring and/or other induction programs, when applicable, to support the development of all new teachers and staff and monitors the program’s effectiveness. In focus groups, school leadership and teachers stated that one of the teachers is the mentor, and the school has one early career teacher with three or fewer years of teaching experience. School leadership and teachers added that supports include planning and observations through regular meetings. Review of mentor accountability logs revealed that mentees noted what was working and what could be improved, and resources included meeting with other teachers for strategies, peer observations, co-planning lessons and more. Further, regarding induction, school leadership noted that the new teacher was hired after the window closed for the district’s induction, and was informally on-boarded by the mentor, which review of an Early Career Teacher workshop agenda from August confirmed. Lastly, regarding oversight, school leadership indicated that the principal checks in with the mentor and another teacher who both support the new teacher.

<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. According to school leadership and teachers, the school follows the district’s formal observation process, which includes a pre-observation conference, the observation, and a post-observation conference. School leadership added that there is only one qualified observer at the school, and teachers have an opportunity for self-reflection regarding areas of strength and growth. Teachers and school leadership further noted that the Instructional Framework guides the observations, and the observer scripts what is happening during the observation, and shares grows, glows, and suggestions in the post-observation conference. Teachers indicated that the feedback is helpful to improving their practice, though some teachers noted that feedback was not provided immediately, which affected how useful it was. Review of formal observations confirmed that the Instructional Framework was used to guide the observation, and supporting evidence and ratings were included.
- 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. In focus groups, school leadership and teachers reported that struggling teachers are identified through informal and formal observations, though currently, no teachers are on Performance Improvement Plans (PIPs). School leadership and teachers added that supports are differentiated for teachers, according to content and grade level, and could include planning, peer

observations, model lessons conducted by the principal, strategies from Teach Like A Champion, behavior supports, additional resources, and more. Further, school leadership and teachers noted that content leads are also used to provide supports, as well as the principal.

- School leadership engages faculty in a school-wide professional development plan based on identified needs and in alignment with the school's instructional vision. According to school leadership and teachers, the school is following the district's cycles of professional learning (CoPL), which includes a focus on discourse and writing. While the cycles have been a focus throughout the year, school leadership and teachers added that additional topics have included training from Roberta's House and a Big Book training. Further, teachers indicated that prior to the district including writing in the cycles of professional learning, the school had determined writing as a focus after review of student work samples and were using Step Up to Writing. Review of professional development documents confirmed the focus on academic discourse and close reading.

Domain 3: Vision and Engagement³

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

Developing

- 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. According to school leadership, teachers, community partners and students, the vision of the school is for students to be college and career ready; parents generally articulated a focus on providing a well-rounded education to students. School leadership and teachers added that an acronym used to support the vision was Creative, Artistic, Rigorous Environment (CARE). Further, school leadership, teachers, students and parents noted that the vision was manifested through college visits in which students (and parents) participated, and which permission slips confirmed, as well as classrooms that bore college names, teachers who wear their college colors and students conducting research on colleges during American Education week. Continuing, school leadership and teachers reported that during career day, professionals from various fields speak to the students. Lastly, teachers noted that instruction is rigorous, students are engaged and there is also character education component, which students confirmed. Review of the handbook confirmed that the vision was as follows: “We will learn in a creative, active and rigorous environment in order to become college and career ready.”
- Staff, families and some students feel physically and emotionally safe at the school. In focus groups, regarding physical safety, school leadership, staff, teachers and parents stated that the school has a safety patrol, doors are secured throughout the day, expectations are communicated, and various drills are practiced, including fire, lockdown and even reverse evacuation; review of a memo confirmed fire drill procedures. Teachers added that the school has cameras, support staff have posts in the hallways and visitors are required to buzz in for entry and also to sign in, while parents noted that school leadership is visible and students are monitored. However, while some students felt safe, other students indicated that sometimes the safety patrol is distracted, and they feel it necessary to intervene during fights, and there are also numerous entrances and exits in the building. Regarding emotional safety, school leadership, teachers and staff noted that the school has a partnership with Roberta’s House, as well as a social worker, psychologist and therapist. Teachers added that they use calm classroom, which is practiced in the mornings and afternoons and sometimes after a transition. Parents noted that they feel welcome and supported; however, while some students felt emotionally safe, other students indicated that during a recent drill, some teachers hid and put their own interests before those of the students. Lastly, teachers, students, parents and staff indicated that the principal has an open door policy, supports staff and interacts with students on a personal level. Review of an agenda and workshop overview revealed that a bullying workshop was also provided to the school.

³ Less than six parents participated in the parent focus group.

- School leadership establishes structures for the acknowledgement and celebration of student, faculty, and staff success. According to school leadership, teachers, students and staff, students are celebrated in a wide variety of ways, including quarterly awards programs, in which students receive certificates and medals for honor roll and growth on iReady. School leadership, teachers, parents, students and staff added that there are monthly attendance celebrations for students if they are NBA (Never Been Absent) all-stars, in which they participate in ice cream socials and pizza parties. Further, school leadership and teachers noted that students are celebrated for behavior through good behavior parties, character awards and swag girl and boy parades. Continuing, school leadership, teachers and parents reported that student birthdays are announced, and there are classroom parties as well. Review of flyers and certificates confirmed the quarterly awards ceremony, NBA all-stars, good character awards and student of the month. Regarding staff celebration, school leadership, teachers and staff stated that through the hospitality committee, teachers receive treats in mailboxes, and during teacher appreciation week, teachers received breakfast, lunch, movie title emojis with a red carpet and spotlight, and more. Review of the teacher appreciation flyer confirmed that teachers received breakfast, luncheons and super star awards, as well as a swag day and token of appreciation. Lastly, teachers indicated they were celebrated with an excursion to Dave and Buster's and a cruise, which review of flyers confirmed.
- The school develops systems that proactively attend to most individual students' social and emotional needs. In focus groups, school leadership, teachers, staff, parents and community partners noted that the school has a social worker and therapist who support students socially and emotionally. School leadership, teachers and staff added that the school has a partnership with Roberta's House, which has provided training to staff on the use of calm classroom as well as trauma-informed care for students; review of a letter, flyer and brochure confirmed support from Roberta's House. Further, school leadership, teachers and staff noted the focus on character education and traits, recognized monthly through six pillars. Continuing, school leadership and staff noted that Keys Development started a mentoring program in the middle of the year, which serves approximately ten students. However, community partners and some staff noted that there are a lot of emotional needs in the school, while teachers stated they were trying to acquire more partnerships to meet them. Lastly, school leadership and teachers indicated that the school has a Girl Scout program for students in fourth and fifth grades. Review of flyers also revealed girls and boy mentoring programs at the school.

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 and vehicles to communicate information about school progress, policies, events, and the academic and social development of students to families and the community. According to school leadership, parents, students, staff and teachers, the school uses a variety of strategies to communicate information, including a monthly newsletter, Parent Link (an automated call system), flyers, phone calls, and in person conversations; community partners confirmed use of phone calls, the newsletter and face to face conversations. School leadership, teachers and students added that the school also sends letters, texts, and emails, and uses class dojo. Lastly, community partners noted that information is shared during staff meetings. Review of the newsletter revealed that they included a message from the principal, as well as arrival, dismissal and uniform reminders, upcoming events, character education, testing, and more.
- The school establishes a regular structure for two-way communication, which facilitate opportunities for families and the community to participate in, or provide feedback on, school-wide decisions. School leadership, teachers and parents reported that the school has a School Family Council (SFC) which meets monthly. School leadership and teachers added that the school had an active Parent Teacher Organization previously and is trying to engage the Pencil program (which builds and supports relationships between school leaders and community organizations) for support in re-starting it. Further, teachers and students indicated that parent-teacher conferences ae convened throughout the year.
- School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress and school culture. According to school leadership, teachers and staff, school leadership shares information with staff through memos, emails and meetings (staff and team). School leadership added that information is also shared in person, and in the beginning of the year, newsletters were sent to staff, though over the course of the year, other methods became preferable. Review of staff bulletins from the beginning of the year revealed that they included staff kudos, (instructional focus areas, learning walks and reminders).

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. According to school leadership, parents, students and teachers, the school hosts a variety of events to which families and the community are invited, including a Bar-B-Que before the beginning of the school year, academic nights (Math, literacy and PARCC), Muffins for Moms and Donuts for Dads during American Education week, Back to School Night, and Red Day (a beautification day sponsored by Keller Williams.) Review of flyers confirmed that PARCC parent workshop and Reading night, Back To School Night, as well as all activities noted during American Education week. Teachers added that the school has a May Day celebration, while parents and students noted the food pantry draws families and community members to the school. Further, parents indicated that the school builds relationships with local businesses and churches. Lastly, school leadership and students noted that students planted flowers in the community in conjunction with the lieutenant governor.
- The school's curricula, resources and programs consider cultural and socioeconomic diversity. In focus groups, school leadership and teachers reported that students learn about other cultures through the curriculum, particularly in English Language Arts, while parents noted that students did a project in one class for which they brought in a variety of cultural foods. School leadership and students added that Haitian students performed a dance at the school this year, and through OrchKids students meet students from other schools and also are able to travel. Further, school leadership, teachers and students noted that students participate in field trips to museums, colleges, the Meyerhoff and nature reserves; review of flyers and permission slips confirmed trips to Ft. McHenry and the Meyerhoff. Lastly, school leadership, teachers, and indicated that the school's Black History month program was African American Idol. Regarding socioeconomic diversity, school leadership, teachers and students stated that the school has a food pantry, which review of a flyer confirmed, clothing bank (every student received one free uniform this year) and a fresh fruit and vegetable program. School leadership and students added that winter clothing was donated to the school by local churches. Further, teachers and staff noted that bookbags and materials were donated to students and the school has a washer and dryer. Lastly, school leadership and teachers indicated that sneakers were also donated for students. Review of a list of students revealed that some students also received winter coats and Thanksgiving baskets.
- The school maintains a positive school culture and climate. According to school leadership, staff, teachers, parents and students, the school is positive due to structures in place (rules that guide behavior expectations in the hallway and cafeteria), celebrations, supportive leadership, engaging staff, calm classrooms, a safe and respectful space, and engaging instruction. However, some students indicated that bullying can be an issue, while community partners noted that sometimes staff yells at students, which can be disruptive. The site visit team observed that the school was bright, artwork and some student work was posted, as well as acknowledgment of birthdays, students who were NBA All-Stars, although some areas were dirty. Review of flyers revealed that Keller Williams provided

beautification supports and fun activities to the school through Red Day, and the school had a community banquet at a hotel in December.

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.

Developing

- School leadership and teachers establish goals for the improvement of student learning that are measurable and aligned to student need and school improvement. According to school leadership and teachers, the English Language Arts (ELA) and math teams developed goals for the current academic year based on data (iReady, PARCC and Anet) that are to increase iReady scores by 1.5 years by the end of the school year, which review of the goals confirmed. School leadership and teachers added that there are specific focus areas for each content – vocabulary and informational text for ELA and operations and algebraic thinking for Math. Further, school leadership stated that the school has a climate goal, which is to decrease the rate of students who are chronically absent (ARCA) rate by ten percent, though teachers indicated that they believed there was an attendance goal. Review of the School Performance Plan confirmed the ARCA goal, and revealed that the school also has a PARCC goal.
- School leadership ensures the alignment of most school goals, action plans and key priorities. In focus groups, school leadership and teachers stated that the data cycle (and its role in the creation of small groups) has been a primary strategy used this year to support the academic goals. School leadership added that additional strategies include the cycles of professional learning (with a focus on academic discourse, close reading and writing), use of graphic organizers, and longer blocks for collaborative planning, which are facilitated by content and grade-level leads; review of the SPP and reflection tool confirmed these strategies. Further, teachers noted the use of iReady lessons, technology and the Step Up to Writing curriculum. Regarding the chronic absence goal, school leadership indicated that strategies include designating funds for uniforms, a washer and dryer on-site, attendance incentives and tracking. Review of the attendance plan confirmed incentives such as the NBA All-Stars, attendance awards and raffles, as well as class parties. However, teachers did not confirm the strategies used to support the climate goal.
- School leadership and staff participate in regular analysis of most school-wide data and revisit and adjust action plans as needed. According to school leadership and teachers, during team meetings, content teams and grade-level teams review students’ progress towards goals through iReady data, as well as progress monitoring over the course of the year, which review of a beginning of year and mid-year smart goal comparison confirmed. School leadership added that some of the data was reviewed in committees, such as attendance, though teachers did not confirm this. Regarding adjustments to action plans, school leadership and teachers stated that groups were adjusted, standards unpacked and discourse incorporated in the Professional Learning Community and after school tutoring for students who were absent was provided; review of the principal budget tool confirmed tutoring service provision. Review of Instructional Leadership Team (ILT) agendas revealed that the ILT also completed the new SPP tool, created strategies, and reviewed data such as iReady over the year.

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.

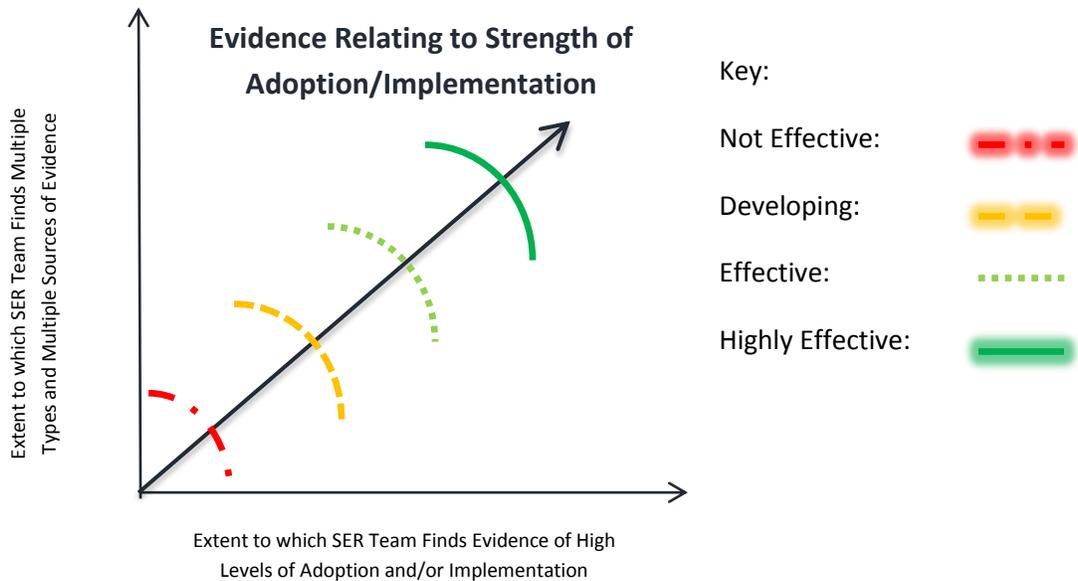
Effective

- Budget distributions and resource allocations support teaching and learning. According to school leadership, staff, parents, students and teachers, staffing is sufficient and there are no vacancies, though parents noted a need for additional social and emotional support, while students indicated classes are split to provide coverage. School leadership added that there are a variety of resource classes and Experience Corps volunteers support students in grades Kindergarten through third. Regarding supplies and materials, school leadership, teachers, and parents stated that the school has iReady lessons and sufficient consumable materials, such as paper, and if necessary, there is a process for requesting additional materials. However, students indicated that there were some materials needed, such as protractors. Lastly, regarding technology, school leadership, teachers, and parents reported that the school has sufficient technology, with three laptop carts, a newly refurbished computer lab and desktops in classrooms, as well as projectors, smartboards and televisions. However, some students indicated that laptops and computers may be broken or not functioning properly. Review of the principal budget tool confirmed purchases related to curriculum, online instruction and supplies, paper, and staff investments in related service providers.
- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. In focus groups, school leadership and teachers reported that teachers, as well as custodians and the crossing guard, serve on a variety of committees at the school, including ILT, attendance, climate, achievement, hospitality, and parent engagement, which review of the committee list confirmed. Teachers added that two teachers are also the math and literacy representatives and are out of the classroom for a half day. Further, school leadership noted that teachers provide professional development to one another and have conducted peer observations. Continuing, teachers indicated they serve in roles such as SLO ambassador and as the BTU representative.
- School leadership consistently provides and focuses common staff time on instructional practices and development in support of student achievement. According to school leadership and teachers, teachers participate in collaborative planning meeting for 90 minutes every week, during which they plan, review data and student work, conduct learning walks, and participate in cycles of professional learning. Further, teachers noted that to accompany the cycles, they use professional readings and depth of knowledge documents. Lastly, school leadership noted that visitors have come to observe their planning meetings. Review of collaborative planning meeting agendas confirmed that teachers review data, analyze student work, create action plans and smart goals, discuss curriculum and plan, and participate in the cycles of professional learning.

- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. In focus groups, school leadership stated that the school asks families to participate in school culture as volunteers through Take Time Out for Ten, which asks families to volunteer for 10 hours over the course of the school year. School leadership, teachers, staff and parents added that parents volunteer at the school in a variety of capacities, including in the cafeteria, during recess, as tutors, on committees and in classes. Review of volunteer interest forms and sign-in sheets confirmed family volunteer efforts. Regarding partnerships, school leadership, teachers, staff, students, and parents noted that partners include Roberta’s House (counseling and training), Reading Partners (tutoring) local universities, Experience Corps (in-class support), OrchKids (music lessons), New Fit Kids (structured recess), Kennedy Krieger (clinical services), Keller Williams (Red Day) and Bon Secours; community partners confirmed Reading Partners, OrchKids and Kennedy Krieger. School leadership added that Shoe City donated sneakers for students and Root Branch Kids filmed Youth Truth. Review of a partnership list confirmed aforementioned partners, and revealed additional partners included the Urban League, the Ravens, Empowering Youth, Illusion Karate and more.

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 types⁴ and multiple sources⁵ 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.

⁴ "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups; and classroom observations.

⁵ "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 8 classroom observations that were conducted.

TEACH 1: Communicate Standards-Based Lesson Objectives	Evident	Partially Evident	Not Evident
Communication of objective	88%	12%	0%
Learning activities and resources align with lesson objective	100%	0%	0%
TEACH 2: Present Content Clearly	Evident	Partially Evident	Not Evident
Accurate, grade-level content	100%	0%	0%
Alternate presentation of content	88%	0%	12%
Emphasis of Key Points	88%	12%	0%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	Evident	Partially Evident	Not Evident
Scaffolded and/or Differentiated Tasks	88%	12%	0%
Opportunities To Engage With Complex Texts and Tasks	75%	25%	0%
TEACH 4: Use Evidence-Dependent Questioning	Evident	Partially Evident	Not Evident
Questions Requiring Justification	75%	25%	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	75%	25%	0%
Specific, Academic Feedback	50%	38%	12%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	Evident	Partially Evident	Not Evident
Opportunities for student-to-student interaction	38%	25%	37%
Evidence-based discussions	38%	12%	50%
Student academic talk	88%	12%	0%

TEACH 7: Implement Routines To Maximize Instructional Time	Evident	Partially Evident	Not Evident
Maximized instructional time	100%	0%	0%
Smooth routines and procedures	75%	25%	0%
TEACH 8: Build A Positive, Learning-Focused Classroom Culture	Evident	Partially Evident	Not Evident
Teacher-to-student interactions	88%	12%	0%
Student-to-teacher interactions	100%	0%	0%
Student-to-Student interactions	50%	50%	0%
TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior	Evident	Partially Evident	Not Evident
Reinforce positive behavior	88%	0%	12%
Off-task behavior	63%	37%	0%
Time impact of redirection/discipline or off-task behavior	100%	0%	0%

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 Lockerman Bundy Elementary School was conducted on May 30-June 1, 2018 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, Ms. Toler 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. Ms. Toler 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.

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.