

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2018 - 2019

Wildwood Elementary/Middle

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Table of Contents

Part I: Introduction and School Background 3

 Introduction to the School Effectiveness Review..... 3

 School Background 3

Part II: Summary of Performance Levels 4

Part III: Findings on Domains of Effective Schools 5

 Domain 1: Highly Effective Instruction..... 5

 Domain 2: Talented People 10

 Domain 3: Vision and Engagement 13

 Domain 4: Strategic and Professional Management..... 18

Performance Level Rubric..... 21

Appendix A: Classroom Observation Data 22

Appendix B: School Report Comments 24

Appendix C: SER Team Members 25

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 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 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

Wildwood Elementary/Middle School serves approximately 785 students in grades Pre-Kindergarten through eighth. The school is located on Wildwood Parkway in the Edmondson neighborhood of Baltimore, Maryland. The principal, Dr. Sherelle Barnes, has been at the school for one year. 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.	Developing
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.	Developing
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.	Developing
3.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective
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.	Developing
Domain 4: Strategic and Professional Management	
4.1 The school manages progress towards clear goals through a cycle of planning, action, assessment, and adjustment.	Developing
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. According to school leadership and teachers, teachers use the Baltimore City Public Schools System’s (BCPSS) curriculum to plan daily and long-term plans, including Eureka for math and Wit and Wisdom for English Language Arts. School leadership added that special educators use Do the Math and SPIRE. Regarding oversight, school leadership and teachers stated that during academic planning meetings, planning and pacing are discussed, and if teachers are behind, suggestions are provided to lend lessons to ensure they catch up. School leadership further indicated that a module study protocol is used to map out lesson plans. Lastly, teachers noted that planning and pacing are also overseen through informal observations. Review of emails revealed that expectations were shared for academic planning meetings, such as bringing data or modules and planning binders, and informal observations confirmed that teachers received feedback on lesson plans. For example, for one teacher who did not have a lesson plan available during a walk through, next steps noted were: “There was no lesson plan for this day. Please have a lesson plan every day in your lesson plan binder. It is important that we not miss an opportunity to plan for our students to assist them at meeting grade level skills and outcomes, so that they are successful in the next grade level. Every day without a lesson plan is a missed opportunity in the development of our students at Wildwood.” Review of pacing calendars and academic planning meetings confirmed oversight as well, such as one meeting from December 4th in which teachers identified remaining lessons to help students be successful on the end of module task and planning lessons to complete the module.
- 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. In focus groups, school leadership and teachers reported that teachers are informally observed monthly, or sometimes more frequently, with a focus on the Teach actions from the Instructional Framework. School leadership and teachers added that the feedback includes strengths, areas for growth and suggestions, and is provided both verbally and in written form. Teachers further reported that look fors have included environment (anchor charts, bulletin boards) instruction (engagement) and management. Lastly, teachers indicated that the feedback was beneficial. Review of informal observation feedback confirmed that it was aligned with the Instructional Framework and the Teach key actions and included evidence and next steps, and some also included ratings. One of example of next steps provided (which was related to T7 and T9 of the Instructional Framework) was the

following: “Classroom rules are posted. Post consequences and rewards as well. When transitioning from carpet to desks, send children in small groups, and not all at the same time to control the transition. When students are breaking rules, stop and address the rules students are breaking. Teach only when you have everyone’s attention.”

- School leadership demonstrates an understanding of data analysis and ensures the use of a complete student learning data-cycle. According to school leadership and teachers, teachers primarily use the Data Driven Instruction (DDI) cycle to analyze data, including Achievement Net (ANet) and iReady. School leadership and teachers added that they also use a three-stack protocol or task analysis sheet, which is standards-based or focused on student work, respectively. Further, school leadership and teachers stated that data analysis is discussed in academic planning meetings, and templates are brought or completed during that time, and then submitted to school leadership. Lastly, school leadership noted that training is provided through individual support to teachers during meetings. Review of emails revealed that teachers were asked to submit DDI templates or other data trackers or enter data into Datalink in order for school leadership to monitor data and reteaching strategies.

Key action 1.2: Teachers use multiple data sources to adjust practice.	Developing
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- Teachers analyze students’ progress toward goals. According to school leadership and teachers, as noted above, teachers use the data Driven Instruction (DDI) data analysis process for iReady and ANet data, as well as Amplify data in the younger grades. School leadership and teachers added that the steps in the process included dividing students into groups based on mastery, identifying areas of strength and weakness/misconceptions, creating a goal, determining strategies and then re-assessing students. Teachers added that they also created Student Learning Objectives (SLOs) based on iReady data from the beginning of the year and track progress on the goals three times throughout the year on administrations of iReady and ANet, as well as unit tests, module assessments, and more, which are posted on data walls. Review of data analysis protocols confirmed that steps included; breaking students into groups based on proficient, close to proficient, far to go but likely to become proficient and far to go and unlikely to become proficient; identify strengths and errors/weaknesses; establish a goal; select instructional strategies; determine results indicators; and re-assess.
- Teachers adjust and some teachers plan instruction in response to data. In focus groups, school leadership and teachers reported that teachers plan lessons to meet their learners’ needs through the use of small groups, re-teaching, scaffolding of questioning, differentiated tasks, visual aids, and manipulatives. School leadership added that teachers also include accommodations and modification for students with disabilities, as well as students who are English Learners (ELs). Review of lesson plans revealed that while some plans included small groups, some plans did not include specific groups, or student names. For example, one plan included three small groups, with one group with the teacher, one group using do the math, and one group using a mix of Zearn, MobyMax and

Prodigy, but no student names were noted, nor a skill or data points for the groups. Further, regarding adjustments, teachers and school leadership indicated that mini lessons may be incorporated, as well as additional drills, adjusting small groups, use of graphic organizers, chunking, and resources such as anchor or process charts. Review of data analysis protocols revealed that strategies included for various small groups were close reading, think-pair-share, iReady lessons, multiple reads, integration of technology, and more.

- Teachers appropriately recommend students for limited tiered interventions, including limited opportunities for acceleration. According to school leadership, students and teachers, teachers use iReady lessons to provide interventions to students in small groups, based on data; however, it was unclear if there was a particular structure or frequency regarding the use of iReady lessons. School leadership and teachers added that teachers provide coach class to students after school. Further, school leadership noted that students in grades Kindergarten through second receive a double dose of Foundations. However, besides small groups in classes (which were not always noted in lesson plans), stakeholders did not indicate that there were any structured school-wide interventions for Math or literacy. Regarding acceleration opportunities, school leadership noted that some teachers have received training regarding gifted and talented programming, while some teachers noted that use of Jacob’s Ladder in fifth grade. However, school leadership and teachers stated that beyond small groups, no formal acceleration opportunities currently existed. Review of an email confirmed that teacher administered the gifted and talented assessment to Kindergarten students in November.

Key action 1.3: Teachers deliver highly effective instruction.¹	Developing
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- Most teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 59% of classrooms visited (n=17), teachers communicated lesson objectives to students by explaining and/or referencing them during the lesson. Additionally, in 82% 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 was “Students will be able to draw a coordinate plane in two steps; and give some points as ordered pairs, and identify the correct scale,” and the associated activities included plotting and labeling points on a graph.
- Most teachers present content in various ways and emphasize key points to make content clear. In 94% of classrooms observed (n=17), Teachers presented students with accurate, grade-level content aligned to appropriate content standards. Additionally, in 71% of classes, teachers presented content in various ways to make content clear. Further, in 71% of classes, teachers emphasized important points to focus learning of content. For example, in one class in which students learned about healthy

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.

foods, the teacher presented the content through web charts and food activities and emphasized characteristics of food that helped to identify if it was healthy.

- Some teachers use multiple strategies and tasks to engage all students in rigorous work. In 59% of classrooms visited (n=17), teachers scaffolded and/or differentiated tasks by providing access to rigorous grade-level instruction for all students. Additionally, in 41% of classes, students had opportunities and time to grapple with complex texts and/or tasks. For example, in one class, the teacher provided students with a scaffold (graphic organizer) to identify and describe bodies of water; however, they simply copied notes from the PowerPoint presentation into note-catchers, which did not engage them in a productive struggle.
- Some teachers use evidence-dependent questioning. In only 29% of classes (n=17), did teachers ask questions that required students to cite evidence and clearly explain their thought processes. However, in 71% of classes, teachers asked questions that were clear and scaffolded. For example, in one class, the teacher asked students clear and scaffolded questions regarding the positive and negative impact of various geographical features on humans, though students were not required to cite evidence in their responses.
- Some teachers check for student understanding and provide specific academic feedback. In 41% of classrooms observed (n=17), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. Additionally, in 65% of classes, teachers gave specific academic feedback to communicate current progress and next steps to move forward. For example, in one class, the teachers conducted checks for understanding through questions directed to the entire class, to which select students responded, and did some circulation as students worked independently. Feedback overheard included assistance with spelling terms, as well as “That doesn’t answer the question. Let’s start from the beginning...What is one thing...? What else?”
- Some teachers facilitate student-to-student interaction and academic talk. In only 35% of classrooms visited (n=17), did teachers provide multiple or extended opportunities for student-to-student interaction. Additionally, in only 29% of classes, in most student-to-student interactions, did students engage with their peers to make meaning of content or deepen their understanding. Lastly, in 59% of classes, students used academic talk, and, when necessary, teachers consistently and appropriately supported students in speaking academically. For example, in one class, the teachers informed students that working together was optional while completing graphic organizers, though most students chose to work independently.

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

Effective

- Some teachers implement routines to maximize instructional time. In 76% of classrooms visited (n=17), students were only idle for very brief periods while waiting for the teacher. Additionally, in 41% of classes, routines and procedures ran smoothly with minimal or no prompting from teachers. For example, in most classes, students were not idle while waiting for the teacher, but in one class, the teacher directed all of the routines.
- Teachers build a positive, learning-focused classroom culture. In 94% of classrooms observed (n=17), teacher interactions with students were positive and respectful. For example, in one class, the teachers praised students by saying “good job!” and called students “friends.” Additionally, in 82% of classes, student interactions with teachers were positive and respectful. Further, in 76% 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 76% of classrooms visited (n=17), teachers promoted and reinforced positive behavior. For example, in one class, a teacher exclaimed “give him a hand clap!” and “kiss your smart brain!” Additionally, in 53% of classes, students were on-task and active participants in classwork and discussions. Further, in 71% of classes, teachers addressed behavioral issues with minimal interruption to instructional time.

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.

Developing

- School leadership has created and implemented organizational structures for selection and some structures for retention across staffing positions that addresses student well-being and academic performance. According to school leadership, staff and teachers, the school has a principal and two assistant principals, as well as two educational associates who support academic planning for ELA and STEM. School leadership, teachers and staff added that the school has a community school coordinator and three behavior interventionists/hallway monitors. Further, school leadership, staff and teachers stated that related service providers include a social worker, psychologist, mental health therapist, and speech and occupational therapists. Lastly, school leadership, teachers and staff noted that resource classes included art, library, music (instrumental and general) and technology. Review of the staff roster confirmed all positions, and review of the budget shared with the School Family Council (SFC) also confirmed that new positions included three teachers, two hall monitors, one assistant principal, and three custodians. Regarding retention, however, some teachers noted that while the hospitality committee organized teambuilding events, other staff was unsure if the group was currently meeting, and some teachers indicated that relationships with the students or community is what encourages them to remain. Review of the hospitality membership form revealed that the committee was requesting dues from staff and had celebrated August and September birthdays.
- School leadership proactively recruits candidates using multiple stakeholders sometimes and a measure to assess each candidate's qualifications in alignment with school needs. In focus groups, school leadership and teachers reported that a variety of pipelines are used to identify prospective candidates, including hiring fairs, staff referrals, and reaching out to local universities (Coppin State and Towson). School leadership and teachers added that candidates participated in an interview with staff from the leadership team, and in some cases, with teachers as well, depending on when the interview was conducted. Further, school leadership indicated that some teachers were observed teaching at another school, which a teacher confirmed. However, no documentation was reviewed to support the hiring process.
- School leadership ensures the implementation of mentoring and induction programs, when applicable, to support the development of all new teachers and staff and monitors the program's effectiveness. According to school leadership and staff, two non-evaluative members of the leadership team serve as mentors to approximately 13 early career teachers and meet with them weekly. School leadership and teachers added that supports from mentors include planning, informal observations and debriefs, modeling, creating anchor charts and small groups, and make and take sessions. Regarding induction, since the school is new, school leadership and staff noted that all staff participated in induction program at the beginning of the year to review expectations

and the handbook and participated in activities to test their knowledge. Lastly, regarding oversight, school leadership and teachers stated that the principal checks-in with the mentors to discuss the progress of new teachers, and also monitors progress through informal observations. Review of mentoring meeting agendas, learning zone logs, observations, and collaboration logs confirmed that supports included planning, observations, and discussion of strategies. Review of a survey revealed that mentees were also asked about their levels of comfort in various areas to inform needs, such as understanding how to determine instructional groups, how to analyze student work, how to reinforce positive behaviors, and more.

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. According to school leadership and teachers, the school has a total of three qualified observers currently (due to a recent addition to the leadership team) who will conduct formal observations of teachers, which follow the district’s process, including a pre-observation conference, an observation, and a post-observation conference. School leadership and teachers added that expectations were communicated to staff in meetings and emails, which review of emails, schedules and IDP (Individual Development Plan) conference documentation confirmed. Further, school leadership and teachers reported that during the pre-observation, the lesson plan is reviewed and discussed, and teachers have opportunities to ask questions. Continuing, school leadership and teachers stated that areas of strength and growth are discussed, and leadership noted that suggestions for how to improve ratings are included; however, while all staff indicated that feedback was beneficial, some staff did not confirm that next steps were shared. Review of formal observations revealed that they were aligned with the Instructional Framework and included evidence and ratings to support each Teach key action; comments included suggestions or next steps in some cases. For example, under Teach 1, it was noted: “Objective was posted but only visited or communicated at the beginning of the lesson. I suggest you visit the objective throughout the lesson and have students give you feedback on the objective and goals of the objective. They should be able to explain in their own words and the criteria for meeting it.”
- 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. In focus groups, school leadership and teachers reported that struggling teachers can be identified through informal observations, during academic planning meetings, and some teachers also self-identify as needing additional support. School leadership added that the support begins informally, through conversations and through incorporating suggestions, and Individual Development Plans (IDPs) that may include elements from Teach Like A Champion, before more formal action plans are developed. Further, school leadership and teachers stated that supports could include modeling, co-planning,

acing suggestions, management strategies, co-teaching and more. Lastly, school leadership indicated that one teacher is on a Performance Improvement Plan (PIP) for a few of the Teach indicators from the Instructional Framework. Review of the PIP revealed that it included both Plan and Teach key actions, and supports included peer observations, observations and debriefs with administrators, lesson plan feedback and bi-weekly meetings. Review of emails revealed that teachers were also receiving supports such as modeling and supports from district office staff.

- School leadership engages all staff in differentiated professional development based on identified needs and in alignment with the school's instructional vision. According to school leadership and teachers, the primary focus areas of professional development for the year have included common expectations, curriculum (particularly Wit and Wisdom and Eureka) and data, which are connected to elements of the school's instructional vision, such as rigor and engagement. School leadership added that google classroom was also discussed while teachers noted that restorative practices (under the umbrella of climate) and technology have also been topics. Further, school leadership and teachers reported that professional development is differentiated according to content and sometimes grade band, with break-out sessions following whole group presentations. Review of academic planning agendas and emails and professional development agendas confirmed that staff participated in break-out sessions by content, as well as professional development related to leveling up, google classroom, DDI and small group instruction, as well as culturally responsive teaching.

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.

Developing

- The school creates communication systems so that most of the school community shares a clear understanding of, and commitment to, the school mission, vision, and values, including an understanding of strategic goals and initiatives that support high student achievement. In focus groups, school leadership, teachers, some students, staff, and community partners reported that the school’s vision is nurture, engage and empower students, families, and community for lifelong success, which review of the handbook confirmed. However, most parents and some students noted more general themes related to safety, learning and success. Regarding communication, school leadership, students, parents, teachers, and staff added that they are posted throughout the school, on letterhead sent home, reiterated in staff meetings, in the handbook, and more. Further, all stakeholders noted that they are manifested in a variety of ways, such as resources available to students and families through the community school (food pantry, mental health supports, parent workshops on various topics), the after-school program (Access Art and Lego and sports), instruction (leveling up), and counselors who help to prepare students for the future.
- School leadership ensures that the school’s programs are aligned with the school’s mission and vision, are somewhat culturally relevant, and incorporate skills for 21st century success. According to school leadership and teachers, students learn about other cultures through the after-school art program, and through the Wit and Wisdom curriculum, in which students learn about other cultures such as Native Americans, Mexicans, and Hindus. School leadership and teachers added that some field trips have also exposed students to other cultures, such as local museums or Fort McHenry, though not all students had participated on field trips at the time of the visit. School leadership and some teachers also indicated that the school will have a Black History Month program, which parents confirmed. Regarding 21st century skills, all stakeholders noted that students have access to technology including laptops, iPads, and smartboards, apps such as Zern, and there is a robotics program at the school, as well as a technology class. Students added that they are producing a TED talk in the production room and students can participate in debate club after school. Further, all stakeholders reported that students collaborate in classes, and the district curriculum is rigorous. Lastly, teachers stated that middle school students are learning financial literacy basics through the Stocks in the Future program, which review of a flyer confirmed. A review of a family orientation presentation confirmed that clubs in the after-school program included robotics, Legos, National Academic League (NAL), drama and Access Art.

- The school implements and monitors school protocols that create an environment where students, staff, and families feel welcomed and students, staff, and families feel somewhat safe. In focus groups, all stakeholders reported that the school is welcoming, due to staff who are visible and greet families at arrival, events such as Back to School Night, Orientations, parent workshops, family events, the after school program and more. Regarding safety, school leadership reported that the school is safe due to secure entrances, buzzers required for entry, a visitor sign-in process, and hall monitors on each floor of the building. However, some teachers noted that weapons have been found on students, and behavior can be problematic and is not always resolved even after administration is called upon; parents and some students confirmed challenging behaviors, particularly in middle school, which are not always addressed in a way that improves behaviors. Teachers and some students added that some of the safety procedures can also be circumvented, which can result in concerned parents in classrooms. Lastly, students indicated that they would like more practice with emergency drills. Regarding emotional safety, school leadership, teachers and community partners noted that staff are trained on the use of restorative circles, and the school has a counselor, psychologist, and social worker available for students. Students noted that bullying is addressed when it occurs, and that they feel comfortable speaking with adults; families also indicated that they could express concerns and share feedback with school leadership. Finally, teachers stated that they had a least one member of the leadership team with whom they could share suggestions, concerns, and feedback, though some teachers noted that they did not feel their feedback was always valued. Review of a Parent Orientation presentation confirmed mental health supports, use of restorative practices, and review of the school handbook confirmed safety procedures, such as dismissal, classroom management expectations, crises plans and more. Review of needs assessment survey results also confirmed that one community priority of students and families was reduction in violence/safety.

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

Effective

- The school employs a variety of regular communication systems with families about school-wide and individual student progress. In focus groups, school leadership, community partners and teachers stated that the school uses a variety of communication methods, including social media (Instagram and Facebook), flyers, emails, Parent Link (an automated calling platform), phone calls, morning and afternoon announcements and in person discussions during arrival and dismissal; families and students confirmed the flyers, automated calls, announcements and phone calls. Review of flyers and letters confirmed some of the school-wide communication methods. Regarding individual student progress, school leadership, parents, and teachers noted that progress reports and report cards are sent home, and parent conferences are convened; teachers noted that they also make phone calls or discuss updates in person. Students confirmed the phone calls, and also noted that behavior notes or texts can be sent. Review of emails to staff revealed that report cards

and progress reports were reviewed by leadership, and suggestions or correction made before they were finalized. Lastly, school leadership and teachers indicated that while there is not currently a need for translation, the English Speakers of Other Languages (ESOL) population of the school is growing.

- The school is building strong relationships with community stakeholders and leverages some resources to meet the needs of students and the school. According to school leadership, teachers, community partners, and staff, the school has a community schools coordinator, who cultivates relationships with both partners and families. School leadership added that events (Snowballs and Surveys and orientation sessions) and resources (parent workshops and the food pantry) also build relationships. Review of flyers for spaghetti dinners, breakfast with Santa, bingo tournaments, Trunk or Treat and parent workshops confirmed events and resources for families. School leadership, teachers and community partners further noted that families volunteer in a variety of ways in the school, including in the office, in classes, and distributing late passes and fresh fruit; parents and students confirmed that a core group of families serve in these ways. Review of a letter to families revealed that they were also asked to support a walking school bus. Continuing, school leadership, teachers and community partners stated that active partnerships include Access Art (after school art classes), Connection Point Church (donated a photocopier and coats/gloves/hats and sponsored breakfast with Santa) and University of Maryland, which provides the school with a mental health therapist and the coordinator for the community school designation. Continuing, community partners noted that partners also include Girl Scouts, Maryland Food Bank, Vision for Baltimore, Breath mobile, and other local churches. Review of partner open house and meeting sign-ins confirmed partnerships, as well as flyers for resources provided by partners.
- The school provides a variety of opportunities for families to participate in, or provide feedback on, appropriate school-wide decisions and improvement efforts. In focus groups, school leadership, community partners, families, students, and teachers reported that the school has a Parent Teacher Organization (PTO) that meets monthly, and a School Family Council (SFC) that meets monthly or bi-monthly. School leadership, teachers, and parents added that the role of the PTO is fundraising, and the merging of the two schools (Lyndhurst and Rognel Heights), while the SFC discusses budget, family involvement, committee reports from family and community engagement, attendance and more. Review of PTO agendas confirmed the school merger and fundraising and revealed that additional information included workshops, school goals, volunteering, and school events. Review of SFC agendas revealed that school-family compact was discussed, as well as budget, enrichment, holiday supports for families and school events that the committee was planning. Further, community partners and parents noted that a needs assessments survey was administered to families, and they also participated in interviews, which formed the foundation for the action plan for the community coordinator. Regarding feedback, community partners noted that families provided input on topics for parent workshops, and in regards to the budget, had requested additional hall monitors, though parents could not confirm areas of feedback.

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.

Developing

- School leadership establishes multiple tools and routines for frequent and timely communication with teachers and staff members regarding policies, progress, and school culture. In focus groups, school leadership, staff and teachers stated that school leadership communicates with staff via emails, meetings (staff, professional development, and academic planning), and in person. Teachers added that they also use google platform and receive texts, memos, and phone calls. Further, teachers and staff noted that communication is regular and timely for the most part. Review of emails confirmed communication to staff.
- School leadership establishes structures to recognize and celebrate some student and staff achievements and value. According to school leadership, parents, students, community partners and teachers, students were celebrated with a skating party for achieving iReady goals, which review of a Hot Skates permission slip confirmed. School leadership and some teachers added that they are currently planning an awards ceremony for the first semester to recognize students for honor roll, perfect attendance and more, though parents, some students, and some teachers believed that an awards ceremony had already occurred after the first quarter. Further, school leadership, parents, and teachers stated that Positive Behavior Interventions and Supports (PBIS) activities are implemented in classes, such as dance parties, movies, games and crafts and extra recess, though the frequency varies and not all students could confirm class-based events. Lastly, community partners noted that awards for attendance were being planned for students, and students confirmed receiving attendance awards, though parents indicated the celebration would be at the end of the year; review of an email confirmed plans for attendance incentives. Regarding staff celebrations, school leadership and teachers reported that awards were distributed to select staff for leveling up, survivor, and teamwork, for which they received certificates; however, some staff noted that they do not feel valued as the school is large and not everyone is recognized. Further, community partners indicated that a newsletter was sent in the beginning of the year with shout outs for staff, though it has not been sent since October. Lastly, some staff noted that they receive employee of the month certificates or kudos in staff meetings.
- The school develops proactive systems that support individual students' socioeconomic needs and some students' social and emotional needs. In focus groups, school leadership and teachers reported that the school has monthly Heart Market which has replaced the food pantry, in which families can access fruit, vegetables, and canned food. School leadership added that donated uniforms were also received by the school and are given to students in need. Lastly, school leadership indicated that families can receive resources with energy assistance and expungement. Regarding social and emotional needs, school leadership and teachers stated that staff have been trained on the use of restorative practice, and are in the initial phases of implementation, which review of letters, lesson plans, and professional development agendas confirmed; however,

teachers, students and community partners indicated that not all classrooms implement the practice consistently. School leadership, staff and community partners added that members of the student support team will begin to pull targeted groups focus around topics such as trauma, self-esteem, peer interactions and more later in the winter. Further, some teachers indicated that the school has a Prevention and Intervention for Early Learners (PIEL) program, to support younger students. Lastly, teachers and students noted that adults build strong relationships with students and serve as informal mentors.

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.

Developing

- School leadership collaborates with some stakeholders to establish and communicate measurable goals for the improvement of student learning. According to school leadership, the goals for the current year per the School Performance Plan (SPP) are to improve by 7.5% on English Language Arts (ELA) and by 10% on Math according to PARCC. School leadership added that the school also has an attendance goal of 94%. Most teachers and some students were able to confirm the goals, though some teachers indicated that iReady, and not PARCC, was the measure being used for the goal. Further, school leadership and some teachers stated that the Instructional Leadership Team (ILT) developed the goals by reviewing last year's data, after a conversation with district office staff regarding goals, though not all teachers were aware of or involved in the development of school-wide goals. Regarding communication, school leadership and teachers stated that the goals have been shared in staff meetings, professional development sessions and also with the PTO. Review of the SPP confirmed that the goals were as follows: "The percentage of students scoring at a level 4 or higher will increase by 7.5% on the 2019 PARCC assessment; the percentage of students scoring on or above grade level on the Math PARCC assessment will increase from 6% to 16.2% by August 2019. The student attendance percentage will increase from 90% to 94% by June 2019 as evidenced by monthly attendance data."
- School leadership collaborates with some staff to develop and communicate strategies that are aligned to school goals. In focus groups, school leadership and teachers reported that teachers and staff on the attendance team have developed strategies to support the attendance goal, including communication through emails, letters and phone calls, and home visits when needed, as well as incentives. Regarding academic initiatives, school leadership and most teachers stated that academic planning meetings, use of data, and small group instruction are some of the strategies they utilize to achieve the goal. However, other teachers noted that a Saturday Academy will be implemented to prepare students for PARCC. Continuing, some teachers indicated that use of iReady lessons as a strategy, as well as coach class and professional development on the curriculum. Lastly, school leadership and some teachers reported that strategies were shared in staff and academic planning meetings, but no one clarified how teachers contributed to the development of the overall academic strategies. Review of the SPP confirmed strategies included small groups, curriculum, and revealed mini lesson was an additional strategy for academics, while attendance strategies included attendance recognition and outreach and workshops.

- School leadership and staff participate in regular analysis of school-wide data and instructional practices to monitor progress towards goals, revisiting and adjusting action plans as needed. According to school leadership and teachers, data from iReady and ANet is monitored at beginning, middle, and end of year, and in December, mid-year data was reviewed and discussed in a staff meeting, specifically for students who were in the yellow (bubble students on the cusp of proficiency); most teachers noted that the ILT reviews school-wide data as well. School leadership added that the attendance team reviews data in monthly attendance meetings, which is currently below the target for the year. However, some teachers stated that while they did review data for yellow students to discuss strategies, it was only for one grade band, while other teachers noted iReady data for all students (green, yellow, and red) was reviewed. Most teachers noted that they believed attendance was slightly below the goal at the time of the visit. Finally, a review of ILT agendas confirmed that the SPP goal and strategies were a topic during an ILT meeting in late October.

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

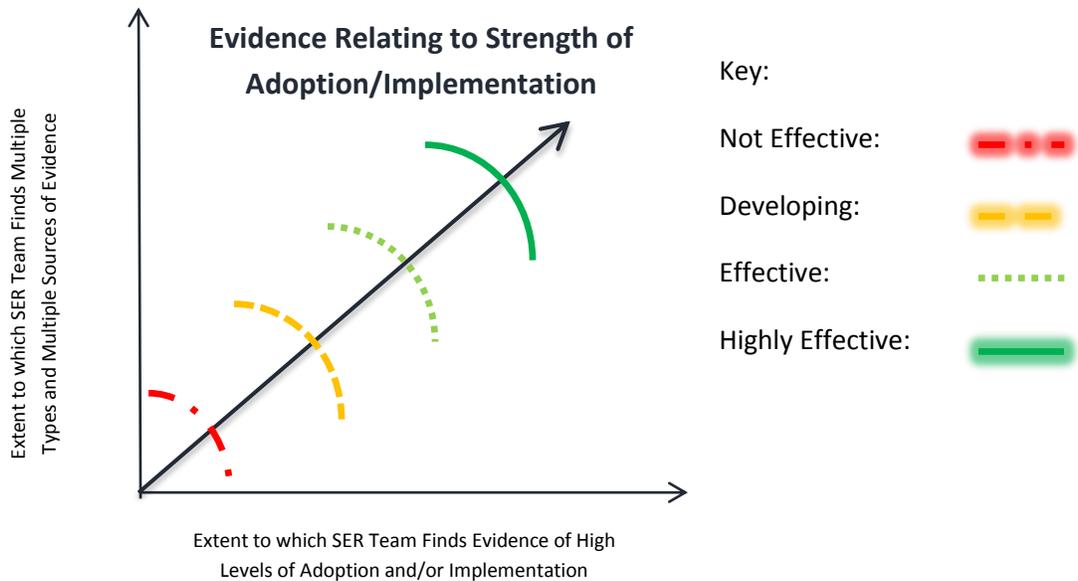
- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. According to school leadership and teachers, additional climate supports were a priority for the current year’s budget, as well as an additional assistant principal, additional supports for special education, and additional custodians. Regarding materials and supplies, school leadership and teachers stated that iReady materials were purchased for the school, and funds were budgeted for field trip buses, which parents confirmed. In terms of technology, school leadership, teachers, students, and community partners reported that the school has a two to one ratio, and includes Chromebooks, laptop carts, iPads and more. School leadership and teachers noted that distributions are equitable, and school leadership indicated that teaches can complete a supply request form for any general supplies that are needed. Lastly, teachers, parents and community partners reported that staff and parents provided input on budget priorities for the current year during staff meetings. Review of the principal’s budget tool confirmed funding allocated for staffing and supplies, such as the assistant principal, community schools coordinator and literacy materials, as well as restorative practice training, while review of SFC and Back To School Night presentation confirmed budget priorities as well.
- School leadership uses distributive leadership to strategically empower staff to take ownership of essential responsibilities and decisions and holds some staff accountable. In focus groups, school leadership and teachers reported that teachers and staff are expected to serve on two committees, including PBIS, special events, academics, attendance, and hospitality. School leadership and teachers added that teachers also coach sports and lead clubs, such as cheerleading, basketball, robotics, debate, the Good News club, and more. However, some teachers and community partners

indicated that they were unsure if all committees are currently active, though school leadership does attend meeting and notes from meetings are shared by committee heads with the school. Review of an email revealed that school leadership had emailed one committee about events being planned. Review of notes from the attendance committee and emails and by laws for the hospitality committee confirmed that some of the committees were active.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. According to school leadership and teachers, teachers meet weekly for academic content planning meetings according to grade band, to plan and review data and student work, and meetings are facilitated by a member of the leadership team. Teachers added that they discuss pacing, small groups, strategies, and assessments. Review of agendas confirmed that teams met weekly to plan content, review data, create small groups and determine strategies, map modules, read professional articles and more. For example, for one meeting in early October, review of an APM agenda revealed that teachers used the DDI cycle to analyze iReady math data to develop strategies to implement during small group instruction, identify meaningful and rigorous tasks for students, and understand their role as teachers during the small group component.

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 17 classroom observations that were conducted.

TEACH 1: Communicate Standards-Based Lesson Objectives	Evident	Partially Evident	Not Evident
Communication of objective	59%	24%	17%
Learning activities and resources align with lesson objective	82%	12%	6%
TEACH 2: Present Content Clearly	Evident	Partially Evident	Not Evident
Accurate, grade-level content	94%	0%	6%
Alternate presentation of content	71%	12%	17%
Emphasis of Key Points	71%	24%	5%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	Evident	Partially Evident	Not Evident
Scaffolded and/or Differentiated Tasks	59%	18%	23%
Opportunities To Engage With Complex Texts and Tasks	41%	53%	6%
TEACH 4: Use Evidence-Dependent Questioning	Evident	Partially Evident	Not Evident
Questions Requiring Justification	29%	53%	18%
Clear And Scaffolded Questions	71%	24%	5%
TEACH 5: Check For Understanding and Provide Specific, Academic Feedback	Evident	Partially Evident	Not Evident
Informative Checks for Understanding	41%	53%	6%
Specific, Academic Feedback	65%	29%	6%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	Evident	Partially Evident	Not Evident
Opportunities for student-to-student interaction	35%	24%	41%
Evidence-based discussions	29%	18%	53%
Student academic talk	59%	29%	12%
TEACH 7: Implement Routines To Maximize Instructional Time	Evident	Partially Evident	Not Evident
Maximized instructional time	76%	12%	12%
Smooth routines and procedures	41%	29%	30%

TEACH 8: Build A Positive, Learning-Focused Classroom Culture	Evident	Partially Evident	Not Evident
Teacher-to-student interactions	94%	6%	0%
Student-to-teacher interactions	82%	18%	0%
Student-to-Student interactions	76%	18%	6%
TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior	Evident	Partially Evident	Not Evident
Reinforce positive behavior	76%	12%	12%
Off-task behavior	53%	35%	12%
Time impact of redirection/discipline or off-task behavior	71%	12%	18%

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 Wildwood Elementary/Middle School was conducted on January 14-16, 2019 by a team of representatives from Baltimore City Public Schools.

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.

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.

Anisa Stubbs is currently a Special Education Liaison for Baltimore City Public Schools. Much of the work she does focuses on providing schools with academic, behavioral, and compliance support in the area of special education for a Community Learning Network (CLN) of schools within the district. Prior to taking on her current position Ms. Stubbs was the Coordinator of ED PRIDE programs which Coordinator of Citywide Programs for Baltimore City Public Schools where she focused on alternative programming for students with severe to moderate emotional disabilities and adjudicated youth with disabilities. Ms. Stubbs began her career in education as a special education teacher in both traditional and specialized programs throughout city schools and has also spent time as the Curriculum, Instruction, and Assessment Specialist The Kennedy Krieger Institute. She graduated with a B.A. in Broadcast, Telecommunications, and Mass Media from Temple University, holds a M.A.T. and a post graduate certification in Administration Supervision both from Johns Hopkins University. Ms. Stubbs is currently working on a post graduate degree in Applied Behavior Analysis also from Johns Hopkins University. Ms. Stubbs truly enjoys working with children and is fully committed to helping our youth succeed beyond their own imaginations.

She is truly dedicated to ensuring that young people know that she believes in them and their potential to be GREAT!!

Joel Carlin

Matthew Barrow