

**BALTIMORE CITY**  
**PUBLIC SCHOOLS**

**Office of Achievement and Accountability**  
**Division of Research Services**

**School Effectiveness Review**  
**2018 - 2019**

**James Mosher Elementary School**

**October 22-25, 2018**

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

### Introduction to the School Effectiveness Review

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

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

The SER team, comprised of representatives from City Schools who have extensive knowledge about schools and instruction, gathered information from teachers, students, parents, and leadership during a two 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 five 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

James Mosher Elementary School serves approximately 280 students in Early Learning Programs through fifth grade. The school is located on 2400 W. Mosher Street in the Bridgeview-Greenlawn neighborhood of Baltimore, Maryland. The principal, Ms. Octavia Hopkins, has been at the school for seven years. For more information about the school's student demographics and student achievement data, please see the School Profile, located on the City Schools website.

## Part II: Summary of Performance Levels

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

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

Domain 1: Highly Effective Instruction	
1.1 School leadership supports highly effective instruction.	Effective
1.2 Teachers use multiple data sources to adjust practice.	Developing
1.3 Teachers deliver highly effective instruction.	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.	Effective
Domain 4: Strategic and Professional Management	
4.1 The school manages progress towards clear goals through a cycle of planning, action, assessment, and adjustment.	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

<b>Key action 1.1: School leadership supports highly effective instruction.</b>	<b>Effective</b>
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- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons, and pacing. School leadership and teachers noted that teachers use district endorsed curricula and programs such as Wit & Wisdom, Eureka, SABES (STEM Achievement in Baltimore Elementary Schools) and Foundations. School leadership and teachers reported that school leadership oversees lessons and pacing through informal observations and academic planning meetings. A review of an informal observation report on lesson planning focused on standards-based objectives, gradual release, differentiation, and formative checks for understanding. A review of the September 5, 2018 academic planning agenda indicates a focus on data, long range planning, and revisiting lesson plans. A review of the Wit & Wisdom Reading Module Pacing Tracker, Eureka Math daily planning calendar and informal observations of Foundations also confirms planning oversight by school leadership.
- School leadership provides formative feedback and guidance to teachers based on the Instructional Framework that is actionable, clearly describes strengths and areas for growth, and meets the diverse needs of student learners. School leadership and teachers reported that school leadership facilitates multiple informal observations weekly. A review of informal observation reports reveals alignment with the instructional framework’s “Teach” actions, as well as provides feedback around successes, challenges, and next steps. For example, one informal observation noted discussing content standards and co-planning as next steps. Both stakeholder groups also stated that feedback is provided through written communication and discussions. Teachers also reported that school leadership provides feedback during weekly academic content meetings where glows and grows are shared.
- School leadership demonstrates an understanding of data analysis and are in the process of ensuring the use of a complete student learning data-cycle. School leadership shared that teachers have analyzed BOY (beginning of year) assessments such as iReady, Amplify and ANet. In addition, school leadership stated that teachers categorize students by levels of proficiency and then develop action plans and are required to maintain data walls. A review of the 2nd grade BOY benchmark assessment for Amplify confirms that student proficiency is categorized as close, far to go, and intensive support. The document also encourages the analysis of strengths, goal setting, instructional strategies, and result indicators. Teachers confirmed this process and added that action plans include goals and strategies that support the attainment of standards. Teachers also noted that teachers use data to develop small group instruction. School leadership and teachers noted that at the time of the site

visit, teachers had not completed an entire data cycle. However, school leadership notes to teachers regarding missing data confirms oversight of the data analysis process.

<b>Key action 1.2: Teachers use multiple data sources to adjust practice.</b>	<b>Developing</b>
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- Teachers analyze students' progress toward goals. School leadership reported that teachers analyzed last year's end of year EOY (end of year) data and this year's current beginning of year (BOY) data to establish trends and develop small groups accordingly. School leadership also noted that teachers set goals for modules, progress monitor every 3-6 weeks, and maintain action plans. Teachers confirmed the use of action plans and progress monitoring and added the use of data walls and exit tickets to track and assess student performance. A review of a third-grade math re-teach action plan based on BOY iReady data, reveals the number of students performing at varied proficiency levels, standards analysis, SMART goals, and re-teach strategies. School leadership also reported that teachers are in the process of developing SLO (Student Learning Objectives). A review of an October 15, 2018 email reveals a teacher's request for SLO support. A subsequent email confirms a meeting was scheduled with the mentor teacher to assist.
- Teachers adjust instruction; however, do not consistently plan in response to data. School leadership reported that teachers were provided a recommended template to plan daily lessons. A review of an email from school leadership regarding the lesson plan template encourages teachers to ensure that it is completed, printed and available for review by an administrator. A review of the lesson plan template reveals components such as Maryland College and Career Readiness Standards (MCCRS), lesson objectives, text dependent questions, small group instruction, and assessments. School leadership also noted that some teachers write on their plans to indicate modifications within components of the lesson. Teachers reported that some real-time adjustments or modifications include decreased pacing, strategically pairing students, the use of instructional manipulatives and online programs. Teachers also added that teachers may start the next lesson with a warm up or mini lesson on the concepts covered previously. School leadership and teachers reported that small group instruction is a primary tool in providing interventions; however, a review of some lesson plans revealed no small group information and/or a lack of differentiation.
- Teachers appropriately recommend students for some tiered interventions including limited opportunities for acceleration. School leadership and teachers reported that tiered interventions and opportunities for accelerations occur during small group instruction. However as stated above, small groups were not consistently noted in all lesson plans. In addition, school leadership and some teachers reported that the lead teacher pulls out small groups to provide additional opportunities for some students. A review of a September 27, 2018 email from the lead teacher to teachers reveals a request for a list of students in need of small group intensive supports for reading and math. School leadership and teachers also reported that teachers participated in Gifted and Advanced Learning training and have received materials; however, school leadership shared that students have not yet

been assessed and the program is not slated to start until December 2018. A review of a September 24, 2018 email regarding GAL updates 2018-19 reveals instructions for GAL sites such as GAL assessments, Individualized Learning Plans (ILPs), GAL overlay to Wit & Wisdom and GAL liaison meetings. School leadership and staff also reported that the school is also preparing its Student Support Team (SST) to begin after the first quarter. Parents noted tutoring as an intervention, but were unaware of any opportunities for acceleration.

<b>Key action 1.3: Teachers deliver highly effective instruction.<sup>1</sup></b>	<b>Developing</b>
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- Most teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 88% of observed classes (n=8), the lesson objectives identified student learning outcomes and were communicated (posted, explained, or referenced) to students. For example, in one class, the lesson objective read, “Students will know and be able to take action in order to reduce negative impacts on the bay by making posters to inform the school population on how their negative actions impact the Chesapeake Bay.” In 63% of classes, the learning activities and resources aligned with lesson objectives. For example, in the class noted above, students created an illustration designed to deter pollution. Students also watched a video that detailed the causes and effects of water pollution.
- Most teachers present content in various ways and emphasize key points to make content clear. In 88% of observed classes (n=8), teachers presented accurate grade level content. For instance, in one class, the lesson objective read, “Students will be able to identify what the letters (G,g) and (A,a) look and sound like by skip writing, repeating letter sounds and tracing letters.” aligned with the Maryland College and Career-Readiness Standard (MCCRS): RF.K.1- Demonstrate understanding of the organization and basic features of print by recognizing and naming all upper and lowercase letters of the alphabet. In 75% of classes, teachers presented content in two or more ways to make content clear. For example, in the class mentioned above, students played alphabet games and completed tracing sheets. In 75% of classes, teachers emphasized important points to focus learning of content. Continuing with the class noted above, the teacher modeled how to write letters with the use of a graphic organizer.
- Some teachers use multiple strategies and tasks to engage all students in rigorous work. In 50% of classes (n=8), teachers scaffolded and/or differentiated tasks by providing access to rigorous grade level instruction for all students. For example, in a few classes, students used graphic organizers and manipulatives in small groups. In only 13% of classes, did students have opportunities to grapple with complex text and/or tasks. In most classes (75%), students only had opportunities to engage with

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<sup>1</sup> Key action 1.2 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.

complex text and rigorous tasks superficially. For instance, in some classes, teacher read aloud to students or students wrote simple sentences.

- Some teachers use evidence-dependent questioning. In 0% of observed classes (n=8), did teachers ask questions that required students to cite evidence and clearly explain their thought processes. In most classes (75%), teachers asked questions that required students to explain their thought processes or cite evidence but not both. For example, in one class, students had to discuss their understanding of the prefix “pre” and its impact on the word “prehistoric.” In 75% of classes, teachers asked questions that were clear and scaffolded. In one class, the teacher asked scaffolded questions such as, “Where is the index found, in the front or back? How do the text features help you find the answer? How could you use this information to learn more about sharks?”
- Most teachers check for student understanding and provide specific academic feedback. In 75% of observed classes (n=8), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. In some classes, teachers used strategies such as circulating the classroom as students worked independently or in groups, annotating the lesson objective, or asking questions to all students in the class. In 75% of classes, teachers provided specific academic feedback to communicate current progress and next steps to move forward. For example, in some classes, teachers posed probing questions to students for students to self-correct misconceptions.
- 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 interactions. For example, students worked in groups and/or participated in class discussions. However, in most classes (50%), teachers did not provide opportunities for student-to-student interaction. In 0% of students-to-student interactions, were students engaged in discussions with their peers to make meaning of the content or deepen their understanding. In most classes (63%), students did not engage in discussions with their peers to make meaning of content or deepen their understanding.

**Key action 1.4: Teachers establish a classroom environment in which teaching and learning can occur. <sup>2</sup>**

**Effective**

- Most teachers implement routines to maximize instructional time. In 75% of observed classes (n=8), students were idle for less than two minutes while waiting for the teachers. Teachers were generally prepared for the lesson with appropriate materials and resources. However, in only 25% of classes, did routines and procedures run smoothly with minimal or no prompting from the teachers. In most classes (75%), routines and procedures did run smoothly with some prompting from the teachers to include repetition of directions.
- Teachers build a positive, learning-focused classroom culture. In 88% of classes (n=8), teacher-initiated interactions with students were positive and respectful. For instance, teachers praised students who were on task and offered to help students who needed additional assistance. Also in 88% of classes, student-initiated interactions with teachers were positive and respectful. Finally, in 75% of classes, student-to-student interactions were also positive and respectful.
- Most teachers reinforce positive behavior and redirect off-task or challenging behavior, when necessary. In 88% of classes (n=8), teachers promoted and/or reinforced positive behavior. For example, in one class, a teacher provided points for good behavior. However, in only 38% of classes, were students on-task and active participants in classwork and discussions. In most classes (63%), some students exhibited frequent off-task behaviors in the classroom and/or most students exhibited occasional off-task behavior in the classroom. For example, in one class, students quarreled about a pencil. Finally, in 63% of classes, teachers addressed behavioral issues (if any) with minimal interruption (2 minutes or less) to instructional time. In most cases, teachers addressed behavioral concerns quickly.

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<sup>2</sup> Key action 1.5 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 retention across staffing positions that addresses student well-being and academic performance. School leadership shared that data was considered when developing the school's staffing structure. According to school leadership, third and fifth grades are departmentalized (fourth grade was not departmentalized because fourth grade enrollment only required one teacher), early career teachers were paired with veterans, and teachers shifted grades because their students have demonstrated growth on standardized assessments. A review of instructional schedules confirms the departmentalization of grades 3 and 5. Teachers also shared that they may loop (i.e. follow their students to the next grade) with their class. School leadership and teachers confirmed lead teachers and para educators to support student achievement. Both stakeholder groups also noted physical education, music, and computer science as available resource classes for students. As it relates to student support, school leadership, teachers and staff reported a school social worker, para educator, ITA, psychologist, special educators, and University of Maryland clinicians. A review of a staffing roster confirms these positions. Regarding the retention of effective staff, school leadership shared that some staff left the school district for other opportunities; however, remaining staff are supported through the lead teacher and Professional Learning Communities hosted afterschool. Teachers confirmed the assistance of the lead teacher and added that they enjoy working with school leadership and other staff. Teachers also reported that school leadership cares about them and provides opportunities for teachers to grow professionally.
- School leadership proactively recruits candidates using some stakeholders and a measure to assess each candidate's qualifications in alignment with school needs. School leadership shared that the principal sends out intent forms to pre-assess potential vacancies. A review of emails from school leadership to the Office of Human Capital reveals exchanges regarding vacant positions. School leadership also reported that the school participates in the district's hiring fair. A review of a district hiring fair ticket confirms a reservation to this event. Teachers confirmed the hiring fair as a part of the recruitment process and reported a partnership with Teach For America (TFA). School leadership and teachers also reported that candidates provided resumes and were assessed through interviews with school leadership. School leadership noted that teachers were unavailable to serve on the interview panel because of summer hiring. Finally, school leadership and teachers reported that candidates did not provide demonstration lessons.

- School leadership ensures the implementation of mentoring/induction programs, when applicable, to support the development of most new teachers and staff and monitors the program’s effectiveness. School leadership and teachers reported that the school has a mentor for early career teachers. School leadership added that the mentor officially meets with mentees twice per month and documents supports in Learning Zone. A review of the Learning Zone time tracker reveals that the mentor has met with some early career teachers on an average of 52 minutes per session to discuss topic such as special education and academic data. School leadership also added that mentor supports include co-teaching and classroom observations. Teachers added that the mentor assists mentees with classroom set up, lesson planning, analyzing data, and developing Student Learning Outcomes. School leadership and teachers reported that school leadership meets with the mentor to monitor the program. However, not all early career teachers could speak to direct support from a mentor. A review of Learning Zone documentation only confirms supports for first year teachers. Regarding induction, school leadership and teachers reported that teachers who are new to the school attended a site-based orientation during the August 2018 professional development sessions.

**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 expectation for all staff and allocates time to support staff in meeting those expectations. School leadership and teachers reported that teachers participated in initial planning conferences where Individual Development Plans were discussed or completed. School leadership added that topics discussed in the conference included student data, strategies, behaviors, and parental outreach. A review of the staff handbook confirms expectations for the initial planning conference. An October 1, 2018 memorandum from school leadership to teachers regarding initial planning conferences shows details about schedules and deadlines, expectations, and student artifacts. School leadership facilitated a presentation on the district’s attendance and reliability policy which was confirmed by staff meeting agenda which included a PowerPoint presentation on attendance and reliability. A review of an email from school leadership to the district office reveals some attendance and reliability concerns at the school. Teachers reported that school leadership also shared expectations for the formal evaluation process which includes a memorandum that outlines the process, a pre-observation conference to discuss look-fors and expectations, an observation, and a post observation where feedback associated with the Instructional Framework is provided, student artifacts are reviewed, and next steps considered. School leadership shared that schedules for formal evaluations have not been disseminated to staff because the timeline for observations has not yet begun.

- School leadership uses multiple methods to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. School leadership and teachers reported that struggling teachers are identified through informal observations as well as teachers self-identifying their needs to school leadership. School leadership shared that struggling teachers receive additional informal observations and support through co-planning, co-teaching, unpacking content standards and developing small groups. Teachers confirmed these supports and added modeling as another aid provided by school leadership. Teachers also noted that assistance is available during academic planning meetings. An email from school leadership to the lead teacher regarding targeted supports for one teacher confirms that the lead teacher is a resource for struggling teachers. Further, a series of observation feedback logs for one teacher were provided which noted concerns with classroom transitions and process charts.
- School leadership engages all staff in differentiated professional development based on identified needs and in alignment with the school's instructional vision and the Instructional Framework. School leadership reported that the school's instructional vision includes the use of technology such as Google Classroom and Reading A-Z and small group instruction. Teachers confirmed small group instruction and added student-to-student conversations as another component of the instructional vision. A review of an October 10, 2018 email regarding academic planning time reveals topics such as small groups and data. Teachers reported participating in professional development sessions on technology, iReady, Wit & Wisdom, Gifted and Advanced Learners (GAL), and SABES. A review of an August 30, 2018 school-based professional development agenda confirms sessions on planning and curricula. School leadership and teachers noted the professional development opportunities are sometimes differentiated by grade level or content.

## 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 has created communication systems so that the school community shares some understanding of, and commitment to, the school mission, vision, and values, including some understanding of strategic goals and initiatives that support high student achievement. According to the school handbook, the mission encourages all stakeholders to create an instructional environment that addresses the needs and interests of students as they receive an educational program that enhances each student’s intellectual, social, moral, and emotional growth. School leadership mentioned a safe and successful, holistic learning environment that prepares students for college and the workforce; however, stakeholder groups were unable to articulate the mission and vision as noted in the handbook. When asked about the mission and vision, some teachers noted the district’s 3-year plan, while others reported perseverance and success in reading. Parents shared that the school’s mission is to create leaders for society. According to students, the mission involves being smart and growing. According to school leadership, initiatives aligned to the mission include the supports of the Instructional Leadership Team, volunteer opportunities, American Education week, and exposure to colleges and universities. A review of a letter from the Collegebound Foundation to school leadership reveals the school’s participation in the 2018 college awareness month contest. Teachers added that other mission-aligned initiatives include the School Family Council and the James Mosher Baseball League. Parents noted the student safety patrol as an aligned initiative. School leadership shared that the mission was communicated at the Back to School Night. Teachers confirmed that the mission was shared during family events and through posters. A review of the Back to School Night PowerPoint reveals slides on the vision, schoolwide goals, and programs/clubs. Parents and students reported that the mission was articulated through announcements .
- School leadership ensures that the school’s programs are aligned with the school’s mission and vision, are somewhat culturally relevant and incorporates some skills for 21st century success. School leadership reported that the curricula expose students to different cultures. Students shared that they are reading books on Native Americans, Ruby Bridges, and Dr. Martin Luther King. Teachers, staff, and students added that the school hosts programs that celebrate Black History, women in history, and holidays around the world. A review of last year’s programs for the Black History and Winter Event were provided to confirm the celebrations as annual occurrences. School leadership, teachers, and staff also mentioned field trips to the Pumpkin Patch, Fleet Week, and Fire Museum as examples of cultural exposure. School leadership, teachers and students state that the school’s programming reflects 21st century learning through the use of technology. School leadership reported that some classes are equipped with working Smartboards and document cameras. Teachers and staff noted that students have access to online resources such as ABC Mouse, Flocabulary, and Reading A to Z. Teachers also reported that students receive technology education as a resource class, which a review

of the instructional schedule confirmed. School leadership, teachers, and students also reported that City Schools’ curricula such as Wit & Wisdom supports 21st century learning. School leadership reported that the curricula includes high quality questions and a focus on writing. Students confirmed the increase in writing in their classes. A review of student artifacts reveals writing samples (in multi-paragraph format) related to college and career readiness. Finally, teachers added that students are required to think deeper and be more analytical.

- The school implements and monitors school protocols aligned with the school mission that create an environment where students, staff, and families feel welcomed and safe. All stakeholder groups reported that the school has a welcoming environment. School leadership reported an open-door policy and noted that the school operates as a community school. School leadership, teachers, staff, and parents shared that everyone is greeted as they travel throughout the building. Teachers also stated that the school’s posting, decorations, and colors make the building attractive. School leadership confirmed the bright décor, and added that the school has a welcome mat, welcome tree, welcome board, and pictures of staff. Staff reported that student work is displayed in classes and hallways. The site visit team observed student work posted throughout the building. Parents shared that the front office staff is welcoming. All stakeholder groups reported that the school is physically safe. School leadership and teachers reported that the school has implemented visitors and dismissal policies. Teachers added the student safety patrol, locked doors, and staff posts throughout the building as measures that align with physical safety. Students confirmed the student safety patrol and added school drills and security cameras as other means to maintain physical safety. A review of a staff meeting agenda notes a topic on school drills. Further, a review of the student handbook also confirms school drills and addresses other safety protocol such as visitors and dismissal policies. As it relates to emotional safety, all stakeholder groups reported that students and adults have people at the school to confide in if necessary. School leadership and teachers stated that bullying is not an issue. However, students reported that bullying is sometimes an issue, but added that it is quickly resolved through conversations and schoolwide presentations. School leadership shared that it monitors the effectiveness of school safety measures through walkie-talkie communication. Teachers noted school leadership’s oversight of safety procedures through committee meetings, observations, and emails.

<p><b>Key action 3.2: The school cultivates and sustains open communication and decision-making opportunities with families and the community.</b></p>	<p><b>Effective</b></p>
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- The school employs a variety of regular communication systems with families about school-wide and individual student progress. School leadership, teachers, parents, and students shared that the school uses flyers, newsletters, phone calls, and the parent bulletin board to communicate about school-wide progress. One classroom newsletter welcomed parents to the start of the school year and invited families to attend Back to School Night. Regarding communication of individual student progress, school leadership noted communication through daily behavior charts, progress reports,

and newsletters. Teachers confirmed class newsletters and added meetings with school leadership and quarterly progress reports as opportunities to communicate with families. Students noted permission slips, surveys, and Class Dojo as modes of communication. A review of individualized attendance letters confirms that the school communicates student-specific information and goals to families. All stakeholder reported that communication on school-wide and individual student progress is available in languages other than English when applicable. All stakeholders noted that communication is both timely and routine.

- The school builds strong relationships with some community stakeholders and leverage resources to meet the needs of students and the school. School leadership reported that the school builds strong relationships by inviting the community to quarterly award ceremonies and events such as Muffins for Moms, Donuts for Dad, and American Education week offerings. School leadership reported that families volunteer their time and talents by chaperoning field trips, supporting classroom instruction, assisting with breakfast in the cafeteria, monitoring during dismissal, and preparing for PBIS incentive events. Teachers and families confirmed that families volunteer in classrooms and the cafeteria. A review of the Volunteers Needed document reveals areas of need and available times for volunteers. Students added that families volunteer to support the Fruit and Vegetable program. Regarding community partnerships, school leadership, teachers and parents noted support from the James Mosher Baseball League (provides PBIS incentives) and Holy Trinity Church (donates supplies and read to students).
- The school provides a variety of opportunities for families to participate in or provide feedback on appropriate school-wide decisions and improvement efforts. School leadership, teachers, and families reported that the school has a School Family Council (SFC) and a Parent Involvement Committee that meets monthly. A review of the September 25, 2018 Parent Involvement Committee meeting agenda notes reveals topics on the Harvest Fest, afterschool clubs, and goals. According to teachers, the SFC has met to discuss the school's budget and hiring. School leadership reported that the first SFC meeting was combined with the Back to School Night. A review of the meeting's presentation notes topics on staffing, volunteerism, family events and budget. According to the school handbooks, School Family Council meetings are scheduled for the third Wednesday of each month. Students confirmed that families completed surveys and learned of school information during Back to School Night. A review of parent surveys reveals family input on family workshops, opportunities to volunteer, and preferred methods of communication. School leadership reported that family meetings were scheduled according to family feedback and availability. Teachers mentioned that trips such as the Pumpkin Patch and the Fire Museum derived from family 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.**

**Effective**

- School leadership establishes multiple tools and routines for frequent and timely communication with teachers and staff members regarding policies, progress, and school culture. School leadership reported that teachers and staff sign (to confirm receipt) and review the staff handbook at the beginning of the school year and during monthly staff meetings. School leadership added communication is shared with teachers and staff during weekly academic planning, and monthly mentor meetings. Teachers confirmed the use of the staff handbook and listed staff meetings, memos, emails, and the Initial Planning Conference as opportunities to communicate with teachers and staff. Most teachers reported that communication is timely and routine.
- School leadership establishes structures to recognize and celebrate student and staff achievements and value. School leadership and teachers reported that they follow the school’s motto, “Every student, every subject, every day” as demonstrating value for students. School leadership, teachers, and parents shared that the school recognizes student birthdays, hosts quarterly award ceremonies (honor roll, improved behavior, uniform, citizenship etc.), PBIS events, student of the month celebrations, and posts student work. A review of emails and pictures confirms birthday and students of the month celebrations. Students noted pizza parties and Fun Day as opportunities to recognize their achievements. Regarding recognition of staff, school leadership shared that staff were celebrated at the start of the school year and received school shirts. The site team observed staff wearing the shirts and other school paraphernalia. School leadership and teachers also noted staff outing events such as Dave and Buster and bowling as other ways the staff are recognized and celebrated. Teachers also shared that teachers bond and collaborate during committee and collaborative planning meetings. Staff also reported that they enjoy working with colleagues, love their jobs and feel valued.
- The school develops limited proactive systems that support individual students’ social, emotional, and socioeconomic needs. As it relates to proactive socioemotional supports, school leadership, teachers and parents reported that the school has partnered with the University of Maryland to provide mental health clinicians for students. A review of the University of Maryland School Mental Health Program (SMHP) mission and services align with stakeholders’ claims. School leadership, teachers, and parents also noted that the school has employed a social worker, psychologist, special educator, and IEP chair to comprise the school’s Student Support Team (SST). School leadership reported that SST will convene meetings in November 2018. Teachers communicated a need for student mentoring programs but shared that the school offers Boys and Girls Scouts. A review of a Parent Involvement Committee agenda confirms Girls Scouts as a partner. School leadership reported that Mentoring Men Mondays will begin this fall. School leadership also noted that opportunities such as sports, yoga, dance, and the student safety patrol supports socioemotional wellness. A review of the JMES Safety

Patrol Pledge reveals an emphasis on setting a good example, obeying teachers, and striving to earn the respect of fellow students. Regarding proactive socioeconomic needs, school leadership reported the school offers a parent involvement room equipped with a computer for job searches as well as a paraeducator who serves as the family liaison. School leadership and teachers stated that the school hosts food drives and distributes food through the Farm Fresh program. Both stakeholder groups also noted that uniforms and other school supplies are available for students. Parents confirmed the uniform support and added the social workers helps families in need. According to school leadership and teachers, socioemotional and socioeconomic resources are communicated through word of mouth and School Family Council meetings; however, families were unable to note any current socioeconomic supports available at the school.

## 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 has established and is beginning to communicate measurable goals for improvement of student learning; however, it is unclear how school leadership collaborated with multiple stakeholders in the process. School leadership reported that schoolwide goals include a 5% increase in PARCC English-Language Arts and Math scores and a 92% student attendance rate. School leadership added that the goals were developed in collaboration with the Instructional Leader Executive Director (ILED) and the Instructional Leadership Team (ILT). Continuing, school leadership reported that schoolwide goals were discussed at Back to School Night and ILT meetings. A review of a September 24, 2018 ILT agenda reveals topics on the School Performance Plan (SPP), PARCC data and action planning. Teachers confirmed the student attendance goal of 92% and noted goals for climate data (suspensions and office referrals) connected to college and career readiness and the districts Blueprint 2020 goals. Teachers added that iReady, Amplify and PARCC are data measures aligned with schoolwide goals and stated that schoolwide goals are discussed in ILT meetings as well as academic planning meetings. However, teachers and parents were unable to speak to measurable schoolwide academic goals. A review of a September 5, 2018 academic planning agenda notes a topic on schoolwide data review and updates. The School Performance Plan notes the SY2018-19 schoolwide goals and strategies as 1) Literacy Plan – The percentage of all students scoring a 4 or 5 on PARCC ELA will increase from 6% in SY17/18 to 11% in SY18/19. 2) Math Plan – The percentage of all students scoring a 4 or 5 on PARCC Math will increase from 2.2% in SY17/18 to 7% in SY18/19. 3) Student Wholeness Plan – The school will reduce the overall percentage of moderate to severely chronically absent students by 10% from 51.8% in SY17-18 to no more than 40% in SY18/19. 4) College and Career Readiness Plan – A 20% increase in the number of students who receive their first or second middle school choice from SY17/18 to SY18/19.
- School leadership collaborates with staff to develop and communicate some strategies that are aligned to school goals. School leadership reported that strategies aligned to school-wide goals includes attendance incentives (such as awards, movies and posters), convening the ILT to meet bimonthly to review and communicate data, differentiating instruction, and facilitating small groups. Teachers confirmed attendance incentives and small group instruction, but added the Student Support Team, PBIS, access to online resources (such as Reading A-Z and Flocabulary), data walls, classroom centers and exit tickets as additional strategies. Teachers shared that strategies aligned with the schoolwide goals were communicated at the beginning of the school year. According to the School Performance Plan, the SY2018-19 schoolwide strategies include 1) Literacy Plan – a lead teacher, 90 minutes academic planning session per week and Navigating Action Planning (NAP) resource. 2) Math Plan – a lead teacher, 90 minutes academic planning session per week and Navigating Action Planning (NAP) resource. 3) Student Wholeness Plan – a social worker, ITA and

regular meetings to address student support needs. 4) College and Career Readiness Plan –teachers, a middle school choice liaison, and middle school choice information sessions for families.

- School leadership and all staff participate in regular analysis of school-wide data and instructional practices to monitor progress toward goals, revisiting and adjusting action plans as needed. School leadership and teachers reported that schoolwide data is discussed in ILT and faculty meetings. School leadership added that the ILT analyzes data from assessments such as iReady, Amplify, ANET and Wit & Wisdom and shares the analysis with teachers during academic planning meeting. A review of ILT and academic planning meeting agendas confirm the analysis of schoolwide data. School leadership also reported that goals and strategies have not been adjusted thus far; however, the attendance goal may be reduced to 90%.

**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**

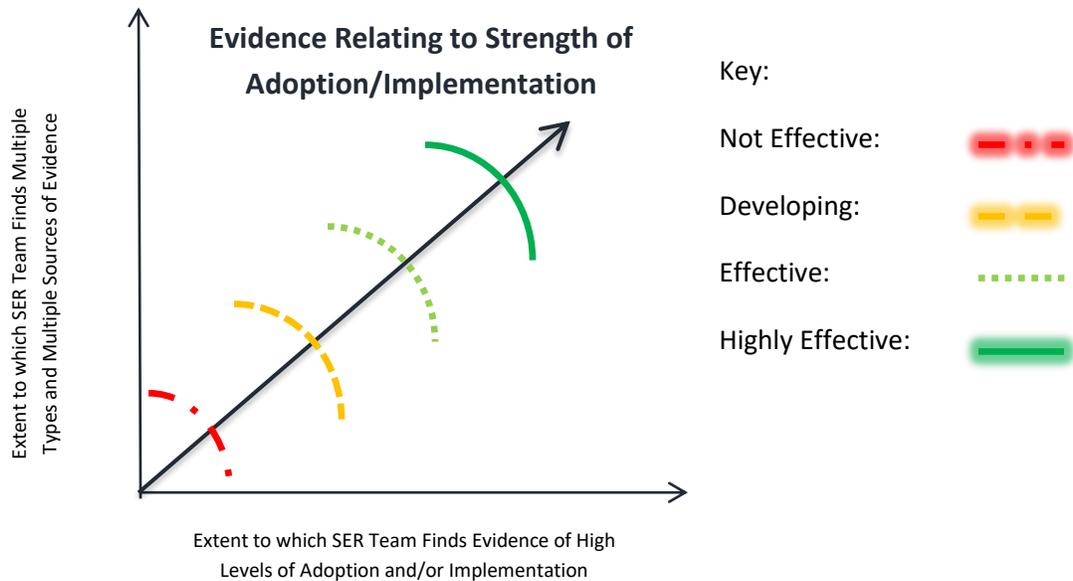
- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. School leadership reported that instructional materials, technology, field trips, and positions were purchased to support an equitable learning environment. School leadership also shared that the Individual Education Program (IEP) chair and physical education positions were increased to full time and additional classroom teachers and custodial staff were hired. Teachers and parents confirmed the additional positions and noted that teachers were added to 5th grade to reduce class sizes. Teachers also noted that the additional positions allowed for increased academic planning time. School leadership and teachers also reported that supply forms are available to request materials. A review of the Classroom Supplies Request Form reveals that teacher can request resources such as chart paper, folders, chalk etc. School leadership and most teachers felt that resources were distributed equitably. School leadership reported receiving guidance as a 21st Century School regarding purchasing technology. Teachers and parents noted that the budget was shared with the school community at the end of the last school year. Additionally, a review of the Back to School Night PowerPoint reveals information was shared on the school’s budget.
- School leadership uses distributive leadership to strategically empower teachers and staff to take ownership of essential responsibilities and decisions and holds staff accountable. School leadership and teachers reported that leadership opportunities exist for staff. Both stakeholder groups reported that teachers facilitate serve on school committee such as climate, attendance, parent involvement, community engagement and achievement. School leadership added that teachers serve as Student Learning Objectives (SLO) ambassador, facilitate professional development sessions, and serve on the Instructional Leadership Team. Teachers added that a paraeducator facilitates the computer science resource because of her acumen for technology. School leadership shared that staff characteristics

were discussed at the start of the school year and were considered when assigning leadership roles. Regarding oversight, teachers reported that school leadership attends committee meetings and leads share committee documents with school leadership. Finally, teachers reported that school leadership attends academic planning and committee meetings.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. School leadership and teachers reported that teachers participate in 90-minute academic planning sessions where topics such as data, planning and small group instruction are discussed. A review of a September 12, 2018 academic planning meeting agenda reveals topics on iReady, Flocabulary, Wit & Wisdom, and data analysis. Teachers also noted that teachers conduct learning walks to inform their practices. According to one Learning Walk Record Sheet, the focus was on Teach 5 actions such as checking for understanding and providing academic feedback. School leadership also noted that teachers also have grade level meetings and a total of five planning periods per week.

## 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 types<sup>3</sup> and multiple sources<sup>4</sup> 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	<b>Not Effective</b>	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	<b>Developing</b>	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	<b>Effective</b>	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	<b>Highly Effective</b>	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.

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

<sup>4</sup> "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.

<b>TEACH 1: Communicate Standards-Based Lesson Objectives</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Communication of objective	50%	38%	13%
Learning activities and resources align with lesson objective	63%	38%	0%
<b>TEACH 2: Present Content Clearly</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Accurate, grade-level content	88%	13%	0%
Alternate presentation of content	75%	0%	25%
Emphasis of Key Points	75%	13%	13%
<b>TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Scaffolded and/or Differentiated Tasks	50%	13%	38%
Opportunities To Engage With Complex Texts and Tasks	13%	75%	13%
<b>TEACH 4: Use Evidence-Dependent Questioning</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Questions Requiring Justification	0%	75%	25%
Clear And Scaffolded Questions	75%	13%	13%
<b>TEACH 5: Check For Understanding and Provide Specific, Academic Feedback</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Informative Checks for Understanding	75%	13%	13%
Specific, Academic Feedback	75%	13%	13%
<b>TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Opportunities for student-to-student interaction	38%	13%	50%
Evidence-based discussions	0%	38%	63%
Student academic talk	88%	0%	13%
<b>TEACH 7: Implement Routines To Maximize Instructional Time</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Maximized instructional time	75%	25%	0%
Smooth routines and procedures	25%	75%	0%

<b>TEACH 8: Build A Positive, Learning-Focused Classroom Culture</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Teacher-to-student interactions	88%	13%	0%
Student-to-teacher interactions	88%	13%	0%
Student-to-Student interactions	75%	25%	0%
<b>TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Reinforce positive behavior	88%	13%	0%
Off-task behavior	38%	63%	0%
Time impact of redirection/discipline or off-task behavior	63%	38%	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 James Mosher Elementary School was conducted on October 22-25, 2018 by a team of representatives from Baltimore City Public Schools.

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

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

**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.