

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

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

**School Effectiveness Review**  
**2017 - 2018**

**Furley Elementary**  
**October 10-12, 2017**

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

### Introduction to the School Effectiveness Review

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

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

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

### School Background

Furley Elementary serves approximately 500 students in grade pre-kindergarten through fifth grade. The school is located on Sinclair Lane in the Frankford neighborhood of Baltimore, Maryland. The principal, Ms. Greta Cephas, has been at the school for 9 years. For more information about the school's student demographics and student achievement data, please see the School Profile, located on the City Schools website.

## Part II: Summary of Performance Levels

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

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

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

## Part III: Findings on Domains of Effective Schools

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

### Domain 1: Highly Effective Instruction

Key action 1.1: Teachers plan highly effective instruction.	Effective
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- Teachers implement standards-based daily lessons, units, and long-term plans using appropriate curriculum planning documents. School leadership and teachers reported that teachers use the Baltimore City Public Schools’ curriculum planning documents such as scope and sequence, year at a glance, ELA modules, and Eureka’s units of study. A review of lesson plans confirmed that teachers included the Common Core State Standards on lesson plans. For example, one lesson plan included standards 5.OA.A1, 5.OA.A.2 5.NBT.5 which referred to the following objective: “Students will be able to and interpret numerical expressions and compare expressions using a visual model.”
- Teachers design daily lessons that meet learners’ unique needs. School leadership stated that all lessons are standards-based and that teachers follow the curriculum with fidelity. In addition, school leadership and teachers stated that teachers look at data to understand student’s strengths and areas for growth and then differentiate accordingly. Further, teachers reported including small groups, as well as accommodations and modifications in lesson plans. While a review of lesson plans revealed a notation of small groups, not all plans indicated differentiated activities for the small groups identified. For example, one lesson plan noted three small groups (with students’ names) with differentiated texts based on skill levels. All lesson plans contained the gradual release model, questions, pair or partner work, centers, and manipulatives. However, not all lesson plans included accommodations and modifications.
- Teachers set and track goals based on students’ performance levels. School leadership and teachers reported setting SMART goals (Specific, Measurable, Achievable, Realistic, Time Bound) as part of the Data Driven Instruction (DDI) process using different assessments such as i-Ready, Amplify, and unit tests. Specifically, school leadership reported that the current goal for all teachers is to have .75 year’s growth for both reading and math; which teachers confirmed. Continuing, teachers stated that they are in the beginning stages of creating their Student Learning Objectives (SLO). A review of an email confirmed an SLO ambassador meeting being held on October 11<sup>th</sup>. Regarding tracking students’ progress, school leadership and teachers reported that progress towards goals is tracked through progress monitoring and formative assessments. A review of completed Data Team Forms showed that teachers are setting goals during the data analysis process. Specifically, one form showed the following goal: “The percentage of students in grade 1 scoring proficient or higher in September will increase from 21% to 31% by the end of January 2018 as measured by BOY administered.”

**Key action 1.2: Teachers deliver highly effective instruction.<sup>1</sup>****Effective**

- Most teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 67% of classes (n=12), teachers communicated the lesson objective to students by explaining and referencing the objective during the lesson. For example, while all classes had an objective that was at least posted on the board, most teachers also explained or referenced the objective during the lesson. Additionally, in 58% of classrooms lesson activities and resources had a clear and intentional purpose and were aligned with the lesson objective. For example, in one class the objective was “to write a narrative by writing a rough draft from the organizer.” During the lesson, the students were observed using a graphic organizer differentiated to their levels to create their second paragraph of their narrative.
- Most teachers present content in various ways and emphasize key points to make content clear. In 92% of classes (n=12), teachers presented students with accurate grade level content aligned to appropriate content standards. For example, in most classes the appropriate Common Core State Standard was identified and aligned to the stated objective. Additionally, in 67% of classes, teachers presented content in various ways to make content clear. For example, in one class the teacher read aloud a poem twice, then used a graphic organizer to capture what students imagined/visualized as she read the poem through a group discussion. Finally, in 75% of classes, teachers emphasized important points to focus the learning of content. For example, in the same class mentioned above, the teacher emphasized key vocabulary words as she read the poem.
- Most teachers use multiple strategies and tasks to engage all students in rigorous work. In 75% of classes (n=12), teachers scaffolded and/or differentiated tasks by providing access to rigorous grade-level instruction for all students. For example, in one class all students were creating a rough draft however the teacher differentiated the activity by providing students with two different graphic organizers depending on students’ levels, in addition to working with a small group to provide more targeted support. Additionally, in 58% of classes, students had opportunities and time to grapple with complex texts and/or tasks. For example, in one class students were observed working through a productive struggle as they solved numerical expressions individually.
- Most teachers use evidence-dependent questioning. In 83% of classes (n=12), teachers asked questions that were clear and scaffolded. For example, in one class the teacher asked the following questions in order to prepare students to identify the main idea and details in a text: “What do you think this book will be about? What is the main idea? What was the book mostly about?”. Additionally, in 58% of classes, teachers asked questions that required students to cite evidence and clearly explain their thought processes. For example, in the same class the teacher asked, “what are some supporting details in the text about being friends”?

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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 duration and the observers are looking for teachers to demonstrate components of the Instructional Framework. The results of the completed classroom observations can be found in appendix A.

- Some teachers check for student understanding and provide specific academic feedback. In 50% of classes (n=12), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. In some classes the teacher attempted to conduct checks for understanding, but checks only yielded some information. For example, one teacher was observed checking the understanding of small groups of students but unaware of the understanding of the rest of the class. In addition, in 67% of classes, teachers provided students with specific academic feedback to communicate current progress and next steps to move forward. For example, one teacher provided academic feedback for a small group of students by modeling how to write a letter and saying you “go down from the plane line to the grass line.”
- Some teachers facilitate student-to-student interaction and academic talk. In only 33% of classes (n=12), did teachers provide multiple opportunities for student-to-student interaction. Most teachers provided either one quick turn and talk or no opportunity for student-to-student interaction at all. Additionally, in only 25% of classes, did student-to-student interactions allow students to engage in discussions with their peers to make meaning of or deepen their understanding of the content. In most classes no opportunities were given or when opportunities were given, not all students engaged in discussion with their peers to deepen their understanding. Finally, in 92% of classes, students used academic talk, and when necessary, teachers consistently and appropriately supported students in speaking academically. For example, in one class students were observed using terms such as estimate, round, sum, and difference.

<b>Key action 1.3: Teachers use multiple data sources to adjust practice.</b>	<b>Effective</b>
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- Teachers analyze students’ progress toward goals. School leadership and teachers reported that the school is using a school-wide data protocol which includes the completion of an action plan. School leadership and teachers also stated that they review the i-ready data analysis profiles to complete action plans. School leadership reported that teachers review data, look for trends within the data, group students according to strengths and areas of growth, create strategies to address students’ needs (especially of students that are close to proficient), monitor, and reflect, which teachers and a review of Data Team Forms confirmed. A review of completed Data Team Forms confirmed that teachers analyze student data to determine which students are proficient, close to proficient, and far to go but likely to become proficient. Teachers then identify interventions, analyze additional data and prioritize needs and strategies.
- Teachers modify instruction in response to data. School leadership and teachers reported that teachers deliver targeted instruction based on students’ deficiencies through re-teaching whole group, one-on-one, and small group instruction. Further, school leadership stated that teachers are identifying instructional results indicators in the following three ways: adult behavior, student behavior, and environment. Teachers stated that some strategies for reading could include: make

information text more accessible, story-mapping, defining words in context, close reading, word of the day, and read aloud. A review of Data Team Forms showed that teachers are implementing the following instructional strategies based on students' data: teacher models blending and spelling, teacher models with an organizer and retelling the text, and students referring back to the texts if needed to correctly complete the organizer.

- Teachers appropriately recommend students for some tiered interventions including opportunities for acceleration. School leadership and teachers reported that the school has identified three staff members who work with students needing interventions (two for grades 3-5 for both math and literacy and one for k-2). However, school leadership and teachers stated that the 3-5 Literacy interventionist is currently filling in for the 5<sup>th</sup> grade vacancy and the k-2 interventionist has not yet started working with students. Students and parents confirmed that some students are pulled as part of the 3-5<sup>th</sup> grade group for math intervention. Continuing, teachers stated that they provide intervention within their classes through small groups and a daily 30-minute intervention block; which school leadership confirmed. A review of lesson plans noted that some plans included the 30-minute intervention block. Regarding opportunities for acceleration, school leadership reported that it takes place on an individual basis. Teachers, students, and parents confirmed that some students have been moved into the grade above for literacy instruction.

<b>Key action 1.4: School leadership supports highly effective instruction.</b>	<b>Developing</b>
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- School leadership holds and promotes a clear instructional vision of high student achievement. School leadership and teachers reported that the instructional vision includes students being engaged in rigorous and challenging activities, differentiation of instruction, and students taking the lead with the teacher as the facilitator. Teachers added on stating that the instructional vision includes the cycles of professional learning, using data to group students, and explicit teaching. A review of the staff handbook confirmed that instructional expectations include: small group instruction, the gradual release instructional model, and lesson plan expectations.
- School leadership somewhat ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. School leadership reported that all teachers receive support through weekly professional development in which they conduct instructional checks and lesson plan checks through informal observations; which some teachers confirmed. However, other teacher stated that they have not received feedback on planning or pacing. In addition, some teachers stated that feedback is more focused on data and not as much on lesson planning. No documentation was submitted to confirm school-wide practices of oversight of lesson plan and pacing.



- School leadership provides some formative feedback and guidance to teachers about the quality of planning, teaching, and adjustment of practice. School leadership stated that the principal conducts daily walks in which she informally observes teachers. Further, school leadership stated that verbal feedback from the informal observations is then given to the staff developer, who then provides support for teachers. Some teachers confirmed that they are observed frequently and have received verbal feedback from school leadership. However, other teachers stated that they have not received feedback or that the feedback was unhelpful. A review of two informal observation documents showed that the observer captured the teacher’s actions and well as the students’ actions and comments. For example, a comment stated “the read aloud did not follow the time allotment as indicated in the instructional framework. There was no lesson plan evident for the 12<sup>th</sup> and 13<sup>th</sup>. The word wall had no words. Please schedule a conference with the staff developer to support these concerns.”
- School leadership demonstrates an understanding of data analysis and ensures the use of a complete student learning data-cycle. School leadership and teachers reported that they are using a Data Driven Instruction (DDI) process to analyze student data. Continuing, school leadership and teachers stated that they have data discussions during Monday team meetings used as a professional development session. School leadership also stated that they are planning to do individual data conferences with teachers. Finally, school leadership reported that follow-through of the data analysis cycle is monitored during classroom visits and classroom data walls. A review of team meeting agendas confirmed that teachers are participating in data discussions during the meetings.

<b>Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur. <sup>2</sup></b>	<b>Effective</b>
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- Most teachers implement routines to maximize instructional time. In 75% of classes (n=12), students were only idle for very brief periods of time (less than 2 minutes) while waiting for the teacher. For example, teachers were generally prepared for the lesson and had materials and supplies ready. Additionally, in 50% of classes, routines and procedures ran smoothly with minimal or no prompting from the teacher. For example, in some classes teachers had routines in place, however they required multiple reminders or prompting from the teacher. For example, in one class, students were transitioning to a new center and the teacher had to remind students of the process and ask them to move quietly multiple times.

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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 minute in which the observers are looking for teachers to demonstrate components of the Instructional Framework. The completed classroom visit tool can be found in appendix A.

- Teachers build a positive, learning-focused classroom culture. In 67% of classes (n=12), teacher interactions with students were positive and respectful. In most classes teachers demonstrated a positive rapport with students. However, in some classes the teacher was observed using harsh tones and showing a lack of respect for all students. Additionally, in 92% of classes student interactions with the teacher were positive and respectful. For example, most students were observed responding to questions asked by the teacher respectfully. Finally, in 83% of classes, student-to-student interactions were positive and respectful. For example, in one class a student was observed saying “good job” to a peer.
- Most teachers implement routines to maximize instructional time. In 50% (n=12) of classes, teachers promoted and reinforced positive behavior. For example, some teachers were observed saying things like “shine your halo” to reinforce positive behavior but some teachers were also observed focusing on negative behavior and continuously redirecting students. In 75% of classes, students were on-task and active participants in classwork and discussions. For example, in most classes students were engaged in the activity or task. Finally, in 75% of classes, teachers addressed behavioral issues [if any] with minimal interruption (2 minutes or less) to instructional time. For example, most teachers redirected students quickly by saying things like “eyes on me” to get students’ attention.

## Domain 2: Talented People

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

**Developing**

- School leadership has created, but not yet fully implemented, an organizational and staffing structure that meets the diverse needs of all students. School leadership and teachers stated that the school has three interventionists (math and literacy for grades 3-5 and PreK-2) that help support teachers and pull small groups. However, school leadership stated that the literacy interventionist is currently covering a teaching vacancy; which teachers confirmed. Further, some teachers stated that there is no interventionist for the younger grades and school leadership stated that the interventionist for PreK-2 has not yet begun supporting teachers in this work. School leadership reported that the school has a full-time social worker, a part time psychologist, and clinician from Hope Health. Lastly, school leadership and teachers reported, and a review of the staff roster confirmed that the school offers the following resource classes for students: part time music, art, library, technology and full time physical education. However, teachers stated that the resource schedule is challenging this year because of the part-time resource teachers and rotates bi-weekly. Finally, teachers reported that Experience Corps volunteers provide literacy intervention to small groups of K-2<sup>nd</sup> grade students.
- School leadership leverages a pipeline for staff recruitment and uses a measure and includes some stakeholders in the assessment of candidates. School leadership and teachers reported that qualified candidates are recruited through Baltimore City School's Human Capital office and word of mouth. School leadership stated that candidates are interviewed by a panel that includes teachers and a school tour. However, teachers could not confirm being part of an interview panel last year. School leadership reported that they only hired two teachers for this school year (both part-time resource teachers) and both teachers were placed at the school by the Office of Human Capital. A review of interview questions from the school confirmed that some of the questions asked during the interview include "Are you a team player? What is your modality of learning and how would you address other modalities in the classroom? How can your learning style help or hinder your instruction? How would you differentiate or modify for students with disabilities?"
- School leadership includes staff members and other stakeholders in the development and retention of effective teachers and staff. School leadership reported that they tailor professional development to the needs of the grade levels and content areas through Monday professional development sessions with the staff developer. Teachers and a review of professional development agendas and notes confirmed that teachers are discussing similar topics during these sessions, but the context is tailored by grade or content. In addition, school leadership stated that some teachers or district staff have led professional development sessions, such as the Academic Content Liaison (ACL) providing support for the Eureka curriculum which teachers confirmed. Regarding retention, school leadership reported that teachers stay because of the support they provide and the relationships among

colleagues. Teachers confirmed that they value the relationships they have built with their peers and feel like they can lean on them for support.

- School leadership has created mentoring and/or other induction programs, when applicable, however does not support the development of all new teachers and staff and monitors the program’s effectiveness. School leadership reported that the school has assigned a mentor for all early career teachers. Continuing, school leadership reported that the mentor meets with them individually and conducts informal observations and provides feedback. However, teachers stated that they have not received any formal mentoring support or have received limited support so far this year. For example, one teacher stated that she was observed and then given general feedback but then no follow-up or support was provided. A review of mentoring logs/weekly calendars showed limited notes of support such as “met with teacher to address a concern or monitor, supported one teacher with planning for 5<sup>th</sup> grade, i-Ready testing, and discussed math with ACL.” However, no documentation was provided to demonstrate next steps or how teachers are being supported for improvement. Finally, school leadership stated that progress of new teachers is monitored through daily checking-in with the mentor and mentoring logs.

<p><b>Key action 2.2: The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.</b></p>	<p><b>Developing</b></p>
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- School leadership makes full use of the evaluation system to develop faculty and staff capacity. School leadership and teachers reported that the formal evaluation process starts with the creation of an individual development plan (IDP), then a pre-observation conference, an observation period, and a post-observation conference. School leadership stated that they are in the beginning stages of the formal evaluation process. Further, school leadership reported and a review of a faculty meeting agenda confirmed that observations are set to begin October 16<sup>th</sup>. Some teachers reported that they have turned in their Individual Development Plans (IDP) and have already had their initial planning conferences; while other were able to confirm they are in the process of these initial steps. At the time of the site visit, the team was able to review eight completed Individual Development Plans (IDP) and notes from initial planning conferences. One example of an IDP goal was to “Differentiate instruction to improve students reading and math abilities so that students are prepared for the next grade. I will attend PD classes for reading and math, to improve my skills in teaching and strategies.”

- School leadership provides some support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations and holds them accountable for performance. School leadership reported that struggling teachers are identified through walking the building and by reviewing student data. Continuing, school leadership reported that struggling teachers are given individual feedback, opportunities for peer observations, and additional content support by district support staff. However, teachers reported that teachers are primarily supported by their peers on their teacher teams. Some teachers stated that more support is needed. A review of classroom monitoring notes for some teachers provided observations and suggestions, such as “you have a group of students who are at/above grade level and should be challenged, instruction needs to be rigorous and follow your year at a glance, you need to clear the objective before instruction, too many disturbances, time management is a concern. Suggestions- make sure your boards are labeled with objectives that reflect each component and the text from the lesson sets, have students clarify and elaborate their responses, and teach turn and talk procedures.”
- School leadership engages faculty in a school-wide professional development plan based on identified needs and in alignment with the school’s instructional vision. School leadership reported that the school’s professional development plan is aligned with the district priorities such as the Cycles of Professional Learning with a focus on close reading and academic discourse, which teachers confirmed. Additionally, school leadership and teachers reported that professional development is provided every Monday by school leadership. A review of the professional meeting agendas confirmed that they are participating in activities related to cycles of professional learning, the blueprint for success, and school level data.

## Domain 3: Vision and Engagement

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

**Developing**

- The school community shares an understanding of, and commitment to, the school mission, vision, and values, including a clear understanding of strategic goals and initiatives. School leadership and teachers reported that both the vision and mission speak to creating life-long learners and preparing them for college and career. Students echoed this by stating that the school is preparing them for college, pushing them to the next level and has high expectations for all students. Families also stated that the school's mission is to prepare them to succeed in the future as well as creating a safe environment. In addition, teachers stated that the school is a community school that welcomes all stakeholders and uses partnerships to create a positive school environment. A review of the parent handbook noted the following mission and vision: "The mission of Furley Elementary School is to develop a community based school where children are taught with respect to respect themselves and others. Parents and guardians are welcomed partners with us as we help all of our children become global life-long learners. As a team we will hold high expectations for all our children and work together to create a school climate that is safe, orderly, and welcoming. The vision stated that "At Furley Elementary School, a community based school, our vision is to create an instructional environment that creates life-long learners and problem solvers who have the skills to become productive citizens and future leaders in a global society."
- Students, most staff, and families feel physically and emotionally safe at the school. All stakeholders confirmed that the school was relocated to a different building at the beginning of the school year. Teachers reported that the school building feels safer than their previous building; noting that the office is located by the front door and office staff can better monitor visitors to the building. School leadership, teachers, students, and parents all reported safety drills and using codes such as "fox in the hole" to alert staff that there is an intruder in the building make them feel safe. A review of the parent handbook noted procedures for arrival, dismissal, visitation, and fire safety procedures. However, some staff stated that they do not feel physically safe due to the intercom not working or doors not locking in some classrooms. Regarding emotional safety, school leadership reported that every adult builds relationships with students, knowing them by name and defending them when needed. Teachers confirmed knowing individual students and mentioned the social worker as being responsive to students' needs. Students and families confirmed that students have adults they can talk to at the school. School leadership reported that most staff feel comfortable speaking with school leadership about issues or concerns, which most teachers confirmed. However, some teachers reported that they feel like they only hear criticism from school leadership about what they are doing wrong, which makes them feel emotionally unsafe to admit when they need help.

- School leadership establishes structures for the acknowledgement and celebration of student success, however not faculty and staff success. According to all stakeholders (school leadership, teachers, students and families) students are celebrated through Positive Behavior Interventions and Supports (PBIS) incentives (trips and parties), and quarterly awards such as honor roll and perfect attendance. School leadership and teachers stated that they held their first PBIS event (a dance kickoff) on September 29 in which all students were invited. Continuing, teachers stated that students can receive up seven points per day in the following areas: homework, hallway transitions, resource, cafeteria, uniforms, classroom behavior, and attendance; which a review of the staff handbook confirmed. School leadership stated that the first awards assembly is scheduled for November 1<sup>st</sup>. As for staff celebration, school leadership stated that in the past they have done things such as birthday announcements and shout outs at faculty meetings. However, school leadership stated, and teachers confirmed that no structures are currently in place for staff celebrations. Finally, teachers stated that staff recognitions would help to boost morale.
- The school develops systems that proactively attend to individual students' social and emotional needs. According to school leadership and teachers the school has programs such as truancy court to help with attendance, the Good News Club (afterschool group that teaches good citizenship, and other positive behaviors), pet on wheels (pet therapy), and Experience Corp (volunteers who work with students in kindergarten through 3<sup>rd</sup> grade). According to school leadership and teachers, the school also has several mentoring groups including Brother to Brother which serves boys in grades 3<sup>rd</sup>-5<sup>th</sup> and Morgan State Pershing rifles (Blackjacks), a military fraternal organization, that provides mentoring, college prep and military training; which students confirmed. A review of the agreement for mentorship confirmed the identification of seventeen students to participate in Blackjacks. School leadership, teachers, and student support staff reported that Hope Health clinicians as well as the social worker, who meet with groups of students. Finally, the site visit team observed Experience Corp volunteers in the classrooms working with small groups of students and a pet therapy session.

<b>Key action 3.2: The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.</b>	<b>Developing</b>
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- The school uses multiple strategies, languages, and vehicles to communicate information about school progress, policies, events, and the academic and social development of students to families and the community. School leadership, teachers, and families reported that the school communicates through social media, such as a school app, Facebook, twitter, and school webpage. In addition, school leadership and teachers stated communicating through sending flyers home and translating into other languages; which parents confirmed. A review of a letter sent home on September 6 about dismissal procedures confirmed that information is translated into both Spanish and Arabic. Additionally, teachers and parents stated that other communication vehicles used include text messages, automated calls, and in-person meetings.

- The school has not yet established regular structures for two-way communication, to facilitate opportunities for families and the community to participate in, or provide feedback on school-wide decisions. School leadership and teachers reported that in the past the school has had a School Family Council (SFC) and Parent Teacher Organization (PTO), however due to their transition to a different building these meetings have not yet been established. Continuing, school leadership stated that the first SFC meeting is scheduled for October 18<sup>th</sup>. Families and students confirmed that these meetings have not happened yet this year and were unaware of any upcoming meeting. A review of meeting and school-wide activities calendar show that the SFC meetings are scheduled for the second Monday of every month.
- School leadership establishes multiple structures for, however not timely, communication with teachers and staff members regarding policies, progress and school culture. School leadership reported that they communicate with teachers through meetings, emails, memos, announcements, and through face-to-face exchanges. A review of memos confirmed that teachers were informed about school wide goals, the district blueprint for success plan, and school expectations for school year 17-18. Although teachers could confirm the structures by which information is provided, they also stated that communication is often last minute and could be improved by being timelier.

<b>Key action 3.3: The culture of the school reflects and embraces student, staff, and community diversity.</b>	<b>Effective</b>
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- School leadership, teachers, and staff build strong relationships with families and community stakeholders from diverse backgrounds. School leadership and teachers reported that the school hosted a back to school blast family event before the start of school. A review of a back to school blast flyer confirmed that families were invited to the school on August 31, 2017 to meet the teachers, tour the new location, visit classroom, and receive free school supplies. School leadership, teachers, and parents also reported that the school had a mother/son dance on October 6<sup>th</sup>; which a review of a flyer confirmed. Finally, school leadership, teachers and parents stated that they are planning to offer some parent workshops. A review of a letter to families confirmed that they were asking families for input on an upcoming math parent workshop.
- The school’s curricula, resources and programs consider cultural and socioeconomic diversity. School leadership and teachers reported that students are exposed to different cultures through the curriculum and the books they read. For example, teachers reported that in an upcoming unit on fairy tales, students will read similar fairy tales from different cultures. Students confirmed learning about other cultures-specifically learning about China through the book *Where the Mountain Meets the Moon*. Continuing, school leadership and teachers reported that students will go on a field trip to the National Museum of African American History & Culture on October 18<sup>th</sup>, which parents, students, and a review of a permission slip confirmed. School leadership and teachers also stated that they also plan to have a winter festival in which they will celebrate different holidays in December and a black



history program in February. As for socioeconomic diversity, school leadership, teachers, student support staff, students, and parents reported that the school has a food pantry and a uniform bank. A review of a flyer confirmed the availability of the food bank. Finally, school leadership, families and some teachers stated that the social worker connects parents in need with agencies and other community resources.

- The school maintains a positive school culture and climate. School leadership, teachers, staff, students and parents reported that the culture of the school is positive. School leadership stated that work was done over the summer, with help from partners, to make the building more inviting for students. Teachers confirmed that partners helped paint the lockers and transform the school from a high school building into an elementary school. Additionally, all stakeholders reported that the relationships that teachers have with students and with each other help make the school positive. Students stated that they like coming to school and its fun. Finally, parents stated that the school is like a family. The site visit team observed the physical space as welcoming and cheerful, noting that the posts of the entrance way were decorated as pencils. Other observations included fresh paint, clean hallways and stairwells, and bulletin boards displaying student work.

## Domain 4: Strategic Leadership

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

**Effective**

- School leadership has established goals for the improvement of student learning that are measurable and aligned to student need and school improvement. School leadership reported that the school has established goals, aligned with the district’s expectation, of growing by 0.75 years for both math and literacy, as well as reaching 94.5% attendance. Teachers all confirmed knowing the school’s 0.75 years growth goal and attendance goal. Additionally, the academic goals were included in a review of teachers’ initial planning conferences forms. For example, each form included “[Teacher] will work with administrators, school support staff, network ACL, and team members to increase student achievement as measured by district and state EOY assessments to show .75 years’ growth”
- School leadership ensures the alignment of all school goals, action plans and key priorities. School leadership reported that they are reviewing the district’s Blueprint for Success and focusing on the whole child through programs such as truancy court, and mentorship programs such as Brother to Brother; which some teachers confirmed. A review of faculty meeting agenda notes confirmed truancy court. In addition, school leadership and some teachers stated that they are using the district’s cycles of professional learning to focus on close reading and academic discourse. Finally, school leadership and some teachers stated that they are focusing on explicit teaching and differentiation in order to meet the school’s academic goals.
- School leadership and staff participate in analysis of school-wide data. School leadership and teachers reported that the Instructional Leadership Team (ILT), which includes one teacher from each grade as well as school leadership, is scheduled to meet twice a month, however the group has only met once so far this year. In addition, school leadership stated that they are in the process of creating data walls and reviewing the ILT tool. School leadership and teachers stated that they have also reviewed PARCC scores. A review of an ILT agenda from September 29<sup>th</sup> confirmed that the team is reviewing data such as PARCC data, data initiatives, and math learning walks. A review of ILT meeting notes included discussions of data and the need to move it, as well as root causes, strategies, and data walls.

**Key action 4.2: The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.**

**Effective**

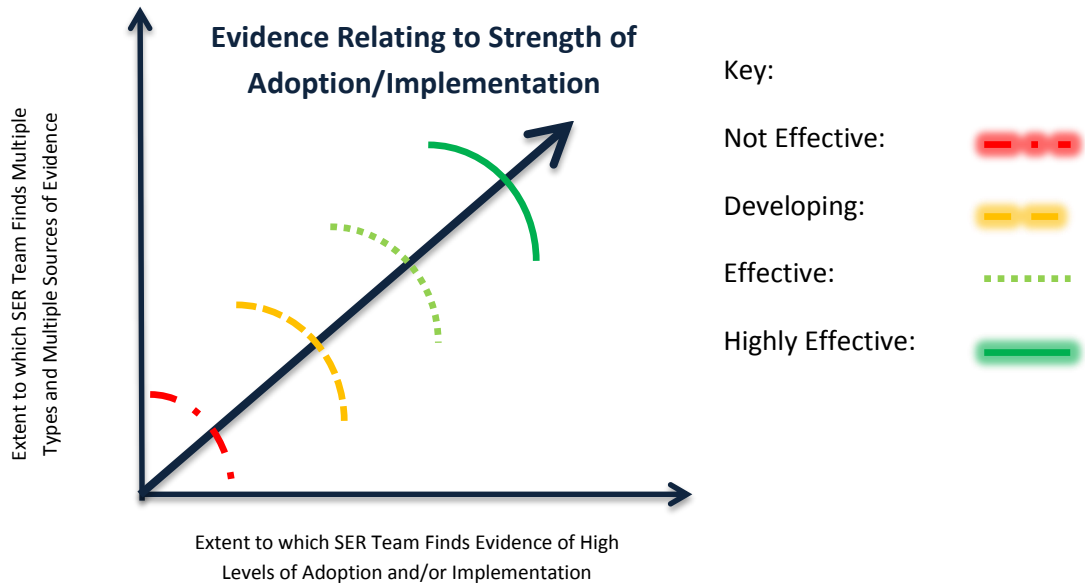
- Budget distributions and resource allocations somewhat support teaching and learning. In terms of staffing, school leadership and teachers stated that they currently have a vacancy in the fifth grade. Continuing, some teachers stated that some paraprofessionals are asked to cover breakfast and lunch duty, thus are only in the classroom for part of the instructional day. Regarding materials, school

leadership reported that the school has an abundance of materials and supplies. Additionally, school leadership reported that teachers are able to ask if they are in need of any materials. However, teachers reported that they are in need paper and most teachers stated that they have to buy their own instructional supplies. Regarding technology, school leadership and teachers reported that the amount of technology is increasing but more is needed. School leadership reported that the school has two laptop carts, two computer labs, promethean boards, and some desktops in classrooms. Parents confirmed that there are one or two computers in each classroom. A review of the principal's budget tool showed that some additional technology was purchased for the current school year.

- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. School leadership and teachers reported that teachers serve on committees which a review of a committee list confirmed (including attendance, achievement, Family Community Engagement (FCE), Instructional Leadership Team (ILT), Positive Behavior Interventions and Support (PBIS), School Family Council (SFC), Student Learning Objective (SLO) ambassador, Combined Charities). School leadership stated that they support teachers in taking on and leading areas of interest. For example, school leadership stated that teachers have taken the initiative to take the lead on projects such as field trips and the mother/son dance. Teachers added that teachers lead afterschool activities such as the math bee, girls club, ping pong, and cheerleading club.
- School leadership provides and focuses common staff time on instructional practices and development in support of student achievement. School leadership and teachers reported that teachers have professional development every Monday and collaborative planning meetings every other week. Some teachers confirmed that they are planning together bi-weekly, however some teachers stated that they are unable to plan together due to the resource schedule not aligning. Teachers stated that the resource schedule has been a challenge and that school leadership is working on a solution. For the teachers that are able to plan together, they stated that they are reviewing data and discussing strategies. A review of a collaborative planning agenda showed that teachers are discussing overall placement levels of students, attendance as a contributor, and identifying students for additional supports through the Student Support Team (SST).
- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership, teachers, staff, families, and students all reported that the school has parent volunteers who assist in classrooms, with the food pantry, and help with events such as the back to school blast. A review of the Back to School Blast power point presentation confirmed ways in which parents can volunteer and the process for doing so. Continuing, school leadership and teachers reported that school partners with Regional Management (beautification of the school), Target (donated school supplies), Long and Foster (donated school supplies), and Mount Pleasant Ministries (runs the Good News Club).

## 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 twelve classroom observations that were conducted.<sup>5</sup>

<b>TEACH 1: Communicate Standards-Based Lesson Objectives</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Communication of objective	67%	33%	0%
Learning activities and resources align with lesson objective	58%	33%	8%
<b>TEACH 2: Present Content Clearly</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Accurate, grade-level content	92%	0%	8%
Alternate presentation of content	67%	17%	17%
Emphasis of Key Points	75%	25%	0%
<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	75%	17%	8%
Opportunities To Engage With Complex Texts and Tasks	58%	33%	8%
<b>TEACH 4: Use Evidence-Dependent Questioning</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Questions Requiring Justification	58%	17%	25%
Clear And Scaffolded Questions	83%	17%	0%
<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	50%	42%	8%
Specific, Academic Feedback	67%	17%	17%
<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	33%	25%	42%
Evidence-based discussions	25%	33%	42%
Student academic talk	92%	0%	8%

<sup>5</sup> Please refer to the SER Protocol for the Classroom Visit Tool rubric and language that identified what “Evident”, “Partially Evident”, and “Not Evident” means for each indicator.

<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%	17%	8%
Smooth routines and procedures	50%	42%	8%
<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	67%	33%	0%
Student-to-teacher interactions	92%	8%	0%
Student-to-Student interactions	83%	17%	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	50%	33%	17%
On-task behavior	75%	25%	0%
Time impact of redirection/discipline or off-task behavior	75%	8%	17%

## 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 Furley Elementary School was conducted on October 10-12, 2017 by a team of representatives from Baltimore City Public Schools.

**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.



**Krishna Miller** graduated from Morgan State University with a Bachelor of Arts degree in Philosophy with a concentration in Pre-Law. She worked in public relations at Proctor and Gamble. Her passion for education and desire to make a difference in the lives of students lead her to leave private industry and enter the field of education. She served two years as a middle school teacher at the Academic Center for Excellence (ACE), an after-school tutorial and enrichment program in Woodlawn, MD. Krishna also taught grades 2 and 3 at Halstead Academy providing interventions to students to help close learning gaps. She transitioned to City Schools as a Test Integrity Specialist and is now the K-8 Assessment Specialist providing training and support to School Test Coordinators.