

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2018 - 2019

Morrell Park Elementary/Middle School

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Part I: Introduction and School Background

Introduction to the School Effectiveness Review

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

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

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

School Background

Morrell Park Elementary/Middle serves approximately 451 students in Pre-Kindergarten through eighth grades. The school is located on Tolley Street in the Morrell Park neighborhood of Baltimore, Maryland. The principal, Ms. Nichelle Johnson, has been at the school for 8 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.	Effective
2.2 The school makes full use of the evaluation system to develop faculty and staff capacity through school-wide reflection and professional development and to hold them accountable for performance.	Effective
Domain 3: Vision and Engagement	
3.1 The school has a clear vision and mission that promotes a student-centered learning environment that reflects, celebrates, and embraces student, staff, and community diversity.	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.	Effective
4.2 The school allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.	Effective

Part III: Findings on Domains of Effective Schools

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

Domain 1: Highly Effective Instruction

Key action 1.1: School leadership supports highly effective instruction.	Effective
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- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons, and pacing. School leadership and teachers reported that teachers use the Baltimore City Public School’s curriculum including Wit & Wisdom, Eureka, and SABES (STEM Achievement in Baltimore Elementary Schools). Continuing, school leadership and teachers reported that lesson planning and pacing are monitored through collaborative planning meetings, where members of school leadership are present and some lesson planning is executed. In addition, school leadership and teachers stated that pacing is overseen through classroom observations where feedback on lesson plans is given. A review of academic planning agendas and sign-in documentation indicated that planning for curriculum modules and the lesson activities occur during academic planning meetings. The agendas also confirmed school leadership’s attendance. Also an email from a member of school leadership to a teacher noted the following after an informal observation: “We looked at the __ grade scope and sequence and you are a week behind. If the gap gets bigger, we can look at the pacing guide in the beginning of the module that gives you lessons that can be combined.”
- School leadership provides formative feedback and guidance to teachers, aligned to the Instructional Framework, which is actionable and clearly describes strengths and areas of growth. School leadership reported that they have created an informal observation schedule, which allows every teacher to be observed prior to their formal observation, which some teachers were able to confirm. A review of the informal observation schedule confirmed the pre-planning of informal observations. Teachers reported that they had been informally observed with varying levels of frequency. Teachers reported that they received feedback through email as well as the Classroom Visit Tool which is also used as a part of the School Effectiveness Review and is aligned with the Instructional Framework. A review of emails and Classroom Visit Tools confirmed the informal observations and feedback provided to teachers. Specifically, one observation noted the following questions in the observation feedback after observing that students were working in groups: “Were the groups based on ability? How did you decide the groups?” Other feedback noted in several informal observation forms included feedback on posting and referring to objectives throughout the lesson, allowing students to read texts independently, and providing students opportunities to independently execute routines without teacher direction.

- School leadership demonstrates an understanding of data analysis; however, does not yet ensure the use of a complete student learning data-cycle. School leadership and teachers reported that in the beginning of the year teachers completed a data analysis sheet for i-Ready (reading and math) baseline data, where an item analysis was completed in order to determine standards where students had deficits. Additionally, school leadership and teachers reported that teachers completed a similar process using PARCC data, by grouping students according to their scores and identifying strategies to assist students in increasing their scores. School leadership and teachers reported that teachers completed the PARCC data analysis sheets with members of school leadership and were required to submit i-Ready Data Analysis Forms to school leadership. A review of i-Ready Data Analysis Forms and PARCC data analysis sheets confirmed these tools. For literacy, school leadership also reported that teachers had tracked students according to their Lexile levels in order to determine how to provide appropriate literacy instruction. Although teachers reported that they discussed i-Ready data at the beginning of the year and completed the i-Ready Data Analysis Forms, some teachers stated that they were either in the beginning of progress monitoring or stated that progress monitoring was not mandatory unless their Student Learning Objective was based on i-Ready. Some teachers also stated that they had not yet implemented small group instruction to target students' specific needs, which school leadership confirmed. School leadership reported that for ANet the data cycle includes: analysis of the data, adjusting instruction, and reassessing the math assessment. Continuing, school leadership reported that some parts of the process for this analysis had taken place and would be fully implemented at the end of the month. A review of an Academic Planning Agenda dated October 24, 2018, noted the following steps for ANet data: Review Interim 1, Use data from ANet quiz to determine standards in need, and Create new ANet quiz. Finally, teachers stated that there was not a school-wide data analysis process yet for their more frequent data, but that as a staff they were frequently discussing school-wide data and a data analysis process that could be utilized school-wide.

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

Developing

- Teachers do not consistently analyze students' progress toward goals. School leadership reported that teachers set Student Learning Objectives (SLOs) and complete a data snapshot at the beginning of the year to determine where they want students to score by the middle of the year. School leadership also reported that some teachers had established goals for their classes, which teachers confirmed. Regarding teachers' analysis of data, school leadership reported that in academic planning meetings teachers discuss PARCC, i-ready, and student work data; track their data in datalink; and have data conversations with students. Teachers confirmed that they are tracking students' data. Some teachers reported that they review their data to determine where interventions are needed; however, they reported that the interventions have not yet been implemented. Other

teachers reported that they review exit tickets and other formative assessments to determine where students' misunderstandings are occurring and implement interventions for students.

- Teachers plan and adjust instruction in response to some data. School leadership and teachers reported that teachers' lesson plans contain Individual Education Program (IEP) goals for students with disabilities as well as reflections on the lesson in general. Regarding adjustment of instruction, school leadership reported that teachers give modified assignments and pull small instructional groups although school leadership reported that small groups were just beginning in some of the classes, which some teachers confirmed. Other teachers reported that they were currently pulling small instructional groups and implementing other instructional practices such as chunking lessons, differentiating class activities, and modifying assessments according to students' performance levels. A review of lesson plans confirmed specific accommodations for students with Individual Education Programs (IEP). For example, plans listed specific objectives for students with IEPs as well as their specific accommodations such as verbatim reading, chunking of text, use of highlighters, and several others.
- Teachers are beginning to appropriately recommend students for some tiered interventions, including limited opportunities for acceleration. As previously mentioned, school leadership and teachers reported that small instructional groups were just beginning for some teachers. School leadership and teachers also reported that an intervention teacher is currently working with one grade. Additionally, school leadership and teachers reported that medical students from an area university work with a targeted group of third grade students on phonics and sight words and the Prevention and Intervention for Early Learners (PIEL) team groups students in grades Kindergarten through second to help them learn the alphabet and sight words. A review of an email confirmed the tutoring program. Along with this, school leadership and teachers reported that student tutors from the upper grades work with Pre-Kindergarten and Kindergarten students on letter recognition and writing. Continuing, school leadership and teachers reported, and a review of emails confirmed that teachers had recently completed S.P.I.R.E. (an intensive reading intervention program) and Do the Math trainings and the school had purchased Dreambox which is to be utilized as a school-wide math intervention. School leadership and some teachers also reported that some teachers had begun to use Read Theory at the time of the review. Regarding opportunities for acceleration, school leadership and teachers reported, and members of the site visit team observed that the school has a 6th grade Gifted and Advanced Learning group that receives accelerated math instruction.

- Some teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 25% of classes (n=12), teachers communicated the objective by referring to it during the lesson. In 58% of classes, learning activities and resources aligned with the lessons' objectives. In one class the teacher asked a student to read and explain the following objective in their own words. Then the teacher spoke about how it was connected to previous lessons and its connection to the current lesson. The objective was "We will analyze a character's transformation by citing text evidence and elaborating on it. During the observation period, the class discussed the importance of finding evidence to support their thoughts and elaborating on their answers. Also, students were asked to find evidence from the text to support their answers to questions.
- Most teachers present content in various ways and emphasize key points to make content clear. In 92% of classes (n=12) teachers presented accurate grade level content. In one class, where students were asked to generate and answer questions about a text, the teacher noted alignment of the lesson with the following standard RL.1.1 Ask and answer questions about key details in a text. Continuing, in 50% of classes, teachers presented content in two or more ways to make content clear. In the previously mentioned class, the teacher provided a word bank for students to assist them with vocabulary they could use to generate questions as well as a text for students. Lastly, in 75% of classes, teachers emphasized key points to make content clear. In the same class, the teacher asked students to consider what they noticed and wondered in order to create their questions.
- Some teachers use multiple strategies and tasks to engage all students in rigorous work. In only 17% of classes (n=12), did teachers scaffold and/or differentiate tasks by providing rigorous grade-level instruction for all students. In one class, the teacher pulled a small instructional group based on a quick assessment. Continuing, in 58% of classes students had opportunities and time to grapple with complex texts and/or rigorous tasks. In one class, students completed a writing assignment based on a given text.
- Some teachers use evidence-dependent questioning. In only 33% of classes (n=12), did teachers ask questions that required students to cite evidence and clearly explain their thought processes. In most classes, teachers did not ask higher order thinking questions that required students to explain their thinking or justify their answers with the text. However, in 58% of classes, teachers asked questions that were clear and scaffolded. In one class, the teacher asked the following questions: "What is the opposite of multiplying? How do you know its division? Why divide? What would our equation look like?"

¹ Key action 1.3 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.

- Most teachers check for student understanding and provide specific academic feedback. In 67% of classes (n=12), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. Teachers checked students’ understanding by circulating while students worked, asking students questions, and checking students’ individual assignments. In 50% of classes, teachers gave students specific academic feedback to communicate current progress and next steps to move forward. In one class, after a student answered a question incorrectly, the teacher reviewed place value, skip counted, and reviewed the number line with the student to ensure the student’s understanding.
- Some teachers facilitate student-to-student interaction and academic talk. In 25% of classes (n=12), teachers provided multiple or extended opportunities for student-to-student interaction. In 17% of classes, student-to-student interactions prompted students to engage in discussions with their peers to make meaning of content or deepen their understanding. In classes, teachers had students work together in small groups and “turn and talks”. Lastly, in 67% of classes, students used academic talk, and when necessary, the teacher consistently and appropriately supported students in speaking academically. In small groups, students explained processes using vocabulary related to the content.

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

Effective

- Some teachers implement routines to maximize instructional time. In 75% of classes (n=12), students were idle for very brief (less than 2 minutes) periods of time while waiting for the teachers. In most classes, teachers were prepared for instruction. In 58% of classes, routines and procedures ran smoothly with minimal or no prompting from the teacher. In one class, students transitioned from their desks to the carpet after the teacher gave the initial signal.
- Teachers build a positive, learning-focused classroom culture. In 100% of classes (n=12), teachers’ interactions with students were positive and respectful. In one class, a teacher created a positive classroom tone by allowing students to listen to music as they worked independently. Also, in 92% of classes, students’ interactions with the teachers were positive and respectful. Students responded promptly and respectfully to teachers’ requests. Finally, in 83% of classes, student to student interactions were positive and respectful. In most classes, all students related positively to one another.

² Key action 1.4 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.

- Most teachers reinforce positive behavior and redirect off-task or challenging behavior, when necessary. In 92% of classes (n=12), teachers promoted and reinforced positive behavior. In one class, the teacher gave “fire crackers” claps for positive behaviors and correct answers. Continuing, in 42% of classes, students were on task and active participants in classwork and discussions. In some classes, students were on task, while in other classes students became distracted during work time and began to talk and/or play. Lastly, also in 67% of classes, teachers addressed behavioral issues (if any) with minimal interruption to instructional time (2 minutes or less).

Domain 2: Talented People

Key action 2.1: The school implements systems to select and retain effective teachers and staff whose skills and beliefs meet the needs of the school.

Effective

- School leadership has created and implemented organizational structures for selection and retention across staffing positions that address student well-being and academic performance. School leadership and teachers reported that an assistant principal was hired this year to increase the principal's instructional leadership capacity, by assisting with other non-instructional responsibilities thereby providing more time for the principal to conduct informal observations and provide feedback to teachers. Also, school leadership reported that a paraprofessional was hired for the primary grades and the part-time special educator position was increased to a full-time position. School leadership reported that grades two through eight are departmentalized with the exception of grade three, which teachers confirmed. School leadership and teachers reported that the school has the following student support positions: a social worker, a school psychologist, and a mental health clinician. Regarding teachers for resource classes, school leadership and teachers reported full-time Physical Education, library science, technology, and two part-time art positions (one through a partner). The staff roster and sign-in sheets confirmed the previously mentioned positions. Finally, in terms of retention, school leadership reported that providing support for teachers, fostering collaborative relationships, and maintaining an open-door policy all contribute to retention. Teachers confirmed the collaborative relationships and open-door policy.
- School leadership proactively recruits candidates using multiple stakeholders and a measure to assess each candidate's qualifications in alignment with school needs. School leadership reported that the school started the year with a science position vacancy because currently no science candidates are available for interview, which a review of the principal's dashboard confirmed. Continuing, school leadership reported that a formal hiring process will start for the science position in late January per the school's hiring plan, which a draft of the hiring plan confirmed. For the teacher hired this year, school leadership reported that school leadership and a teacher attended the hiring fair, interviewed the teacher, and invited the teacher in for a tour of the school. Teachers with knowledge of the hiring process confirmed teacher participation at the hiring fair as well as the interview with school leadership and the staff member.
- School leadership ensures the implementation of a mentoring program to supports the development of all new teachers and staff and monitors the program's effectiveness. School leadership reported that a mentor has been assigned to work with the school's first through third year teachers, which teachers confirmed. School leadership reported that topics covered in the mentor meeting include what's working well and what supports are needed. Continuing, school leadership reported that one-on-one meetings are also held with teachers if necessary. Teachers confirmed the group and one-on-one meetings. However, some teachers stated that because the mentor wears many hats they were not always clear if the supports they were receiving were specific to their needs as an early career

teacher. Review of an email following up after an October meeting confirmed the whole group mentor meeting. Emails also confirmed supports provided such as establishing peer observations and professional development. Regarding monitoring of the mentoring program, school leadership reported that the mentor and the principal meet weekly and communicate frequently around support provided to new teachers, which emails confirmed.

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

Effective

- School leadership reinforces performance expectations for all staff and allocates time to support staff in meeting those expectations. School leadership and teachers reported that performance expectations including those for formal observations and Student Learning Objectives were shared during professional development meetings. School leadership and teachers also reported that the formal observation schedule has been shared with teachers, which a review of the schedule confirmed. Continuing, school leadership and teachers reported that the formal observation process includes the pre-observation conference, the formal observation period, and post observation conference. School leadership reported that after a review of the lesson during the pre-observation conference, teachers are provided feedback on instructional practices noted in the lesson plan, which teachers confirmed. Teachers reported that feedback provided during the post observation conference is detailed and helps teachers understand how to improve during the next formal observation. A review of formal observations with scripted notes and next steps confirmed the process. Specifically, a formal observation noted the following feedback: “While several questions were asked throughout the lesson, and students were asked to go back to the pictures, the questions were on the remember/recall tier of Bloom’s Taxonomy. Questions did not move students beyond their current level of thinking. There were no variations in the types or levels of questions asked of students. As we move into a more rigorous curriculum, students have to answer questions that go beyond their current level of thinking.”
- 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 reported that struggling teachers are identified through informal observations and receive a support plan prior to the Performance Improvement Plan which may include additional informal observation and feedback cycles, increased planning and collaboration with members of school leadership, and peer observations. Teachers confirmed that struggling teachers receive additional informal observations and feedback cycles and added that teachers may also ask to observe teachers at other schools. A review of emails noted that a teacher was asked to submit lesson plans in advance after it was noted that the teacher did not have a lesson plan during an informal observation.

- School leadership engages all staff in professional development based on identified needs and in alignment with the school’s instructional vision, however it is unclear how professional development is differentiated for staff. School leadership and teachers reported that the professional development plan has consisted of Student Wholeness which aligns with the school’s designation as an intensive site, as well as Data Analysis. A PowerPoint Presentation entitled, “What’s My Diagnosis” confirmed the professional development on data analysis. School leadership reported that the focus on wholeness is aligned with a project from last school year where students spoke about dealing with grief and loss and data analysis is linked to the goal of increasing student achievement. School leadership reported that overall school professional development is not differentiated but professional development related to content is differentiated in collaborative planning meetings. Although a review of emails confirmed off-site sessions for different groups of teachers and collaborative planning agendas noted a specific content area, on-site professional development agendas did not confirm differentiation. School leadership also reported that professional development is provided according to teacher need. Specifically, they reported that some teachers receive one-on-one meetings according to their need for support.

Domain 3: Vision and Engagement

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

Developing

- The school creates communication systems so that most members of the school community share a clear understanding of, and commitment to, the school mission, vision, and values, including a clear understanding of strategic goals and initiatives that support high student achievement. School leadership reported that the mission and vision are posted in classrooms as well as all common areas. Also, school leadership and teachers stated that both the mission and vision have been added to all agendas and sign-in sheets in addition to being on monthly family newsletters which teachers, students, parents, community partners, and a review of agendas confirmed. A review of the previously mentioned documents noted the following vision and mission: “Vision-Morell Park Elementary Middle School is a community school that inspires community engagement, fosters supportive partnerships, and creates a caring community of learners. We will provide students for college, career, and civic readiness that places them on a successful educational path for the 21st century. Mission-Our mission is to intellectually develop young peoples’ minds, professionalism, and wellness to contribute to the leadership of the global society. We provide a rigorous academic program through which effective educators lead students to take responsibility for learning and the community we are committed to sustaining a school in which individuals representing diverse cultures and experiences instruct one another in the meaning and value of community and in the importance of lifelong learning.” School leadership, teachers, students, and community partners all spoke to tenets of the mission and vision such as leveraging partnerships to focus on the whole child, creating life-long learners, helping students appreciate diverse cultures and providing rigorous instruction that prepares students for college, career, and post-secondary life. Parents, though not able to speak to all of the previously mentioned components, expressed that they appreciate that the school is comprised of different cultures which teaches students how to get along with others. Regarding initiatives aligned to the mission and vision, school leadership, teachers, students, parents, and community partners reported that various aspects of the school’s programming are aligned to the school’s vision and mission including a focus on data and goal setting with students, the Wit & Wisdom literacy curriculum, cultural programs such as Fiesta Friday, the Access Art After School Program, and the after school program through the Rec Center that offers several sports, activities, and clubs.

- School leadership ensures that the school's programs are aligned with the school's mission and vision, are culturally relevant, and incorporate skills for 21st century success. As previously mentioned, the school's mission and vision is centered around creating lifelong learners and an appreciation for diversity, providing rigorous instruction, addressing the needs of the whole child through a diverse literacy curriculum, cultural recognition, and celebrations, and after school programming that addresses academics and enrichment. Specifically, school leadership and teachers reported that along with following a diverse literacy curriculum, the school participates in National History Day, and in a story project in collaboration with the Jewish Museum, which teachers confirmed. Also school leadership and teachers reported that the school celebrated Hispanic Heritage month through a Fiesta Friday celebration with food, presentations, and performances. A review of emails, flyers, and pictures confirmed the Fiesta Friday. Continuing, school leadership and teachers reported that the school is currently acknowledging Native American Heritage through a bulletin board display, learning about Code Talkers, and attending a trip to Irvine Nature Center. In terms of skills for 21st century success, school leadership and teachers reported that the students use technology such as MacBook's, 3-D printers, and laptops during technology class, for specific projects, and during intervention. In addition, school leadership and teachers reported that the cultural celebrations also prepare student for the 21st century in that students are prepared for a global society. Finally, school leadership and teachers reported that students are exposed to a variety of extracurricular activities through the Access Art and Recreation Center After School Programs.
- The school implements and monitors school protocols that create an environment where staff, and families feel welcomed and safe, and students feel welcomed and somewhat safe. School leadership, teachers, students, student support staff, parents, and community partners reported that staff warmly greet students and parents every morning. Continuing, the previously mentioned stakeholders reported that students of all cultures are accepted. Parents reported that the school wants parents to be involved and strives to be inclusive and supportive of parents, which community partners confirmed. School leadership and teachers reported that the staff had a recent meeting to discuss safety and to implement initiatives to bolster the safety of the school. To create a safe environment school leadership, teachers, students, and parents reported that visitor protocols are followed such as sign-in procedures and visitors having to be buzzed into the building. A review of a newsletter confirmed the communication of safety procedures with parents. School leadership reported that the custodian monitors doors to ensure they are secured throughout the day. In addition, school leadership, teachers, parents, and community partners reported that the school practices fire and lock down drills. School leadership and teachers reported that the relationships they build with students also contributes to the safety of the building. Finally, students reported that they feel safe most of the time, but added that when fights occur, they do not feel safe.

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

Effective

- The school employs a variety of regular communication systems with families about school-wide and individual student progress. School leadership and teachers reported that the school communicates school-wide through monthly newsletters, daily morning and afternoon announcements (which parents in the building hear), through frequent Facebook Posts, and through parent link and fliers to advertise special events. To communicate individual student progress, school leadership and teachers reported that teachers communicate through quarterly parent conferences, class dojo posts, Student Support Team (SST), 504, and IEP meetings. School leadership and teachers reported that teachers are required to keep communication logs for parents. School leadership, teachers, student support staff, students, parents, and community partners reported that Language Link is used to communicate with families who speak other languages and all written communication is translated in Spanish and verbal communication is translated by some members of the school's staff. A review of translated flyers and newsletters confirmed the translation of these documents. Also a review of newsletters showed the following topics: The Principal's Greeting, School Family Council, Introduction of the Community School Coordinator, Perfect Attendance Winners, and the Vision and Mission.
- The school builds strong relationships with community stakeholders and leverages resources to meet the needs of students and the school. School leadership and teachers reported that parents volunteer during the book fair, in the fresh fruit and vegetable program, in the primary classrooms, and in the cafeteria during morning and afternoon meals. School leadership, teachers, student support staff, students, parents, and community partners reported that the school has a community school coordinator who is working to reach out to various community organizations. School leadership and teachers reported that the school has partnerships with Access Art (after school program), the community Recreation Center (after school enrichment) the church on the Boulevard (school supplies and coats), the Maryland Society for the Prevention of the Cruelty of Animals (SPCA) (education), the Jewish Museum, and the University of Maryland (tutoring). School leadership also reported that the school has a partnership with Office Max for office supplies. Community partners confirmed the partnerships with Access Art and the Recreation Center and added that the school is a part of the Pencil Advisory program which is also working to increase resources through partnerships. Emails confirmed the school's partnership with United Way, the Maryland SPCA, and Access Art.
- 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 parents reported that the School Family Council (SFC) meets monthly and that the last SFC meeting centered on the budget and how to best utilize the additional funding the school gain during enrollment adjustments. A review of an SFC PowerPoint presentation and evaluations confirmed

the SFC meeting. Additionally, school leadership, teachers, and community partners reported that the community school’s coordinator conducted a parent focus group to gather information on their needs. A review of the flyer confirmed this focus group. Also school leadership and teachers reported that the school has had Back to School Night, as well as a Wit & Wisdom workshop for parents, after parents expressed interest in learning about the new curriculum. A review of a Back to School Night PowerPoint and flyer confirmed the event. Finally, parents stated that the Fiesta Friday was in response to parent feedback about increasing diverse programming in the school.

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 and teachers reported that school leadership communicates through the staff handbook, emails, staff meetings, and the daily announcements. Teachers reported that school-wide information is sent via mass email and during staff meetings and that individual meetings are held with teachers to discuss individual concerns. Teachers reported that communication is very frequent. A review of emails to staff confirmed this method of communication. Some topics of emails included informal observation feedback, professional development updates, and professional expectations.
- School leadership establishes structures to recognize and celebrate student and staff achievements and value. School leadership, teachers, student support staff, students, parents, and community partners reported that the school will recognize students during quarterly awards assemblies where selected students will receive awards for academic performance, attendance, and citizenship. The previously mentioned stakeholders also reported that the school incentivizes good attendance through trips and other activities. A review of the school’s handbook which noted an attendance incentive plan and flyers for attendance incentives confirmed the incentives. Additionally, students reported that they receive birthday shout-outs. School leadership also reported that they let students know they are valued by considering their feedback. For example, school leadership stated that recently students expressed a desire for drama club, so the school will be starting a drama club for students. To recognize staff, school leadership, teachers, and student support staff reported that the school is focused on wholeness for students and staff, and as such school leadership recently held a “Sip and Paint” party to provide a relaxing outlet for staff. Additionally, school leadership and teachers reported that teachers receive shout-outs through email, which emails confirmed. Finally, teachers reported that school leadership cares about the staff as people and has an open-door policy where teachers can express concerns.

- The school is beginning to develop some proactive systems that support individual students' social, emotional, and socioeconomic needs. School leadership reported that the school implements the passport system through Positive Behavior Intervention and Supports where students can earn incentives for displaying PBIS values. Also school leadership, teachers, student support staff, and students reported that clinicians go into classrooms to introduce themselves and talk about their roles and how they are available to assist students. School leadership and teachers reported that a social skills program for 6th grade students will start at the end of November. Community partners reported that the after-school programs and activities are proactive in that they keep students engaged in school so students do not lose their access to the extracurricular opportunities provided by these programs. Regarding socioeconomic diversity, school leadership and teachers reported that the school's food pantry was currently not functioning due to facility issues but would operate again in January. School leadership, teachers, and community partners also reported that the community school coordinator works with families to provide for basic needs through resources provided by other community partners when necessary. A review of a letter to parents confirmed the role of the community school coordinator and the ability to the coordinator to provide resources. School leadership and teachers also reported that coats for students are provided through a local partnership.

Domain 4: Strategic and Professional Management

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

Effective

- School leadership collaborates with multiple stakeholders to establish and communicate measurable goals for the improvement of student learning. School leadership and teachers reported that the Instructional Leadership Team reviewed data at the beginning of August to create the school-wide goals. Continuing, school leadership and teachers reported that a draft of the goals was presented to the remainder of the staff during professional development at the beginning of the year. School leadership reported that as a result of staff input the percentage of desired improvement was increased. Moreover, school leadership and teachers reported that school-wide goals are continuously reviewed at staff and professional development meetings, which a review of agendas and presentations confirmed. School leadership and some teachers reported, and a review of the School Performance Plan (SPP) confirmed the following goals: 1) The percentage of students in grades 3 -8 scoring a 4 and 5 on PARCC ELA will increase from 12% in SY1718 to 20% in SY1819. 2) The percentage of students in grades 3 -8 scoring a 3 and 4 on PARCC Overall Math Performance will increase from 17% in SY1718 to 25% in SY1819 and 3) The school will reduce the overall percentage of moderate to severely chronically absent students (tier 2 and tier 3) by 10% from 33.6% SY17-18 to 23% in SY18-19.
- School leadership collaborates with staff to develop and communicate strategies that are aligned to school goals. School leadership and teachers reported that staff collaborates during the beginning of the year, professional development, and staff meetings. To meet the literacy goal of increasing PARCC proficiency school leadership and teachers reported there is a focus on small group instruction and a focus on writing instruction. School leadership also stated that modeling “think alouds” is also a strategy aligned with the literacy goal. In alignment with the math goal of increasing math proficiency in PARCC, school leadership and teachers reported that there is a focus on fluency and math sprints and the implementation of writing in math. School leadership also reported an emphasis on the implementation of Google Classroom. Finally, school leadership and teachers reported that Student Support Team (SST) and attendance meetings, home visits, and incentives are aligned with the attendance goal. A review of the SPP noted the following strategies: Literacy-Implementation of a School-wide Writing Process; Math-CUBES strategy (a math protocol that focuses on writing and discussion in math); and Attendance (Reduction in ARCA)-Attendance Team with protocols for addressing attendance issues and incentives.
- School leadership and all staff participate in regular analysis of school-wide data and instructional practices to monitor progress toward goals and plan to revisit and adjust action plans as needed. School leadership and teachers reported that the monitoring of school-wide data occurs during professional development, staff, and Instructional Leadership Team (ILT) Meetings (every other Monday). Along with the reviewing of goals in professional development and staff meetings, school

leadership and teachers reported that i-ready, Text Reading Comprehension (TRC), and ANET data have been reviewed during ILT meetings. A review of School Family Council and ILT agendas, as well as data presentations confirmed the data discussions.

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.

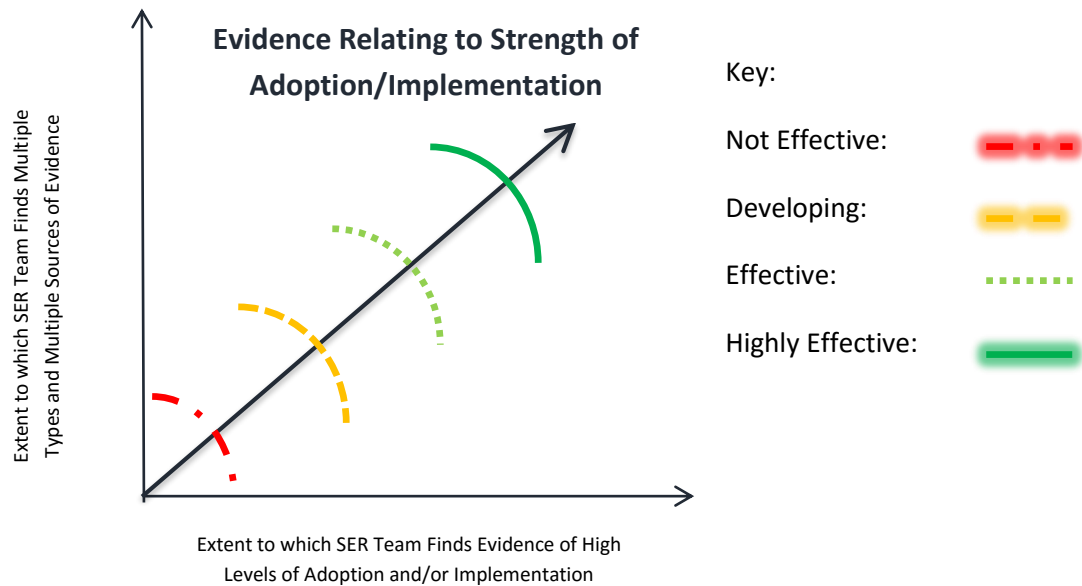
Effective

- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. School leadership reported that most of the school’s budget is allocated toward staffing the various positions, which teachers confirmed. Additionally, school leadership reported that some funding was allocated toward technology, specifically computers, texts, and instructional supplies. School leadership reported that the school gained additional funding during the budget adjustment period which will allow for the additional purchase of an additional para professional and teacher as well as Dreambox, a math intervention program, which teachers confirmed. Some teacher s reported that one grade level has one teacher, however school leadership reported that the particular grade’s enrollment was low and the second teacher was moved to a grade level with more students. School leadership and teachers reported that school leadership discussed the budget with staff during an ILT meeting and asked each teacher to submit specific instructional requests. A review of emails to ILT members and an agenda discussing the budget confirmed discussions after the enrollment adjustment.
- School leadership uses distributive leadership to strategically empower staff to take ownership of essential responsibilities and decisions and holds staff accountable. School leadership reported that the ILT is comprised of a representative set of staff throughout the school such as team leaders. Teachers confirmed that they serve on the ILT. Additionally, school leadership and teachers reported that teachers lead team and academic planning meetings. Continuing, school leadership and teachers reported that teachers serve on committees such as the School Family Council (SFC) and several sub-committees such as achievement attendance, hospitality, and climate. An SFC PowerPoint confirmed the committees. Finally, teachers, students, parents, and community partners reported that teachers also lead events and initiatives such as high school choice, art club, nature program, basketball, and the wrestling program.
- 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 have weekly academic planning meetings and bi-monthly team meetings, which are led by members of school leadership, designated teachers, and team leaders. Continuing, school leadership and teachers reported that the 75-minute academic planning meetings are devoted to academic topics such as training from Google Classrooms, data analysis, high-level lesson planning (unit and module overviews), and lesson activity planning (centers). During team meetings, school leadership and

teachers reported that teachers discuss information pertinent to student well-being such as student behavior, incentives, and SST referrals. A review of academic planning meeting agendas noted the following topics: analysis of ANET, Kindergarten Readiness Assessment (KRA), and i-Ready data, and discussions about Google Classroom, Module 1, and Scope & Sequence documents.

Performance Level Rubric

The SER team will use the following guidance to select a performance level for each key action. Note that the quality standard for each performance level is based upon: the extent to which the SER team finds multiple types³ and multiple sources⁴ of evidence AND the extent to which the SER team finds evidence of high levels of adoption and/or implementation of a practice or system. The SER team will also reflect on the Instructional Framework and School Leadership Framework in their analysis prior to assigning a rating for each key action.



Rating	Performance Level	Quality Standard
1	Not Effective	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or the level of adoption/implementation does not improve the school's effectiveness.
2	Developing	Evidence indicates that the key action (including some indicators) is a practice or system that is emerging at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be fully determined.
3	Effective	Evidence indicates that the key action (including most indicators) is a practice or system that has been adopted at the school, and is implemented at a level that is improving the school's effectiveness.
4	Highly Effective	Evidence indicates that the key action (including all indicators) is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a strong, significant or sustainable impact on the school's effectiveness.

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

⁴ "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

Appendix A: Classroom Observation Data

The classroom visit tool is aligned to Baltimore City Schools’ Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was “evident”, “partially evident” or “not evident” for each of the 22 indicators. Below is the summary of the 12 classroom observations that were conducted.

TEACH 1: Communicate Standards-Based Lesson Objectives	Evident	Partially Evident	Not Evident
Communication of objective	25%	67%	8%
Learning activities and resources align with lesson objective	58%	33%	8%
TEACH 2: Present Content Clearly	Evident	Partially Evident	Not Evident
Accurate, grade-level content	92%	8%	0%
Alternate presentation of content	50%	8%	42%
Emphasis of Key Points	75%	25%	0%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	Evident	Partially Evident	Not Evident
Scaffolded and/or Differentiated Tasks	17%	50%	33%
Opportunities To Engage With Complex Texts and Tasks	58%	33%	8%
TEACH 4: Use Evidence-Dependent Questioning	Evident	Partially Evident	Not Evident
Questions Requiring Justification	33%	50%	17%
Clear And Scaffolded Questions	58%	42%	0%
TEACH 5: Check For Understanding and Provide Specific, Academic Feedback	Evident	Partially Evident	Not Evident
Informative Checks for Understanding	67%	33%	0%
Specific, Academic Feedback	50%	42%	8%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	Evident	Partially Evident	Not Evident
Opportunities for student-to-student interaction	25%	8%	67%
Evidence-based discussions	17%	8%	75%
Student academic talk	67%	17%	17%
TEACH 7: Implement Routines To Maximize Instructional Time	Evident	Partially Evident	Not Evident
Maximized instructional time	75%	17%	8%
Smooth routines and procedures	58%	25%	17%

TEACH 8: Build A Positive, Learning-Focused Classroom Culture	Evident	Partially Evident	Not Evident
Teacher-to-student interactions	100%	0%	0%
Student-to-teacher interactions	92%	8%	0%
Student-to-Student interactions	83%	17%	0%
TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior	Evident	Partially Evident	Not Evident
Reinforce positive behavior	92%	8%	0%
Off-task behavior	42%	50%	8%
Time impact of redirection/discipline or off-task behavior	67%	8%	25%

Appendix B: School Report Comments

Domain 1: Highly Effective Instruction

None

Domain 2: Talented People

None

Domain 3: Vision and Engagement

None

Domain 4: Strategic and Professional Management

None

Appendix C: SER Team Members

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

Katherine Harris Toler is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Prior to joining OAA, Ms. Toler was a District Mentor in the Office of Teacher Support and Development. In Baltimore City Public Schools, Ms. Toler has served as teacher, Academic Coach, Dean of Instruction, and High School Administrator. Ms. Toler has also served as teacher in the Anne Arundel County Public School System, the Baltimore County Public School System and the Vance County Public School System in North Carolina. She holds a B.A. in English with a Concentration in Secondary Education from North Carolina Central University and a Masters of Education in School Improvement Leadership from Goucher College.

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.

Michael Haugh is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Michael began his City Schools career as a Data Analyst in the Office of Student Support. In that role, he supported the district and schools in analyzing their discipline, enrollment, attendance and other climate data. In 2015, Michael continued in this role in the Office of School Support and in 2017 continued supporting the district in the Schools Office. In his current role, his primary focus is on the successful implementation of Every Student Succeed Act's increased requirements for evidence-based practices in schools.

Erica H. Gravette is a Title I Specialist in the Office of Achievement and Accountability for Baltimore City Public Schools. Prior to joining OAA, Ms. Gravette was a Math Department Chair for Baltimore County Public Schools where she also served as a math and science teacher, curriculum writer and academic coach. She holds a B.S. in Marketing with a minor in Business Administration and a M.S. in Administration and Supervision from Morgan State University.

Channen Paddyfote