

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2017 - 2018

Dr. Bernard Harris Sr. Elementary School

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Part I: Introduction and School Background

Introduction to the School Effectiveness Review

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

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

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

School Background

Dr. Bernard Harris Jr. Elementary School serves approximately 350 students in Pre-Kindergarten through 5th grade. The school is located on 1400 N. Caroline Street in the Oliver neighborhood of Baltimore, Maryland. The principal, Ms. Shandra Worthy-Owens, has been at the school for one year. For more information about the school's student demographics and student achievement data, please see the School Profile, located on the City Schools website.

Part II: Summary of Performance Levels

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

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

Domain 1: Highly Effective Instruction	
1.1 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.	Effective
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.	Effective
2.2 The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.	Effective
Domain 3: Vision and Engagement	
3.1 The school provides a safe and supportive learning environment for students, families, teachers, and staff.	Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.	Effective
3.3 The culture of the school reflects and embraces student, staff, and community diversity.	Effective
Domain 4: Strategic Leadership	
4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.	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 the scope and sequence, Foundations, Eureka units of study and English-Language Arts (ELA) modules. A review of lesson plans confirmed that teachers include the Common Core State Standards in lesson plans. For example, one lesson plan included the standard: 1.NBT.B.2 – understand that the two digits of a two-digit number represent amounts of tens and ones which aligned with the lesson objective: “Students use addition and subtraction facts, patterns to continue numerical sequences; and identify the rule by subtracting 1 or 2 for numbers to 10.”
- Some teachers design daily lessons that meet learners’ unique needs. School leadership reported, and teachers confirmed, that teachers differentiate through small group instruction based on data sources such as iReady and ANet. A review of lesson plans confirmed that small groups were included in some, but not all plans. For example, in one plan, students were placed in six small groups with differentiated activities. Specifically, one group worked on making word puzzles while another group used letter/sound cards. Additionally, school leadership and teachers noted that accommodations and modifications are implemented for students with Individualized Education Programs (IEPs). For instance, one lesson plan noted the use of visual cues, graphic organizers, and extended time as accommodations. Moreover, school leadership and teachers stated the use of a common lesson plan template which contains components of Universal Design Learning (UDL). For example, one lesson plan noted the UDL connection: Fostering a community of learners through turn and talks and collaborative learning.
- Teachers set and track goals based on students’ performance levels. School leadership and teachers reported that student goals are established through beginning of year (BOY) assessments such as iReady, Foundations, and Amplify. School leadership and teachers also stated that goals are tracked through progress monitoring, mid and end of year assessments, and data walls. The site visit team observed data walls in classrooms tracking student progress. Moreover, both school leadership and teachers stated that teachers maintain data binders and student tracking charts associated with iReady and ANet assessments. School leadership also mentioned that teachers created Student

Learning Outcomes (SLOs). A review of one teacher’s SLO reveals target goals for students who are below grade level in reading as indicated by Text Reading Comprehension (TRC) data. According to the SLO, the teacher will track progress through end of module tasks, Foundations unit tests, and Amplify progress monitoring.

Key action 1.2: Teachers deliver highly effective instruction.¹	Effective
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- Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 100% of classes observed (n=9), the lesson objectives identified student learning outcomes and were communicated (posted, explained, or referenced) to students. In 78% of classes, learning activities and resources aligned with lesson objectives. For example, in one class, the students completed a worksheet that required students to represent equivalent fractions by drawing and shading area models. This activity aligned with lesson objective, “Students will be able to show the equivalent fractions by using an area model and multiplication.”
- Teachers present content in various ways and emphasize key points to make content clear. In 100% of classes observed (n=9), teachers presented accurate grade level content. In 78% of classes, teachers presented content in two or more ways to make content clear. In one class, the teacher used place value charts, and presented addition and subtraction problems horizontally and vertically. In 89% of classes, teachers emphasized important points to focus the learning of content. For example, in one class the teacher reinforced the concept of greater than, less than, and equal to.
- Some teachers use multiple strategies and tasks to engage all students in rigorous work. In 56% of classes observed (n=9), teachers scaffolded and/or differentiated tasks by providing access to rigorous grade-level instruction for all students. For example, most teachers were observed modeling the activity with students as a part of the gradual release strategy. However, in only 33% of classes, did students have opportunities to grapple with complex texts and/or tasks. In most classes, the teacher provided superficial or rare opportunities for students to engage with complex texts and rigorous task. For instance, in one class, the teacher read a text to students and asked students to respond to basic recall questions.
- Some teachers use evidence-dependent questioning. In only 33% of classes observed (n=9), did teachers ask questions requiring students to cite evidence and clearly explain their thought processes. For instance, one teacher asked questions that did not require citations or an explanation of the students’ thought process such as, “Can you read the number sentence?” Additionally, in 78% of classes, teachers asked questions that were clear and scaffolded. For example, on teacher asked a

¹ Key action 1.2 evidence comes directly from classroom observations that were conducted as part of the SER. All classroom observations are twenty minute in which the observers are looking for teachers to demonstrate components of the Instructional Framework. The completed classroom visit tool can be found in appendix A.

series of questions such as “What are the changes between spring and summer? What changes do you see?” and “What is the first month of summer?”

- Most teachers check for student understanding and provide specific academic feedback. In 44% of classes observed (n=9), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. For example, teachers were observed gauging student understanding by asking questions throughout the lesson or circulating the room as students worked independently or within small groups. Additionally, in 89% of classes, teachers provided specific academic feedback to communicate current progress and next steps to move forward. For example, in some classes, students used sentence starters or participated in group report outs.
- Some teachers facilitate student-to-student interaction and academic talk. In 33% of classes observed (n=9), teachers provided multiple or extended opportunities for student-to-student interaction. For instance, in one class, students were required to read and discuss the text, *The Big Wave*, with an elbow partner. In 56% of classes, teachers provided only one opportunity for student-to-student interaction such a quick turn and talk. Additionally, in 44% of classes, during student-to-student interactions, students engaged in discussions with their peers to make meaning of content or deepen their understanding. For example, in one class, students worked together to solve mathematical equations in groups. In 78% of classes, students used academic talk. For example, in one class students used terms such as equivalent, fraction, and denominator.

Key action 1.3: Teachers use multiple data sources to adjust practice.	Effective
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- Teachers analyze students’ progress toward goals. School leadership and teachers reported that teachers analyze students’ progress towards meeting standards through informal and formal assessments such as exit tickets and iReady, respectively. A review of a collaborative planning agenda includes topics such as “creating student work protocol and analyzing student exit tickets.” School leadership and teachers also stated that teachers use a three-week Adaptive Instructional Cycle for mathematics to determine students’ attainment of standards. A review of the Adaptive Instructional Cycle for February 12- March 15, 2018 reveals a focus on three Common Core standards (1.NBT.A.2a, 1.NBT.A.2b, 1.OA.A.1), daily objectives, appropriate strategies, and targeted student groups. Continuing, school leadership and teachers stated that data from the aforementioned assessments and the Adaptive Instructional Cycle are supported during planning sessions where teachers discuss explicit strategies such as differentiation and re-teaching.
- Teachers modify instruction in response to data. School leadership and teachers reported that teachers review exit tickets to determine which students did and did not master the standards-based objective, make anecdotal notes in their lesson plans, and determine whether to re-teach through whole group or differentiated small groups. Teachers added that they employ the “Do Now” activities, warm up exercises based on concepts previously taught. For example, in one lesson plan, the Do Now

indicated that the teacher would review exit ticket 1 from the day before where students had to draw and label $\frac{5}{6} = \frac{2}{6} + \frac{2}{6} + \frac{1}{6}$. School leadership and teachers confirmed collaborative planning time as an opportunity to review data and plan next steps. A review of a 2nd grade collaborative planning agenda reveals topics on data, planning, and interventions. Moreover, a review of the November 11, 2017 School Based Option professional development agenda reveals a topics on differentiation and modifications.

- Teachers appropriately recommend students for tiered interventions including some opportunities for acceleration. School leadership and teachers reported a daily thirty-minute intervention block (PARCC Power Plan) used to remediate English-Language Arts (ELA) concerns as indicated through assessment sources such as iReady. A January 24, 2018 grade level team meeting agenda noted the action item, “Make sure that schoolwide intervention is taking place from 1:30 – 2:15.” Teachers added that resource teachers and temporary personnel push in and pull out students to support interventions during this time. A review of the temporary personnel schedule reveals morning and afternoon rotations in support of small group instruction. A review of lesson plans confirms interventions through small group instruction. One teacher’s lesson plan identified reading interventions from 8:15 to 8:45am when students will work in two groups to either decode words with short vowels or answer questions to build comprehension. School leadership and teachers also reported that the math lead pulls students in grades three through five to reinforce PARCC related skills. A review of the math lead’s February 28, 2017 lesson plan reveals the following lesson objective: “Students will be able to show the equivalent fractions by using the area model and multiplication.” Moreover, school leadership and teachers noted that each teacher facilitates coach classes based on informal observations, assessment data, and parent referrals. A review of class schedules reveal the time and day of the week for coach class. Further, school leadership identified the extended day program as a math intervention for intermediate grades using the Maryland Public Television (MPT) curriculum. Regarding opportunities for acceleration, both school leadership and teachers reported that the school is a pre-GAL (Gifted and Advanced Learning) site offering systemic programs for grades three through five. Teachers noted that the Johns Hopkins University STEM (science, technology, engineering, and mathematics) program is offered four days a week as an opportunity for acceleration. Focus groups did not provide specific schoolwide opportunities for acceleration for students in primary grades.

Key action 1.4: School leadership supports highly effective instruction.	Effective
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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 is to ensure that students are engaged in standards-based instruction which includes differentiated learning through small groups. A review of lesson plans reveals Common Core alignment and opportunities for small group instruction. For example, one small group objective associated with the Common Core standard: Understand that the

two digits of a two-digit number represent amounts of tens and ones. (1.NBT.A.2a). Students were posed questions such as Lisa has three tens. How many ones does she have? Further, school leadership and teachers also reported that academic discourse is a component of the instructional vision. School leadership noted that teachers participate in Cycles of Professional Learning on close reading and academic discourse. A review of the August 31, 2017 staff meeting agenda reveals a focus on meaningful conversations. A review of the December 12, 2017 Instructional Leadership Team (ILT) meeting agenda included, “review annotating the objectives and close reading” as a topic.

- School leadership ensures that teachers engage in the planning of curricula through oversight of standards-based units, lessons, and pacing. School leadership and teachers reported that school leadership facilitates informal classroom observations and conducts lesson plan checks. A review of an Instructional Leadership Team (ILT) meeting agenda reveals lesson plan expectations and a complementary feedback rubric. Further, school leadership and teachers confirmed that teachers turn in weekly pacing guides and monthly calendars in addition to receiving strategies that support pacing during collaborative planning meetings. A review of pacing guides and math calendars confirmed this practice. A review of the October 1, 2017 weekly update from the principal to teachers provides a reminder that pacing calendars are due on Monday at 7:30am. Further, a review of the November 1, 2017 team meeting agenda identified pacing as a topic.
- School leadership provides formative feedback and guidance to teachers about the quality of planning, teaching, and adjustment of practice. School leadership and teachers reported that teachers are encouraged to video tape their instruction weekly in order to self-reflect on practices and make improvements. The site visit team observed two teachers videotaping their lessons during the site visit. School leadership and teachers also stated that teachers receive timely feedback. A review of one Quick Peek Sheet, a tool used to informally observe teachers, monitored teach actions, teacher praises (reinforcement of academic vocabulary), wonderings (Are you supposed to model the CUBES strategy for students during an assessment?), and next steps (have models on the assessment drawn out for students to minimize idle time).
- 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 data analysis is discussed during team meetings. A review of one team meeting agenda noted the analysis of teacher-created assessments. School leadership reported that teachers review lessons to identify standard alignment. Once students have completed the assessment, teachers review the data to determine how students performed and determine appropriate reteach strategies. Teachers confirmed that they are analyzing data during meetings, maintaining a data binder, and completing the data cycle whereby they are reviewing three standards, categorizing students by achievement, re-teaching, and reassessing.

Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur. ²

Effective

- Some teachers implement routines to maximize instructional time. In 56% of classes observed (n=9), students were idle for very brief (less than 2 minutes) periods of time while waiting for the teacher. For example, in most classes, teachers prepared materials in advance of instruction. In 56% of classes observed, routines and procedures ran smoothly with minimal or no prompting from the teacher. In one class after being directed by the teacher, students transitioned from group work to individual work in an orderly manner.
- Teachers build a positive, learning-focused classroom culture. In 100% of classes observed (n=9), teachers' interactions with students were positive and respectful. In one class, the teacher referred to students as friends, while in another class, the teacher apologized to a student for an error. In 89% of classes observed, students' interactions with the teacher were positive and respectful. In most classes, students responded to their teachers in a respectful manner. In 67% of classes, student-to-student interaction was positive and respectful. In most classes, students worked well together and related positively to one another.
- Most teachers reinforce positive behavior and redirect off-task or challenging behavior, when needed. In 67% of classes observed (n=9), teachers promoted and reinforced positive behavior. In one class, the teacher distributed Bernardo bucks for appropriate student behaviors. Continuing, in 56% of classes, students were on task and active participants in classwork and discussions. Lastly, in 78% of classes, teachers addressed behavioral issues (if any) with minimal interruption to instructional time (2 minutes or less). In most classes, behavioral concerns were addressed quickly and effectively, and students immediately returned to work.

² Key action 1.5 evidence comes directly from classroom observations that were conducted as part of the SER. All classroom observations are twenty minute in which the observers are looking for teachers to demonstrate components of the Instructional Framework. The completed classroom visit tool can be found in appendix A.

Domain 2: Talented People

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

Effective

- School leadership has created and implemented an organizational and staff structure that meets the diverse needs of all students. School leadership stated, and teachers confirmed, that the school has a math lead teacher and an Educational Associate who leads English Language Arts. School leadership reported that the math lead and Educational Associate aid teachers with planning, conduct informal observations, and facilitate team meetings and professional development. Continuing, school leadership added that math lead teacher and Educational Associate serve on the Instructional Leadership Team alongside the principal and assistant principal. School leadership and teachers also reported that the school has temporary employees who assist with instruction, serve in the main office, and support tier 3 students. To address students' social and emotional needs, school leadership and teachers listed a social worker, social worker intern, psychologist, speech pathologist, and an occupational therapist. Additionally, the school has partnered with C & C Advocacy and Hope Health to provide counseling services which further addresses students' socioemotional needs. Lastly, school leadership stated that physical education, music, and drama are offered as resource classes for students. A review of the staff roster and organizational chart confirms positions and respective responsibilities at the school.
- School leadership leverages a pipeline for staff recruitment and uses some measures and includes stakeholders in the assessment of candidates. School leadership and teachers reported that the school participates in Baltimore City Schools' job fair and also considers professional recommendations when recruiting staff. School leadership and teachers added that the school partners with organizations such as Baltimore City Teaching Residency (BCTR), Teach for America (TFA), and Towson, Morgan State, and Coppin State Universities. School leadership also stated that candidates undergo reference checks, interviews with a panel comprised of the Instructional Leadership Team and teach demonstration lessons. Some new teachers did not confirm teaching a demonstration lesson.
- School leadership includes other stakeholders and staff members in the development and retention of effective teachers and staff. School leadership and teachers reported that teachers participate in peer observations, however there were no documents presented. In addition, school leadership and teachers stated that the Academic Content Liaison (ACL) and ANet coach assist teachers on a regular basis. A review of the December 22, 2017 staff meeting agenda identifies support from the coach on reviewing ANet Interim I data. School leadership also reported that teachers use the co-teacher model. The site team observed teachers utilizing the co-teaching model during classroom observations. A review of the September 10, 2017 weekly update also provides guidelines regarding co-teaching. Moreover, school leadership stated, and teachers confirmed, that the Educational

Associate and math lead teacher facilitate professional development sessions for teachers focused on the BCPSS Blue Print and College and Career Readiness, respectively. School leadership also reported that the Student Learning Outcomes (SLO) Ambassador supports teachers with developing SLOs (completed SLOs were provided for document review) and new teacher mentors provide supports to any teacher in need, including veteran teachers. Teachers, and a review of mentor support notes (January 18, 2018), confirmed mentor support for new and veteran teachers. Regarding the retention of effective teachers and staff, school leadership reported that teachers completed intent forms that provide an opportunity for teachers to identify a preferred grade for the upcoming year. A review of one intent form reveals that the teacher wishes to remain at the school. School leadership also reported that teachers are encouraged to share feedback and are paired according to strength areas to promote a buddy system. A review of staff and grade level team meeting agendas confirm opportunities for staff feedback or evaluation. Moreover, school leadership stated that teachers are engaged in schoolwide decisions such as the budget. The FY19 School Intent Form survey allowed teachers to weigh in on one of three budget scenarios. Community partners and teachers reported school leadership's open-door policy and candor as factors in teacher and staff retention.

- School leadership has created mentoring and/or other induction programs, when applicable, to support the development of all new teachers and staff and monitors the program's effectiveness. School leadership and teachers reported that the school has two mentors for seven early career teachers. Continuing, school leadership and teachers reported that teacher mentors facilitate monthly meetings with all early career teachers as well as provide individual support on topics such as Student Learning Outcomes (SLOs), lesson planning, and professional expectations. A review of the New Teacher/Mentor Meeting agenda for October 2017 confirms the topic on SLOs. School leadership reported, and teachers confirmed, that school leadership monitors the effectiveness of the program by attending mentoring meetings and reviewing mentoring support notes. Regarding an induction program, teachers stated that they received an orientation which included a PowerPoint presentation and a tour of the building. A review of the New Teacher Institute Site-Based Orientation agenda notes topics such as understanding our school, roles and responsibilities, building tours, and curriculum/lesson planning.

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.

Effective

- School leadership makes full use of the evaluation system to develop faculty and staff capacity. School leadership and teachers reported that the evaluation system includes teachers completing an Individual Development Plan and two formal observations. Continuing, the formal observation process includes a pre-observation conference where teachers can rate themselves and get feedback on their lesson plans, an observation period, and a post observation conference, which a review of the observation calendar confirmed. School leadership and teachers reported that the post observation conference is an open conversation about the lesson which includes next steps to improve the lesson. Teachers reported that feedback is detailed and useful. A review of a formal observation form listed evidence related to the Instructional Framework such as presenting content in various ways (bar graphs, videos, and charts), appropriately addressing student misbehavior (reminding a student to put a ball away), and establishing routines and procedures (counting down-times up active listening position).
- School leadership provides timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations and holds them accountable for performance. School leadership and teachers reported that struggling teachers are identified through observations. School leadership stated that while there are no teachers who have Performance Improvement Plans (PIPs), there are a few teachers who have action plans. A review of one Teacher Support Plan reveals a focus on the teacher using knowledge of students' levels of performance, interest, backgrounds, and learning needs to plan instruction. The plan included teacher actions, mentor actions, a timeline for review or completion, success indicators, and next steps. Continuing, school leadership reported, and teachers confirmed that struggling teachers receive additional informal observations, direct support from the Educational Associate and lead teacher who both assist with planning and modeling instruction. Moreover, school leadership noted that the Academic Content Liaison supports teachers through co-teaching strategies. Teachers added that supports are also available one Saturday of the month to address teachers' individualized needs.
- School leadership engages faculty in a school-wide professional development plan based on identified needs and in alignment with the school's instructional vision. A review of the school's monthly calendar list professional development dates. School leadership and teachers reported that the school's professional development plan is focused on district recommended Cycles of Professional Learning (CoPL). Continuing, school leadership shared that the school participates in School-Based Option (SBO) days. A review of the December 22, 2017 School Based Option (SBO) day agenda reveals regarding the school's mission and vision, attendance data, and assessment 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.

Effective

- 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, teachers, staff, families, community partners, and students reported that the mission addressed cultivating a safe environment to develop students who are critical thinkers, proficient readers, prepared for college and career. School leadership stated, and teachers confirmed, that the mission was recently updated. All focus groups reported that stakeholders participated in the revising of the school's mission. Several Instructional Leadership Team meeting agendas, including November 28, 2017, identified reviewing and revising the mission and vision as a topic of discussion. According to the school bulletin board, the mission of Dr. Bernard Harris is "to involve all stakeholders in providing a positive and safe school community that maximizes student achievement and prepares all students to be college and career ready." The vision statement reads "We are committed to providing a high-quality education in a safe and orderly learning environment that will prepare students to be caring and responsible citizens who are able to be problem solvers, proficient readers and critical thinkers." Continuing, school leadership, teachers and students indicated that the mission is manifested daily during morning announcement, embedded in instructional practices such as standard-based lessons and interventions, and covered during school activities such as career day and trips to college campuses.
- Students, families, and some staff feel physically and emotionally safe at the school. School leadership, teachers, staff, families, and students identified the visitors' policy, emergency drills (fire, earthquake, and intruder), security cameras, and dismissal procedures (which includes staff monitoring specific locations throughout the building) as measures that promote physical safety. School leadership added hall sweeps and school bus evacuation as procedures that ensure physical safety. A review of the staff handbook reveals specific physical safety procedures such as the visitor's policy and emergency protocols for fire, bomb scare, and intruders. Moreover, a review of a fire drill schedule indicates that the school facilitates fire drills on a monthly basis. However some teachers mentioned that physical altercations amongst students as an area of concern. Students stated that they feel physically safe but confirmed frequent altercations amongst students. Continuing, students added that conflicts are resolved quickly. Regarding emotional safety, school leadership, staff, students and most teachers reported feeling emotionally safe and comfortable sharing concerns with someone in authority. School leadership reported having an open-door policy and monitoring staff satisfaction through a mid-year staff survey. Teachers and staff reported participating in a meeting based on the mid-year staff survey results. A review of the survey reveals questions such as "What would make our days happy?" The mid-year staff survey confirmed school leadership's aim to monitor staff emotional safety. Moreover, school leadership, teachers, staff, families, and students identified school partners such as Hope Healthy, C & C Advocacy as additional opportunities to promote

emotional safety for students. Teachers also acknowledge the support of the social worker to address students' emotional safety.

- School leadership establishes structures for the acknowledgement and celebration of student, faculty, and staff success. All focus groups reported that the school celebrates students through Positive Behavioral Interventions and Supports (PBIS). Students earn Bernardo bucks (a school-based currency) for exhibiting positive behaviors which are redeemed at monthly PBIS events such as movie day or the Valentine's Day Dance. A review of the January 11, 2018 PBIS committee agenda reveals topics such as the school store and Sweetheart Dance. School leadership, teachers, families, and students also reported that the school hosts quarterly award ceremonies to celebrate students who achieved perfect attendance, honor roll, most improved and citizenship. A review of the Quarter 2 Awards Program flyer confirms awards for aforementioned categories. School leadership added, and families confirmed, that students receive birthday acknowledgements and participate on school trips to universities such as Towson and Howard. As it relates to staff recognition, school leadership, teachers and staff reported that staff receive acknowledgements through emailed communications (such as the weekly update) and receive monthly attendance certificates at staff meetings. School leadership and teachers also spoke of recognitions such as receiving extra planning time, teacher appreciation events, a Valentine's Day breakfast, holiday luncheons, and raffles. Moreover, school support staff added that teacher incentives are provided by partners such as McDonald's and Burger King. A review of a letter regarding the Burger King partnership confirms that the teacher of the month is awarded \$1,000 toward classroom supplies.
- The school develops systems that proactively attend to individual students' social and emotional needs. School leadership, teachers, and staff reported partnerships with Hope Health and C&C Advocacy to support students' socio-emotional needs and tier 3 behaviors. Further, school leadership stated that the Speech Pathologist pushes into classrooms to facilitate lessons on whole body listening. A review of the partnership list confirms these resources as mental health supports. School leadership and teachers added that the school announces daily character traits during morning announcements. During the site visit, the team observed the character trait being shared with students. Moreover, school leadership and teachers noted that the school hosted anti-drug and anti-bully prevention assemblies. A review of an October 5, 2017 Parent-Teacher Organization sign in sheet confirms an assembly regarding bullying. During the site visit, the team observed a McGruff the Crime Dog assembly where students learned of the danger of drugs. Finally, leadership also reported, and teachers confirmed, that the basketball team is also an opportunity to address the social and emotional needs of students.

Key action 3.2: The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.

Effective

- The school uses multiple strategies and vehicles to communicate information about school progress, policies, events, and the academic and social development of students to families and the community. School leadership, teachers, students, and parents reported that the school communicates with families through Parent Link, event flyers, Class Dojo, and social media. A review of a Class Dojo snapshot confirmed communication with families on topics such as school closings. A review of event flyers such as Quarterly Award ceremonies and the food pantry distribution confirm communication through flyers. A review of the school Facebook page reveals information about events such as the career day which was confirmed by school leadership. Finally, school leadership and students also added that daily behavior charts are also used as a method of communication with families about students' progress.
- The school establishes regular structures for two-way communication, which facilitate opportunities for families and the community to participate in or provide feedback on school-wide decisions. School leadership, teachers, staff, parents, community partners and students reported that the school hosts monthly Parent Teacher Organization (PTO) meetings. A review of meeting agenda reveals that the PTO discussed topics such as teacher's night at McDonald's, ice cream socials, and upcoming family activities. Additionally, school leadership, teachers, parents, community partners, staff, and students noted that the quarterly School Family Council (SFC) meetings provide opportunities for community members and families to share and learn about topics such as the school budget. A review of the September 19, 2017 School Family Council agenda, confirms a Coffee and Donuts with Principal event to ask questions and share concerns with the school leader.
- School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress, and school culture. School leadership and teachers stated that school leadership communicates with staff through text message and Parent Link. Continuing, both focus groups reported that school leadership shares information at staff meetings and sends emails over the weekend with updates, deliverables, and deadline for the upcoming week. A review of the weekly update confirms the sharing of information on topics such as data, coach class schedules, and classroom environment look fors. Finally, teachers stated that school leadership communicates through face to face opportunities such as mid-year conversations.

Key action 3.3: The culture of the school reflects and embraces student, staff, and community diversity.

Effective

- School leadership, teachers, and staff build strong relationships with families and community stakeholders from diverse backgrounds. School leadership, parents and students reported that families are engaged in school community projects such as the Kaboom playground and Keller Williams’ Red Day where volunteers painted murals and cleaned up the community. School leadership, community partners and students mentioned events such as Back to School Night (as confirmed in a weekly update) and Saturday Zumba sessions as well as resources such as the Food Pantry and financial literacy classes. Continuing, teachers and community partners noted the Child First Authority’s afterschool program and parent retreat to the Park School as opportunities to build relationships with families and community. Teachers and students also reported that families support PBIS events. Continuing, students noted family events such as the Literacy Night. A sign in sheet for the Literacy Night confirms the school hosted this event on September 21, 2017.
- The school’s curricula, resources and programs consider cultural and socioeconomic diversity. School leadership, teachers, parents, and students reported that students learn about different cultures through the curriculum. For example, third graders learned about Japan during the unit entitled *The Big Wave*. School leadership, teachers, parents, and students also noted school events supporting cultural diversity such as Black History Month and Holidays around the World. A review of the school calendar reveals scheduled Black History Month events. Moreover, all focus groups reported that students attend field trips to universities such as Towson and Howard and museums such as the Baltimore National Aquarium. Regarding socioeconomic diversity, school leadership, teachers, staff, community partner, parents, and students reported that food programs such as the Maryland Food Pantry, Hungry Harvest, and holiday baskets are available and provides for families as needed. Moreover, all focus groups stated that the school provides clothing resources such as uniforms and coats. Teachers added that the school has laundry facilities available for families and arranges transportation for homeless students.
- The school maintains a positive school culture and climate. School leadership, teachers, staff, parents, community partners, and students all reported a family-oriented environment at the school. School leadership reported, and teachers confirmed, that more work needs to be done to create a positive school culture but opportunities exist for staff to share concerns, further relationships through team building activities, and self-assess through climate surveys. A review of the middle of year staff survey reveals questions related to expectations for student behaviors and collegiality. Parents noted that they feel respected and acknowledged a safer environment. Students reported that the building can get hot and noisy but they appreciated the extracurricular activities such as the afterschool STEM program, cheerleading, and dance. During climate walks, the site visit team observed a clean, friendly environment with student accolades posted on walls and no students walking the halls unattended.

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 and teachers establish goals for the improvement of student learning that are measurable and aligned to student need and school improvement. A review of the School Performance Plan (SPP) identifies the following three school goals: 1) reduce the number of students in grades 3-5 scoring “not met” on the PARCC assessment by 10% in mathematics from 5% to 35% by June 2018, 2) reduce the number of students in grades 3-5 scoring “not met” on the PARCC assessment by 10% in literacy from 44% to 34% by June 2018, and 3) reduce chronically absent student rate by 10% from 22% to 12% by June 2018. School leadership and staff confirmed the goals as noted in the SPP. Parents and teachers reported an attendance goal and literacy and math goals associated with the PARCC assessment; however parents and some teachers could not articulate specific targets or percentages for goals. School leadership reported facilitating a retreat with the Instructional Leadership Team (ILT) at the beginning of the year to review data and establish goals. A review of the July 31, 2017 ILT agenda confirms the analysis of 2016-17 school data and a review of SPP goals. School leadership reported that goals were then shared with teachers, who agreed that the goals were appropriate. School leadership also noted that the goals were then reviewed by the Instructional Leader Executive Director (ILED) and Chief of Schools.
- School leadership ensures the alignment of school goals, action plans and key priorities. School leadership and teachers reported that the school has established a literacy intervention block where teachers and temporary employees facilitate small group instruction to focus on writing, phonics (for grades K-2) and close reading and academic discourse (for grades 3-5). A review of lesson plans confirms the implementation of small group instruction. A review of the temporary personnel intervention schedule confirms a morning and afternoon rotation to support the small group instruction and intervention. Moreover, all teachers in grades 3-5 were provided the PARCC Power Plan as guidance on how to structure the 30-minute ELA intervention time. A review of the PARCC Power plan confirms weekly instructions for how teachers are to facilitate interventions. In support of the mathematics goal, school leadership and teachers, noted that the mathematics lead teacher works with small groups of students to reinforce math skills, and teachers also use online resources such as ANet lessons and Moby Max. According to school leadership, teachers, and staff all teachers are required to host coach class sessions to address both literacy and mathematics skills and participate in resources related to effective instruction. A review of a November 27, 2017 letter from a teacher to parents reveals the class-specific coach class schedule. Regarding the goal to decrease absenteeism, school leadership and teachers noted the walking school bus (a system where a group of children walk to and from school with trusted adults) and listed supports from the attendance committee such as home visits, monthly attendance competitions and parent communication binders which is confirmed by attendance committee meeting notes. Continuing, school leadership reported meeting with students who are at risk for chronic absence (ARCA) each Friday and connecting with

Family Preservation when necessary. School leadership and teachers also reported PBIS incentives such as monthly pizza parties and praise tickets as motivation to improve attendance, which was confirmed by PBIS committee meeting notes.

- School leadership and staff participate in regular analysis of school-wide data and revisit and adjust action plans as needed. School leadership and teachers reported that teachers develop action plans based on academic sources such as iReady, Amplify and Foundations which are analyzed to drive monthly schoolwide data conversations on School Based Option days. According to school leadership, the School Performance Plan strategy for literacy (sight words) was adjusted as a result. Moreover, the attendance team analyzes monthly attendance data, as confirmed by meeting agendas. A review of a November 6, 2017 staff professional development meeting notes schoolwide data analysis of progress reports and Response to Intervention (RTI). Further a review of the December 5, 2017 Instructional Leadership meeting agendas notes the schoolwide analysis of ANet Interim I data.

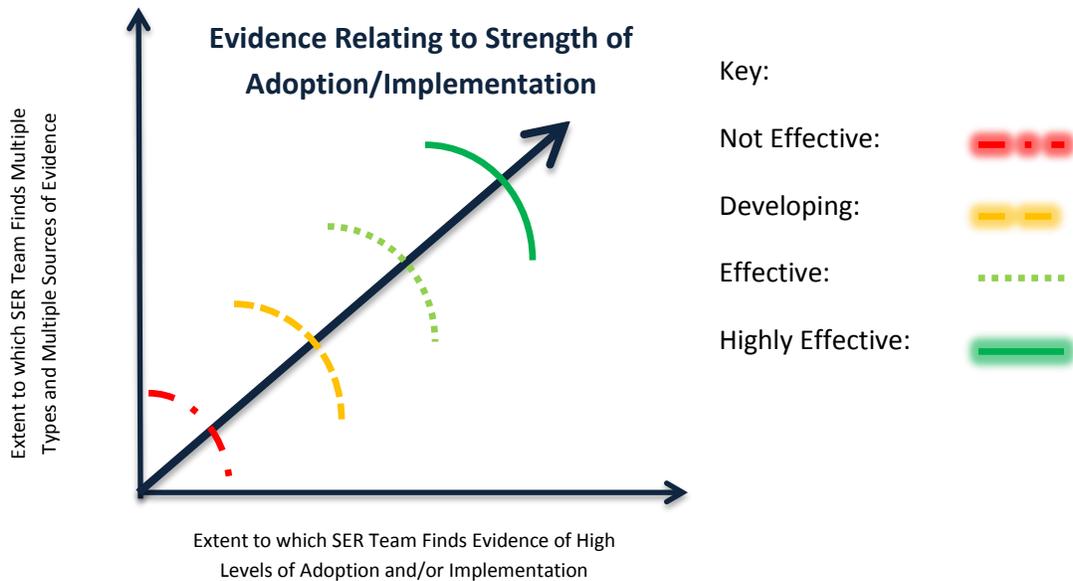
<p>Key action 4.2: The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.</p>	<p>Effective</p>
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- Budget distribution and resources allocations do not fully support teaching and learning. In terms of staffing, school leadership, teachers, staff, and parents reported the loss of two teachers due to budget constraints. Parents identified technology, drama, music, and physical education as resources offered through partnerships. Regarding materials, school leadership reported allocating funds for supplies this year although less than last year. According to teachers, monthly supply checklists are available for teachers to request materials. Teachers noted that one case of paper per month is not sufficient. Teachers and students also reported the need for more books. As it relates to technology, school leadership reported an immediate goal of securing a laptop cart per grade and noted that two carts (or 60 laptops) were being delivered during the site visit, which was confirmed by the site visit team. School leadership, teachers, staff, and parents stated that the school has a computer lab; however, many of the computers do not work or are outdated. School leadership and teachers also mentioned the need for updated Promethean boards in classrooms. Finally, a review of the budget tool showed it included allocations for intervention materials, text books, and technology.
- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. School leadership stated, and teachers confirmed, that teachers serve on committees such as achievement, attendance, hospitality, family and community, and PBIS. A review of committee sign in sheets confirm teacher participation on these committees. School leadership and teachers reported that teachers facilitate clubs such as journalism and culinary. School leadership and teacher also noted that teachers are leading PBIS events, literacy nights and participating in the Child First Authority afterschool program.

- School leadership consistently provides and focuses common staff time on instructional practices and development in support of student achievement. School leadership reported that teachers are provided an hour of planning time daily. A review of the classroom teachers' daily schedules confirms this. School leadership and teachers reported that the Educational Associate facilitates literacy collaborative planning sessions on Tuesdays and the mathematics lead teacher facilitates math collaborative planning on Wednesdays. Teachers added that the sessions are used to review student work, data, interventions, and determine next steps. A review of team meeting agendas noted topics such as the math weekly planning calendar, lesson objectives, and student work samples.
- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership, teachers, community partners, and parents reported that families volunteer in a variety of ways such as supporting classroom instruction, monitoring visitors at the front desk, chaperoning field trips, distributing food pantry resources, and participating in Child First Authority events. A review of volunteer logs for events such as food pantry distribution and Popcorn and Movie Day confirm parent volunteerism. Continuing, all focus groups listed various community partners who support the school such as McDonald's (donated funds and hosted reading events), Burger King (provided attendance incentives, teacher incentives, and funds for technology), C&C Advocacy and Hope Health (serviced students with socioemotional needs), the Maryland Food Bank and Hungry Harvest (provided food resources to families), Child First Authority (provided afterschool programming) and Kaboom (erected the playground). A review of a partnership list confirmed the support of these organizations.

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 9 classroom observations that were conducted.

TEACH 1: Communicate Standards-Based Lesson Objectives	Evident	Partially Evident	Not Evident
Communication of objective	100%	0%	0%
Learning activities and resources align with lesson objective	78%	22%	0%
TEACH 2: Present Content Clearly	Evident	Partially Evident	Not Evident
Accurate, grade-level content	100%	0%	0%
Alternate presentation of content	78%	0%	22%
Emphasis of Key Points	89%	11%	0%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	Evident	Partially Evident	Not Evident
Scaffolded and/or Differentiated Tasks	56%	0%	44%
Opportunities To Engage With Complex Texts and Tasks	33%	44%	22%
TEACH 4: Use Evidence-Dependent Questioning	Evident	Partially Evident	Not Evident
Questions Requiring Justification	33%	33%	33%
Clear And Scaffolded Questions	78%	22%	0%
TEACH 5: Check For Understanding and Provide Specific, Academic Feedback	Evident	Partially Evident	Not Evident
Informative Checks for Understanding	44%	56%	0%
Specific, Academic Feedback	89%	11%	0%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	Evident	Partially Evident	Not Evident
Opportunities for student-to-student interaction	33%	56%	11%
Evidence-based discussions	44%	44%	11%
Student academic talk	78%	11%	11%

TEACH 7: Implement Routines To Maximize Instructional Time	Evident	Partially Evident	Not Evident
Maximized instructional time	56%	44%	0%
Smooth routines and procedures	56%	11%	33%
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	89%	11%	0%
Student-to-Student interactions	67%	33%	0%
TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior	Evident	Partially Evident	Not Evident
Reinforce positive behavior	67%	22%	11%
Off-task behavior	56%	44%	0%
Time impact of redirection/discipline or off-task behavior	78%	0%	22%

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 Dr. Bernard Harris Elementary School was conducted on February 27 – March 1, 2018 by a team of representatives from Baltimore City Public Schools.

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

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

Nina Mason is a Human Capital Specialist for Baltimore City Public Schools. Nina brings over 11 years of Human Resources experience to the team. In her current role, she manages the recruitment, selection and placement of school-based staff for twenty-nine schools. Additionally, she works closely with Instructional Leader Executive Directors, School Managers, Labor Relations and other Central Office administration to facilitate resolutions, provision of resources and support to assigned schools in meeting their operational and strategic needs. Prior to working for BCPS Nina worked for Johns Hopkins Healthcare and Pall Corporation.