

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of School Evaluation and Accountability

School Effectiveness Review
2015 - 2016

Montebello Elementary/Middle School

April 27-28, 2016

200 East North Avenue
Baltimore, Maryland 21202
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Table of Contents

Part I: Introduction and School Background 3

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

School Background 3

Part II: Summary of Performance Levels 4

Part III: Findings on Domains of Effective Schools 5

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

Domain 2: Talented People 11

Domain 3: Vision and Engagement 14

Domain 4: Strategic Leadership..... 19

Performance Level Rubric..... 22

Appendix A: School Report Comments 23

Appendix B: SER Team Members 24

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

Montebello Elementary/Middle School serves approximately 524 students in Pre-Kindergarten through eighth grades. The school is located on East 32nd street in the Coldstream-Homestead-Montebello community of Baltimore, Maryland. The principal, Ms. Lorna Hanley, has been at the school for three years. For more information about the school's student demographics and student achievement data, please see the School Profile, located on the City Schools website.

Part II: Summary of Performance Levels

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

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

Domain 1: Highly Effective Instruction	
1.1 Teachers plan highly effective instruction.	Developing
1.2 Teachers deliver highly effective instruction.	Effective
1.3 Teachers use multiple data sources to adjust practice.	Developing
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.	Developing
3.3 The culture of the school reflects and embraces student, staff, and community diversity.	Effective
Domain 4: Strategic Leadership	
4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.	Effective
4.2 The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.	Effective

Part III: Findings on Domains of Effective Schools

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

Domain 1: Highly Effective Instruction

Key action 1.1: Teachers plan highly effective instruction.	Developing
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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 School System’s (City Schools) curriculum, including Agile Minds. School leadership reported that some teachers use resources from other districts (some pacing guides) to supplement the City Schools curriculum. A review of lesson plans confirmed the use of the Baltimore City School’s curriculum, which includes the Common Core State Standards. Specifically, one lesson plan referred to CCSS 4.G.A.1- Geometry –“Draw points, lines, line segments, rays, angle (right, acute, obtuse), and perpendicular and parallel lines. Identify two-dimensional figures” which was aligned to the following objective: “Students will use right angles to determine whether angles are equal to, greater than, or less than right angles.”
- Most teachers design daily lessons that meet most learners’ unique needs. School leadership reported that although teachers use the district’s lesson plans, they are encouraged to make modifications to plans based on students’ needs, which teachers confirmed. School leadership and teachers reported that teachers should include an accommodations and modifications matrix for students with disabilities. Also, school leadership and teachers reported that the Teach key actions from the Instructional Framework are identified in teachers’ lesson plans in addition to the identification of small groups and the gradual release model. Teachers confirmed the use of small groups and the gradual release model. Additionally, school leadership reported that there may be re-teaching notes in the plans of some teachers. Teachers reported that differentiation may be included in the plans, including the use of videos, manipulatives, hands-on activities, graphic organizers, and technology. Continuing, teachers reported that homework may be spiraled and “warm-up” activities may serve as reviews of prior lessons. A review of most plans confirmed Individual Education Program (IEP) accommodations, the identification of the Teach Key Actions being targeted in the plan, the gradual release model and the use of differentiated processes (including, but not limited to) manipulatives, graphic organizers, videos, and process charts. However, a review of most lesson plans submitted did not confirm the use of small groups.

- Most teachers set and track goals based on students’ performance levels. School leadership reported that the majority of teachers set and track goals and demonstrate differing degrees of proficiency with tracking data. School leadership reported that teachers are setting and tracking goals based on i-Ready, Dynamic Indicators of Basic Early Learning Skills (DIBELS), Text Reading Comprehension (TRC), unit test data, quizzes, and informal assessments, which teachers confirmed. Most teachers reported that they created student learning objectives (SLOs). Teacher confirmed the creation of targeted SLOs. Some teachers reported that they track Individualized Education Program goals for students with disabilities using formative assessments. Teachers reported that some students participate in the goal-setting process by creating the goals based on assessment performance and tracking their progress toward the goals, which a review of goals setting and tracking sheets confirmed. Teachers reported that teachers received professional development on how to track data. Teachers reported that the general goal for all students is to move to a higher level in i-Ready or in DIBELS and TRC and that teachers are tracking students’ growth through progress monitoring, which the School Performance Plan confirmed. Also, a review of data boards confirmed that academic data is tracked during beginning, middle, and end of year administrations. A review of completed third grade student data tracking sheets showed that students record pre-test data, the goal, and the post -test along with the percentage by which students have improved from pre-test to post- test.

Key action 1.2: Teachers deliver highly effective instruction.	Effective
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- Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 93% of classes, the lesson objective identified the student learning outcome and was communicated to students (posted, explained or referenced during the lesson). Likewise in 93% of classes, learning activities and resources aligned with the lesson objective. In one class, the posted objective read: “Students will be able to explain the process that changes states of matter into another state by recording notes and referencing the text.” During the lesson students explored states of matter and the processes by which matter changes to another state.
- Teachers present content in various ways and emphasize key points to make content clear. In 100% of classes, teachers presented accurate, grade-level content. In 80% of classes, teachers presented content in two or more ways to make content clear. In 100% of classes, teachers consistently modeled academic vocabulary and standard grammatical structures. Specifically, a teacher used a song, letters, and hand gestures to teach students to make words with three sounds. During this class, the teacher used words such as “capital letters” and “sounds”.

- Teachers use multiple strategies and tasks to engage all students in rigorous work. In 100% of classes, all tasks have a clear and intentional purpose. In 73% of classes, teachers provided access to grade-level material for all students by scaffolding and/or differentiating tasks. In 53% of classes, students had opportunities and time to grapple with complex texts and/or tasks. In one class, the teacher pulled students in small groups according to data. In those groups, students grappled with identifying the types of angles and how to measure the angles. Students not participating in the small groups worked individually on a math problem set.
- Teachers use evidence-dependent questioning. In 100% of classes, teachers asked questions at key points throughout the lesson. In 73% of classes, teachers asked questions requiring students to justify, cite evidence, or explain their thought processes. In 93% of classes, teachers asked questions that were clear and scaffolded. For example, one teacher asked the following questions, “What does the glossary do? Why is this text feature important? Based on the text, what would be another good title for the story?”
- Teachers check for student understanding and provide specific academic feedback. In 100% of classes, teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. In 80% of classes, teachers provided specific academic feedback to communicate current progress and next steps to move forward. Teachers asked questions throughout the lesson to ensure student understanding. In one class, after listening to students’ debates, students were told that they needed to give more supporting details to affirm their point-of-view.
- Most teachers facilitate student-to-student interaction and academic talk. In 67% of classes, teachers provided one or more opportunities for student-to-student interaction. However, in only 33% of those interactions did student-to-student interactions allow students to engage in discussions with their peers to make meaning of content or deepen their understanding. In classes, teachers provided opportunities for “turn and talks” throughout the lesson. However, students did not often gain further insight about the lesson through these opportunities. Finally, in 93% of classes, students used academic talk. In one class, students used terms such as “wasps”, “thorax”, and “molt”.

Key action 1.3: Teachers use multiple data sources to adjust practice.

Developing

- Teachers analyze students’ progress toward goals. School leadership reported that some teachers are still developing in their proficiency with data analysis. School leadership reported that teachers meet collaboratively to analyze data, and determine how far students need to move to meet their goals and what teachers need to do to meet the goals, which teachers confirmed. Continuing, school leadership reported that the “yellow” group of students is being prioritized as a result of data discussions because they can be pushed to the next level. School leadership reported that some teachers progress monitor using the DIBELS assessment. Some teachers confirmed this and added

that students' weak skills are determined and teachers adjust their instructional practices to meet the needs of the students. Continuing, school leadership reported that teachers are expected to reflect on their practice and adjust their instruction to meet students' needs. Teachers reported that they also analyze data from informal running records, pre-tests, exit tickets as well as use data link which identifies skills and items on which students may improve. A review of collaborative planning agendas confirmed that teachers are having discussion about academic data during these meetings.

- Teachers modify instruction in response to data. School leadership and teachers reported that teachers re-teach in addition to providing small group instruction. Teachers added that teachers will re-teach if more than 20% of students demonstrate a need in the area and they will pull small groups if only a few students need additional support. Teachers added that they will also give modified assignments (differentiated homework, and graphic organizers), change the method of instruction, and use the “warm-up” time to remediate students on necessary skills.
- Teachers appropriately recommend students for some tiered interventions, including limited opportunities for acceleration. School leadership reported that i-Ready data is used to recommend students to the Student Support Team (SST) and in turn, some students participate in an academic support group. School leadership and teachers also reported that middle school students have “Re-teach Fridays” based on data from i-Ready, classroom data from formative assessments, and anecdotal observations from the Monday through Thursday lessons for literacy and math. School leadership reported that the school hired interns from Morgan State University to provide intervention for students in the elementary grades; teachers confirmed this and added that the program occurred during the first half of the school year, but is no longer happening. However teachers reported that they are providing interventions through small groups which include providing accelerated work for students as necessary. Teachers also reported that teachers offer coach classes. In regards to school-wide opportunities for acceleration, school leadership and teachers reported that a few lower elementary students receive instruction from a higher grade level during a part of the day. A review of some “Re-teach Friday” lesson plans confirmed the Re-teach Fridays for middle school math.

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 includes a focus on student-centered instruction, increased student academic talk, teachers serving as facilitators, and high student engagement. School leadership reported that work should meaningfully engage students, which teachers confirmed, adding that students should be involved in work that allows students to grapple with critical thinking and problem solving.

- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons, and pacing. School leadership reported that lesson plan checks are conducted to ensure that teachers’ plans are aligned with what teachers are teaching. Teachers and a review of an informal observation checklist confirmed the lesson plan checks. A review of emails also confirmed school leadership’s lesson plan checks. School leadership and teachers reported that lesson plans and instructional pacing are also discussed during collaborative planning meetings. Some teachers reported that school leadership monitors instructional pacing of the Agile Minds curriculum and monitors the input of assessment data for unit tests, continuing to say that when they are not submitted on time school leadership works with teachers to develop a plan to catch up.
- 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 informal observations are frequently conducted, which teachers confirmed. School leadership reported that feedback, aligned with the Instructional Framework, is given to teachers in written and/or verbal form. A review of informal observations confirmed that the focus areas for the informal observations are aligned with the Instructional Framework. For example, a “Montebello Elementary Middle School (MEMS) Informal Observation Checklist” dated February 9th contained the following feedback related to Teach 6 (student-to-student interaction and academic talk): “Teacher organized the classroom for students to collaborate throughout the lesson and structures were designed to give students the space to learn from each other.”
- School leadership demonstrates an understanding of data analysis; however, does not ensure the use of a complete student learning data-cycle. School leadership reported that the principal received some training on data analysis through a leadership program; however, the school leadership team as a whole has not been trained on the use of a complete data cycle. School leadership reported that the steps of the data cycle include: collecting data, looking for trends and gaps across the board, prioritizing needs, creating goals and a plan to address the needs, implementing the plan, monitoring the plan, and adjusting the plan. School leadership and teachers reported that there is no formal process for analyzing data, but teachers and leadership are meeting to review data during collaborative planning meetings, which collaborative planning meetings confirmed. Finally, teachers reported that the i-Ready software analyzes the data for teachers and that data is collected and posted in the data room.

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

Effective

- Teachers build a positive, learning-focused classroom culture. In 100% of classes, all teacher-initiated interactions with students were positive and respectful. Teachers used warm tones with students and offered praise such as “good job”. In 100% of classes, all student-initiated interactions with the teacher were positive and respectful. Students responded appropriately to their teachers even when corrected. In 87% of classes, all student-to-student interactions were positive and respectful. In 100% of classes, students were active participants in class work and discussion. In all classes, most of the students were attending to the lesson being taught.
- Teachers reinforce positive behavior and redirect off-task or challenging behavior, when needed. In 87% of classes, teachers promoted and/or reinforced positive behavior. For example, one teacher said “I love how (student) has his eyes on me, I see lots of hands, I love how (student) is not interrupting, and I love how you are listening.” In 73% of classes, the estimated percentage of teacher time used for redirection/discipline was less than 10%. In most classes, redirection was effective and efficient. Finally, in 80% of classes, the estimated percentage of students not complying with lesson’s directions and not working on intended activities was less than 10%. During the classroom observations, most students were on task.
- Teachers implement routines to maximize instructional time. In 93% of classes, routines and procedures ran smoothly with minimal prompting from the teacher. In one class, students transitioned to groups quickly and quietly. In 100% of classes, the teacher’s arrangement of classroom and materials allowed for efficient classroom movement and use or access. While on site, members of the site visit team observed print-rich classrooms with process charts and student work posted. Some classes had students’ desks arranged in groups to facilitate collaboration amongst students. In 80% of classes, the estimated percent of classroom time spent on transitions was less than 10%. In 93% of classes, the estimated percentage of time students are idle while waiting for the teacher was less than 10%. In classes, teachers were organized and prepared for instruction.

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 staffing structure that meets the diverse needs of all students. School leadership and teachers reported that middle school has some single gender classrooms to support students' social, emotional, and academic needs. Continuing, school leadership and teachers reported that the school hired a climate officer in November who assists with supporting students with challenging behavior, managing partnerships, and coordinating the after school program. Further, school leadership and teachers stated that the school offers physical education, art, technology, and Spanish (for middle school students). Lastly, school leadership and teachers reported that the school has student support staff that consists of a guidance counselor, a social worker, a clinician from Hope Health, a part-time psychologist and intern, and clinicians as needed through Keys Development. A review of the schedule and the roster confirmed the classes and the various positions.
- School leadership leverages a pipeline for staff recruitment, uses a measure, and includes stakeholders in the assessment of candidates. School leadership reported that the school acquires teaching candidates through Morgan State University, Teach for America (TFA), the Baltimore City Teaching Residency (BCTR), district job fairs, staff recommendations, and advertisements on social media. Teachers confirmed the use of BCTR, district job fairs, TFA, and Morgan State University. School leadership reported that candidates observe a classroom at the grade level they are interested in; interview with the school leadership team, teachers, and sometimes students; teach a demonstration lesson; and/or share a portfolio (if a veteran teacher). Teachers confirmed the use of a panel interview to assess candidates, but could not speak to the other measures used to assess candidates. Members of the site visit team observed an interview with members of school leadership and teachers.
- School leadership includes staff members and other stakeholders in the development and retention of effective teachers and staff. School leadership reported that teachers serve as buddy teachers for struggling teachers and participate in peer observations. A review of Instructional Leadership Team (ILT) agendas noted that discussions about the peer observation schedule and rubric were held during the ILT meeting. Teachers also reported that teachers work collaboratively during collaborative planning meetings. Additionally, school leadership and teachers reported that mentors work with early career teachers and teachers lead professional development sessions. Teachers reported that they receive support and professional development from district staff and some teachers attended writing sessions from the Baltimore Urban Debate League. In regards to retention, school leadership and teachers reported that the staff works together as a strong team and are supportive of one another. Continuing, school leadership reported that school leadership offers

assistance to teachers and recognizes teachers for their hard work. Finally, school leadership and teachers reported that they love the students.

- School leadership has created a mentoring and induction program to support the development of all new teachers and staff and monitors the program’s effectiveness. School leadership and teachers reported that the school had a site-based New Teacher Institute that allowed early career teachers to come into the school to prepare their classrooms the week before all teachers came back to school. School leadership and teachers reported that the school has a designated site-based mentor that works with early career teachers. School leadership and teachers reported that the mentor works with teachers on lesson planning and classroom management strategies. Teachers reported that the mentor meets with all teachers on a monthly basis and weekly or as needed with individual teachers. School leadership reported that the mentoring program is monitored through discussions with the mentor and through classroom observations, and that mentors are brought into discussions when determining next steps for mentored teachers.

<p>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.</p>	<p>Effective</p>
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- School leadership makes full use of the evaluation system to develop faculty and staff capacity. School leadership reported that all teachers have been observed twice using the following process: the pre-observation conference (where teachers bring lesson plans, work sample, binders, parent communication logs and Individual Education Program (IEP) documents for the purpose of discussing the lesson in context; the formal observation period, and the post observation conference. Teachers confirmed this process. School leadership reported that next steps and recommendations are provided to teachers along with articles (at times) to support their practice and suggestions to observe other teachers. Teachers also confirmed that suggestions and next steps are given and reported that feedback is beneficial. A review of a formal observation report showed that scripted and the following suggestions were given to a teacher “1. Continue to hone your practice of connecting instruction to students’ learning modalities throughout assignments. 2. It is recommended that the teacher increases her level of differentiation of instruction for all students.”
- 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 reported that teachers in need of support are identified through observations (formal and informal), lesson plan reviews, classroom climate data, and through conversations with students. School leadership and teachers reported that teachers work with buddy teachers, participate in peer observations, and work with district staff. School leadership reported that two teachers are currently receiving support through a Performance Improvement Plan (PIP). A

review of a PIP confirmed that teachers are receiving the following supports: Peer Observations, collaborative planning with the special educator, and collaboration with the mentor.

- School leadership engages faculty in school-wide professional development based on identified needs and in alignment with the school's instructional vision. School leadership reported that the school is following the district's professional development plan focused on routine writing, which teachers confirmed. Additionally, a review of an Instructional Leadership Team (ILT) agenda revealed that a Cycle of Professional Learning committee was created to lead the work with Routine Writing. School leadership and teachers also reported that major emphasis has been placed on the use of restorative practices (in alignment with one of the school's performance plan goals) and the teachers participated in a major session on restorative practices. Continuing, school leadership reported that teachers have had sessions on how to use data and behavior management strategies.

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, parents, and student support staff, reported that the mission involves preparing students to be leaders and contributors to society, attending to the whole child, and focusing on college and career readiness. Community partners confirmed the emphasis on preparing students to be leaders. School leadership, teachers, parents, students, and community partners reported that students are prepared to be leaders in the classroom through instruction that prepares them to be critical thinkers. School leadership and teachers added that the school provides leadership opportunities through the Safety Patrol and the Student Government Association. Continuing, to address the whole child, the school has an array of after school activities including golf, horseback riding, lacrosse, and baseball and has included some programs to provide students with the skills needed to interact appropriately in society such as Millionaire Manners and a Planned Parenthood class (which addresses self-esteem and awareness). Finally, all stakeholders reported that the college and career focus is evident in the college names for middle school classrooms and the doors decorated with college colors and pennants as well programs which expose students to college students such as Girls in the Game from Towson State University and a reading program where Morgan State University Football players read to lower elementary students. A review of the school’s handbook revealed the following mission: “Believing in the individuality of each student, the mission of the New Montebello Elementary Middle School, in collaboration with parents, teachers, students, and stakeholders is to create a student- centered, college- preparatory environment where dynamic teaching fosters a life-long desire for learning, while equipping students with 21st- century skills. The New Montebello Elementary Middle school will produce students who are critical thinkers, real problem solvers, innovative leaders, and compassionate servers who are invested in their community.”
- Students, staff, and families feel physically and emotionally safe at the school. School leadership and teachers reported that the school has felt the absence of police presence in the school this year in that some community occurrences have trickled into the school. To combat the effects of these negative occurrences and to keep safety and order on the school grounds, school leadership reported that they have had to limit the presence of some adults on the school grounds, adjust the start and dismissal times in order to limit interactions with students from other schools, and track social media posts to thwart potential conflicts, which a review of certified letters and notices confirmed. Teachers, staff, parents, and students reported that they feel safe, adding that the school has a buzzer, entry procedures for visitors, cameras to monitor the school, and a climate officer to support students who need assistance with improving behaviors. While on site, members of the site visit team observed members of the Safety Patrol monitoring the hallways. In regards to emotional safety, school leadership, teachers, staff, parents, and students reported that the school promotes the emotional safety of students through daily restorative practice circles as well as staff making themselves available

to address students' issues and concerns. Additionally, school leadership, teachers, student support staff, parents, and students reported that bullying is taken very seriously and is addressed quickly. Teachers and student support staff reported that the school has a guidance counselor, a social worker, a part-time psychologist, an intern, a HOPE Health clinician, and clinicians from Keys Development. School leadership reported that the school advocates for the use of the Employee Assistance Program in order to promote the emotional well-being of staff and added that school leadership has an open door policy, which teachers confirmed and added that they are comfortable expressing concerns to members of school leadership. Finally, teachers, parents, and students reported that strong relationships are built between staff and students, which help to create an atmosphere of emotional safety.

- School leadership establishes structures for the acknowledgement and celebration of student, faculty and staff success. School leadership, teachers, student support staff, parents, and students reported that the school recognizes Students of the Month (based on attendance, behavior, and grades), recognizes appropriate behaviors by awarding "Dapper Dollars"(which can be used in the school store after receiving at least twenty), and celebrates students during quarterly awards assemblies. A review of Student of the Month bulletin boards confirmed Student of the Month. Also, site visit team observations confirmed the use of "Dapper Dollars". Further, the previously mentioned stakeholders reported that students are rewarded with trips and parties and that teams and clubs are recognized for accomplishments. Students reported that they are celebrated when they improve their iReady scores. Regarding staff celebrations, school leadership, teachers, parents reported and site visit team observations confirmed that teachers may receive monthly Rock Star Recognition for Instruction, Culture and Climate, Going Above and Beyond, and Restorative Practice Implementation, which includes a certificate, a trophy, and a star posted over their classrooms. School leadership also reported that teachers receive "shout-outs" in emails and during staff meetings.
- The school develops systems that proactively attend to individual students' social and emotional needs. School leadership reported that students retained during the previous school year were initially referred to the Student Support team (SST). School leadership reported that students referred to SST are offered the following supports: Morning check-ins with adults, behavioral charts, "lunch bunches", and academic support groups (Middle School Success Group for 6th grade students). Student support staff confirmed the "lunch bunches" and academic support groups. School leadership, teachers, student support staff, parents, and teachers reported that the school has restorative practice circles every day. Teachers and student support staff added that the restorative practice circles have weekly themes to help focus students on particular behaviors they should demonstrate. Continuing, school leadership and teachers reported that classes are homogeneously grouped by gender in some middle grades per academic and behavioral data from last school year. Additionally, school leadership reported that Millionaire Manners (7th grade boys) and Planned Parenthood (7th grade girls) are special classes offered as a result of behavioral data, in addition to a girls mentoring group called, "Fly Girls". A review of the master schedule confirmed the Planned Parenthood and Millionaire Manners class.

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.

Developing

- 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. All stakeholders reported that the school communicates through school bulletins, newsletters, parent link, emails, phone calls, social media, Class Dojo, and face-to-face contact. Community partners reported that they mostly communicate through a staff member who manages partnerships. A review of newsletters, call logs, and Class Dojo posts confirmed the use of these methods to communicate with families and the community. A review of an *Important Updates* bulletin confirmed that the school communicates through bulletins. One bulletin reviewed contained information about an upcoming basketball clinic, a fundraiser, picture day, and a family night.
- The school has not established regular structures for two-way communication, which facilitate opportunities for families and the community to participate in, or provide feedback on, school-wide decisions. All stakeholders reported that there is no School Family Council (SFC) or Parent Teacher Association (PTA). However, school leadership reported that the school calls parents together to gather input for budget meetings. Continuing school leadership, teachers, parents, students, and staff reported that the school has had parent nights for specific grades (7th and 8th) and a Back to School Night. School leadership reported that the school has an open door policy for parents and welcomes parent involvement, which newsletters confirmed. A review of a flyer confirmed that a 7th grade parent meeting took place on December 3, 2015 to discuss academic and behavioral progress of students.
- School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress, and school culture. School leadership and teachers reported that school leadership communicates through newsletters, emails, meetings, phone calls, letters, and face-to-face contact. A review of emails, newsletters, and letters confirmed these methods of communication. Multiple emails showed that members of school leadership use emails to communicate expectations around the use of data and collaborative planning time.

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 reported that parents and community partners are always invited to be involved in the school, adding that the principal reached out to Planned Parenthood to garner their involvement, which community partners confirmed. Continuing, school leadership reported that families and community partners have been invited to be judges in

school contests and community members were invited to Back-to-School Night. Additionally, the school hosted a First Ladies of Montebello Women's Brunch and a Magnificent Montebello Men's Brunch for students and families which included motivational messages by community and school district staff and gifts for the adults. School leadership added that the events were catered by students from a high school in the district. Students reported that the garden club planted trees for earth day. School leadership, teachers, parents, and students reported that the school offers students activities through a variety of partnerships. A review of flyers confirmed the First Ladies of Montebello Brunch and the Magnificent Montebello Men's Brunch. Also a review of Instructional Leadership Team (ILT) agendas showed that the ILT brainstormed ideas in order to increase family and community involvement.

- The school's curricula, resources and programs consider linguistic, socioeconomic and some cultural diversity. School leadership and teachers reported that the school offers Spanish to middle school students, which parents and students confirmed. Regarding the curriculum, school leadership reported the curriculum has given students exposure to the Holocaust; as well as Pakistani culture through the text, *I am Malala*. Teachers confirmed the study of the Holocaust through the reading of *The Diary of Anne Frank* and added that the curriculum has a unit about Families around the Word, Emmitt Till, and Caesar Chavez in certain grades. Moreover, teachers reported that the school received a grant for some students to participate in the creation of the *My Baltimore Book*, which included an examination of diversity in various ways and an interview on National Public Radio. A review of the project overview, grant application, and final book confirmed the project. School leadership, teachers, and students reported that students went to the movies to see *Race* in recognition of Black History Month. Teachers also reported that students have visited the Pumpkin Patch, the Aquarium, and the Visionary Arts museum on field trips throughout the year. To recognize socioeconomic diversity, school leadership reported that the school offers a variety of afterschool activities that expose students to different types of sports such as golf, horseback riding, lacrosse, and ice hockey. School leadership also reported that the school sent interested students to a football camp where they participated with students from public and private schools across the state and received mentoring from professional coaches and football players. School leadership, teachers, student support staff, parents, and students reported that the school has a food pantry and provides uniforms for students through a local supplier. A review of a newsletter confirmed trips to the pumpkin patch and the zoo. Additionally, emails revealed the formation of a Black History Month committee that worked to plan events in recognition of Black History Month.
- The school maintains a positive school culture and climate. School leadership and teachers reported that the students' day starts with a restorative circle during the morning class meeting. Teachers added that they think the use of restorative practices have made a noticeable difference for some students. Continuing, school leadership and teachers reported that school leadership is supportive and that staff members are recognized for their work. Teachers reported that the environment is one where collaboration is supported and strong relationships are established with students and parents, which community partners confirmed. Students reported that their teachers are extremely positive and really push students to work to their potential. While on-site, members of the site visit team observed a print-

rich environment with several bulletin boards recognizing students for attendance and grades and with assignments around college-readiness. In classrooms the site visit team observed bulletin boards with up-to-date work and process charts. Lastly while on-site, members of the site visit team were greeted by very polite students and observed quiet hallways.

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. School leadership reported that the Instructional Leadership Team (ILT) established the goals. School leadership reported and the School Performance Plan (SPP) confirmed that the goals are as follows: 1) During the 2015-2016 school year, at least 15% of all tested students in grades 3 to 8 will score at or above level from 8% at BOY as measured by the i-Ready Literacy assessment in March of 2016. By June 2016, 65% of students in grades K-2 will increase by 4 or more reading levels as measured by EOY TRC data. 2) During the 2015-2016 school year, at least 10% of all students in grades 3 to 8 will score at or above level (from 6% at BOY) as measured by the i-Ready Math Assessment in March 2016. 65% of students in Grades 1 and 2 will score proficient or advanced on the Q4 interim assessment. 3) By June of 2016 we will decrease the amount of suspensions from 45 to less than 30 as measured by the Student Management System. Most teachers reported that the school had goals to generally increase literacy and math scores in i-Ready, which students confirmed. Continuing, some teachers generally reported that the school has a goal to reduce suspensions and inappropriate student behaviors.
- School leadership ensures some alignment of school goals, action plans and key priorities. School leadership and teachers reported and the School Performance Plan (SPP) confirmed that restorative practices, incentives for student achievement, and student support staff are aligned with the goal to reduce suspensions. To target the academic goals, school leadership and teachers reported that professional development sessions for Agile Minds, collaborative planning times, re-teach Fridays, and small group instruction, which the School Performance Plan also confirmed.
- School leadership and staff participate in regular analysis of school-wide data and revisit and adjust action plans as needed. School leadership reported that the Instructional Leadership Team (ILT) meets twice per month, which teachers confirmed. Continuing, school leadership and teachers reported that the ILT reviews data from i-Ready, school-wide student attendance, Amplify, Teacher Attendance, and the ILT tool. School leadership reported that the School Performance Plan (SPP) is reviewed regularly and reported that the school will not meet the climate goal set for this year. School leadership also reported that the SPP has not been adjusted throughout the year. An ILT agenda from February 1, 2016 contained the following agenda outcomes for participants: analyze data trends across the school by grade level; identify progress and areas for improvement; understand where students are coming from and where they need to go to become college and career ready; create a list of ideas in order to get families and the community into Montebello; create next steps for staff.

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

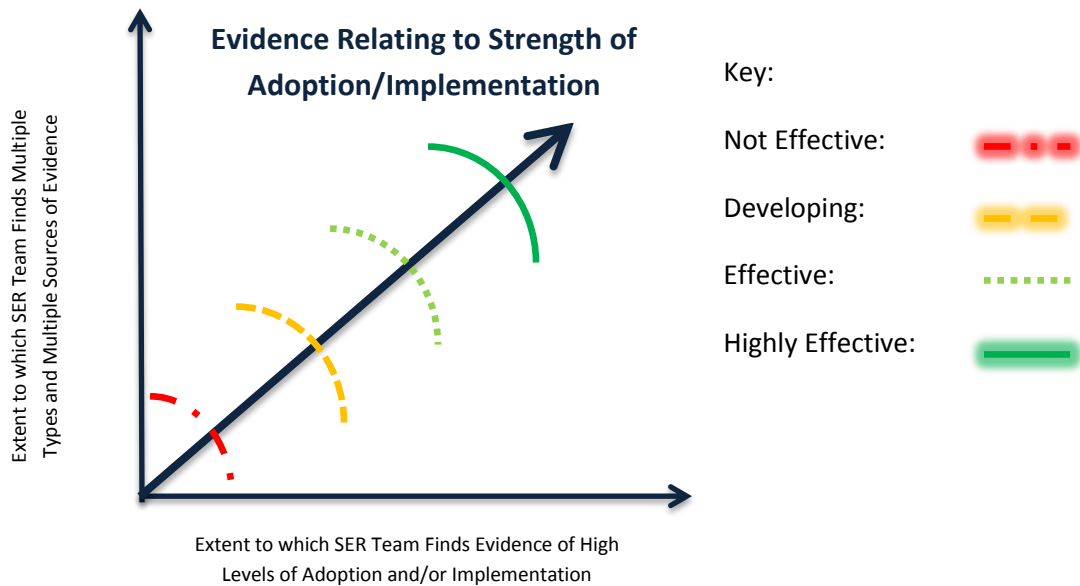
Effective

- Budget distributions and resource allocations somewhat support teaching and learning. School leadership and teachers reported that the school has no vacancies but school leadership and some teachers added that additional staff members are needed specifically to manage student discipline, special education, and student support staff. Continuing, school leadership, teachers, and parents reported that the school does not have sufficient technology. School leadership and teachers reported that the school has one computer lab and one laptop cart. School leadership and teachers also reported that a class has a class set of iPads (received through a donor). Finally, school leadership and teachers reported that the school has sufficient materials including textbooks and intervention programs. However some teachers reported the school does not have sufficient instructional materials and that some content areas need additional textbooks.
- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. School leadership reported that teachers serve as content leads. Also, school leadership and teachers reported that teachers serve as Instructional Leadership Team (ILT) members, club leaders, and committee members. Specifically, teachers reported that teachers serve as facilitators for clubs such cheerleading, dance, and the National Academic League; and participate on committees for grade level activities (such as 5th grade “Moving Up” and 8th Grade Farewell), the Data committee, and Hospitality committee. A review of ILT and Safety Patrol Meeting agendas confirmed that teachers are involved in these committees.
- School leadership consistently provides and focuses common staff time on instructional practices and development in support of student achievement. School leadership and teachers reported that teachers collaboratively plan once per week (grade-level groups for the elementary grades and content groups for middle school grades). School leadership and teachers reported that during these meetings teachers discuss i-Ready data, lesson planning, instructional strategies, and student behavior. A review of collaborative planning agendas and minutes confirmed that teachers are discussing the following standing agenda items: planning and preparation; content; student data; and monthly assessments.
- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership and teachers reported that families volunteer in the cafeteria and on field trips, which parents and student support staff confirmed. School leadership also reported that parents distribute fruit from the Fresh Fruit and Vegetable program and sometimes serve as greeters. School leadership and teachers reported that the school partners with Planned Parenthood and Sadiq Ali (Millionaire Manners) for character education and resource classes for seventh grade, which a review of the school’s master schedule confirmed. Additionally, school leadership and teachers reported that the school partners with Towson State University (managing the Girls in the Games

program) and Morgan State University (providing interns and readers from the Football Team). Continuing, school leadership and teachers reported that the school has several partnerships that provide afterschool activities such as City Ranch (horseback riding), YMCA (Baseball for Badges), and Lake Clifton Golf course (golf). The school also provides uniforms to students through Herman's Uniform Supply; and therapeutic services and mentoring through KEYS development. A review of the school calendar and newsletters confirmed these partnerships.

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 types¹ and multiple sources² 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.

¹ "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups; and classroom observations.

² "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: 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 B: SER Team Members

The SER visit to the Montebello Elementary/Middle School was conducted on April, 27-28, 2016 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 in the Office of Learning to Work at 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.

Mona Khajawi is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. She has had a variety of experience in the field of education, including teaching, program management and evaluation. Most recently, she worked in the capacity of Evaluation Specialist with City Year in Washington, D.C., assessing the quality of educational programming implemented by 140 AmeriCorps members in eleven schools throughout the district. She initially gained exposure to evaluation while interning with the Academy for Educational Development, where she assisted in conducting reviews of a subset of the Gates-funded small schools in New York City. Previously, she also taught English in a rural high school in Ukraine, and served as an Assistant Program Coordinator of the AmeriCorps program at the Latin American Youth Center in Washington, D.C. Mona holds a Bachelor's degree in English Literature from the University of Maryland, College Park, and a Master's degree in Education Policy from Teachers College, Columbia University.

Jessica Hargest is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Jessica began her career as a first grade teacher in Montgomery County Public Schools. She then worked as a pre-kindergarten and Kindergarten teacher in a private setting. In those roles, she was responsible for developing the curriculum, and ensuring the rigor of instruction aligned with the needs of her students, and the community. Jessica then worked as the director of a large child care center in Baltimore County. Most recently, she worked for the Governor's Office for Children as a policy analyst. Her primary function in this role was to ensure contract compliance with grantees. Jessica has her Bachelor's degree in Elementary Education from the University of Maryland, College Park. She is in the process of completing her Master's in Education for At Risk and Diverse Learners from Goucher College.

Jalima Alicea began working in City Schools at Gilmore Elementary School as a Special Education teacher in grades K-8. Upon completion of a Master's Program in Special Education, Ms. Alicea went to the District of Columbia to work as a Special Education Coordinator in 2005. Returning to Baltimore City Schools in 2009, Ms. Alicea became an Educational Specialist in the Office of Special Education providing support and training to IEP Chairs and Special Education Teachers. Jalima is currently a Special Education Liaison with the Networks, working with teachers, staff developers, administrators, and other school based staff around providing quality education to increase student achievement for students with special needs. Ms. Alicea currently holds a Master's degree Plus from Johns Hopkins University in the Area of Special Education and Certificate in School Leadership and Administration.

Tonya Carter has been an educator for 15 years in Baltimore City Public Schools, where she served in a variety of positions. She served as a middle school Special Educator in an ED Pride program teaching math, science, and health for four years. It was in this environment that she truly learned how to differentiate instruction and manage a classroom. She moved on to teach in the CEOs District, which was comprised of underperforming schools. She served four years as a self-contained teacher for elementary special needs students in grades 1-5. During this time, she was also the Chair of the School Improvement Team, responsible for constructing (at that time) the school improvement plan to move the learning community toward exceeding adequate yearly progress. Then she became a Math Instructional Support Teacher under the E=mc² grant funded program for selected K-8 city schools. During the two years of this grant program, she served as the professional development representative for the schools she supported, attending a myriad of district workshops, focused upon innovative instructional practices in mathematics. After that program ended, she served as an IEP Chair for three years in a K-8 school where she utilized a team approach to facilitating individualized education plans and ensuring federal mandates were met for special education students. For the past two years she has served as an Academic Content Liaison for schools ranging from pre-K – 12. She assists staff with analyzing data and implementing the effective instructional practices that will lead to improved student achievement.