BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review

2019 - 2020

City Neighbors Charter School #326

4301 Raspe Avenue

Baltimore, MD 21206

Community Learning Network #13

March 9-11, 2020

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OVERVIEW OF SCHOOL EFFECTIVENESS REVIEW

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

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

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

SCHOOL BACKGROUND

City Neighbors Charter School serves approximately 230 students in Kindergarten through eighth grade. The school is in the northeast quadrant Baltimore.

School Leadership and Staffing:

The principal, Kate Seidl, has been at the school for 4 years and with the district for 4 years in various roles. For the purpose of this SER site visit, staff designated as school leadership are listed below.

School Leadership Focus Group Members	
Name	Role
Kate Seidl	Principal

School Leadership			Total Number of Staff
☒ Principal	☐ Dean	☐ Other:	1
☐ Asst. Principal	☐ Teacher – Lead	☐ Other:	
☐ Educational Associate	☐ Teacher - Mentor	☐ Other:	
Resource Teachers and Specialists			Total Number of Staff
☒ Physical Education	☐ ESOL Specialist	☐ Library Media Specialist	9
☒ Technology	☐ Reading Specialist	☐ Other:	
☒ Music	☐ Math Specialist	☐ Other:	
☒ Art	☐ Climate Specialist	☐ Other:	
☒ Special Educator	☐ Science Specialist		
Student Support Personnel			Total Number of Staff
☐ Guidance Counselor	☒ Mental/Physical Health Provider		6
☒ Speech Pathologist	☐ College and Career Coach		
☐ Behavior Interventionist	☒ Social Worker		
☒ Psychologist	☒ Other: Dean of Culture		
Classroom Teachers and Paraeducators			Total Number of Staff
☒ Classroom Teachers			22
☐ Career Technology Education Teachers			
☒ Paraeducators			
☒ Other: Teaching Fellows			

School Programs, Initiatives and Designations:

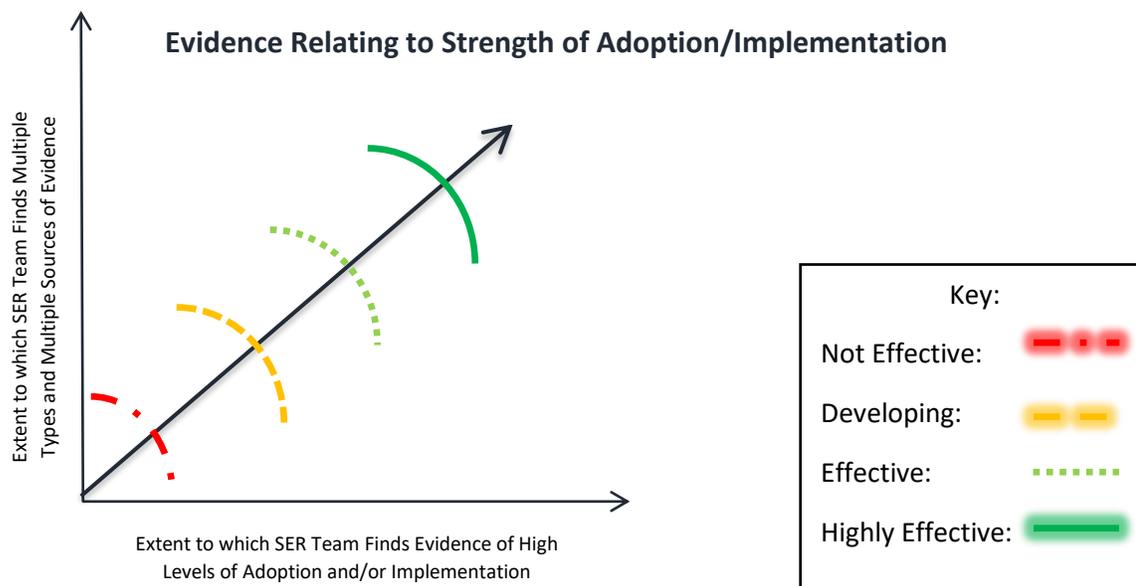| Programs, Initiatives and Designations	Supports Provided/Notes
☐ Literacy Intensive Site ☐ Literacy Coach	

☐ Social and Emotional Learning Site
    ☐ Student Wholeness Specialist
    ☐ Student Wholeness Room
☐ Restorative Practice Intensive Site	

☐ Gifted and Advanced Learning Program ☐ Ingenuity ☐ Honors and Advanced Placement Course ☐ Dual Enrollment Program	
☐ Career Technology Education Program	
☐ English for Speakers of Other Languages	

☐ Title I
    ☐ Comprehensive Supports and Improvement
    ☐ Targeted Support and Improvement	

☐ Community School Site ☐ Community Resource Coordinator	
☐ Judy Center Site	
☒ Afterschool Programs	Please note vendor(s): United Education Corporation Parks and People DewMore Youth Poetry League Baltimore Kids Chess league Parent Run Clubs coordinated by staff member (Volunteer) Teacher small group tutoring (Title IV funded)
☒ Community Partnerships	What are your most prominent community partnership? How do they support the school? Center for Innovation and Leadership in Special Education, Lisa Carey- UDL, Universal Design for Learning One Day/week Consultation, ongoing PLC and Professional Development Arts Every Day, Stage 3 School- Arts Integration Support, Professional Development, funding for arts residencies, trips, and experiences

| | Morgan State University, Dr Simone GibsonLiteracy Teaching Professional Development, Student Teacher placement

Kennedy Krieger Institute, Stuart Mostofsky-Mindful Movement grades 2 & 3

Black Male Yoga Initiative, Changa Bell, Grades 4 & 5 Yoga, Grade 7 Dialogue Circles |
|---|---|
| ☒ Other: Intervention Strategies | .5 FTE Reading Intervention Group Teacher, PD on Leveled Literacy Intervention for K-3 teachers; Orton Gillingham Training and small group intervention through Morgan State University; Afterschool tutoring initiative by 10 current staff members. |

Description of School Facilities: Our facility is not owned by Baltimore City Schools and is leased for the next 40 years to City Neighbors Charter School by Epiphany Lutheran Church, with whom we are in regular communication and collaboration for the maintenance and improvement of the facility.

Since our last renewal, we have continued to develop and expand our facility. We continue to celebrate the addition of the Malone Children Memorial Playground, opened November 2018. Every day all of our students have the opportunity to grow and develop physically, socially, and emotionally through developmentally appropriate play on this specially designed and constructed healing play space. The vacant lot to our east has become a curricular boon for environmental and other project-based learning, connecting us with Food Justice Movements, urban micro farming, school lunch nutrition, and Great Kids Farm. We were granted a Greening Grant from the Baltimore City Office of Sustainability two years in a row.

PERFORMANCE LEVEL RUBRIC

The SER team will use the following guidance to select a performance level for each key action. Note that the quality standard for each performance level is based upon: the extent to which the SER team finds multiple types[1] and multiple sources[2] 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.

Evidence Relating to Strength of Adoption/Implementation

Extent to which SER Team Finds Multiple Types and Multiple Sources of Evidence

Extent to which SER Team Finds Evidence of High Levels of Adoption and/or Implementation

Key:

Not Effective:

Developing:

Effective:

Highly Effective:

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.

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[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.

SUMMARY OF PERFORMANCE LEVELS

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

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

Domain 1: Highly Effective Instruction	
1.1 School leadership supports highly effective instruction.	**Effective**
1.2 Teachers use multiple data sources to adjust practice.	**Effective**
1.3 Teachers deliver highly effective instruction.	**Highly Effective**
1.4 Teachers establish a classroom environment in which teaching and learning can occur.	**Highly Effective**
Domain 2: Talented People	
2.1 The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	**Highly Effective**
2.2 The school develops teacher and staff capacity through individualized support and professional development.	**Effective**
Domain 3: Vision and Engagement	
3.1 The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future success.	**Effective**
3.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	**Highly Effective**
3.3 The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	**Effective**
Domain 4: Strategic and Professional Management	
4.1 The school establishes clear goals for student achievement and tracks progress towards goals.	**Effective**
4.2 The school allocates and deploys the resources of human capital and funding to address the priority growth goals for student achievement.	**Effective**
4.3 School's board of trustees (or operator) provides competent stewardship and oversight of the school.	**Highly Effective**

FINDINGS ON DOMAINS OF EFFECTIVE SCHOOLS

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

Domain 1: Highly Effective Instruction

Key action 1.1	School leadership supports highly effective instruction.	Effective

- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. According to school leadership and teachers, teachers are provided with lesson plan templates for project-based learning and arts integration, though they have the autonomy to use their own desired format when creating year at a glance, long-term, unit and daily lessons for Eureka, guided reading, Teachers College writing units and more. School leadership and teachers added that over the summer, lessons are planned and paced according to skills and standards, and then over the course of the school year, oversight is provided by leadership through walkthroughs, informal observations, and occasional collection of lesson plans. Lastly, the operator noted that during documentation of practice (teacher evaluation), pacing is discussed, and supports have been identified for teachers who face pacing challenges. Regarding pacing, school leadership and teachers stated that this is overseen through leadership's review of progressions reports (progress and report cards that track skill and standards mastery), as well as data meetings and informal observations. Review of post-it notes on lesson plans confirmed that teachers receive feedback on plans, and review of progressions comments confirmed oversight of pacing.

- School leadership consistently provides actionable feedback and guidance to teachers, aligned with the Instructional Framework. In focus groups, school leadership and teachers stated that school leadership is in classes weekly, if not daily, to conduct informal observations and walkthroughs and teachers receive regular feedback, most of which is verbal, though some feedback is also in the form of post-it notes or emails. School leadership and teachers added that though the format varies, it includes areas of strength, growth and suggestions or resources and the focus of the feedback varies according to the needs of the teacher. Regarding the formal evaluation process, school leadership, the operator, and teachers reported that the school has a waiver from the district's Instructional Framework, but uses a documentation of practice (which includes aspects of the school's instructional model, such as arts integration and project-based learning, as well as environment and parent communication) twice a year, and teachers are able to self-assess before being evaluated by the principal. Lastly, teachers noted that all feedback is beneficial. Review of formal evaluations confirmed the documentation of practice, and review of informal observations revealed that some included "noticings" , "wonderings", and next steps.

- School leadership ensures the use of a complete student learning data-cycle. According to school leadership and teachers, school leadership was trained in the use of DataWise over the summer and worked with staff to collectively develop and train staff on a school-wide data protocol. School leadership and teachers added that steps in the process include looking at data trends neutrally or without any judgment before moving to a stage of analysis and inquiry and then developing a plan of action to inform next steps in instruction. Further, school leadership and teachers reported that measures used per the protocol include MCAP, iReady, running records, writing assessments and teacher-created assessments, and data is discussed during data meetings monthly, which are facilitated by school leadership. Review of the *Looking at Data* protocol steps and roles as well as summer institute agendas confirmed the process and training for teachers, while review of the data cycle schedule, meeting notes, and emails confirmed data reviewed and action plans, interventions, and next steps based on data throughout the year.

Key action 1.2	Teachers use multiple data sources to adjust practice to meet learners' unique needs.	Effective

- Teachers plan instruction in response to data. According to school leadership and teachers, differentiation is an expectation in planning and the instructional model (workshop) lends itself to activities to address students of all levels. School leadership and teachers added that Universal Design for Learning (UDL) has been a focus for the current year regarding planning for instruction and an area in which teachers have received extensive training, as well as a core element in lesson plans. Further, school leadership and teachers stated that teachers meet monthly with indirect service providers to plan for students with disabilities and include accommodations and modifications in lesson plans. Continuing, school leadership and teachers reported that teachers may also differentiate through small group instruction, re-teaching, providing choice around projects (demonstration of mastery), use of graphic organizers, anchor charts, and more. Lastly, school leadership noted that there are a variety of checks for understanding embedded in the instructional model. Review of lesson plans confirmed that almost all plans included UDL features and accommodations and modifications, while some plans also had small groups; a variety of ways to assess students' skill mastery through differentiated products; intervention and extension opportunities; anchor charts and graphic organizers; and explicit supports (questioning) for struggling students.

- Teachers appropriately recommend students for structured, school-wide interventions. School leadership and teachers reported that small groups are heavily embedded within the workshop model, to allow for tiers of support for students. Review of lesson plans confirmed that most plans included intervention and acceleration groups based on data with differentiated activities, supported by special educators. School leadership and teachers added that more formal intervention opportunities include a Leveled Literacy Intervention (LLI) that has been implemented daily through an interventionist in grades first through third, which parents confirmed, and students in grades four and five are receiving tutoring with the Orton Gillingham program, based on reading levels. Further, school leadership, staff, parents and teachers stated that students (grades 3-8) participate in an after-school program for math and literacy two days a week for a total of 24 sessions and were identified as being on the cusp of proficiency for MCAP. School leadership and teachers reported, and a review of lesson plans confirmed the Workshop Model (as noted above) for primary grades which includes some push-in support for math. Continuing, school leadership and teachers noted that middle school students participate in daily intensives for 45 minutes each trimester, which are focused on core content areas with which students struggle, based on data. Lastly, school leadership, staff and teachers indicated that the school has a robust student support team process, and special educators push into classes to work with general education students as well as those who have been identified with disabilities, and students participate in a summer camp to receive academic intervention as well. Review of the LLI overview, intervention groups in grades Kindergarten through third, after school tutoring letters to parents, Orton-Gillingham tutoring groups, and intensives list notes from intensives planning confirmed interventions.

- Teachers appropriately recommend some students for structured, school-wide opportunities for acceleration. According to school leadership and teachers, as noted above, small groups are heavily embedded within the workshop model, to allow for tiers of support and enrichment for students, and classrooms have multiple adults to support small groups. Review of lesson plans confirmed that most included small groups based on data with differentiated activities, some of which are supported by special educators. For example, in one plan, an accelerated reading group was working on vocabulary and compound words (while other groups focused on fluency and high frequency words) and had a separate list of practice plays; the accelerated math group worked on adding and subtracting multiples of ten independently, while other students had scaffolds in place and worked in partners. School leadership, staff and teachers added that in the middle school, there is a scholars program for each content area each trimester if they want an additional challenge, and meet weekly with the teacher who serves as an advisor to conduct an independent project or other activity, depending on the subject area, however, rather than being referred based on data, students self-select into the program. Review of a scholars list, flyers and emails confirmed the program. Further, school leadership, staff and teachers noted that students in eighth grade can participate in Algebra, in which half the class participates. Lastly, school

leadership noted that the intensives model in middle school can also serve as enrichment for students who are accelerated, which families confirmed.

Key action 1.3	Teachers deliver highly effective instruction.	Highly Effective

Data for Key Action 1.3 was collected from classroom observations in order to provide trends in instruction across the school, as it relates to Teach Actions 1-6 of the Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was "evident", "partially evident" or "not evident" for each of the 22 indicators. Below is the summary of the 8 classroom observations that were conducted.

- Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives.

Communication of objective	Evident	Partially Evident	Not Evident
Evident: Teachers communicate lesson objectives to students by explaining and/or referencing it during lessons**.** **Partially Evident:** Teachers communicate lesson objectives by posting it. **Not Evident:** Teachers do not communicate lesson objectives to students.	88%	0%	12%
Learning activities and resources align with lesson objective	Evident	Partially Evident	Not Evident
Evident: Lesson activities and resources have a clear and intentional purpose and are aligned with lesson objectives. **Partially Evident:** Lesson activities and resources are generally aligned with lesson objectives and/or some tasks have a clear, intentional purpose. **Not Evident:** Lesson activities and resources are not aligned with lesson objectives OR Lesson activities and resources do not have a clear intentional purpose.	88%	12%	0%

- Teachers present content in various ways and emphasize key points to make content clear.

Accurate, grade-level content	Evident	Partially Evident	Not Evident
Evident: Teachers present students with accurate grade level content aligned to appropriate content standards. **Partially Evident:** Teachers present students with mostly accurate grade level content aligned to appropriate content standards. **Not Evident:** Teachers present students with inaccurate grade level content and/or not aligned to appropriate content standards.	100%	0%	0%
Alternate presentation of content	Evident	Partially Evident	Not Evident
Evident: Teachers present content in various ways (two or more) to make content clear. **Partially Evident:** Teachers attempt to present content in various ways (two or more), but attempts do not make content clear. **Not Evident:** Teachers do not present content in various ways.	75%	13%	12%

Emphasis of key points	Evident	Partially Evident	Not Evident
Evident: Teachers emphasize important points to focus learning of content. **Partially Evident:** Teachers attempt to emphasize important points to focus learning of content, but attempts do not make content clear. **Not Evident:** Teachers do not emphasize important points to focus learning of content.	88%	12%	0%

- Teachers use multiple strategies and tasks to engage all students in rigorous work.

Scaffolded and/or differentiated tasks	Evident	Partially Evident	Not Evident
Evident: Teachers scaffold and/or differentiate tasks by providing access to rigorous grade-level instruction for all students. **Partially Evident:** Teachers attempt to scaffold and/or differentiated tasks, but not all students are supported in accessing rigorous grade- level instruction. **Not Evident:** Teachers do not scaffold or differentiated tasks.	88%	12%	0%
Opportunities to engage with complex texts and tasks	Evident	Partially Evident	Not Evident
Evident: Students have opportunities and time to grapple with complex texts and/or rigorous tasks. **Partially Evident:** Students have opportunities to engage with complex texts and rigorous tasks superficially. **Not Evident:** Students have rare or no opportunities to engage with complex texts and rigorous tasks.	88%	12%	0%

- Teachers use evidence-dependent questioning.

Questions requiring justification	Evident	Partially Evident	Not Evident
Evident: Teachers asks questions that require students to cite evidence and clearly explain their thought processes. **Partially Evident:** Teachers ask questions that require students to explain their thought processes or cite evidence but not both. **Not Evident:** Teachers does not ask questions that require students to cite evidence or explain their though processes.	75%	25%	0%
Clear and/or scaffolded questions	Evident	Partially Evident	Not Evident
Evident: Teachers asks questions that are clear and scaffolded. **Partially Evident:** Teachers asks questions that are somewhat unclear to students or lack scaffolding. **Not Evident:** Teachers do not ask scaffolded questions.	100%	0%	0%

- Teachers check for student understanding and provide specific academic feedback.

Informative checks for understanding	Evident	Partially Evident	Not Evident
Evident: Teachers conduct one or more checks for understanding that yield useful information at key points throughout the lesson. **Partially Evident:** Teachers attempt to conduct checks for understanding, but checks may only yield some useful information. **Not Evident:** Teachers do not check for understanding during the lesson. OR Teachers' checks for understanding are inappropriate or ineffective.	88%	12%	0%

Specific, academic feedback	Evident	Partially Evident	Not Evident
Evident – Teachers give specific academic feedback to communicate current progress and next steps to move forward. **Partially Evident** – Teachers give general academic feedback, but feedback may not clarify next steps to move forward. **Not Evident** – Teachers do not give academic feedback. OR When needed, teachers do not address student misunderstandings.	**75%**	**25%**	**0%**

- Most teachers facilitate student-to-student interaction and academic talk.

Opportunities for student-to-student interaction	Evident	Partially Evident	Not Evident
Evident: Teachers provide multiple or extended opportunities for student-to-student interactions. **Partially Evident:** Teachers provide one opportunity for student-to-student interactions. **Not Evident:** Teachers provide no opportunity for student-to-student interactions.	**75%**	**25%**	**0%**
Evidence-based discussions	Evident	Partially Evident	Not Evident
Evident: In most student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. **Partially Evident:** In few student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. **Not Evident:** Students do not engage in discussions with their peers to make meaning of content or deepen their understanding.	**50%**	**50%**	**0%**
Student academic talk	Evident	Partially Evident	Not Evident
Evident: Students use academic talk and, when necessary, teachers consistently and appropriately support students in speaking academically. **Partially Evident:** Students sometimes use academic talk, and teachers inconsistently or inappropriately supports students in speaking academically. **Not Evident:** Students do not use academic talk, and teachers does not support students in speaking academically.	**88%**	**12%**	**0%**

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

Data for Key Action 1.4 was collected from classroom observations in order to provide trends in classroom climate and culture across the school, as it relates to Teach Actions 7-9 of the Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was "evident", "partially evident" or "not evident" for each of the 22 indicators. Below is the summary of the 8 classroom observations that were conducted.

- Most teachers implement routines to maximize instructional time.

Maximized instructional time	Evident	Partially Evident	Not Evident
Evident: Students re only idle for very brief (less than 2 minutes) periods of time while waiting for teachers. **Partially Evident:** Students may be idle for short periods of time (2-4 minutes) while waiting for teachers. **Not Evident:** Students may be idle for significant periods of time (4 minutes or more) while waiting for teachers.	**100%**	**0%**	**0%**
Smooth routines and procedures	Evident	Partially Evident	Not Evident
Evident: Routines and procedures run smoothly with minimal or no prompting from the teachers. **Partially Evident:** Routines and procedures run smoothly with some prompting from the teachers. **Not Evident:** Routines and procedures are in place but require significant teachers prompting and direction. OR There are no evident routines or procedures, so the teachers direct all of them.	**50%**	**50%**	**0%**

- Teachers build a positive, learning-focused classroom culture.

Teacher-to-student interactions	Evident	Partially Evident	Not Evident
Evident: Teacher interactions with students are positive and respectful. **Partially Evident:** Some interactions among teachers and students demonstrate a positive rapport and respect while other interactions demonstrate a lack of rapport/respect. **Not Evident:** Little to no interactions among teachers with students demonstrate a positive rapport/mutual respect.	**100%**	**0%**	**0%**
Student-to-teacher interactions	Evident	Partially Evident	Not Evident
Evident: Student interactions with teachers are positive and respectful. **Partially Evident:** Some interactions among students and teachers demonstrate a positive rapport/mutual respect while other interactions demonstrate a lack of rapport/respect. **Not Evident:** Little to no interactions among students with teachers demonstrate a positive rapport/mutual respect.	**100%**	**0%**	**0%**
Student-to-student interactions	Evident	Partially Evident	Not Evident
Evident: Student-to-student interactions are positive and respectful. **Partially Evident:** Some interactions among students demonstrate a positive rapport/mutual respect while other interactions demonstrate a lack of rapport/respect. **Not Evident:** Little to no interactions among students demonstrate a positive rapport/mutual respect.	**100%**	**0%**	**0%**

- Teachers reinforce positive behavior and redirect off-task or challenging behavior, when needed.

Reinforce positive behavior	Evident	Partially Evident	Not Evident
Evident: Teachers promote and reinforce positive behavior. **Partially Evident:** Teachers occasionally acknowledge positive behavior but focus more on negative behavior. **Not Evident:** Teachers primarily focus on negative behavior.	**100%**	**0%**	**0%**

On-task behavior	Evident	Partially Evident	Not Evident
Evident: Students are on-task and active participants in classwork and discussions. **Partially Evident:** Some students exhibit frequent off-task behavior in the classroom. AND/OR Most students exhibit occasional off-task behavior in the classroom. **Not Evident:** Students exhibit consistent off-task behavior in the classroom.	88%	12%	0%
Time impact of redirection/discipline of off-task behavior	Evident	Partially Evident	Not Evident
Evident: Teachers address behavioral issues (if any) with minimal interruption to instructional time (less than 2 minutes). **Partially Evident:** Teachers address behavioral issues with some interruption to instructional time (2-4 minutes). **Not Evident:** Teachers address behavioral issues in a manner that does not fully solve the issue causing significant interruption to instructional time (4 minutes or more). OR Teachers does not address behavioral issues, allowing student misbehavior to continue or escalate.	100%	0%	0%

Domain 2: Talented People

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

- School leadership has implemented organizational structures for selection and/or placement across staffing positions that address student well-being and academic performance. According to school leadership, staff, teachers and the operator, the school has added a Dean of Culture to support efforts around social emotional learning and behaviors. School leadership, teachers and the operator added that a teacher has been brought onto the middle school team, as well as a paraprofessional for the elementary team. Further, school leadership, teachers, and the operator noted that addition of a reading specialist to support literacy interventions at the elementary level. Continuing, school leadership, teachers and staff noted that related service providers include a social worker, psychologist, IEP coordinator, a HOPE health clinician, and an assistive technology trainer for teachers. School leadership and teachers also noted that specials include art, music, library, and gym. Review of the staff roster and organizational chart confirmed all positions.

- School leadership recruits candidates using multiple stakeholders and measures to assess each candidate's qualifications in alignment with school needs. School leadership, the operator, teachers and families reported that the school uses a variety of pipelines to identify prospective staff, including staff referrals, local colleges and universities, the district's human capital office, online advertisements, and the Fellows program (a teacher-training program that serves as a pipeline). Once candidates have been identified by a hiring committee that includes staff, administration and families to review resumes, stakeholders added that they participate in an initial screening interview. Further, stakeholders noted that if candidates pass, they are invited back to the school for a day-long process that includes a tour of the school; meetings and observations with and of other teachers; a panel interview with families, staff and board members with questions relevant to the school's unique model; and a model lesson on which the board, families and students provide feedback. Lastly, the operator noted that all staff are brought on by consensus. Review of emails, agendas, interview questions and blank student response forms confirmed all aspects of the hiring process.

Key action 2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective

- School leadership ensures the implementation of a mentoring program, when applicable, to support the development of most new teachers and staff and monitors the program's effectiveness. According to school leadership and teachers, teachers participate in a mentoring program where they are assigned to a veteran teachers or member of the leadership team for two years with whom they meet weekly. School leadership and teachers added that teachers initially also participate in a new teacher orientation process that spans four months, and mentees meet bi-weekly or monthly as a group to discuss pedagogy, curriculum development, project plans and other aspects of the school's model, such as arts integration. Further, school leadership and teachers noted that supports include co-planning, observations and feedback, peer observations (at the school or other schools)., professional development, resources and more. However, school leadership and teachers noted that the process is for two years, though the COMAR requirement is for early career teachers in their third year to receive support as well. Lastly, however, school leadership clarified that no teachers are currently in their third year of teaching, and most teachers who participate in the mentoring program typically have previous teaching experience but are new to the school's model. Review of the roster confirmed mentors, while review of the mentor overview, agendas, meetings notes and emails confirmed the mentoring program structure and supports.

- School leadership uses multiple methods to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. School leadership and teachers reported that struggling teachers would be identified through informal and formal observations and data, and supports could include more frequent observations with feedback, sample plans, strategies and resources. School leadership added that that although no teachers are currently on Performance Improvement Plans (PIPs), teachers have received supports when necessary including adding support staff in classrooms, regular meetings, curriculum planning and communication with families; since the teacher has returned, the substitute has continued to support in the teacher's class, and the principal meets weekly with the teachers, which teachers confirmed. School leadership and teachers further noted that when a particular class or grade is causing challenges for teachers, a summit was convened to discuss strategies, which have included behavior plans, adjustments to class structure, push-in support from special educators, additional furniture for the classroom and schedule changes. Review of emails, agendas and summit documentation confirmed supports for teachers.

- School leadership engages all staff in differentiated professional development based on identified needs. According to school leadership, teachers and the operator, there have been four focus areas around which professional development have been organized: literacy, data, social and emotional learning (SEL) and race/equity, the latter based on the Opportunity Myth. School leadership, teachers and the operator added that focus areas were identified based on data (such as MCAP performance and a race/equity self-audit) and staff feedback, and in some areas, the professional development is supported through consultants. Further, school leadership, teachers and the operator noted that some of the literacy professional development has included sessions on Leveled Literacy Intervention (LLI), Orton-Gillingham through Morgan State University and writing. While SEL training sessions have included restorative practice, peer mediation, and mindfulness. Continuing, regarding differentiated professional development, school leadership, teachers and the operator indicated that on half-day Wednesdays every week, staff participates in professional development that includes break out sessions in addition to whole group sessions, which can be according to grade level or content area, or also allow general educators to meet with indirect service providers. Lastly, school leadership and teachers stated that teachers have the opportunity to attend conferences. Review of agendas, observations and letters confirmed professional development in areas such as literacy, arts, LLI, restorative practice, Orton-Gillingham and more.

Domain 3: Vision and Engagement

Key action 3.1	The school has a clear vision and mission that promotes student-centered, culturally relevant learning that prepares students for future success.	Effective

- The school community shares an understanding of the school's mission and vision, including an understanding of initiatives and values that support high student achievement. According to the board, operator, school leadership, teachers, staff, community partners and families, the school's mission and vision is centered around serving as a high performing public school, which incorporates elements of arts integration, project-based learning and Reggio Emilio and engages families and the community to produce productive citizens; some stakeholders also noted a recent diversity focus. Teachers and families added that the motto is that students are "known, loved and inspired," which the site visit team observed on t-shirts. However, When probed, students generally spoke a mission and vision centered around creating a space that is open and non-judgmental, to develop students' talents and be prepared for life, though they did note the community and family engagement element. Stakeholders added that the mission and vision are communicated through the school's handbook, website, school-based events, new teacher orientation and professional development – in many ways, stakeholders indicated it is embedded in everything done by the school. Further, stakeholders reported that initiatives and strategies in place to support the mission and vision included community partnerships, social and emotional learning supports, after school programming, tutoring/instructional supports, . School leadership and staff further indicated an initiative around race/equity to support diversity, while students noted field trips, teachers discussed events, and families noted advocacy efforts in Annapolis and through engagement with local councilmen. Review of the handbook confirmed that the mission was as follows: "To provide an extraordinary public-school education with high academic achievement for all students. Our ultimate goal for our school is that through Project Based Learning, arts integration, parental involvement and community outreach, the students leave enlivened, with deep awareness of themselves, their families and the outside community, and with the capacity to be good citizens." And the vision "Our classrooms serve as individual model communities where issues are discussed, differences in perspectives are welcomed and children work cooperatively, rather than competitively. The governance model - including parents, business and community leaders, teachers, students and the principal - reflect our commitment to cooperative governance, based on the principles of human dignity, consensus, and freedom. Our belief and experience is that when given a strong structure to support generative thinking as well as meaningful activities to perform, all children and adults strive for excellence. Because of this focus, CNCS' impact on the lives of students and families and the community will be powerful, positive and long lasting."

- School leadership ensures that the school's programs are culturally relevant and incorporate skills for 21st century success. All stakeholders – the board, operator, school leadership, teachers, staff, students, families and community partners – reported that students learn about cultures in a variety of ways, including an international trip to Germany in the Fall, a social justice curriculum, a Black History Month program, field trips to the Jewish museum and plays at Center Stage, after school clubs such as PRIDE and even a unit on Braille. Stakeholders added that some students published books they wrote or researched long-term projects that incorporated elements of culture from countries such as Ethiopia or Jamaica. Further, stakeholders noted that students learn about immigration, civil rights, women's history and more, and through artist residencies, students are exposed to beat boxers and other cultural speakers. Regarding preparedness for the future, stakeholders noted that students participate in technology class and coding and have access to a fab lab, 3D printer, laptops and other technology, collaborate through project-based learning and advisory in small groups, learn about real world application in classes, and conduct Presentations of Learning three times per year to demonstrate their knowledge. Stakeholders added that students have participated in field trips to Washington, DC and Annapolis to meet with lawmakers and protest for funding; written grants for green initiatives; participate in the Mind Fair; conducted research on food deserts presented to local council members; hiked the Appalachian trail; created plays for a festival; and more. Review of the social justice book club overview, student-created plays for the Young Playwrights festival samples, activist artist texts and tasks, an immigration activity, pictures of field work and digital literacy activities, the German exchange meetings and flight information and more confirmed many of the initiatives.

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

- The school implements systems to build strong relationships with families and garners feedback in order to make schoolwide decisions. According to all stakeholders – the board, operator, school leadership, teachers, staff, families, students and community partners - the school is a parent-cooperative whose board is comprised of family members who lead various committees. Stakeholders added that a variety of events engage families, beginning with welcoming events in August, such as a popsicle social, muffins and meet the teacher, fundraisers through Frank's Pizza, academic nights, adult prom, presentations of learning, all school assemblies, the Winter Arts festival and more. Review of agendas and flyers revealed additional events, such as new family orientation agenda, Kindergarten parent drop in, skate night, grand conversations, and adult prom. Stakeholders added that the school communicates with families in a variety of ways, including the website which includes a calendar of events (and which the communication committee is in the process of revising), a weekly mailer, flyers, posters, social media (Facebook

and Instagram), emails and face to face conversations; none of the communication currently requires translation. Review of newsletters, Monday mailer emails, flyers, pictures of the parent information board, class newsletters and emails confirmed many of the communication methods. Further, stakeholders noted that in addition to the board structure, families are able to attend monthly Coffee with Kate (the principal) sessions, which serve as open forums for families to voice concerns, etc. Regarding volunteer opportunities, stakeholders noted that a list of opportunities is shared with families each month, and they can serve as classroom parents, attend committee nights monthly, lead after school clubs, chaperone field trips and participate in events such as a recent beautification day at the school, which review of the parent volunteer opportunities overview and tracker confirmed, as well as pictures of parents on field trips and in classes. Lastly, stakeholders noted that feedback from families that resulted in a change in the school included the committee night structure, a workshop provided to families related to the Math curriculum, expanded volunteer and after school opportunities, the diversity committee and more.

- The school builds strong relationships with community stakeholders and leverages resources to meet the needs of students and the school. All stakeholders – school leadership, the board, operator, teachers, staff, parents, community partners and students – noted that community partners are actively engaged to support the work of the school, aligned to the mission and vision and goals, including the Lutheran church from whom they rent and share their facility, local universities (Morgan State, MICA and Towson), who provide tutoring services, professional development and interns,   Black Male Yoga (mindfulness), Kennedy Krieger (support around UDL), Arts Everyday, and local businesses such as Frank's pizza and Zeke's coffee (fundraisers). Teachers added that John Hopkins University provides a Bio Eyes program, while families noted that Wide Angle Youth Media, Great Kids farm, and the Hamilton Gallery also support the school. Further, staff noted that Project Power provides nutritional and conflict resolution programming for students. Continuing, stakeholders noted that HOPE health has a clinician on-site at the school to provide mental health supports. Lastly, community partners noted that Outward Bound provides expeditions and character development and outdoor programming for youth, while through Center Stage, students have participated in a young playwrights program. Review of a lease agreement with the church, as well as emails, flyers, monitoring forms and more confirmed partnerships.

Key action 3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Effective

- The school implements and monitors school protocols that create an environment where staff, families and some students feel welcomed and safe. According to the operator, school leadership, teachers, staff, families, some students and community partners, the school is welcoming due to warm, engaging and approachable staff (including those in the front office) who greet students and families, the open door policy of the school and events such as a hoola-hoop-a-thon and the first day of school where students present teachers with flowers. However, when probed, some students felt the school was not always welcoming due to student behavior. Regarding safety, the operator, school leadership, teachers, staff, families, some students and community partners reported that the school is physically safe, due to a buzzer required for entry, locked doors, a visitor sign-in process, the small size of the school, relationships between adults and students, strong communication systems (such as the GroupMe app used by staff), drills, and a large adult presence. However, some students felt only somewhat safe due to an increase in fighting and aggressive behavior, which staff confirmed. Regarding emotional safety, stakeholders noted that there is intentionality in creating safe spaces for students, including fostering relationships between adults and students; while bullying occurs, it is addressed immediately and is not a pervasive issue; however, some students noted peers that get away with bullying. Lastly, stakeholders noted that school leadership is open and receptive to feedback, and even invites it. Review of the school's emergency safety plan, crisis response plan, handbook and emails confirmed procedures and protocols.

- The school develops proactive systems that support individual students' social, emotional, and socioeconomic needs. All stakeholders reported that the school has a focus on social and emotional learning this year, and to that end, has implemented restorative practices (with morning meetings and closing circles), peer mediation and the Second Step curriculum. School leadership added that there are behavior contracts that students in grades fourth through eighth sign, while teachers noted that they have implemented calm down corners in classrooms. Further, school leadership, teachers, staff and students indicated that staff check-in and out with specific students, and clinicians and Outward Bound provide mentoring to groups of girls and boys at the school. Continuing, staff reported that students in middle school participate in advisory in middle school, which fosters connections between adults and students in small groups, and the aforementioned yoga program has trained teachers on mindfulness and breathing activities for students. Regarding socioeconomic supports, stakeholders noted that the school has a share program, or supply cooperative, that allowed families to pay $50 for school supplies for the year, as well as field trip assistance, after care and summer camp sponsorships are also available to

students and more. Lastly, stakeholders noted that there is a Boots, Breakfast and Beyond event that allows for a clothing swap.

- School leadership establishes consistent structures to recognize and celebrate student achievement. School leadership, teachers, staff, families, and students stated that recognition is more intrinsic than extrinsic, and students are recognized through verbal praise, written comments, shout outs in emails, the posting of their work and art in school or at local galleries, and the publishing of student-written books. School leadership added that there is an honors ceremony for students in middle school, as well as a graduation ceremony in which students receive "warm diplomas" (a document noting the contributions students have made to the school community) . Further, school leadership, staff noted that Presentations of Learning allow students to showcase their knowledge. Continuing, students, families and staff stated that the Mind Fair allows students an opportunity to showcase their learning on various topics acquired through research project. Lastly, parents and students indicated that students are also celebrated through performances, such as all school assemblies, talent shows and winter and spring arts celebrations. Review of emails to families that included shout outs to students and talent show permission slips confirmed some of the celebrations.

- School leadership establishes consistent structures that demonstrate value and recognition of staff. According to school leadership, staff and teachers, teachers are celebrated through shout outs in staff professional development sessions weekly as well as through email, which review of emails of appreciation to teachers confirmed. School leadership, staff and teachers added that staff also participate in potlucks and receive meals and cake during professional development and other occasions. Further, school leadership, teachers and staff indicated that staff receive thank you cards and notes, warm diplomas, life event celebrations and food trains and support while sick. Lastly, school leadership indicated that staff receive honors from families and teachers during teacher appreciation week, and also school "swag," such as t-shirts. Review of emails revealed the school held a holiday luncheon for staff, and also confirmed staff acknowledgement and teacher appreciation.

Domain 4: Strategic and Professional Management

Key action 4.1	The school establishes clear goals for student achievement and tracks progress toward goals.	Effective

- School leadership collaborates with teachers to establish and communicate measurable goals for the improvement of student learning and strategies aligned to the goals. According to school leadership, teachers, families, the board and operator, the school has a multitude of goals for the current year, which include increasing proficiency on MCAP in both English and math by 10%, reducing suspensions by 15% (20% for students with disabilities), increasing the percentage of third graders reading on grade level to 85%, and also closing achievement gaps by 5% for students in grades third through fifth who are economically disadvantaged, and in grades sixth through eighth for students with disabilities, as well as grades seventh and eighth by 10%. Stakeholders added that there is also a goal to increase parental engagement, by reducing by half the number of families with no participation, as measured by parent participation at events or through volunteerism, and strategies include the implementation of monthly committee nights with childcare and food provided, as well as greater outreach and tracking of participation. Further, stakeholders reported that strategies to support the academic goals include interventions, after school tutoring programs, data analysis, small groups and progressions, while strategies to support the climate goal include the Dean of Culture position, restorative practices and peer mediation. Continuing, stakeholders noted that the goals and strategies were developed collectively by staff and with the board and operator beginning at an annual retreat in May and continuing through the summer during the summer institute through review of data and discussion of the Opportunity Myth. Review of the board dashboard confirmed the school-wide goals and strategies, and review of a Back to School Night agenda confirmed that goals were shared with families.

- School leadership and all staff participate in analysis of school-wide data and instructional practices to monitor progress towards goals, revisiting and adjusting action plans as needed. School leadership and teachers reported that school-wide data has been discussed and re-visited during half-day Wednesday professional development sessions, where student performance data, strategies, and progress are reviewed. School leadership and teachers added that data to benchmark progress includes running records, iReady, teacher-created assessments, Teachers College writing assessments, suspensions, detentions and more. Further, stakeholders noted some goals have been met already. Lastly, school leadership and teachers noted that while no changes have been made to goals, other changes include enhancement of strategies such as co-teaching or adjustments to pacing and grouping. Review of staff and professional development meeting agendas confirmed that staff reviewed MCAP data closely in September and in January and February updates to data, such as MCAP, suspension and detention goals were shared, while

review of dashboard goals includes baseline data, measures and progress updates from November and January.

Key action 4.2	School leadership allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.	Effective

- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. According to school leadership, teachers and parents, budget allocations for the current year aligned to school goals included the Dean of Culture role, an additional teacher in middle school and a paraprofessional in the elementary school, as well as after school tutoring for MCAP and professional development. Teachers added that Chromebooks were purchased for middle school students and more money was available for field trips, such as the exchange trip between the school and Germany. Further, school leadership and staff noted that staff are involved in the budget process, which is iterative, and reviewed the budget in staff meetings – some teachers indicated they served on the budget committee, which has a representative from each team to make recommendations to the finance committee of the board, which includes families. Parents confirmed that they serve on the finance committee and receive input from staff in open budget conversations. Lastly, teachers did not note any inequities in the budget, due to the fact that staff across a variety of areas are involved in decision-making and an inequitable budget would not be approved. Review of various funding streams (such as Title II and IV) confirmed investments in staff, after school tutoring, and professional development (such as equity and UDL) and review of the Targeted Support and Improvement (TSI) grant confirmed investments in interventions, such as LLI. Review of the Fiscal Year 2020 budget confirmed a focus on equity and an added staff member.

- School leadership leverages staff in key roles in support of school-wide goals. School leadership and teachers reported that the school uses a model of distributive leadership, and staff serve in additional roles based on strengths, such as the planner "aheader" (the person who will take the lead on projects) and the arts integrator. Teachers added that they also serve on committees, to which they are nominated and elected by peers, such as hub (to support school leadership), budget, governance and staff members are also board representatives and foundation representatives, which review of staff election ballots confirmed. Further, teachers noted that they provide after school tutoring, lead clubs and assist in planning all school assemblies. Continuing, some teachers noted they also support summer camp. Review of staff meeting agendas confirmed updates were includes from the planner "aheader: and committee and club leads. Review of Hub agendas also confirmed staff support for leadership around administrative needs and long-term goals.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. According to school leadership, teachers, and the operator, teachers meet weekly in grade level bands (K-3, 4-5, and middle school) to collaborate and meet with indirect service providers once a month. School leadership, the operator and teachers added that during this time, teachers review data, plan interventions and projects, and discuss skill and social development as well as student concerns. Further, some teachers noted they have an additional meeting each week to discuss field trips and plans for substitutes. Lastly, the operator and some teachers noted that they also meet with interventionists, art teachers, or partners to plan and receive professional development. Review of collaborative planning agendas confirmed various topics of discussion. For example, one collaborative agenda from Feb 6, 2020 revealed topics such as discuss potential removals, assign observers, discuss additions to the intervention lists, reorder the list in order of concerns, discuss the SST process and review 504.

Key action 4.3	School's board of trustees (or operator) provides competent stewardship and oversight of the school.	Highly Effective

- The governing board and operator maintain essential knowledge of the school and provide oversight of the academic program. According to school leadership, the board and operator, the board is comprised on parents of students in the school, and both members of the board and operator are on site frequently, for events such as Presentations of Learning, international potlucks, Breakfast, Boots and Beyond and more, in addition to monthly board meetings and committee nights; the board is also active in volunteerism within the school, serving in roles such as classroom parents. School leadership, the board and operator added that the principal meets weekly and communicates daily with the operator, and the principal shares a monthly report with the board. Regarding academic oversight, school leadership stated that there is an academic committee on the board, who report progress towards school-wide goals (which the board reviews and approves) to the full board based on the dashboard, which includes baseline data and benchmarking measures such as iReady, report cards, running records, school-based assessments, suspensions, detentions, parent participation; the board and operator confirmed the aforementioned school-wide goals, measures and also several strategies and larger initiatives, such as after school tutoring, the SEL supports (Dean of Culture position, restorative practices, peer mediation and Second Step curriculum) and the race-equity audit and professional development. Further, the board generally articulated progress towards goals, which the operator, who serves as a coach for school leadership and is involved in several aspects of school operations, could more concretely describe and also noted some areas of concern in regards to the goals. Review of the City Neighbors board dashboard confirmed goals and progress.

- The governing board and operator provide financial oversight by monitoring the school's financial records and ensuring that the school remains fiscally viable. School leadership, the board and operator reported that the board has a finance committee, which prepares monthly statements for the entire board to review budget to actuals, forecasting, any deficiencies or surplus, and also engages an external accountant who reviews the budget quarterly with school leadership and the operator. School leadership, the board and operator added that the budget process begins with the board, which includes using per pupil dollars to allot for salaries, supplies, and projections, and then receives feedback from staff regarding priorities to be vetted, and comes back to the board for final approval. Further, school leadership, the operator and board noted that the operational budget for the school is also supported by additional fundraising efforts (because operational costs have been rising while district funding has decreased) led by a committee of the board, which includes an annual target that will be exceeded this year for the City Neighbor's Foundation through grant writing and also events such as the gala and fundraisers (boxtops and Frank's pizza). Further, the operator indicated that financial goals include building a cash reserve; at this point, one of the loans has been paid off. Continuing, the board and operator indicated that the audits have always been "clean" and the school is fiscally healthy. Lastly, the operator noted that a very small fraction of the budget goes to the operator, and any surplus goes back into the school budget the following year. Review of the financial audit, financial review, finance committee agendas, and fundraising confirmed goals, budget process, cash flow, operating expenses, fundraisers and more.

- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systemic selection and oversight of the school leader. According to school leadership, the board and operator, there is a Governance committee within the board to provide accountability and ensure sustainability, which vets by-laws and a decisions matrix, which has been an addendum to the by-laws. School leadership, the board and operator added that committees also include Diversity and Inclusion, Finance, Fundraising and Development, Classroom Parent Organization, Family Participation, Community Relations, Facilities, and Communications, each of which support an aspect of the mission and vision of the school, and for which members serve three-year terms, which are voted on by the school, and which committee meeting agendas confirmed; roles also include President, Vice President, Treasurer and Secretary. With sustainability in mind, school leadership, the board and operator reported that the board is undergoing a re-structuring process, aided by the support of a consultant, to ensure that the founding board is transitioning to an operational board at this point in the school's history, by examining board and committee structure, transfer policies (so current board members can overlap with new board members over the course of their terms to be meaningfully on-boarded), encouraging greater parent involvement, and gathering feedback from the staff and board. The board and operator noted that other continuous improvement efforts include the race/equity audit, which is a three-year project, was based on the MCAP achievement gap, and has involved the work of a consultant. In regards to training, school leadership, the board

and the operator indicated that school leadership has received data training, Regarding evaluation of the school leader and operator, all stakeholders noted that the principal and operator each have goals to which they are held accountable, which are reviewed and approved by one another, and progress towards goals is reviewed twice per year, and includes a 360 feedback process from staff, the board, and some parents; the school leader's process is twofold, as the district is also involved in the evaluation process. Review of the governance committee bylaws work confirmed revisions to board structure and by-laws, while review of board minutes and committee reports included foundation reports and strategic planning. Review of the principal and operator evaluations revealed there is an internal feedback process, and confirmed staff feedback related to the charter's process and tool.

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 and Professional Management

None

APPENDIX B: SER TEAM MEMBERS

The SER visit to the City Neighbors Charter School was conducted on March 9-11, 2020 by a team of representatives from Baltimore City Public Schools.

Team Lead/Writer: Mona Khajawi, Program Evaluator II- SER

Team Support: Katherine Toler, Program Evaluator II- SER

Team Support: Brianna Kaufman, Manager of Program Evaluation- SER