

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability

SCHOOL QUALITY REVIEW REPORT

BEDS Code/DBN:	261600010008
District Name:	Rochester City School District
School Name:	Roberto Clemente School # 8
School Address:	St. Paul Street Rochester, NY
Principal:	Mark Matthews
Accountability Phase/Category:	Improvement (year 1) Comprehensive
Areas of Identification:	Elementary-Middle English Language Arts: All students, African American, Hispanic, Economically Disadvantaged
Dates of On-site Review:	May 23-25, 2011

PART 1: MISSION STATEMENT

The school does not have a Mission Statement.

PART 2: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- State assessment data and formative assessment data are not used by the faculty to inform instruction on a sustained basis.
- There is limited evidence to document the School Building Leadership Team (SBLT) review of student gap analysis reports, specifically in English Language Arts (ELA).
- There is limited evidence that data on student progress are shared among grade levels on a regular and sustained basis.

RECOMMENDATIONS:

- The Principal, in conjunction with on-site content-area coaches and Central office personnel, should conduct sustained professional development (PD) for the teaching staff on data use and implementation.

- The SBLT should undertake regular and focused reviews of student gap analysis data from formative and summative sources.
- Grade level meetings should utilize data to guide Academic Intervention Services (AIS) for students who are at-risk of not meeting State standards.

II. TEACHING AND LEARNING

FINDINGS:

- Most of the observed lessons were teacher directed. Students were passively engaged during the lessons. There were limited examples of best practices for small group learning.
- Many of the materials and lessons observed were lacking in rigor appropriate for the grade level. Students were expected to complete low-level commercially designed worksheets. There were limited examples of authentic student writing in many classrooms. There were limited use of student notebooks and folders.
- In many of the classrooms that were visited, there was limited evidence of technology in use. There were limited examples of appropriate use of SMART Boards in classrooms. Desktop computers and the computer lab were not observed in use. The Computer lab was not utilized for a significant portion of the school year.
- Special Education resources were limited in many of the self-contained classrooms.
- There were few examples of high quality rubrics in evidence. There were limited examples of feedback to student work in many of the classrooms visited.
- In many classrooms, the instructional objective was not clearly articulated to students.
- In some observed classrooms, student behavior management systems were not in place.

RECOMMENDATIONS:

- The Principal and Assistant Principals should conduct regular walkthroughs to create a baseline report of teacher versus student directed lessons. Teachers that use teacher directed lessons should be provided with PD on differentiated instruction and small group instruction.
- The Grade Level Teams and the school administrators, in conjunction with district administrators, should engage in a dialogue about levels of rigor and expectations of student learning outcomes in each grade level. Formal and informal walkthroughs should regularly be conducted by school administrators to ensure that academic rigor and expectation for student outcomes are being implemented at each grade level.
- PD should be scheduled and monitored for the use of SMART Boards in classes. Teachers should be encouraged to utilize technology in student learning centers, and the computer lab should be made more user friendly for classroom use.

- A thorough inventory of all resources available to special education teachers should be conducted, and material allocations should be adjusted to ensure equal access for all students.
- Teachers and administrators should ensure that district selected rubrics are in use or school developed ones adopted. Teachers should ensure that students receive timely and informative feedback on work produced.
- PD should be provided to classroom teachers on the use of instructional objectives in creating thoughtful lesson plans.
- The school administrators should re-enforce the use of the Positive Behavior Intervention and Supports (PBIS) in classrooms.

III. SCHOOL LEADERSHIP

FINDINGS:

- In the past five years, there have been significant turnover in administrative staff. The current Principal was appointed in August, and the Assistant Principals were placed during the current school year.
- The Administrative team is dedicated to improving student achievement; however, the majority of their time is occupied with student management and behavioral issues.
- The school is slated to expand to the eighth grade in the next two years. The school administrators have significant elementary experience, but little with early secondary education students.
- The SBLT is newly constituted and has not developed into an effective unit.

RECOMMENDATIONS:

- The District should make every effort to ensure that the school's administrative team receives support in the upcoming school year and is in place for the start of the 2011-2012 school year.
- The Principal should re-enforce the implementation of the PBIS; and school administrators should dedicate a set amount of time per week for instructional classroom visitations.
- The District and the Principal should restructure administrative staff to ensure a smooth transition to a K-8 school. The administrative staff should be provided with PD on early secondary education best practices.
- The District and the Principal should ensure that the SBLT is provided with PD that is focused on team building and teacher leadership strategies for effective improvement efforts.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- The current AIS structure does not provide support to students who are unsuccessful in meeting the New York State Learning Standards. There are limited opportunities for intensive small group review sessions.
- There are limited early warning structures to assist students at-risk of academic difficulties prior to the third grade. In many instances, the school has no mechanism beyond Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to determine student's reading abilities and identify gaps in their academic achievement.
- The school has been identified as one of the District's "grow out schools." Currently there are very few resources supplied to the school to address adolescent educational needs.

RECOMMENDATIONS:

- AIS should be restructured to address the needs of identified students and to improve their academic performance. The Response to Intervention model should continue to be implemented in the school.
- The early elementary grades should develop an early intervention process to ensure that at-risk students receive adequate academic support prior to third grade.
- District administrators should ensure that the school receives adequate materials and supplies to support the planned grade span reconfiguration and for early adolescent educational needs.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Many teachers do not receive PD designed to enhance their professional practice working with students with disabilities and/or English Language Learners (ELLs).
- Teachers do not receive adequate PD designed to enhance their collaborative efforts with paraprofessionals.
- Many of the teacher-selected PD offerings from the District's PD system, *Avatar*, did not support the improvement efforts of the school.
- Teachers have not received sufficient PD in the PBIS model that the school has adopted, resulting in uneven implementation of student behavior expectations.

RECOMMENDATIONS:

- The school, in conjunction with District staff, should make PD opportunities available for teachers and paraprofessionals that focus on best practices and adoption of classroom lessons to enhance student-learning opportunities.

- Classroom teachers who are assigned paraprofessionals should receive training on supervision, collaborative planning and the use of the staff within their classrooms. Teachers should receive PD on expectations for high level of professionalism from the paraprofessionals.
- The Principal, in conjunction with the Director of Professional Development, should review individual teacher requests on Avatar and provide feedback on selections that do not match school improvement goals.
- The faculty should receive additional training on the effective implementation of the PBIS model.

VI. FACILITIES AND RESOURCES

FINDING:

- The building is a newer structure. However, there were numerous examples of needed minor repairs observed during the visit. These included missing light covers in hallways, open light covers in rooms, ceiling tiles damaged by water, and areas where painting touch-ups are required.

RECOMMENDATION:

- The Principal and the building custodial staff should create a system for ensuring minor repairs are conducted regularly. This system may include a log of needs that are discovered after joint walkthroughs.

PART 3: CONCLUDING STATEMENT

Roberto Clemente School # 8 faced a number of challenges in the past. The SQR team believes that the faculty, staff and students, in conjunction with the administration, can develop and implement a Comprehensive Educational Plan (CEP) that will address the findings and recommendations of this report. The school should focus on ensuring that the PBIS behavior system is uniformly implemented throughout the school. Teams of teachers should review student achievement data on a frequent basis. It is important that the AIS plan is structured and implemented according to District policy and requirements. Finally, a strategic plan to provide professional development (as noted in the report) to staff should be developed and implemented.

The SBLT and school community should develop and distribute a mission statement. The school utilizes the role model of Roberto Clemente in its efforts to build a community of learners. As the K-6 school transitions to K-8, it is important for it to receive the support necessary for such a transition.