

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability

SCHOOL QUALITY REVIEW REPORT

BEDS Code/DBN:	261600010034
School District	Rochester City School District
School Name:	Dr. Louis A. Cerulli School No. 34
School Address:	530 Lexington Ave Rochester NY 14580
Principal:	Tracey DeGrego
Accountability Phase/Category:	Improvement (year 1) Comprehensive
Areas of Identification:	English Language Arts 3-8, All students
Dates of On-site Review:	January 10-13, 2011

PART 1: MISSION STATEMENT

“As a community, it is our mission to prepare our students to meet or exceed district, state and national standards. We will embrace diversity and work together as partners to provide a positive, safe and productive learning environment.”

PART 2: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- State examination 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 was limited data on students who transferred into the building. In many instances, the significant lag between student arrivals and placement folders created a gap in services to students.

RECOMMENDATIONS:

- The Principal, in conjunction with the vertical planning team, should continue to provide leadership and support in the use of data to improve instruction.
- School administrators should ensure that additional professional development is provided to the faculty on how to use student-generated data to drive instruction.
- The central registry and Zone Chiefs should examine the current student placement process and streamline the time frame between student arrivals and placement folder transmission.

II. TEACHING AND LEARNING

FINDINGS:

- In many of the observed classes, teacher directed instruction was the predominate method of classroom conduct.
- There was a lack of rigor in the presented instruction. Many of the reading and writing centers focused on basic level skills and did not provide students with the opportunity to increase their deeper knowledge of content.
- There were varied levels of implementation of the word wall vocabulary development technique and visuals.
- There was evidence of ELA support materials in the classroom; however, it was difficult to determine if those support materials were integrated into lessons, centers and student engagement activities.
- There was evidence of student writing portfolios in some grade levels; however, it was difficult to determine what criteria were used in selecting student works for the portfolios.

RECOMMENDATIONS:

- The administrative staff should encourage teachers to direct additional focus to increase the differentiated instruction within lesson plans. Teachers should receive additional professional development on improving student interaction with their peers and the material during lessons.
- The school should continue its ongoing discussion of rigor in the classroom. Administrative and horizontal teams should reach consensus on exemplars of rigor and expectations for student achievement.
- Teachers should ensure that word walls are updated as vocabulary words are introduced during instruction. Classroom visuals should be reviewed and updated to ensure students have visual learning resources in the rooms.
- Teachers should, in conjunction with the ELA specialist, conduct an inventory of reading and writing support materials in their classrooms. Using data gathered from the inventory, teachers should organize materials should to facilitate their use in ELA lessons.
- Teachers in each grade level should plan for student portfolio selection processes. The materials selected for the portfolio should be exemplars.

II. SCHOOL LEADERSHIP

FINDING:

- It is evident that the Principal has established high expectations for faculty, staff and students.

RECOMMENDATION:

- The Principal should continue to implement initiatives designed to increase student achievement.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- Positive Behavior Intervention Supports (PBIS), as the adopted student behavior management system, was inconsistently implemented during the instructional day.
- Due to scheduling issues, there were limited opportunities for intervention teachers (pull-out program) to observe and provide push-in support in their students' classrooms during the ELA block.

RECOMMENDATIONS:

- The administrative staff, as well as the school based planning team, should ensure that the PBIS model is used effectively and consistently.
- The intervention teachers should provide direct, in class instructional support once out of ten days during the intervention cycle.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Most team-teaching/integration teams that were observed did not demonstrate effective interaction between the two members of the team. One teacher would teach while the second teacher would observe the lesson. Many teams had not received professional development on effective team teaching.
- Most professional development offerings to teachers did not address the cited area of student achievement.
- There was limited evidence to suggest professional development was targeted in the area of improving ELA.

RECOMMENDATIONS:

- The school should ensure that teachers assigned to team teaching receive professional development on the roles, responsibilities, and best practices of team teaching.
- The school leadership team, in conjunction with the Central Office, should develop a strategic plan for on-going professional development that will assist teachers in improving student achievement.
- The administrative team should ensure that building focused professional development target the ELA needs of the students within the building.

VI. FACILITIES AND RESOURCES

FINDINGS:

- There was a lack of utilization of existing technology. SMARTBOARDS installed in classrooms were not used in several observed lessons. Classroom computers were also not utilized in several classes.
- There was evidence that the library contained a number of books that are age and reading appropriate for students. The collection was recently updated.
- There was evidence that the building was well-maintained and safe for students.

RECOMMENDATIONS:

- Teachers who have access to technology should continue to receive professional development on the integration of technology in the learning environment. Evaluation by the District and the Principal should ensure that technology implementation is on-going in the classroom and meets the needs of students.
- Teachers should continue to utilize the library for reading and research lessons.
- The school administrative team and the Central Office should ensure that staff continues to receive adequate resources to ensure the continued safe learning environment.

PART 3: CONCLUDING STATEMENT

The school has a number of programs designed to assist students to become better citizens. The faculty, staff and students were polite, helpful, and willing to meet with the team. Based on the on-site review, the review team believes the building leadership, in conjunction with the faculty and staff, with strategic can develop and implement strategies to bring improvement to the school experience the students receive. The school leadership team, in conjunction with the Central Office, should create the Comprehensive Educational Plan to address the findings and recommendations contained within this report.