

**NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability**

**Differentiated Accountability - School Quality Review (SQR)**

**SCHOOL QUALITY REVIEW REPORT**

<b>BEDS Code:</b>	261600010029
<b>District Name:</b>	Rochester City School District
<b>School Name:</b>	School 29 Adlai E. Stevenson
<b>School Address:</b>	88 Kirkland Road, Rochester, NY 14611
<b>Principal:</b>	Tanya Wilson
<b>Accountability Phase/Category:</b>	Improvement (year 1) - Comprehensive
<b>Area of Identification:</b>	English Language Arts – All Students; African American Students and Economically Disadvantaged Students
<b>Dates of On-site Review:</b>	April 10 - 11, 2012

**PART 1: MISSION STATEMENT**

“The mission of Adlai E. Stevenson School 29 is to use standards-based curriculum and instruction to ensure that all students meet or exceed state and national standards in all subject areas. We are proud to have an experienced, capable staff of caring individuals. Our four major goals are to improve in the areas of literacy, numeracy, technology and attendance. We celebrate numerous community-based partnerships which provide mentors who offer additional support and form positive relationships with our students. We also provide enrichment activities for our students and we embrace parental involvement.”

**PART 2: SCHOOL STRENGTHS**

- The school hosts the District’s program that supports physically handicapped students. Students from the general education program and this program have made positive connections and have positive interactions. The school leadership’s support of this program and its intersection with the general education program creates unique opportunities for both children and adults.
- The Positive Behavioral Intervention and Supports (PBIS) program will be implemented in 2012-2013. A majority of the staff are committed to the program. This is a positive step for the school as it will create a school-wide system of behavioral expectations for teachers and students.
- The school has an afterschool program provided by the Boys and Girls Clubs of Rochester. Children participate in academics, arts, recreation, and social skills-building activities from 2:10-5:00 p.m. daily.
- The school has a partnership with the Monroe County Bar Association's Lawyers for Learning that provides more than 100 mentors for students each year as well as book bags of school supplies for every

child. Other partnerships include UReading (University of Rochester), Learners For Life (Rotary Club, M&T Bank, Harter Secrest Law Firm), After-School Volunteer Program (Time Warner), Generation Give Back (American Red Cross) and the City of Rochester Fire Department Volunteer Program.

- The school is developing a Walk-to-Intervention Program that has the potential to yield positive results. General education teachers actively support the transfer of skills and activities across this program and the regular general education curriculum. The school offers several technology-based programs, such as Compass Learning, a cross curricular technology program that reinforces skills taught in the classroom; Renaissance Place, a technology-based reading program; and Lexia Reading, an individualized reading program. Each student also has a half-hour computer instruction each week.

### **PART 3: FINDINGS AND RECOMMENDATIONS**

#### **I. ANALYSIS, AND UTILIZATION OF DATA**

##### **FINDINGS:**

- While coaches worked with teachers to analyze data, the review team saw little evidence that teachers used the collected assessment data to inform instruction.
- The school sends report cards to parents as required, but additional information on student progress beyond this is limited. The school does not have a protocol that delineates how teachers should provide additional access to student information in a parent-friendly way.

##### **RECOMMENDATIONS:**

- School leaders, with District support, should provide additional professional development (PD) for teachers on using data to improve instruction, including the types of data that are useful and how to cross-walk those sources, and how to set specific routines for data analysis and make data-driven decision making. The goal for PD should focus on teachers taking responsibility for their own data driven decisions. School leaders should also focus on effective use of data as a part of their on-going walkthroughs and observations.
- The school leadership team should, in collaboration with parents and community partners, develop an agreed-upon set of policies and procedures that govern parent-teacher communications. The topic should be researched to determine best practices to guide the plan's development.

#### **II. TEACHING AND LEARNING**

##### **FINDINGS:**

- The taught curriculum is teacher centered. The instruction is not rigorous, e.g., second grade students sat cutting out triangles with no learning goal other than cutting them out. In the lessons observed by the review team, there was insufficient teaching of higher order thinking skills. Teacher questioning was limited to basic factual comprehension, and students spent significant time working individually on hand-

outs and teacher directed activities that failed to stimulate and engage students. Often the review team observed teachers not directly engaged in instruction but just sitting at their desks during teaching time.

- In the multi-grade four to six self-contained class for students with disabilities, the review team saw no evidence of a well-developed curriculum that moves students along a continuum of learning. Instruction was lecture-based and teacher centered.
- Quality lesson planning was not in place throughout the school. Rochester has an on-line curriculum, but the review team observed little evidence that teachers are using this planning template to create rigorous, differentiated lessons.

#### **RECOMMENDATIONS:**

- The school leadership should increase the instructional rigor through teacher use of a wide range of effective instructional strategies that teach and promote student higher level thinking and problem solving skills in all content areas. Teachers should be provided with opportunities to develop high-quality instructional units based on the New York State P-12 Common Core Learning Standards (CCLS).
- The multi-grade self-contained classrooms should have a curriculum that moves students along a clear continuum of learning. The instruction in the classroom should be rigorous and aligned to student needs.
- School leaders and coaches should ensure that teachers use the Rochester Curriculum as a base for planning lessons around specific learning points that are aligned with Standards. School leaders should regularly monitor teacher plans and the planning process to ensure that all teachers write and effectively use their lesson plans.

### **III. SCHOOL LEADERSHIP**

#### **FINDINGS:**

- School leaders have not developed a formal follow-up procedure to monitor classroom implementation of strategies learned in PD or to provide feedback or additional support.
- A culture of high achievement is not fully embraced by all staff and school leaders.

#### **RECOMMENDATIONS:**

- School leaders, with District support, should develop an effective walkthrough protocol that identifies specific “look-fors” and allocate time daily for informal walkthroughs to ensure teachers are held accountable for implementing the skills learned during PD activities and identify any additional support needed.
- The school leadership team and District should create a Comprehensive Educational Plan (CEP) to improve student achievement. One aspect of that plan should be to counter the current acceptance of the belief that students cannot meet rigorous standards. The plan should articulate a clear vision and

strategic plan to drive the school towards achievement for every student and clearly outline the responsibilities of staff. The plan should include specific goals and PD expectations and use all resources available through the District. The implementation of the plan should be carefully monitored and its impact on student achievement measured.

#### **IV. INFRASTRUCTURE FOR STUDENT SUCCESS**

##### **FINDINGS:**

- Some classroom environments are not conducive to learning. One second grade classroom teacher was shouting and belittling students, and other instances of severe discipline for minor infraction were observed by the review team. Several early grade elementary teachers did not address student needs with regard to social emotional development and did not provide positive approaches to learning.
- School staff expressed low expectations for the behavior and academic achievement of students and cited external factors such as student apathy, disinterest, and lack of parental involvement as the root causes of the school accountability status.
- The school does not effectively provide opportunities for students with disabilities to participate fully in all programs and services.

##### **RECOMMENDATIONS:**

- The school leader should monitor to ensure that classrooms are conducive to a variety of instructional strategies and ensure teachers have the classroom management strategies to effectively support a wide range of student activities, including students working in groups, in pairs, or in whole class work as appropriate.
- The school leader should provide clear expectations for staff and students. These expectations should be a central part of school activities and be written, monitored in the classroom, and linked to greater parental outreach, high expectations, and student rigor.
- The school should provide a full range of programs and services for all students and develop adaptive strategies to ensure access for all students. Instructional techniques and materials should be modified to provide opportunities for students with disabilities to meet requirements.

#### **V. PROFESSIONAL DEVELOPMENT**

##### **FINDINGS:**

- Teacher common planning time is not always used as a PD opportunity to bring about needed improvement.
- Teachers are not held accountable for incorporating PD practices into their instructional practice.

**RECOMMENDATIONS:**

- The school leader should meet with teachers regularly during common planning meetings to discuss improvement strategies and should require that teams submit a specific agenda and notes from their other sessions in order to ensure that planning time is used to support student achievement.
- The school leader and coaches should conduct follow-up observations during walkthroughs after PD to ensure that teachers implement the strategies learned. Leaders should provide timely feedback to teachers, develop specific recommendations based on the PD provided, and identify specific next steps in their observation reports.

**VI. FACILITIES AND RESOURCES****FINDING:**

Learning resources were insufficient to deliver an effective instructional program in the self-contained classrooms.

**RECOMMENDATION:**

The school leader should ensure that sufficient funds are provided for instructional resources to support an effective learning environment for all students. This should include a particular focus on the provision of resources to support and enhance the learning of students with disabilities.

**PART 4: CONCLUDING STATEMENT**

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the CEP for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 CCLS, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.