

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

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	412300010005
District Name:	Utica City School District
School Name:	Christopher Columbus Elementary School
School Address:	934 Armory Drive, Utica, NY 113501
Principal:	W. Pearl Bowker
Accountability Phase/Category:	Improvement (year-1) - Focused
Area of Identification:	English Language Arts - African American Students; Students with Disabilities and English Language Learners
Date of On-site Review:	November 6, 2011

PART 1: MISSION STATEMENT

“To increase academic achievement through the use of consistent and pervasive research-based strategies and to provide a respectful, responsible, safe and healthy environment for all.”

PART 2: SCHOOL STRENGTHS

- There is a safe, disciplined learning environment.
- Extended day activities are available.
- Schoolwide collaborative teams exist.
- All curricular and extracurricular services are made available to students with disabilities.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDING:

There is a lack of analysis of data for the English language learners (ELL) subgroup and planning of interventions to address student needs in the general education classrooms.

RECOMMENDATION:

Classroom teachers should consult with English as a second language (ESL) teachers regarding student performance on past and the current New York State English as a Second Language Achievement Tests (NYSESLAT) and District English as a second language (ESL) benchmark assessments.

II. TEACHING AND LEARNING**FINDINGS:**

- There is a lack of teacher knowledge about and implementation of the New York State (NYS) P-12 Common Core Learning Standards (CCLS).
- There is a lack of research-based instructional strategies, especially for students with disabilities and ELLs.
- There is a lack of evidence of rigor and relevance in instruction for all subgroups, specifically in text-based reading and writing.
- Differentiated instruction has not been implemented.
- Students are not encouraged to engage in self-reflection and self-assessment.
- The Response to Intervention (RtI) plan is not understood by staff.
- The linguistic needs of English language learners based on NYSESLAT results are not known to teachers.
- ELLs are not receiving age/grade appropriate content area instruction.
- ELL transitional services are not provided.

RECOMMENDATIONS:

- The school leader, with District support, should provide professional development (PD) on the implementation of curriculum aligned to the CCLS. Information regarding the CCLS should be addressed at regular grade level meetings.
- All teachers should be provided PD in programs such as Sheltered Instruction Observation Protocol (SIOP), Specially Designed Instruction (SDI), and Direct Instruction (DI). The school leader should ensure implementation of programs through walkthroughs and observation.
- A schoolwide writing rubric should be developed and implemented to encourage self-reflection and self-assessment in writing.
- The school leader should provide all staff more training in and practice with the RtI plan.

- The District should develop a plan for transitional services to be provided for former ELLs for the first year that they are placed in the English mainstream instructional program.

III. SCHOOL LEADERSHIP

FINDING:

No findings or recommendations.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDING:

There is a lack of involvement of community-based organizations.

RECOMMENDATION:

The District and school leaders should re-establish the previous relationship with The Rotary Club and create and foster a relationship with the United Way.

V. PROFESSIONAL DEVELOPMENT

FINDING:

- The PD offered is not focused on the needs of students with disabilities and ELLs.
- There is a lack of long-term researched-based planning for PD.
- The PD lacks a focus on data driven instruction for ELLs.
- The PD lacks a focus on CCLS for ELLs.

RECOMMENDATION:

The school leader, with District support, should ensure all teachers participate in PD in the areas of CCLS, DI, SDI and SIOP for ESL teachers.

VI. FACILITIES AND RESOURCES

FINDINGS:

- The library does not offer sufficient materials in multiple languages.

- ELLs lack standards-based software.

RECOMMENDATION:

Materials in multiple languages should be purchased for the library.

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 Comprehensive Educational Plan (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.