

NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

<b>BEDS Code:</b>	261600010022
<b>District Name:</b>	Rochester City School District
<b>School Name:</b>	Lincoln School No. 22
<b>School Address:</b>	Rochester , NY 14621
<b>Principal:</b>	Clinton Bell
<b>Accountability Phase/Category:</b>	Improvement (year 1)- Comprehensive
<b>Areas of Identification:</b>	English Language Arts - All Students; African American Students; Hispanic Students; Students with Disabilities; English Language Learners and Economically Disadvantaged Students  Mathematics - All Students; African American Students; Hispanic Students; Students with Disabilities; English Language Learners and Economically Disadvantaged Students
<b>Dates of On-site Review:</b>	October 31- November 2, 2011

**PART 1: MISSION STATEMENT**

- To educate and celebrate the learning of all children in a safe and stimulating diverse learning community.
- To develop a school structure and climate that addresses the needs of the most challenging students by using creative, alternative learning environments.
- To develop a school wide culture that fosters civility and respect and is collaborative, innovative and inclusive of the needs of all children.
- To encourage parents to become involved meaningfully in the school and in their own children's learning.
- To set high expectations and standards for the academic and social development of all students and the performance of adults to improve achievement for students.
- To create consistent instructional programs across grade levels that treat students as active learners who construct knowledge from meaningful experiences.

**PART 2: SCHOOL STRENGTHS**

- The school has a number of community based partnerships that support after school programs for at-risk children.
- According to the parents, the school is the focal point of the community.

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

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

#### **FINDINGS:**

- Teachers do not use data to inform their instructional planning or to modify instruction. They implement the curriculum with fidelity, but not rigorously, without regard of student need for differentiated instruction to address specific learning requirements.
- School coaches use data to some extent, but Walk to Intervention (WTI) groups in ELA are not always constructed using available data at the beginning of and during the school year.
- Data analysis, especially in English language arts (ELA), is not consistently used as a tool for driving forward school improvement.

#### **RECOMMENDATIONS:**

- Teachers should be required to use student performance data, including summative, interim and formative data, to create instructional groups, design skill-based learning activities for small groups of students with similar needs and adjust the planned curriculum with a special focus on at-risk students and identified subgroups.
- Student groups for WTI should be constructed to ensure the needs of each student is addressed through the intervention cycle and regularly reviewed .
- The school should revisit the current system for data disaggregating and analysis to focus more closely on student-by-student, class-by-class and subgroup-by-subgroup needs in addition to whole school and grade level monitoring. An improvement plan should be created to ensure that all teachers incorporate item analysis of Acuity skills and predictive results to inform instruction in all grades. Particular attention should be given to monitoring the development of student skills as they move from grade to grade to check for vertical alignment in curriculum programs in each content area.

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

#### **FINDINGS:**

- Much of the instruction for all students is teacher directed, with little variety of instructional strategies. Students have few opportunities to engage in discussions or collaborative work around learning tasks by working in pairs or with different groups of students.
- Quality lesson planning is not in place throughout the school. The school handbook includes examples of model lesson plans, but there is no evidence from lessons observed by the review team that teachers are following this guidance.

- There is a lack of effective instructional strategies, including inconsistent use of modeling of expected learning outcomes in many classrooms.
- Available technology in many classrooms, including SMARTBoards and laptops, is underutilized and not effectively integrated into instruction.
- The co-teaching model is not effectively implemented in classrooms visited by the review team..
- Important concepts were neither developed sequentially nor aligned grade to grade. The instruction for students in the areas of reading and literacy skills were not aligned effectively across grade levels.

#### **RECOMMENDATIONS:**

- School leaders should provide professional development (PD) to ensure teachers master a wider range of effective instructional strategies that promote greater student participation in the learning process. Teachers should be required to implement these strategies, and school leaders should regularly monitor the effectiveness of the implementation and provide additional PD for teachers when necessary.
- School leaders should ensure that teachers use model lesson plans that are available in the school handbook as a basis for lesson and unit development so that lessons consistently include specific learning points and are aligned with the New York State P-12 Common Core Learning Standards (CCLS). School leaders should regularly monitor the teacher planning process and lesson plans to ensure that all teachers follow District expectations.
- Teachers should receive PD on how to model the learning of procedures and strategies as a strategy for teaching explicit instructional outcomes to students. Teachers should ensure that they regularly provide explicit learning goals to students at the beginning of and during instruction so students know the goals of their instruction.
- School leadership, with District support, should provide targeted training and support to teachers to ensure that they have the skills and competencies to effectively use technology, including laptop computers and SMARTBoards, in instruction. School leaders should ensure that strategies learned during PD are fully implemented in the classroom so that technology is routinely integrated into teaching and learning.
- Teachers should be provided with support, guidance, and where appropriate, PD to implement a more effective co-teaching model. Teachers should be given opportunities to visit successful co-teaching classrooms and should be provided with regularly scheduled collaborative planning time to ensure best practices in co-teaching instruction. School leadership should closely monitor co-teaching classroom practices and provide constructive feedback to teachers.
- The staff should work with the District to develop detailed curriculum maps aligned with CCLS performance indicators. Pacing charts should be aligned with curriculum maps. The school should identify external partners to provide expertise in mapping and content. All curricula should be developmentally appropriate and sequentially aligned from grade to grade.

### **III. SCHOOL LEADERSHIP**

#### **FINDINGS:**

- The school leadership has not developed a program that provides consistent opportunities for organized common planning and articulation between teachers and pupil support personnel.
- PD does not focus precisely on issues that are most important in raising student achievement. Teachers report that not all planned PD takes place.
- Although a formal Annual Professional Performance Review (APPR) process exists, there are limited informal instructional walkthroughs.
- The expectations for ensuring that teachers implement strategies learned in PD are low, and there is no formal follow-up monitoring to ensure that they are incorporated into teacher practice. This contributes to the slow improvement rate in the quality of teaching and learning.

#### **RECOMMENDATIONS:**

- The school schedule should be structured to ensure that all teachers working with cohorts of students have regularly scheduled times when they meet. Teams should be provided with protocols for record keeping and dissemination of plans.
- The school leadership should ensure that all PD is relevant, fully reflects needs identified to achieve school goals, takes place as planned and monitored to assess its effectiveness.
- School leaders should develop and implement a plan for regular informal walkthroughs that result in data to drive instructional practices.
- School leaders should use a formal observational process to ensure teachers are held accountable for incorporating all skills developed within PD activities into their instructional delivery.

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

#### **FINDINGS:**

- Many of the classrooms visited by the review team were organized in rows. There were few spaces set aside for students to work in small groups or pairs.
- Although the school is committed to the use of SMARTBoards in the classroom, many teachers did not effectively incorporate technology into their instruction.
- The Academic Intervention Services (AIS) program is disconnected from regular classroom instruction

## **RECOMMENDATIONS:**

- The school leader should ensure that teachers are provided with PD in the effective use of instructional strategies that build collaborative and active learning strategies, as well as strategies for effective management and classroom design that support students working in groups, in pairs or as a whole class.
- The school leader should seek the assistance of the District in order to provide teachers with on-going PD in effectively incorporating SMARTBoard and other technology use into lesson plans to support interactive and hands-on learning. School leaders should monitor technology use through observations and walkthroughs.
- The school leader should review the structure and content of the AIS program to increase rigor and include data driven content and student-centered differentiation of instruction.

## **V. PROFESSIONAL DEVELOPMENT**

### **FINDINGS:**

- The school PD plan is not comprehensive or aligned with school goals and has had little impact on improving student performance. Although there is a great deal of data available to the school, there is little evidence indicating that it was used to inform the plan.
- PD offerings are not part of a strategic plan focused upon targeted subgroups, including English language learners (ELLs) and students with disabilities.
- There is no evidence in lesson evaluations, observations or feedback to teachers that they are held accountable for incorporating strategies acquired through PD into their daily instruction. The school leadership does not use classroom observations to check for implementation of initiatives or PD.

### **RECOMMENDATIONS:**

- The school should develop a comprehensive PD program aligned with school goals and the data available to the school. School leaders should seek support for PD from the District and other outside specialists to help them develop a detailed plan that focuses on improving teaching and learning to better meet the needs of students and teachers.
- A comprehensive PD plan should be created to give teachers the tools to meet the needs of all students on an individual and collective basis.
- The school leaders should regularly lead rigorous classroom observations and hold teachers accountable for incorporating strategies and skills acquired through PD offerings into their instructional practice.

## **VI. FACILITIES AND RESOURCES**

### **FINDINGS:**

- The school does not have access to a full-time librarian.
- The building shows signs of age and a need for improved maintenance.
- The school attendance rate is below 90 percent, and students in the earliest grades are missing the greatest number of school days.
- The school is not adequately using space within the building to support instructional programming.

### **RECOMMENDATIONS:**

- The District should consider using grants or other funding sources or partner with the local Rochester public library system in order to increase student access to libraries and librarian services.
- The school leader should seek support from the District in evaluating the school's physical plant in order to remedy the building's many deficiencies and provide a safe and welcoming environment for students and staff.
- The school's leadership , in collaboration with staff, parents, community supporters and District support, should develop and implement an attendance improvement plan.
- The school leadership should examine space allocations within the building and make adjustments to ensure instructional programs have classroom locations that are conducive to learning.

### **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.