



Office of Innovative School Models
 Persistently Lowest Achieving (PLA) Schools
 School Improvement Grant (SIG)

Progress Review Report — 2011-2012

School:	Charlotte High School (Turnaround Model)	School District:	Rochester City School District
Date of Site Visit:	October 26, 2011	Team Member(s)	Andrew McGrath, Dr. Sharon Holder, Major Capers

Address: 4115 Lake Avenue, Rochester, NY 14612

Principal Telephone: (585) 663-7070 **Fax:** (585) 621-0275

BEDS #: 261600010060

School Principal: Michael A. Allen

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SIM /SAM: Tim Graziano
Susan Hasenauer-Curtis

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Grade Configuration: 7 to 12

Total Enrollment: 1049

Area(s) of PLA identification:
Graduation, Science, Math and ELA

List all identified subgroups:
Black/African American, and Economically Disadvantaged

Intervention model:
Transformation model – The current principal is in his first year at this school.

List the school's community-based organization (CBO) partner(s):

1.	National Academy Foundation (NAF)	4.	Urban League
2.	Rochester Institute of Technology (RIT)	5.	Rochester General Hospital
3.	Monroe Community College (MCC)	6.	Advantage Federal Credit Union
7.	Visions Federal Credit Union	8.	TruForm Manufacturing Corporation
9.	Hillside Work-Scholarship Program		

STAFFING	
Organization and Structure	<ul style="list-style-type: none"> The school has assigned an assistant principal as the school improvement manager (SIM) to oversee the implementation of the school improvement plan. This is a 1.0 FTE position funded by the School Improvement Grant (SIG). At the time of the NYSED Team site visit, the positive behavioral interventions and supports (PBIS) coach had not yet been hired. This is the only SIG-funded position that was not yet filled. The delayed official notification of SIG approval from the New York State Education Department had a detrimental effect on the hiring process at Charlotte High School. The school has had five principals in four years, suggesting that consistency throughout the building has been lacking over time. The number of school safety officers in the building has been reduced from eight

	full-time positions to four as a result of budget reductions.
Teacher Evaluation	<ul style="list-style-type: none"> • Tenured and non-tenured teachers are evaluated by the principal and each of the assistant principals through formal and informal observations. • Very few observations, either formal or informal, had taken place at the time of the NYSED Team site visit. Lesson plans have not been required to be submitted, nor has instructional feedback been offered. • During their focus group session, school leaders stated mathematics and English language arts (ELA) coaches conduct walkthroughs. • Teaching staff recently received professional development (PD) regarding the school district's new evaluation system. • During their focus group sessions, teachers and leaders stated teachers currently have a choice between the district's traditional evaluation and the Annual Professional Performance Reviews (APPR). • Formal observations include a pre-lesson meeting and lesson plan review; formal observation of a teaching lesson; and a follow-up meeting to review the results of the observation. • Negotiations continue between Rochester Teacher's Association (RTA) and the district to develop a new evaluation system. The RTA reached a tentative agreement and the contract was approved by the Board of Education on June 28, 2011. • The school plans to implement the Charlotte Danielson model as the basis for its evaluation system.

PLANNING	
Student Enrollment	<ul style="list-style-type: none"> • School leaders reported the daily attendance rate at the school is 75%. • Teachers and school leaders identified the following as interventions to improve student attendance: <ul style="list-style-type: none"> ○ A multiple pathways officer (attendance coordinator) ○ A school-wide attendance team ○ Response to Intervention (RTI) team, which meets on a weekly basis ○ Identification and outreach to 120 students who have missed in excess of twenty days of school • The leadership team and approximately half of the teachers are new to the school. As a result, at the time of the NYSED Team site visit, relationships with students and their families were only developing. It was acknowledged this has had a negative impact on student attendance. • A review of the turnaround plan and interviews with school staff indicate the graduation rate for the 2005 cohort is 44%, and the dropout rate for this cohort is 32%. • The proposed plan to transform the high school consists of developing two small academies that will eventually have a configuration of grades 9 to 12. The National Academy Foundation will partner with the school to assist in the operation of the two academies.
Student Performance/ Outcomes	<ul style="list-style-type: none"> • Student data is not consistently analyzed throughout the building. The district database is currently not available to classroom teachers. • Students are identified for interventions based on their academic and behavior assessments, and staff is working to provide additional counseling and tutoring as needed. • The results of the interventions will be discussed during common planning sessions and administrative meetings.
Teacher Attendance	<ul style="list-style-type: none"> • Teacher attendance is not an issue that specifically affects the implementation of the school improvement plan, nor does it have an adverse effect on student achievement in the school.

PROFESSIONAL DEVELOPMENT (PD)

<p>Professional Development</p>	<ul style="list-style-type: none"> • Teachers have started to participate in PD in the following areas: <ul style="list-style-type: none"> ○ Response to Intervention (RTI) ○ Data analysis ○ Effective common planning • Teachers stated PD and academic team building activities need to be completed and continued throughout the entire building. • There are several PD opportunities at the school and district level on a variety of topics scheduled for the 2011-12 school year. A review of school documents revealed topics such as: <ul style="list-style-type: none"> ○ Common Core Standards training ○ Six Shifts in English language arts literacy • In August 2011, the principal conducted a teacher survey to ascertain the teachers' level of interest regarding specific professional learning opportunities. Based on the document entitled, <i>Charlotte High School Teacher Survey</i>, teachers requested more training in the following areas: <ul style="list-style-type: none"> ○ Parent involvement ○ Student engagement ○ Academic intervention services ○ Technology It is unclear if these opportunities have been provided to the teachers to date.
<p>Instructional and Support</p>	<ul style="list-style-type: none"> • The National Academy Foundation will continue to provide an on-site coach to assist the school in the following areas: <ul style="list-style-type: none"> ○ Academy development and structure ○ Curriculum development ○ Advisory boards ○ Project-based learning
<p>Monitoring and Analysis</p>	<ul style="list-style-type: none"> • The school leadership reported they are still in the process of developing a system to monitor staff participation in PD sessions, and evaluate classroom implementation of the strategies provided.

<p>DATA ANALYSIS</p>	
<p>Data that Informs Instruction</p>	<ul style="list-style-type: none"> • Common planning time is formalized in mathematics and English language arts (ELA). The departments meet twice weekly to analyze student performance and share best practices. At the time of the NYSED Team site visit, common planning for the science and social studies departments was informal, and specialty areas were not included. • The NYSED Site Visit Team observed analysis of assessment data is inconsistent throughout the building. ELA and mathematics departments were viewed as emerging in their efforts in this regard.
<p>Data & Student Achievement</p>	<ul style="list-style-type: none"> • The district has created a data dashboard. School leaders have been trained and are currently beginning to analyze the information found within. The data dashboard is not yet available to teachers and parents. • Teachers and school leaders reported there is no data team in the building; common benchmark assessments are not consistently given throughout the building, and analysis of student achievement data varies from department to department. • According to school leadership, benchmark assessments in ELA and math are conducted in a consistent manner. • Data dashboard training for teachers is scheduled to take place by the end of the calendar year. • Teachers and school leaders reported using the Northwest Evaluation Association (NWEA) system and NYS assessments to evaluate student progress. • Teachers intend to use diagnostic, formative and summative assessments to analyze student progress and determine the necessary adjustments to classroom instruction. • The school leadership will also utilize the District's <i>Datacation</i> system when teachers are trained. This program is not yet operational for the staff.

CURRICULUM AND TEACHING	
Learning Time	<ul style="list-style-type: none"> • Currently, the school has eight class periods, which are forty-five minutes in duration on regular teaching days. They vary in length of time between thirty-nine and forty-one minutes on Wednesdays. The length of the school day is from 8:25 A.M to 3:00 P.M. The administrative team discussed revisiting the master calendar next year to determine changes that may need to be made to the schedule. • Common planning time is used to discuss curriculum and instruction and revise lesson plans to meet the needs of students based on assessments. Core content subject staff meet at least twice a week. • School leaders reported they have established a Reading/Writing Seminar for all ninth and tenth grade students to ensure proficiency in reading and writing.
Mapped & Paced Curriculum	<ul style="list-style-type: none"> • The administrative team is using the Rochester curriculum, which is documented in the school improvement plan to be aligned with NYS curriculum and Common Core Standards. • The Rochester City School District plan to roll out common core standards began during the summer of 2011. The curriculum has been revised to incorporate the Core Standards in English language arts, math, science and social studies. • A review of school documents, as well as interviews with school administrators, suggested the English Department is focusing on several initiatives. Such topics include but are not limited to the following: <ul style="list-style-type: none"> ○ <i>Department Cohesiveness:</i> Through common planning, department meetings, correspondence, aligned common assessments and district-level professional development, the English Department at Charlotte High School will establish instructional standards and practices. Teachers in the department will work collaboratively, within and across grade levels, to align instruction in ELA and literacy using the Rochester Curriculum and Spring Board/ College Board as guided by the Common Core Standards. ○ <i>Writing Performance:</i> Classroom teachers, along with the ELA Specialist, will create extended writing tasks for students as a grade level team to evaluate and increase writing proficiency. The task will be developed as part of the departments' grade level common planning time. In addition, an administration calendar for the extended writing task will be developed for each grade level. The timeline for this activity was not clear. ○ <i>Reading Comprehension:</i> The ELA Department will administer the Spring Board unit test each marking period. An administration calendar for Spring Board multiple-choice unit tests will be developed during common planning time. The timeline for this activity is not clear. ○ <i>Curriculum:</i> Charlotte High School teachers will use the Rochester Curriculum and Springboard in their lesson planning. Teachers will inform administrators of the ELA department prior to making any omissions or substitutions to the curriculum pacing guides within each Springboard level.
Instructional Programming Linked to Student Needs Assessment	<ul style="list-style-type: none"> • The district, school leaders and teachers are reviewing achievement data to revise instructional programs to better meet the needs of students. • During a telephone interview after the NYSED Team site visit, the principal reported that because staff were hired late in the summer of 2011, he did not have the opportunity to review students' needs based on assessments prior to the start of the school year. The school is in the process of conducting a comprehensive review of student instructional needs. • School leaders, teachers and district administrators are engaged in collaborative discussions regarding revisions to the curriculum.
Effective Teaching Practices	<ul style="list-style-type: none"> • The NYSED Site Visit Team conducted classroom visits throughout the building and observed the following: <ul style="list-style-type: none"> ○ Varying paces of instruction, with many teachers waiting long periods of time for all students to become quiet, thus significantly decreasing the amount of teaching time. Other classrooms promoted student engagement by providing active instructional pacing. ○ Many classes were entirely teacher-led, with few using interactive instructional technology to engage students. ○ Most teachers referred to additional learning opportunities, such as afterschool tutoring. ○ Teachers who successfully deflected behavior issues and reengaged

	<ul style="list-style-type: none"> students in a respectful and appropriate manner. <ul style="list-style-type: none"> ○ Life skills are being offered to students with disabilities. • The leadership team stated instructional goals have not been specified for content specialists. • During their focus group session, teachers stated the professional learning coach is working with them to implement changes in the classroom. • Not every class visited had a lesson aim and objective posted prominently in the room. Limited student work was displayed in most classrooms visited by the NYSED Site Visit Team. • School leaders reported some teacher resistance regarding writing lesson plans. The principal is in the process of establishing a committee of teachers to make recommendations on what should be included in a standard lesson plan. • Department Chairs, lead teachers and school leaders are working with teachers to improve teaching and learning in classrooms.
ELL/SWD	<ul style="list-style-type: none"> • There is a Coordinating Administrator of Special Education (CASE) who is responsible for ensuring that the special education model is implemented and that teachers are appropriately trained. • Teachers interviewed stated more technology labs are needed to support students, and there is also a need for more training in differentiation of instruction.

STUDENT SUPPORT	
Additional Social/Emotional Support	<ul style="list-style-type: none"> • According to teachers and school leaders, the positive behavioral interventions and supports committee is established. However, universal training is not yet completed. • An extended day program has recently been started to provide additional academic and enrichment opportunities to students. • Students reported that they would like to have better lunch; see an improvement of the graduation rate; and have other instructional options, such as, welding, engineering and cosmetology. • Students reported they enjoyed participating in the youth apprentice program.
Counseling	<ul style="list-style-type: none"> • Students are receiving support services in the areas of career counseling, social work and psychological services. • There is a college and career counselor who provides support to students preparing for college.
Enrichment Opportunities	<ul style="list-style-type: none"> • Students enjoy the enrichment opportunities that include career internships, Advanced Placement (AP) classes and college courses and they would like to have additional AP courses. • The Hillside Scholarship Program staff is providing counseling and tracking for students who have the opportunity to conduct internships and receive scholarships upon graduation. • Students reported they participate in various clubs and programs, such as, Junior Reserve Officer Training Corps (JROTC), sports teams, yearbook club and the National Honor Society (NHS).

SCHOOL LEADERSHIP	
Effective Leadership and Principal Evaluation	<ul style="list-style-type: none"> • The principal was appointed to his position on June 22, 2011. He transitioned to this assignment from his former position as Director of School Innovation. This is his first year as a school leader. • The principal has a mentor and a coach to assist him with the day-to-day operations of the school and to provide PD on effective leadership. Both the mentor and the coach visit the school monthly; however, both are available daily by phone and or by e-mail. • The principal meets with other principals in the school district monthly to discuss issues regarding leadership and to share experiences each principal has regarding improving student performance. • The principal is evaluated annually by the assistant superintendent assigned to his

	school.
Leadership Development	<ul style="list-style-type: none"> The principal attends Rochester Leadership Academy meetings, which is a process for matching Rochester City School District principals with executive coaches. The academy provides information on what he needs to know and be able to do to improve teaching and learning in schools.
Building Level Leadership Team	<ul style="list-style-type: none"> The leadership team, comprised of eight administrators, meets once a week to discuss a variety of issues regarding implementing the school improvement plan to better support student performance. These meetings are documented by weekly agendas.

SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT	
Environment is Conducive to Learning	<ul style="list-style-type: none"> There remain issues regarding students getting to class on time and more consistently following the code of conduct.
Collaboration	<ul style="list-style-type: none"> Common planning time occurs twice weekly and is formalized in the mathematics and ELA departments. Science and social studies departments do not have formalized meetings; and specialty areas are not included in common planning meetings.
Parent Involvement	<ul style="list-style-type: none"> Parents are working to restart the parent organization and open elections are being held. In addition, the parent organization is working to increase its membership. Parents reported the school is very organized this year, has improved safety and parents liked teachers calling to report good news. Parents believed tutoring, college and sports programs are beneficial. Parents received information about School Improvement Grant (SIG) during open house. Parents would like to have improved communication with the school.
External/Community-Based Partners	<ul style="list-style-type: none"> School administration stated they have a contract with the National Academy Foundation. The Hillside Scholarship program provides academic and counseling support for a select cohort of students.

BUDGET AND OTHER FUNDING SOURCES	
Budget Modifications	<ul style="list-style-type: none"> At the time of the NYSED Site Team visit, modifications to the SIG budget had not been made. The administration may need to amend the budget in the event there are changes to the program during this school year.
Use of 1003(g) or 1003(a) grant funding	<ul style="list-style-type: none"> Approximately 1.8 million dollars in 1003(g) funding is allocated to Charlotte High School during the 2011-12 school year.
Use of Other Funding	<ul style="list-style-type: none"> As indicated in the budget narrative of the SIG application, the district plans to allocate approximately 10 million dollars in non-SIG resources to support and sustain the school improvement efforts.

DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT	
District Support	<ul style="list-style-type: none"> The school administration stated that a District staff member is assigned to conduct bi-monthly meetings with school staff and to monitor the implementation of the SIG. The Rochester Leadership Academy meets monthly to provide support to school's administrative staff.
JIT/SIG Alignment	<ul style="list-style-type: none"> The School Improvement Grant action steps are aligned with many of the Joint Intervention Team (JIT) recommendations.

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Summary

The NYSED Site Visit Team conducted a full-day site visit at Charlotte High School on October 26, 2011. The team was able to ascertain information about the school's efforts to begin the implementation of their reform model for improving student learning.

The NYSED Site Visit Team met with various stakeholders and reviewed initiatives that appear to provide the school with the opportunity to make progress towards improved student achievement. Staff, students, and parents all spoke positively of the school's efforts to improve student achievement and school climate. They were candid with their comments and highly cooperative throughout the PLA monitoring process.

The leadership team and half of the teaching staff are new to the school. At the time of the NYSED Team site visit, they were working diligently to establish relationships with students, parents and members of the school community. The school is beginning to provide consistent opportunities for staff to collaboratively plan lessons, analyze student data and exchange best practices. However, Instruction throughout the building was observed to be inconsistent, with few examples of rigor and relevance. Most classes were teacher-led, and there was little evidence of interactive instructional technology in use. Student behavior in hallways and common areas is a concern, as is their tardiness to class and attendance in general.