



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

School:	Franklin D. Roosevelt High School – Transformation Model	School District:	New York City Department of Education - Community School District # 20
Date of Site-Visit:	January 4, 2011	Members of Site-Visit Team:	Andrew McGrath, Susan Gibbons, Kalimah Geter, Jamal Young

STAFFING	
Collective Bargaining	<i>Negotiations are continuing regarding revision of the collective bargaining agreement in order to support: development of a teacher evaluation system, removal of staff based on the evaluation system and changes in work day, duties and hours.</i>
Teacher Evaluations linked to Student Performance	<i>Teacher evaluations linked to student performance have been put into place. The system and data used must be consistent with State APPR system.</i>
Identify and Reward staff or Remediate/Remove Staff	<i>A clear and transparent process for identifying staff for rewards and remediation is in place (A process must be in place immediately upon the development and implementation of the Teacher Evaluation System).</i>
Implementation of Strategies to Recruit, Place, and Retain Qualified Staff	<i>Activities are funded to recruit, place, and/or retain highly qualified teachers.</i>

Findings:

- Collective bargaining continues regarding the teacher evaluation system. The union and the New York City Department of Education (NYCDoE) have agreed that during the 2010-11 school year, evaluations will be based only on the use of a four tiered rating system and will not include student growth. Draft rubrics have been provided and the schools are on track to begin implementation in February. The elements of the rubric focus on the four domains of the Charlotte Danielson Model which are:
 - o Planning and Preparation,
 - o The Classroom Environment,
 - o Instruction, and
 - o Professional Responsibilities.
- Administrators stated the principal, assistant principals and a United Federation of Teachers (UFT) representative attended workshops regarding the year-long pilot of a comprehensive evaluation system.
- School leadership indicated that the evaluation system is loosely based on the Danielson Model of effective teaching. The system was shared with the staff at a faculty conference in November 2010. Teachers stated they are aware of the new teacher evaluation system.

- Draft rubrics have been provided and the school is on track to begin implementation in February 2011. Teams have been working to develop the protocols that will be used for the local assessment portion of the evaluation.
- Brienza Academic Advantage, an external provider, has been working with identified staff to mentor and support their instructional practices. Six teachers were identified in the second semester of the 2009-10 school year. An additional six teachers were identified in September 2010 and six more will be identified in the second semester of 2010-11.
- Two master teachers were hired for the 2010-11 school year to facilitate inter-classroom visitations and share best practices. The master teachers have a reduced teaching load of four-fifths. Two Turnaround Teachers, as indicated in the school's budget narrative, were not hired for the 2010-11 school year.
- Department of Performance and Assessment (DPA) position has not been filled. This position is part of the teacher evaluation system.

PLANNING	
Implementation of Timeline	<i>The district/school is on track to complete activities in accordance with the approved timeline for implementation, or to submit an approvable School Improvement Grant (SIG) application. Identify elements that are off-track.</i>
Performance Targets	<i>The district/school is implementing activities which will help them meet the school's performance targets. (Performance targets are tied to the school's achieving "In Good Standing" by the end of the 3 year grant period. Refer to the school's Performance Plan Template, as available.)</i>
Implementation of JIT Recommendations	<i>The district and school are implementing the plan based on the JIT recommendations. The recommendations of the JIT are addressed as delineated in the SIG application or Restructuring Plan, as applicable.</i>

Findings:

- At the time of the visit, the two Turnaround Teachers indicated in the 1003(g) School Improvement Grant (SIG) application had not been hired. According to district staff, these two teachers will not be hired for the 2010-11 school year.
- At the time of the visit, a School Implementation Manager (SIM) had not been hired. District officials indicated that the SIM will not be hired during the 2010-11 school year.
- School leadership indicated the school had little information about the grant and input into its development.
- Evidence regarding Performance Targets was not requested at this time. Currently, a Performance Plan Template is under development by the State Education Department (NYSED).
- The school did not receive a Joint Intervention Team review. According to the SIG application, NYCDoE central office staff, network and school staff conducted a comprehensive review of the school's education program.

PROFESSIONAL DEVELOPMENT	
Quality, On-going, Job-embedded Professional Development	<i>Implementing job-embedded professional development, as defined by the USED, and as approved by NYSED.</i>
Supportive of Instructional Needs	<i>All professional development is researched based and supportive of the instructional needs of the school.</i>
Monitoring and Analysis	<i>Professional development is monitored and analyzed to ensure staff participation and classroom implementation.</i>

Findings:

- According to school staff, Master Teachers carry a four-fifths teaching load. The fifth period is dedicated to providing embedded professional development in the form of best practice dissemination, model lesson/peer teaching, and turnkey activities.
- During focus group sessions with network representatives and staff, it was indicated that Australian United States Services in Education (AUSSIE), Mercy College, Teachers College, Brienza Academic Advantage, the UFT teacher Center, and the Center for Applied Linguistics provide professional development.
- Teachers reported that the administration is very supportive of them in meeting their professional development needs, which are self-identified.
- Staff and administrators have been involved in regular professional development provided by NYCDoE on the Danielson system.
- According to network representatives, the professional development they provide is research-based and supports the instructional needs of the school. This includes teacher mentoring, training in Common Core Standards, student-directed data analysis and instructional strategies for English language learners (ELL).
- The school leaders stated the UFT Teacher Center teacher and the Master Teacher go into the classrooms to monitor the implementation of the strategies and techniques taught in professional development sessions.
- Administrators reported they provide feedback to teachers, based on observations of teachers after professional development has taken place.

DATA ANALYSIS	
Data to Inform Instructional Programming	<i>Data is used to identify and implement research-based instructional programs that are aligned with state standards</i>
Data for Instructional Decisions for Student Achievement	<i>A system is being implemented which allows for the continuous use of data to make instructional decisions for students.</i>

Findings:

- At the time of the visit, according to administrators, student inquiry groups were meeting as time allowed throughout the week. Beginning with the second semester, teachers will have the opportunity to meet every Friday. Appropriate academic and student data is to be used to shift the focus to the child rather than the class.
- There was no evidence of a clear and consistent understanding of what the “inquiry” work would look like in action.
- Teaching staff indicated that they utilize data from Regents exams and unit assessments to analyze student performance.

CURRICULUM AND TEACHING	
Increased Learning Time	<i>The school has implemented a longer school day, week, or school year to significantly increase the total number of school hours to provide additional time for instruction in core academic subjects, or in enrichment subject areas, or added time for teacher collaboration.</i>
Mapped and Paced Curriculum	<i>The written district/school level curriculum is aligned to NYS standards, performance indicators, the core competencies and is being implemented. Pacing guides are developed, used and monitored.</i>
Instructional Programming is	<i>Curricular decisions have been made to meet the needs of all students.</i>

Linked to Needs Assessment	
Effective Teaching	<i>There is evidence of rigor, relevance, pacing, and alignment of curriculum to State Standards, and student engagement from Highly Qualified Teachers (HQT).</i>
ELL/SWD	<i>The necessary instructional programs and highly qualified staff are in place to support the needs of English Language Learners (ELL) and students with disabilities (SWD).</i>

Findings:

- School leaders indicated instructional time has been extended after school, and class periods are longer with the elimination of homeroom. Administrators stated adjustments to the teaching schedule will allow student inquiry teams to meet each Friday.
- During their focus group session, teachers indicated the availability of Regents tutors from nine to twelve on Saturday mornings, project based Saturday classes, and a homework club held after school to provide extra help.
- According to staff, grade level math teachers have common planning for collaboration, lesson development and data analysis. Additionally, the math department has developed and maintains a web-site to house all math lessons, activities and assessments. Teachers, students and parents have access to this web-site.
- Curriculum reviews are carried out and updates to mapping occur often, as done by the Assistant Principals. The focus is on state and Common Core Standards. According to teachers, when students pass courses, but not the Regents exams, the curriculum is modified to accommodate their needs.
- The Center for Applied Linguistics is partnering with the school to conduct needs assessments for English language learners and students with disabilities.
- During classroom observations, there was no evidence found in regard to the interdisciplinary curriculum integrating ELA and Social Studies, as delineated in the school improvement plan. In addition, there was no evidence that a “Bridge” program is being implemented at the school.
- Members of the site visit team observed some evidence of rigor and higher order questioning techniques in the classrooms visited. Students appeared engaged and disruptions were minimal.
- According to staff members, assistant principals conduct the majority of classroom observations. Observations conducted by the principal focus on staff members who are currently eligible for tenure.
- The SED site visit team observed errors within teacher-generated displays (“epipany,” “malicious,” and “ediface,” for example).
- The site visit team observed multiple examples of ELL support, including bilingual math classes and external partnerships with the Center for Applied Linguistics, Brienza Academic Advantage, and Achieve 3000.
- The site visit team gathered limited evidence of instructional support for students with disabilities (SWD). It will be an area of focus during the next on-site visit. Direct instruction rather than differentiated instruction was observed in special education classes.

STUDENT SUPPORT	
Additional Support	<i>Students are receiving extra academic and developmental support based on student need (AIS, character development, PBIS).</i>
Counseling	<i>Student support services are in place to provide students in need with additional social support (education/career counseling, social work, drug/alcohol/violence counseling, school psychologist, health/mental health</i>

	<i>professional)</i>
Enrichment Opportunities	<i>Students have opportunities to participate in academic and social enrichment activities during and after the school day and during the summer.</i>

Findings:

- School leadership, school staff and district representatives indicated the district-wide Response to Intervention (RTI) model was not yet in place.
- Teachers indicated that a Freshman Academy was instituted last year. This provides support for students transitioning from Grade eight to Grade nine. Teachers work with a group of students considered at risk for failure. Inquiry teams were instituted within the academy.
- A Sophomore Academy was instituted this year. Teachers are intended to remain with their student groups from year to year as the program expands.
- Evidence regarding opportunities for students to participate in academic and social enrichment opportunities was not requested during this site visit.

TRANSFORMATIONAL SCHOOL LEADERSHIP	
Effective Leadership	<i>The school leader has the experience and skills needed to successfully implement a turnaround model and to act as a change agent for the school.</i>
Leadership Development	<i>School leaders receive appropriate and timely professional development. Mentoring or coaching programs are in place and effective.</i>
School Improvement Manager/External Providers	<i>The school is being guided and informed by its partnership with its School Improvement Manager or external provider.</i>
Building Level Leadership Team	<i>The school is utilizing its Building Leadership Team to implement the intervention model.</i>

Findings:

- During their focus group session, staff indicated their support of the school leader, and the leadership team as a whole.
- School leadership indicated the principal receives on-going mentoring from a district official twice per month, and an externally provided retired principal once per week.
- As indicated, the SIM referred to in the school/district budget narrative has not been hired. The school is guided by network leaders, who assist the school in providing appropriate and coordinated external providers. In addition, the school is represented by staff from the newly-developing turnaround office.
- According to documentation provided to the SED site visit team, there are currently 12 assistant principals. During their focus group session, school leaders indicated their understanding of the school improvement plan and their role in its implementation.

SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT	
Environment is Conducive to Learning	<i>The school is safe, orderly and academically-oriented. Supervision is sufficient, respectful and consistent.</i>
Shared Vision	<i>School staff understands the focus/ vision of the school's improvement efforts and supports them in a consistent and effective manner.</i>
Collaboration	<i>Administrators, teachers and staff communicate openly, positively and effectively. Professional learning communities exist and affect</i>

	<i>improvement efforts.</i>
Parent Involvement	<i>Strategies are being implemented to increase the involvement and contributions of parents.</i>
External/Community-Based Partners	<i>Strategies are being implemented to increase the involvement and contributions of community partners.</i>

Findings:

- At the time of the on-site visit, the school was safe, orderly and conducive to learning. Supervision was sufficient, respectful and consistent.
- School leadership indicated that there is tremendous buy-in on the part of the staff regarding the increased professional development opportunities provided by the school, the network, the cluster and educational partners.
- During their focus group session, parents indicated the school leadership team involves parents in the school community. Parent-teacher conferences are provided with translators (some are students), and an annual multicultural festival draws parents to the school. A parent room is provided for small group meetings. There is a general messaging system in place to communicate with parents, as well as School Wires, for students' homework assignments, etc.
- There is a Parent Coordinator on staff. Parents are offered opportunities for evening classes. The opportunities include English language learning classes, computer skills development courses, and citizenship classes.
- Parents indicated they were unaware of the school improvement plan. In addition, it was stated by parents the parent-teacher organization president is very active, but with only a small group of individuals.
- The school has made the effort to have all notifications translated in all of the languages represented by the student population to increase parent communications. In addition, the school has a telephone system in place that provides parents with school information in various represented languages.
- Administrators report there is some slight improvement in the development of community partnerships. For example, the local police have been addressing bullying and gang violence with the school.

OTHER FUNDING SOURCES	
Use of 1003(g) or 1003(a) grant funding	<i>The LEA is using School Improvement Grant (SIG) funding to support the implementation of or planning for school intervention models.</i>
Use of Other Funding Sources besides 1003 (g)	<i>In addition to SIG 1003(g) and/or 1003(a) funds, the LEA is using a number of other resources to implement the school intervention models or the Restructuring Plan, as applicable.</i>

Findings:

- School leaders indicated they were directly involved in the funding/budget decisions, and the use of funds are supporting the implementation of their school intervention model.
- The director of the district turnaround and transformation office indicated any grant funds not used as indicated in the school improvement grant's fiscal statement will be reallocated with direct alignment to the school improvement plan.
- Teachers indicated the school offers project-based Saturday classes which are funded by a Students with Interrupted Formal Education (SIFE) grant, for students with an interrupted formal education.

DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT

District Support Provides Operational Flexibility to the School	<i>The LEA provides or is planning to provide the school operational flexibility (such as matters regarding staffing, calendars/time, and budgeting).</i>
District has a systemic plan for intervention and improvement	<i>The LEA has incorporated all JIT recommendations and requirements of the SIG Application into the improvement plan for the school.</i>
District has a plan to identify, recruit, place, and retain effective leadership	<i>In accordance with SIG requirements, the LEA has a plan for hiring and retaining leadership.</i>

Findings:

- School and district personnel indicated the school has been provided with operational flexibility. This includes input regarding staffing, improvement planning, and the budgeting of SIG funds.
- As indicated, the school did not receive a Joint Intervention Team review. The district has not incorporated all of the recommendations its own review team put forth. Most notably, two turnaround teachers, a school improvement manager, and a district-wide response to intervention (RTI) model have not been provided to the school.
- Evidence regarding the district's plan for hiring and retaining school leadership was not requested at the time of the visit.

Summary:

The State Education Department four member site visit team conducted a full-day visit at Franklin D. Roosevelt High School on January 4, 2011. Although the visit was brief, 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 SED site visit team observed a school that is clean, safe and conducive to learning. Classroom disruptions were minimal, students were appropriately engaged, and there was evidence of rigor and higher order questioning techniques. Master teachers have been hired, and partnerships with external providers have been established. School leadership and teaching staff understand the school improvement plan and recognize their roles in the implementation process.

During the next full day visit, the team will also focus on findings outlined in this report and will again conduct document reviews and interviews in the following areas: staffing; planning; professional development; data analysis; curriculum and teaching; student support; school leadership; school climate and community engagement; and district support and planning for development.