



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

School:	Integrated Arts High School – Turnaround Model – Phase in school replacing Global Media Arts High School at Franklin	School District:	Rochester City School District
Date of Site-Visit:	March 15, 2011 (Second Visit)	Members of Site-Visit Team:	LoriAnn Curtin, Kathryn Ahern, Alice Roberson

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:

- Teachers interviewed stated they are unaware of negotiations to revise their collective bargaining agreement, which is expired. They stated no staff member has chosen to assume the role of Rochester Teacher’s Association (RTA) representative, however they still receive the RTA mailings in their internal mailboxes. The principal stated he has been told that the district is negotiating with the RTA.
- Teachers indicated they are not currently evaluated based on student performance or student growth. Non-tenured teachers are evaluated three times per year, fall, winter and spring.
- Both the school leaders and teachers interviewed mentioned they do not have a clear and transparent process for identifying staff for rewards and remediation.
- The principal stated and the school’s budget shows the school has funds to use for recruitment of highly qualified staff. For the 2010-2011 school year, the principal was able to create his own interview process for Integrated Arts, based on the Habermann process, which identifies teachers with positive characteristics for urban teaching. The principal stated his process was successful for the school. The school plans to hire four more content teachers, a Spanish teacher, a half time health teacher, and a half time home and careers teacher.

- The principal stated and the FS-10 showed that the school was to hire an English Language Arts (ELA) specialist; however, due to the late arrival of SIG funding, the principal hired a *per diem* substitute teacher who is working with ELA intervention groups in the same capacity, as would an ELA specialist.
- The district and school amended the School Improvement Grant (SIG) budget for Integrated Arts High School because the funding arrived too late for them to hire half-time *Advancement via Individual Determination* (AVID) teacher. Instead, they will hire a half time technology teacher. This position is not yet filled; however, the principal's aim is to get someone hired as soon as possible.
- The assistant principal is also the school implementation manager (SIM); his salary is paid through the SIG.

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:

- As stated above, the school did not hire an ELA specialist, but instead hired a *per diem* substitute teacher. A full-time salary was planned in this budget code.
- The paraprofessionals that were going to be hired under SIG Budget Code 16 have not been hired.
- The district submitted an amendment which states Integrated Arts High School is unable to implement fully *Read 180* due to late arrival of funds; however, they only amended the total *Read 180* budget of \$134,150 by \$30,170. Therefore, \$103,980 remains in the budget for *Read 180*. The principal stated some of these funds would go towards purchasing the necessary books to implement *Read 180* next year; however, it is unclear how the remainder of the funds will be utilized.
- The AVID training included on the SIG 1003(g) FS-10 for Integrated Arts High School, under Budget Code 46, will not take place until August 2011. However, the budget funding end date is June 30, 2011.
- The total for code 45 (prior to the amendment) adds up to \$510,139, not \$505,469. The final item – the AVID library – for \$4,670 was not added.
- The Performance Plan Template is under development at the New York State Education Department (NYSED). Therefore, no evidence was requested during this on-site visit.
- The plan was aligned with the Joint Intervention Team (JIT) recommendations at the time the SIG Application was approved.

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:

- The school provided a copy of their professional development calendar, which shows that professional development has been provided on the following topics:
 - *Expeditionary Learning (EL)*, with every teacher participating in one full week of training and,
 - Technology training.
- The principal and teachers reported they meet every school day from 2:15 to 2:50 p.m. while the students are in art, gym or music classes.
- The teachers stated additional professional development is held during the school day while substitute teachers are in the classrooms. The topics of the professional development have included:
 - *Lexia Reading* training, which is used to accelerate reading acquisition, prevent reading failure, and support on-level and advanced readers;
 - Additional technology training, and
 - Response to intervention (RTI) training.
- The teachers interviewed also stated each teacher is encouraged to attend further professional development that suits their individual needs and interests. Upon returning, the teacher is asked to share what they learned with the rest of the staff.
- The school’s leadership team stated monitoring of skills learned in professional development takes place in the following ways;
 - Skills learned are discussed at daily meetings and the school keeps track of notes from every daily meeting on a *SharePoint* site.
 - The administrative team conducts daily walk-throughs using several walk-through tools that can be formatted for specific needs.
 - The school monitors how professional development is implemented by looking at student performance.

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:

- The school provided data on the results of the Rochester district’s benchmark tests in ELA and math. Results for Grade seven ELA Benchmark 1 show that 23.5% of students scored at Level 1, 64.7% scored at Level 2, 11.8% scored at

Level 3, and 0% scored at Level 4, with 1.4% of students absent. Data from the Grade seven Math Benchmark 2 shows that 74.6% of students scored at Level 1, 18.3% scored at Level 2, and 7% scored at Level 3, while 0% scored at Level 4 and 2.7% were absent. The school did not provide the data for the district's ELA Benchmark 2, or the data from the Math Benchmark 1.

- The school's leadership team stated they are also using data from Scholastic's *Reading Inventories* (SRI) and from *Acuity* math assessments, however, no data from the administration of these assessments was provided.
- The school's leadership team stated they try to be data driven, and they are discussing data continually. Data is used to inform general planning and planning for targeted student needs.
- Data is used to inform teachers regarding students' reading levels and students are put into reading groups based on those scores. Data is also used to decide which students will receive pullout academic intervention services with the *per diem* ELA substitute.

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 Linked to Needs Assessment	<i>Curricular decisions have been made to meet the needs of all students.</i>
Effective Teaching	<i>There is evidence of rigor, relevance, pacing, 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:

- The school has instituted a longer school day, based on longer core classes, which are one hour daily. This totals 290 minutes of instruction per week, as opposed to 189 minutes per week in other schools.
- Curriculum is focused on project-based learning using current technology tools (such as *Netbooks*, *iPads*, and other digital tools) and the arts to help students understand how learning connects to one's daily life and the community.
- As an EL school, the students participate in two long-term grade-level investigations, or "expeditions," which are interdisciplinary projects that intend to use real-world experiences to build character and promote citizenship. One of the projects, "Clean Sweep," has students involved in ongoing clean up and beautification of the school grounds and neighboring streets. The students have already participated in planting spring-blooming bulbs.
- The other "expedition" is about energy, and has been developed in collaboration with Channel 15. The outcome is to develop public service announcements on community-based energy issues. The students work in a renovated space in the

building basement to learn how to use television broadcasting technology and equipment.

- The school is using *Aventa Learning* as an enrichment program to teach personal computing fundamentals to the seventh grade students. This course uses *iPads*, which are available to all students and teachers in the school.
- The school is using *Springboard* math, and is revising it to align to the NYS learning standards, performance indicators and core competencies. The principal works with the teachers to prepare, use and monitor pacing guides.
- The school uses the district benchmark assessments for ELA and math as noted earlier
- The principal and teachers reported the students in the school, as a whole, take these assessments seriously. The benchmark data is used by the teachers, working closely with the school social worker and school psychologist to identify struggling students and prepare appropriate interventions.
- The school uses *Lexia Reading* for ELL and SWD. *Audiophile*, an online audio instruction program and *Skype*, a digital teleconferencing program, are used to assist students needing more support after school hours, and for students needing to make up missed work.

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 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:

- Student Support:
 - One guidance counselor serves seventy-five students at the school
 - There is a building counseling group for all the schools occupying the building and the school guidance counselor can make referrals to this group for other appropriate services.
 - Saturday school is held from 8:30 to 11:30 a.m. - for AIS, and for enrichment. Approximately 10 students, on average, show up for these sessions.
- Enrichment Opportunities
 - *ROOTS* (Realizing Others Outstanding Talents), for character development, communication skills, cultural understanding, leadership training, life skills, and building healthy relationships;
 - *Aventa*, a computer program normally used for credit recovery, is used by the school to introduce computer fundamentals and for learning how to participate in online discussions;
 - Asia Club - learning about the countries, people and cultures of Asia;
 - Student government, comprised of an executive board and student senators;
 - Yearbook club;

- Sports are offered through a collaborative effort of all schools in the building for a combined group of 7th and 8th graders. Sporting activities offered are soccer (coed), boys' basketball, girls' basketball, girl's volleyball, baseball, softball, tennis and crew (rowing team).
- Channel 15 TV station will collaborate to create a TV program on energy; the activity was developed through the EL program.
- *Clean Sweep* is a community service organization developed and led by parents to beautify the grounds and neighborhood around the school.
- Two college visits are planned for the spring; one is to the University of Rochester, and the other to St. John Fisher College.

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:

- The school leader was an elementary principal for six years before coming to this school. He has experience as a secondary level social studies teacher, and served as a director of social studies at the secondary level.
- The teachers interviewed stated they have a very dedicated leadership team at Integrated Arts High School. They stated, as a staff, they are all very connected and that leadership is shared. They are a small group consisting of two administrators – a principal and an assistant principal, four content area teachers, one special education teacher, one school counselor, and various less than full-time staff members.
- Both the administrative team and the teachers stated one of the ways the staff stays connected is by meeting every day from 2:15 to 2:50 p.m. They also use *Skype* to video chat about ideas when they cannot meet face to face.
- The principal participates in the following leadership development activities:
 - EL training that focused on “grow out schools” and also visited an EL school in Washington Heights, in NYC,
 - Participated in planning and design of schedule training, both through Expeditionary Learning and with the Rochester district,
 - *Learning Forward*, the largest non-profit professional association committed to ensuring success for all students through staff development and school improvement.
 - Participating in data workshops for leaders through EL, and
 - Participates in monthly leadership meetings with the Rochester district.
- The NYSED site visit team saw evidence the school is being guided by its partnership with Expeditionary Learning. Examples of evidence gathered through focus group interviews and through document review include:
 - All of the teachers and the principal have been trained in EL,

- All homerooms participate in “crew” lessons in the morning,
- The students will complete work on an EL expedition at the end of the school year. (Lists of EL learning expedition components were provided.)
- As stated above, the assistant principal is listed as the school implementation manager, and his salary is paid through the SIG.

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 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:

- The school appeared to be clean, safe, orderly and academically oriented. Students reported they feel comfortable with the discipline, and that the school holds high expectations of them for academic success.
- Students wear uniforms to school, and mentioned occasional negative comments are heard on the school grounds outside the building from the students attending the school slated to be closed, which shares occupancy with this school.
- Staff of the school are aware of and clearly share the vision for the school held by the principal and assistant principal/SIM
- Parents interviewed as part of this monitoring visit were supportive and aware of the school's efforts on behalf of their children. They believe they are welcomed by the school leadership and staff, and have multiple means to keep abreast of both their own child's academic progress and opportunities for further involvement in the school.
- Outside partners supporting the school include:
 - Channel 15 – partners with the school to support learning how to use the technology, and to create a public service announcement for the whole city on the topic of energy and public policy initiatives. The Northeast City Business Association set up the Clean Sweep program and supplied student volunteers with food and planting materials.
 - Hillside Hospital offers assistance to students through entire building, along with the Boys and Girls Club and the Center for Youth.

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>
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Findings:

- Through focus group interviews, document review, and classroom observations it appears obvious the district is using SIG funding to support the implementation of a “phase-out”/turnaround model during the current school year.
- The district provided written documentation of several other funding sources (besides the SIG 1003g - \$1.1 million) being used to implement the chosen/approved intervention model at Integrated Arts High School. The additional funding sources include the following:
 - General funds - \$483,675
 - English Language Learning funds - \$40,616
 - Extracurricular Activities funds - \$671
 - Contract for Excellence – Extended Day Program funds - \$3,221
 - Title IIA funds - \$13,222
 - Increased Expeditionary Learning funds via the Gates Foundation Delta Change High School grant
 - SIG district funds - \$116,115

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 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:

- The principal stated the district provides various types of support. For example:
 - The district’s support of their facility needs has been very good.
 - That even though the principal was told that he could not fill the ELA specialist’s position, the district allowed him to hire a long-term substitute for the remainder of the school year.
 - The zone chief is in Integrated Arts High School approximately every 10 days, or more. This is a more frequent presence than at any other school he has led.
 - Although there are no regularly scheduled meetings with the directors of instruction from the district, and those directors are never in the building, school staff meet with the directors on an as needed basis.
- District leaders stated the school is supported in the following ways:
 - The principal gets direct support from the zone chief. The zone chief acts as the principal’s direct supervisor and also provides support for assistant principals. The district staff stated the zone chief only spends 1 day a week in central office and spends the rest of the week in the schools. The

zone chief's purpose is to create a common language in schools. Once monthly, the zone chief pulls together a meeting with all of the principals in their zone.

- The principals involved with the Persistently Lowest Achieving schools meet once a month as a group.
- District leaders state that the district's instructional leaders are in schools all the time, and occasionally serve as substitute teachers in the school buildings.

Summary:

The State Education Department three member site visit team conducted an on-site visit at Integrated Arts High School on March 15, 2011. This was the second visit during the 2010-2011 school year. The site visit team was able to acquire information about the school's efforts to continue the implementation of their reform model for improved student learning.

The school appears to be implementing the majority of the SIG plan. The issues that need to be addressed are:

- The school did not hire a full time ELA specialist, but instead hired a *per diem* substitute teacher.
- The hiring of paraprofessionals planned in the SIG has not occurred.
- A half time technology teacher has not yet been hired in place of the half-time AVID teacher.
- The district submitted an amendment that states that Integrated Arts High School is unable to implement fully *Read 180* due to late arrival of funds. According to the amended budget there are funding issues that must be addressed and budget amended accordingly. The principal stated that some of these funds would go towards purchasing the necessary books to implement *Read 180* next year; however, it is unclear how the remainder of the funds will be utilized. The plan for the rest of the funds must be clarified and a budget amendment must be submitted to NYSED.
- The AVID training included on the SIG 1003(g) FS-10 for Integrated Arts High School, under Budget Code 46, will not take place until August 2011. However, the budget funding end date is June 30, 2011. The total for code 45 (prior to the amendment) actually adds up to \$510,139, not \$505,469. The final item – the AVID library – for \$4,670 was not added. These issues must be addressed and rectified.
- Teacher evaluations, consistent with State APPR system and linked to student performance have not been put into place.
- A clear and transparent process for identifying staff for rewards and remediation based on student achievement is not in place.
- Data from Scholastic's *Reading Inventories* (SRI) and from *Acuity* math assessments and other interim assessments should be developed and provided to the school leadership team and teachers.

The academic activities and school environment are being closely monitored by the principal and assistant principal. This action, plus the diligence of the teachers is having a positive effect on the school-community environment. Student achievement appears to be improving.

The next site visit to Integrated Arts High School will be during the fall of 2011.