

## NEW YORK STATE EDUCATION DEPARTMENT

## Office of Accountability

## Differentiated Accountability – School Quality Review (SQR)

## SCHOOL QUALITY REVIEW REPORT

<b>BEDS Code:</b>	530600010031
<b>District Name:</b>	Schenectady City School District
<b>School Name:</b>	Franklin D Roosevelt Elementary School
<b>School Address:</b>	570 Lansing Street, Schenectady, New York 12303
<b>Principal:</b>	Connie DuVerney
<b>Accountability Phase/Category:</b>	Improvement (year - 1) - Comprehensive
<b>Areas of Identification:</b>	English Language Arts - All Students; African American Students and Economically Disadvantaged Students
<b>Dates of On-site Review:</b>	November 30, December 9, 2011 and January 5, 2012

**PART 1: MISSION STATEMENT****District Mission Statement****Mission/Vision Statement:**

“The mission of the Schenectady City School District, a nurturing progressive learning environment and a vital part of the larger community, is to ensure that all students achieve their fullest potential as responsible members of a society through a system characterized by:

- Creative leadership
- Challenging curricula
- Innovative, varied, and engaging methods of learning and teaching
- Integration of modern technology
- Strong partnerships
- A safe, healthy, and supportive climate”

**Vision:**

“To accomplish this mission, our dedicated, student centered staff, will provide a challenging, relevant curriculum in an environment that is safe, orderly and conducive to learning.”

**Beliefs**

- WE BELIEVE THAT Every individual deserves to be safe.
- WE BELIEVE THAT Every person is responsible for the actions he or she chooses to take.

- WE BELIEVE THAT Every individual needs the support of others to thrive.
- WE BELIEVE THAT Society can only be successful when its members serve each other.
- WE BELIEVE THAT All living things depend on other living things.
- WE BELIEVE THAT Every individual deserves to be treated with respect.
- WE BELIEVE THAT Family is critical to the development and well being of the individual.
- WE BELIEVE THAT Effective, honest communication is essential to mutual understanding.
- WE BELIEVE THAT Ensuring the care of children is the most responsibility of society.
- WE BELIEVE THAT Every person deserves an opportunity to achieve his or her potential.
- WE BELIEVE THAT Everyone needs valid praise and recognition.
- WE BELIEVE THAT Extra-ordinary expectations are essential for extra-ordinary outcomes.
- WE BELIEVE THAT Individuals have the right to form their own beliefs.
- WE BELIEVE THAT Responsibility is learned; therefore, it must be taught. “

\*Referenced on the Schenectady City School District Website 2011-2012

## **PART 2: SCHOOL STRENGTHS**

- The District in the 2011-12 school year deployed a number of reading teachers to function as coaches and intervention specialists to provide on-going, job-embedded professional development (PD) in aligning the English language (ELA) curriculum to the New York State (NYS) P-12 Common Core Learning Standards (CCLS).
- A unique characteristic of this school is that there is only one class per grade level, K-6. It was originally designed to meet the needs of a closing charter school, but has been granted a continued waiver. Fifty percent of the students this year are new to the school, with ninety percent of the students eligible for free and/ or reduced lunch rate.
- The District implements an “Administrator in Residency” program to expose teacher leaders who are certified in administration to administrative tasks as a means to build their leadership capacity.

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

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

#### **FINDINGS:**

- Teachers have a clear understanding of what formative and summative data are collected and available; however, teachers are only beginning to understand how to use data to consistently inform and modify instructional practice.
- Although the District has implemented a daily morning meeting period for all elementary teachers to collaborate on student learning needs, teachers lack protocols and consistent expectations for use of their findings.
- A systematic process for monitoring student progress is lacking at all grade levels.

- Student data are not disaggregated at the individual student and subgroup levels in ways that provide useful information to plan interventions.

**RECOMMENDATIONS:**

The school should:

- Develop and implement a plan to use formative and summative assessment data more effectively to monitor and improve student progress.
- Use data consistently so teachers better understand progress monitoring and how to modify instruction for all students.
- Provide focused PD in differentiation of instruction for all students in order to provide rigorous and engaging instruction.

**II. TEACHING AND LEARNING****FINDINGS:**

- Initial PD to implement ELA instruction aligned to the CCLS has been provided by the District. Teachers have been engaged in using curriculum maps and grade level instructional units of study aligned with CCLS.
- Staff has determined that mathematics is an area of need and plan to seek evidenced based strategies that will more effectively meet the learning needs of all students.
- There is no consistent, direct instruction of targeted skills for students whose reading and writing skills are not at grade level.
- There is no consistent process to review teacher practices and determine whether the curriculum is being rigorously implemented for all students and subgroups.

**RECOMMENDATIONS:**

The school should:

- Identify a consistent process to interpret data needed to modify classroom instruction.
- Provide PD to help support teachers to use data to inform instruction and improve the implementation of curriculum in classrooms for all students and subgroups.
- Provide focused PD on rigorous, engaging differentiated instruction for all students.

### III. SCHOOL LEADERSHIP

#### FINDINGS:

- The school leadership supports the school mission, vision, and values.
- All teachers participate in many committee structures that comprise the school-based inquiry team.
- The school leader has been trained and certified to evaluate staff on the teaching and learning standards.
- The school has not used the Plan-Do-Study-Act cycle of continuous improvement of educational practices, so they have not identified measurable targets, performed periodic monitoring of outcomes, or made revisions based upon analysis of findings.
- The system for shared accountability for student learning is not consistently monitored or assessed.

#### RECOMMENDATIONS:

The school should:

- Promote the school-based Inquiry team's leadership in the development and implementation of the Comprehensive Educational Plan (CEP).
- Provide PD on the Plan-Assess-Adjust cycle of continuous improvement.
- Identify accountability indicators and regularly monitor and adjust actions and decisions so that objectives can be accomplished.

### IV. INFRASTRUCTURE FOR STUDENT SUCCESS

#### FINDINGS:

- A number of community organization resources assist the school in supporting the health and social and emotional well-being of students and their families.
- Conscious use of time for planning teaching and learning activities includes opportunities for students to receive additional support.
- Although there are transition activities for students at grade 6, the practices are inconsistent across all of the District elementary schools.

#### RECOMMENDATION:

The school should continue to balance the instructional/academic needs of students with the many other resources required for student well-being and growth.

## V. PROFESSIONAL DEVELOPMENT

### FINDINGS:

- There are daily morning grade-level team meetings. This structure offers supports for teacher-to-teacher PD, e.g., analysis of student work and the beginning of data analysis to inform instruction as it relates to subgroup needs.
- The teaching and learning coach provides job-embedded coaching and support for curriculum and instructional support to teachers.
- There is a formal District mentoring program that offers an in- school mentor to classroom teachers.
- PD is not differentiated based on teacher needs.
- PD for general education and special education teachers is limited.
- There is little follow-up to determine whether PD is effective or to hold individual teachers accountable for applying new knowledge.

### RECOMMENDATIONS:

The school should:

- Provide focused PD for teachers on using formative data to inform instructional practice, curriculum mapping and the CCLS, evidenced-based instruction, and progress monitoring strategies.
- Hold teachers accountable for implementing differentiated learning strategies.
- Monitor the effectiveness of PD.
- Provide PD that provides instruction in evaluation strategies so that staff can monitor implementation of the CEP and assess instructional progress.

## VI. FACILITIES AND RESOURCES

### FINDINGS:

- There are sufficient quantities of textbooks and leveled books to support instruction in the classroom.
- The school library is accessible and meets the needs of all students.
- There are a sufficient number of available computers and classroom technology.
- Although there are no sciences labs, science kits are used throughout the school.

**RECOMMENDATION:**

The school should continue to seek resources to meet student learning needs.

**PART 3: CONCLUDING STATEMENT**

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the 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.