

**NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability**

Differentiated Accountability- School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	280201030001
District Name:	Hempstead School District
School Name:	Franklin Elementary School
School Address:	335 S. Franklin Street, Hempstead, NY 11550
Principal:	Cheryl Scheidet
Accountability Phase/Category:	Improvement (year- 1) - Comprehensive
Areas of Identification:	English Language Arts - All Students; African American Students; Hispanic Students; Students with Disabilities; English Language Learners and Economically Disadvantaged Students
Dates of On-site Review:	December 19, 2011 and January 6, 2012

PART 1: MISSION STATEMENT

"The mission of the Franklin School, a culturally diverse Long Island public school, is to create a nurturing and educational environment that embraces the whole child and ensures that all students reach and maintain high academic standards and personal excellence while engaging staff, students, family and community by utilizing challenging and effective instructional programs within a compassionate environment of respect for one another and for the world."

PART 2: SCHOOL STRENGTH

The new school leader, in collaboration with staff, is determined to improve teaching and learning within the school.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Although summative assessments have been in place within the school, this is the first year that formative assessments have been developed and used by grade level teams.
- There is evidence that the school has some sources of data analysis available; however, it is apparent

- There is no evidence of subject area curricula being in place. Most teachers are using the old New York State (NYS) Learning Standards as their curricula.

RECOMMENDATIONS:

- The District should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards. The curriculum must be aligned to the new P-12 Common Core Learning Standards in ELA, literacy, and mathematics to prepare for implementation in school year 2012-13. All curricula should be developed by knowledgeable and trained individuals (national, State or local) who understand the key elements of curriculum development.
- All teachers and administrators should participate in professional development (PD) on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught.
- In order to create a meaningful data-driven culture within the school, the following should occur:
 - rigorous interim assessments should be administered that provide meaningful data;
 - teachers should engage in careful, timely review of assessment results to identify the reasons for student strengths and weaknesses;
 - daily instruction should be focused on what students should learn; and
 - a school culture should be created that turns the focus from "what was taught" to "what was learned."
- The use of formative assessments should be carefully evaluated. The review team learned during interviews that the District made the decision to discontinue its use of Right Reasons Technology Benchmark Assessments that all schools in the District had begun using this school year. Regardless of whether the District, in its effort to move forward, decides to write its own interim assessments or purchase them from another company, it is critical that these formative assessments be aligned to State summative assessments.

II. TEACHING AND LEARNING

FINDINGS:

- There is evidence that the school has implemented a daily literacy block of 1.5 hours.
- Although a daily block of time for mathematics has not been formalized, 60-90 minutes are generally allotted for mathematics in each class.
- The school uses grandparents and other community volunteers to assist students in the classroom while instruction is taking place.

- There is little evidence that the CCLS are being implemented in English Language Arts (ELA) and mathematics.
- There is no evidence of an up-to-date Special Education District Plan.
- There are no inclusion classes within this school.
- Bilingual classes are offered to students in grades 1-3, but not in grades 4 and 5.
- Classroom teaching assistants (TAs) do not interact with students or assist teachers.
- In many classrooms, instruction lacks rigor and is not cultivating student higher order thinking skills.
- The school is using the *Envision Math* program. It is unclear whether this is an appropriate instructional program to be used with the student population.
- The two self-contained classes for students with disabilities have a wide range of grade placement within them, i.e., students in grades 1, 2 and 4 are all in one class.

RECOMMENDATIONS:

- An effective means of assessing and monitoring teacher use of instructional time should be developed. Time-on-task analyses should be conducted to maximize literacy and mathematics instruction that is aligned with the CCLS.
- Clear lesson objectives should be provided and followed using explicit instructions and sufficient modeling so that the students know what is expected of them.
- The school PD Plan and calendar should be developed that outlines how PD will be conducted to help equip teachers with enhanced skills to improve student achievement in ELA and mathematics. Topics such as understanding the CCLS and implementing differentiated instruction should be included. It is important that PD becomes more than one-day workshops. The PD should provide teachers with new knowledge and skills, as well as modeling and coaching opportunities.
- Inclusion classes should be established to increase the number of mainstreamed and declassified students.
- Bilingual classes should be established in grades 4 and 5.
- An explicit job description should be developed for the teaching assistants (TAs). A rubric should be used to measure the quality of their work, and their job performance should be monitored.
- The practice of having grandparents and community volunteers in the classroom assisting students while Instruction is taking place should be re-evaluated to ensure that the volunteers are skilled in the material being taught and that they reinforce the work being done by the teacher.
- The *Envision Math* program should be analyzed to ensure that it is appropriately aligned with the CCLS.

- Appropriate PD for the *Envision Math* program should be provided for teachers and TAs to ensure that everyone understands the program and uses it with fidelity.
- The effectiveness of placing students in grades 1, 2, and 4 in one self-contained class and the placement of students in grades 3-5 in another self-contained class should be re-evaluated.

III. SCHOOL LEADERSHIP

FINDINGS:

- There is evidence that the school leader and staff are working on developing short- and long-term instructional improvement goals with explicit strategies for ELA and mathematics.
- The school leader is seeking to promote a common vision and direction based upon the school mission statement and its challenge to raise student achievement in ELA and mathematics for all students.
- The school leader has one Assistant Principal (AP) and one staff developer to assist her. Interviews indicated that due to budget constraints, the District had to remove the curriculum specialist who was assigned to the school.
- The school mission and vision statements are available in English. However, there is no evidence that they are available in Spanish.
- It is unclear how the mission and vision statements are dynamic, living documents infused throughout the life of the school.

RECOMMENDATION:

Explicit supervision and PD should be provided by content area specialists to address the instructional goals and initiatives to improve student achievement, especially in ELA and mathematics.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- There is evidence of positive behavioral supports and routines being used within classrooms.
- There was no evidence of school information, e.g., notices and school signs, in languages other than English.
- The master schedule lacks evidence of common planning time for teachers either by grade or subject.
- There is no evidence of a well-articulated pathway for students to achieve high standards.

RECOMMENDATIONS:

- School information should be posted in English and Spanish to facilitate student and parent involvement.
- Common planning time for teachers, either by grade or subject area, should be established in the master schedule.
- Instruction should include reading materials that develop the students' cognitive skills, and lessons should take language differences among students into account.

V. PROFESSIONAL DEVELOPMENT**FINDINGS:**

- Instruction is not aligned with the CCLS.
- Instruction for English as second language (ESL) students is not consistently in alignment with current second language acquisition research in the ESL and mainstream classes.

RECOMMENDATIONS:

- The school leader, with the support of the District, should develop a PD plan and calendar that identifies the specific PD to be provided. It should focus on the needs of English language learners (ELLs) and students with disabilities, including differentiated instruction as well as the identification and use of ESL materials in mainstream classes.
- PD time should be devoted to training teachers to develop effective instructional objectives that are aligned with the CCLS.
- The teachers should be trained to use a variety of reading comprehension strategies, e.g., questioning, clarifying, inferring, predicting, and summarizing and be given support in using them appropriately with students.

VI. FACILITIES AND RESOURCES**FINDINGS:**

- Classrooms, hallways and stairwells appeared clean and safe.
- The school has inadequate laboratory facilities with mandated safety equipment for hands-on inquiry based science instruction.
- The availability of technology for use by students in classrooms is limited. The review team observed

- There was no evidence of bilingual dictionaries, glossaries, or support materials outside of the ESL classroom.
- Culturally based materials were not evident in classrooms, and ESL materials and resources were not consistently used.

RECOMMENDATIONS:

- The school/District should allocate the necessary fiscal and personnel resources to provide working computers and supporting materials for all students within classrooms and the library media center.
- Bilingual dictionaries and other resource materials should be available for ELLs in the ESL classroom and in all content area classes.
- A school Technology Plan should be developed to determine how and when computers and other technology resources will be added to classrooms and maintained in good working condition. The plan should also include provision for the training of teachers and support staff in the proper use of all technology resources.
- All teachers should be trained in the proper use of the *Science 21 Program* that the District purchased this year.

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 the 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.