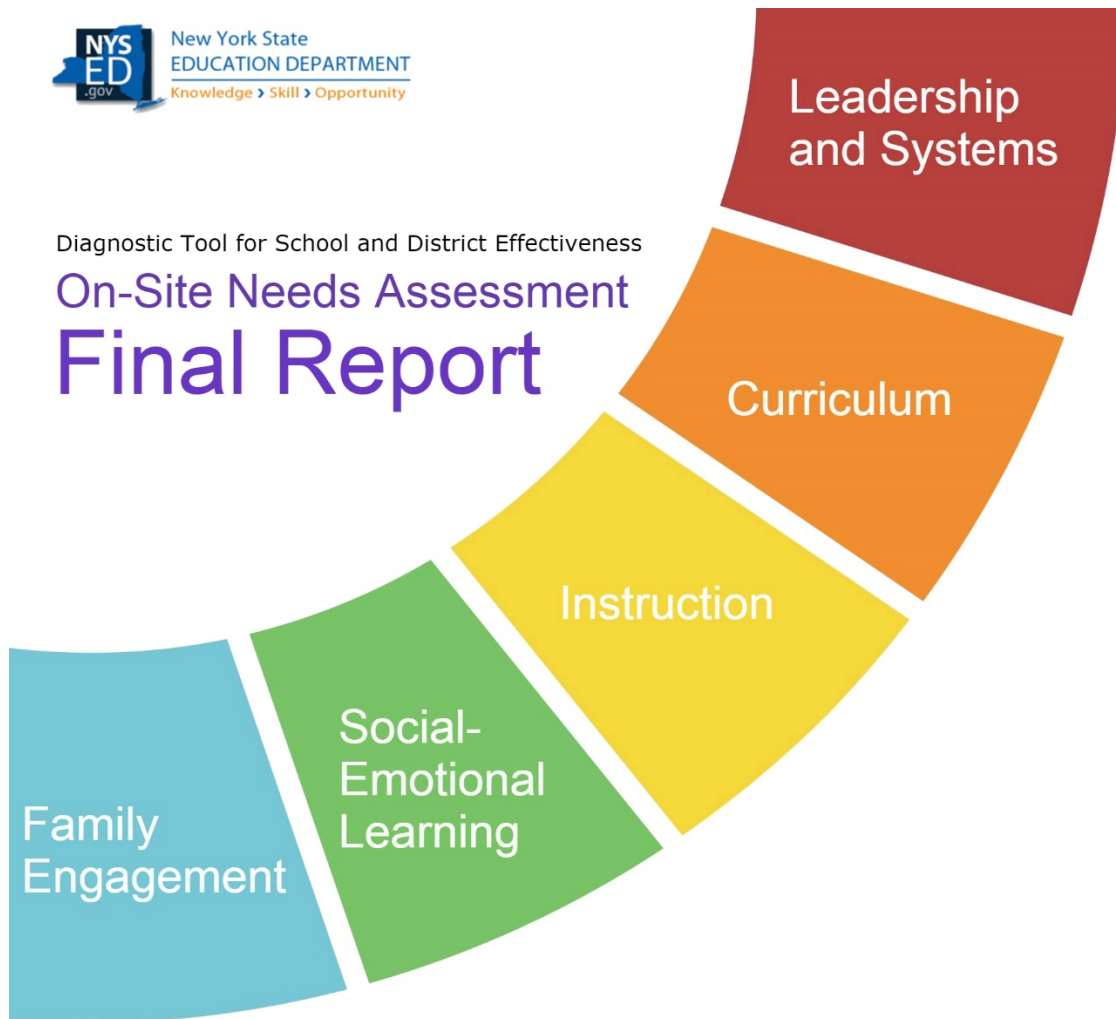


Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment

Final Report



BEDS Code	261600010043
School Name	School 43 - Theodore Roosevelt
School Address	1305 Lyell Avenue, Rochester, NY 14606
District Name	Rochester City School District
Principal	Richard Smith
Dates of Visit	December 4-6, 2018



Purpose Of The Visit

A team organized by the New York State Education Department (NYSED) visited the school to help the school identify areas of need that are making long-term success a challenge and provide actionable recommendations to direct the school's work in the immediate future.

The report provides a critical lens to help the school best focus its efforts.

Information About The Visit

- School 43 - Theodore Roosevelt serves 504 students in pre-kindergarten through grade six.
- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative and a Special Education School Improvement Specialist (SEIS) representative.
- The team visited a total of 31 classrooms during the visit.
- The OEE visited eight classrooms with the principal during the visit.
- Team members conducted interviews with students, staff, and parents.
- Team members examined documents provided by the school, including schoolwide data, teacher feedback, English language arts (ELA) and math interventionists' support materials, parent handbook, student data binders, and student work.
- In advance of the visit, 52 staff members (83 percent) completed a DTSDE pre-visit survey conducted by NYSED.

Successes Within The School That The School Should Build Upon:

1. School leaders added grade-level meetings to the master schedule for the 2018-19 school year. Most staff reported a high level of satisfaction with the instructional support and coaching they receive from interventionists during these meetings. Interventionists told the IIT that as a result of having this time in the master schedule, efforts to develop common assessments, grade-specific professional development (PD), and instructional support are all yielding positive momentum for instruction and student learning. During interviews, teachers expressed excitement over the ability to share resources and collaborate in the new grade-level meetings. They stated that they have received more resources than ever before and have been more thoughtful about sharing resources with colleagues.
2. Since September 2018, the school has been implementing the Zearn Math curriculum for kindergarten through grade five. Teachers, interventionists, and school leaders report that the curriculum successfully addresses standards-based learning for mathematics. The IIT observed teachers in some grade-level meetings participating in online Zearn PD facilitated by the math interventionists. Several teachers were discussing the benefits of Zearn and were very engaged and excited as they learned new methods of instruction.
3. The roles of English language arts (ELA) and math interventionists were redefined for 2018-19 to include facilitating the grade-level team meetings and providing targeted support for teachers. Based on interviews with school leaders and teachers, the IIT found that ELA and math interventionists are highly appreciated and valued. Interviewed teachers identified the interventionists, along with the instructional coaches, as the instructional leaders of the school. The team observed both the interventionists and coaches working directly with teachers in classrooms and during grade-level meetings. These interactions appeared to be collegial,

supportive, and meaningful for the teachers receiving direct coaching, guidance, and modeling of instruction. The grade-level meetings led by this instructional team were well-organized and addressed both grade-specific topics and schoolwide initiatives, such as Zearn Math. The interventionists also provided the team with samples of ELA and math resources that they use in their support of teachers.

Areas Of Need To Be Addressed For Long-Term Success

Systems for Improvement

- **School leaders should develop a system to regularly communicate and monitor benchmarks for initiatives and teaching expectations.** In reviewing the 2018-19 School Comprehensive Education Plan (SCEP), the IIT found that many goals are set for completion in June 2019 with no intermediate benchmarks or progress monitoring. The IIT found that clear instructional expectations or systems to monitor progress have not been established.
- **School leaders will need to develop a system to monitor the professional development needs of teachers.** The school does not currently have a process for analyzing walkthrough data to identify teachers who would benefit from targeted support or to inform the PD plan.

Leadership and Organization at the School

- **School leaders need to develop a plan for communicating with staff regarding school initiatives and improvement efforts.** Through interviews with school staff, the IIT found that some staff were not familiar with the new social-emotional learning program that the school will be piloting in January 2019 and not all staff were aware of opportunities to participate in SCEP development.
- **School leaders should collect and analyze data regarding the use of the Prepared, Act Respectfully, Work Responsibly, Self-Control (PAWS) program throughout the school.** Interviewed teachers and students told the IIT that the PAWS program is not being implemented consistently in all classrooms. Students, particularly those who did not have opportunities to earn the incentives, expressed frustration and felt it was unfair that some students receive regular rewards such as pizza parties and special prizes, while other classes do not receive any incentives. Some teachers told the IIT that participation and implementation of the PAWS program is not monitored.
- **The school should develop a written protocol for the crisis support team and a process to determine when and how to utilize it.** Some teachers said they were not able to receive support for students in crisis in a timely manner.

Learning at the School

- **The school should review the ELA curricular programs for kindergarten through grade six for vertical alignment of ELA standards and make modifications as necessary.** School leaders and teachers told the IIT that many different programs are being used for ELA instruction and as a result, students are being advanced with varied levels of proficiency in ELA.
- **Teachers should provide students with written actionable feedback on their work.** The school has not established a protocol for providing students with consistent actionable feedback on their work or a system to

monitor teacher implementation of this practice. Most student feedback reviewed by the IIT consisted of verbal praise, stars on assignments, and number grades.

Stakeholder Perspectives on Areas of Need and Ideas for Improvement

- **Staff would like more opportunities to build a sense of community and celebrate student success.** Several interviewed staff stated that they would like to reestablish practices that increase positive community culture, such as teachers greeting students in the hallway, door decorating competitions between classrooms, student plays, and grade six promotions.