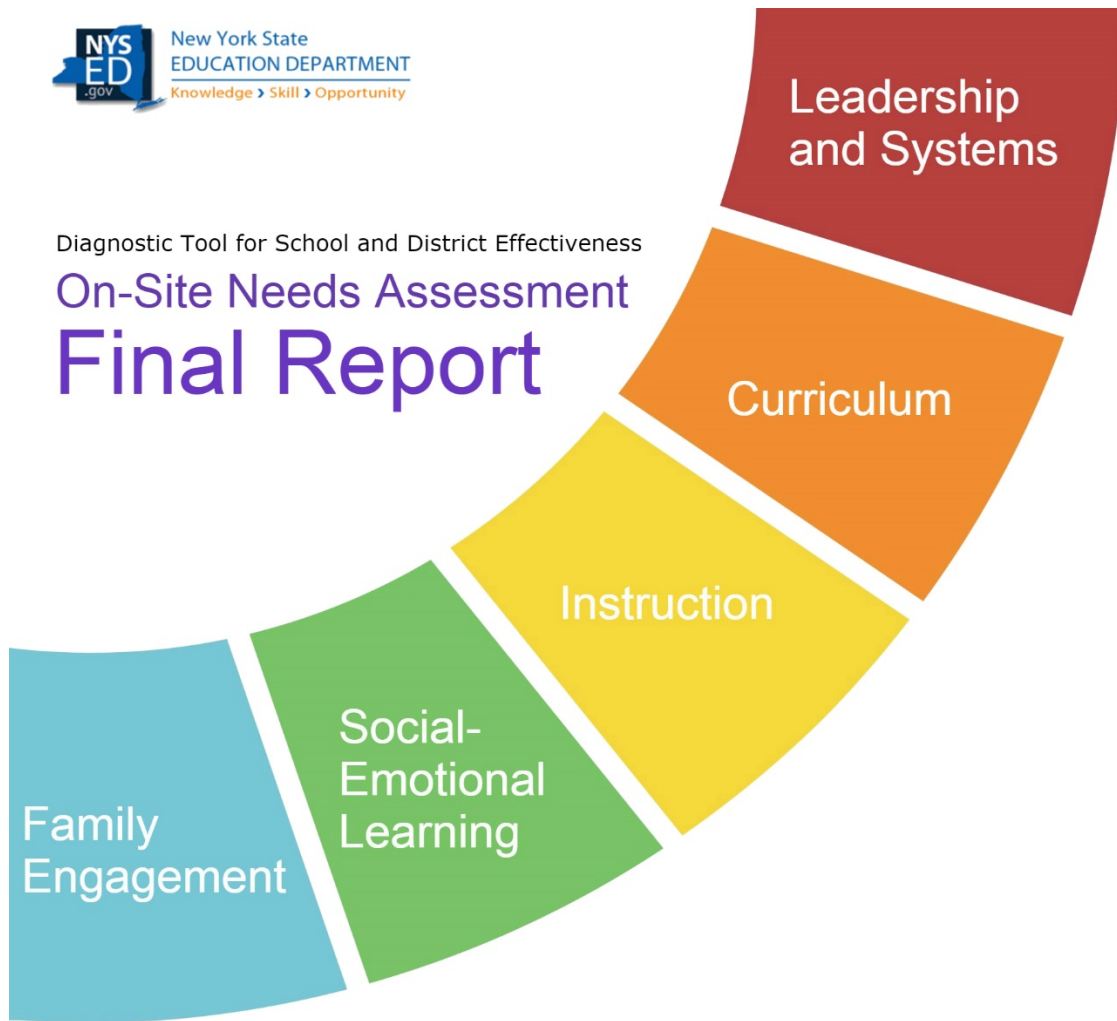


Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment

Final Report



BEDS Code	280208030009
School Name	Roosevelt Middle School
School Address	335 Clinton Avenue, Roosevelt, NY 11575
District Name	Roosevelt Union Free School District
Principal	Dr. Jeremiah Sumter
Dates of Visit	May 7-9, 2019



Purpose Of The Visit

This school was identified as needing additional support by the New York State Education Department (NYSED). Because of this identification, NYSED arranged for an Integrated Intervention Team (IIT) to visit the school. The visit is intended to help the school identify areas of need that are making long-term success a challenge and provide several visible Quick Wins that can be accomplished and demonstrate the school’s commitment to improvement.

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

School Performance

New York State uses multiple indicators to determine the identification status of schools across the state. For each of these indicators, schools receive a number of 1 (lowest), 2, 3, or 4 (highest) that corresponds with how the school performed in relation to either other schools and/or performance targets. More information about how these levels are determined can be found at: <http://www.nysed.gov/accountability/essa-accountability-designation-materials>

The most recent results for the “All Students” group at the school are as follows:

Elementary/Middle School Performance Indicators

Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level
1	2	1	2	1	2

Roosevelt Middle School serves 447 students in grades seven and eight.

Information About The Visit

- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The team visited a total of 48 classrooms during the visit.
- The OEE visited six 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 interim assessments, lesson plans, school flyers, parent newsletters, and student work.
- In advance of the visit, 38 staff members (80 percent) completed a DTSDE pre-visit survey conducted by NYSED.

Successes Within The School That The School Should Build Upon:

1. In 2018-19, the school received a grant as part of *Project REAL* and the Roosevelt Public Library initiative to provide after-school programs for students. The programs offer students opportunities to take part in Science Technology, Engineering, and Mathematics (STEM), robotics, animation, recording studio, and other academic enrichment activities. These programs also focus on the social, emotional, and vocational competencies of the students and aim to reduce negative behaviors such as violence, crime, school suspension, truancy, and disengagement from school. Interviewed parents stated that the programs provide a safe after-school environment for their children, and their children are excited to attend. The principal shared that the after-school programs have helped to increase student attendance and stated that he has seen a positive difference in the way that students interact with each other.
2. To strengthen their academic intervention program in 2018-19, the school purchased the Assessment and Learning in Knowledge Spaces (ALEKS) curriculum and has been using the program with students who require Academic Intervention Services (AIS). The ALEKS program provides web-based, intensive remediation to students using adaptive questioning to determine the exact skills to target for additional support. The ALEKS program also continuously reassesses the students to ensure that new learning is retained. The principal stated that since implementing the program, ALEKS data shows that many students have made over one year's growth. Interviewed AIS instructors reported that they have noticed an increase in student confidence since the implementation of this program.
3. At the beginning of 2018-19, the school participated in the *One Million Man - Fathers March* national initiative. This initiative provided an opportunity for fathers, uncles, grandfathers, coaches, mentors, clergy, men's groups, and men's organizations to bring children to school as a united front to support the education system and its values. The principal stated that male role-models play a very significant part in a child's academic growth and development and that the initiative had resulted in students showing a great sense of pride. The principal stated this program was also a great way to increase the involvement of male family members in school activities.

Areas Of Need To Be Addressed For Long-Term Success

Systems for Improvement

- **The school should develop a protocol for the use of data to inform instruction.** School leaders shared that the school does not have a formal protocol for data discussions. While the school has established Professional Learning Committee (PLC) meetings as a platform for data discussions, the IIT found that attendance at PLCs is inconsistent and the meetings are not monitored to ensure that teachers are implementing data-driven instruction (DDI) strategies. Interviewed teachers shared that they attend PLCs with teachers from different grade levels and content areas. They explained that this makes it difficult to discuss student data during these meetings because the those in attendance do not all work with the same students. Interviewed teachers stated that they administer the STAR assessment and teacher made interim assessments each quarter, but they do not have a process for analyzing the data to inform instructional decisions. Teachers also shared that assessment data is not used to establish benchmarks for student growth or to determine specific measures of

success. Interviewed teachers and AIS providers stated they would like additional opportunities to meet, share data and strategies, and discuss student progress.

Leadership and Organization at the School

- **The principal needs to provide teachers with additional strategies to support the learning needs of English language learners (ELLs).** While most classrooms had content standards indicated for instruction, language objectives were not posted. The IIT observed that many ELL students didn't understand the questions posed to them in English, and other students often served as translators for non-English speaking students. Interviewed teachers stated that they would benefit from additional training in designing instruction that incorporates the language, background, and experiences of other cultures and supports explicit and implicit vocabulary and language development for ELL students. General education teachers stated that there is no designated time in the schedule to collaboratively plan with English as a new language (ENL) teachers. The principal stated that teachers received professional development in the Sheltered Instruction Observation Protocol (SIOP) several years ago and would benefit from additional training.
- **The principal should provide teachers with training and support in using the lesson plan template to develop quality lesson plans.** The principal has provided teachers with a lesson plan template that was developed based on the Danielson Rubric, but teachers have not received training in using the template. Many of lesson plans reviewed by the IIT were not aligned to the template. For example, some plans included only an outline of activities for the week or a list of topics for each day. The principal should consider providing teachers with lesson plan exemplars and follow-up support to ensure that teachers are developing lesson plans that meet his expectations.

Learning at the School

- **Teachers should utilize strategies to promote higher-level thinking and deepen the level of student engagement.** Many of the lessons observed by the IIT were teacher-led and included few opportunities for students to reflect or discuss the lesson content. Students completed most activities independently, even when sitting in groups. Most questions asked of students were low-level and did not promote student discourse. The IIT observed few opportunities for students to consider multiple perspectives and solutions, interpret information, draw conclusions, or make inferences. In many classes, the IIT noted low levels of student engagement, including students filling in worksheets, sitting idly, or sitting with their heads down. Interviewed students stated that they would like more opportunities to engage in debates and discussions during class.
- **Teachers should utilize checks for understanding during the lesson to determine the level of student learning.** During class visits, the IIT observed few checks for understanding during the lesson and little use of targeted questions or exit tickets to assess student learning. In some classes, students were asked to self-report by using thumbs up or down to show if they understood the lesson presented, but the IIT did not observe any reteaching of the lesson when students did not understand. The IIT saw few instances when student misconceptions were addressed, and in some classes, lessons proceeded when it appeared that some students did not fully understand the content.
- **Teachers must plan instruction that meets the learning needs of all students.** In most classes visited, all students completed the same activities in the same way. The IIT saw little differentiation and scaffolding of

instruction to match the learning needs of different groups and individual students. The IIT did not observe strategies, such as visual aids and manipulatives, being used to support student learning. In many classes, a small group of students answered most of the questions, and additional questions were not asked to create entry points for all students. The IIT saw few resources available for ELL students in their native languages. In some classes visited, some students finished early and sat idly while other students continued working to complete the assignment.

- **The school should develop a comprehensive math curriculum that includes activities and materials that are aligned to grade-level expectations and standards.** The principal shared that as part of a district initiative, all grade eight students are enrolled in Regents-level algebra classes for high school credit. School leaders reported that grade seven uses Engage NY or Go Math! curriculum but admitted that there is no specific curriculum used for grade eight math instruction. When asked about curriculum, teachers stated that they use many resources, including the high school curriculum for algebra, Go Math!, and Engage NY. During class visits, the IIT noted that many of the Go Math! workbooks had not been used by students and there was little evidence of the Engage NY curriculum being used. Interviewed teachers stated that many grade eight students fail the Regents Examination in Algebra I and have to repeat the course in high school.

Stakeholder Perspectives on Areas of Need and Ideas for Improvement

- **Teachers and students would like the more opportunities for students to be recognized.** Interviewed teachers and students stated they would like the school to provide more opportunities for students to be recognized for academic achievement and other efforts through schoolwide assemblies and pep rallies.
- **Teachers would like more opportunities to contribute ideas for school improvement.** Interviewed teachers stated that during the summer, school leaders encouraged them to contribute ideas about how the school could be improved, as well as things they would like to do throughout the year. Teachers stated they felt their voices were heard and they would like to have similar opportunities during the school year.
- **Parents stated they would benefit from additional information and resources to help their children at home.** Interviewed parents reported that they sometimes have difficulty helping their children with homework, and they would like the school to provide a list of resources to help with specific aspects of the homework. In addition, parents stated that they would like the school to offer classes for parents to better understand the math their children are learning and to learn additional strategies to help their children at home. Parents shared that they would also like the school to provide training in how to use PowerSchool and the Roosevelt District App.
- **Students would like additional opportunities to use the vending machines throughout the day.** Interviewed students stated they understand that the vending machines cannot be used during lunch time, but they would like to be able to use the vending machines before and after school.
- **Parents would like more communication with teachers about their children's progress.** Interviewed parents stated that they would like school leaders and staff to use a common communication system like Remind or ClassDojo. Parents shared that some teachers use these systems, but it would be helpful if this practice was schoolwide. Parents told the IIT that they would like to receive updates and phone calls from teachers when their children are having trouble understanding specific content so that they can support them at home.