

**SCHOOL NAME:** Franklin D. Roosevelt  
**DISTRICT NAME:** Cleveland Municipal  
**Model:** Turnaround  
**Cohort:** 1  
**Locale:** Major Urban  
**Grades:** P,K-8  
**Number of Students:** 540  
**Eligible for Free & Reduced Lunch:** 85.7%

Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage	2009-2010 School Year Proficient Percentage
3rd Grade	Reading	43.1%	36.5%	54.5%
	Mathematics	45.1%	30.8%	54.5%
4th Grade	Reading	36.4%	47.4%	50.0%
	Mathematics	18.2%	28.1%	21.7%
5th Grade	Reading	27.7%	26.9%	22.9%
	Mathematics	10.6%	11.5%	8.6%
6th Grade	Reading	43.8%	53.5%	58.1%
	Mathematics	12.5%	41.9%	35.5%
7th Grade	Reading	46.0%	27.7%	35.3%
	Mathematics	6.0%	29.8%	17.6%
8th Grade	Reading	45.8%	50.0%	41.2%
	Mathematics	33.9%	19.6%	11.8%

**Highlights of Reform Model**

Franklin D. Roosevelt Elementary is utilizing the Turnaround Model. The former principal was replaced in 2010. The current principal is William Hayes who replaced the previous principal in 2012. To fully participate in job-embedded professional development, FDR has engaged in several job embedded professional development which will help to change the culture of the building along with increasing student achievement. Some of the job embedded professional development included RTI, PBS, FAST assessments and data driven instruction. A new governance structure has been added to FDR. All teachers meet weekly with the administrative team in teacher-based teams, to discuss data, short cycle assessments and changes in teachers’ delivery to increase student achievement. FDR students have participated in over 200 hours of extended learning time, and teachers have participated in 93 hours of professional development. FDR has engaged in many social agencies to provide services for students and families.

According to the Cleveland Plan, Franklin D. Roosevelt has been selected as one of the Investment Schools for the upcoming school year.

**Evidence-Based Best Practices Observed**

Principal William Hayes reports that he and his administrative team perform classroom rounds regularly with immediate feedback to the teachers. Classroom round was not a new best practice for Mr. Hayes. He had conducted these on regular basis in a previous district out of state, therefore he knew the effectiveness of them and how providing feedback to the teachers in a timely manner could change instruction. At the beginning of the year, teachers were not posting objectives on the board; however by the end of third quarter at least 98% of teachers had objectives posted in the SWBAT format. FDR’s short cycle assessments shows that skills were being mastered and those that were not a plan of action were discussed during grade level team meetings. Some of the plan of actions included warm up activities, exit tickets, extended day, Saturday School, and small group intervention. FDR’s teachers meet weekly in grade level/TBT meetings to discuss reading and math instruction and the data from their assessments in order to differentiate instruction. They use this data to adjust flexible student groups. . Based on the 2011-12 preliminary data, it appears Franklin D. Roosevelt has shown an increase in 3<sup>rd</sup>, 4<sup>th</sup> and 8<sup>th</sup> grade reading and 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade math.

**Transformation Specialist Completing Report**

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**Systemic Changes Observed**

At the beginning of the 2011-12 school year teachers were not afforded common planning time, Principal Hayes was able to adjust the master schedule and also receive acceptance from the union in order for

teachers to collaborate during a common time. They are now able to discuss reading and math data and conduct lesson plan studies. Classroom rounds were not consistent prior to the previous administration and feedback was not provided. Currently, rounds are consistent and feedback is given immediately.

**Current Barriers to Achievement**

Administrators and teachers are moved each year and throughout the year, which causes difficulties in consistency along with high mobility rates with the students. Professional development must be repeated to ensure fidelity to instructional models and intervention protocols.