NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	06M052
School Name:	Inwood Intermediate School
School Address:	650 Academy Street New York, NY 10034
Principal:	Salvadore Fernandez
Restructuring Phase/Category:	Restructuring Advanced Comprehensive
Area(s) of Identification:	English Language Arts- All Students: Students with Disabilities; English Language Learners; Hispanic students and Economically Disadvantaged Students
Dates of On-site Diagnostic Review:	March 15 – 16, 2011

PART 1: INTRODUCTION

A. Community and School Background

The Inwood Intermediate School serves 733 students in grades 6 through 8. The school enrollment is 92 percent Hispanic, seven percent Black and one percent White students. Of these students, 44 percent are English Language Learners (ELL) and 18 percent are students with disabilities. One percent of the students attending the Inwood Intermediate School live outside the borough.

The school administrative team includes the Principal, three Assistant Principals (APs), a mathematics coach and a part-time English language arts (ELA) coach. The Principal is serving in his fifth year, along with one AP who has served for 11 years, and the other two APS who have served for six years. This is reflective of a low administrative turnover rate.

There are 71 teachers on staff. One teacher is at the school one year or less, and 15 teachers are at the school between one and three years. Of these teachers, 88 percent are highly qualified. Teacher turnover is at 15 percent per year.

PART 2: ASSESSMENT OF THE SCHOOL'S EDUCATIONAL PROGRAM

A. Performance on Key Indicators of Student Achievement Trends and School Progress

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
	NYSED Quantitative Performance Measures	
-	Negative trend data for one or more identified subject/areas and subgroups for the past 2 consecutive years (2007-08 and 2008-09), as indicated by an decrease in the percentage of students performing at or above Level 3 and/or a decrease in the Performance Index.	✓
-	School is ten or more points away from meeting its Effective Annual Measurable	✓

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
	Objective (EAMO) for one or more identified subgroups in subject/area(s) of identification.	
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2007-08 and 2008-09 show an increase in the number of subgroups that did not make AYP in identified area(s).	✓
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2007-08 and 2008-09 indicate an increase in the achievement gap between identified subgroups and the ***All Students*** subgroup in one or more identified subject/area(s).	✓
	NYCDOE Quantitative and Qualitative Performance Measures	
+	2009-10 NYC Progress Report Grade of A	✓
+	2008-09 NYC Progress Report Grade of A	✓
+/-	2007-08 NYC Progress Report Grade of B	✓
+	NYC Quality Review Score of Well-Developed	✓

B. School Strengths

- The Principal has a positive relationship with staff members. He is a role model for the community and obtains a variety of resources for the school from outside sources.

- The Visual Performing Arts Academy provides students with courses in music, art and drama.

C. Key Findings and Recommendations

Summary of the key issues (causal factors), and other areas of concern, identified during the on-site diagnostic review that are negatively impacting student achievement in identified areas, as well as recommendations, as related to the seven JIT Indicator Categories:

I. Curriculum

Findings:

- The school does not have a completed, written ELA curriculum. It has some components of a written curriculum, but work to complete it is not coordinated, and no one has been charged with the responsibility of ensuring that it is completed.

- Scope and sequence documents were not complete. Pacing calendars listed only topics, thereby limiting the teachers' ability to determine appropriate content.

- The completed components of the curriculum do not include specific teaching points or learning objectives. This limits teachers in their ability to recognize and emphasize important concepts when teaching the students they serve.

- Lesson plans were not available for review in all classrooms visited by the team.

Recommendations:

- The school leader should seek to allocate resources to hire an experienced and effective ELA coach. The coach should lead a team to complete the writing of the ELA curriculum and support its implementation consistently throughout the school. School leaders should closely monitor its implementation and assess the impact on student achievement.

- School leaders should enlist the support of the Network to help teachers create pacing calendars in a timely manner. Pacing calendars should be included in all classes and in all written curriculum across the school so that teachers have the opportunity to ensure the alignment of their instruction. The administrative team should ensure that specific strategies for daily instructional planning are included in the pacing calendars.

- School leaders should work with the Network or consultants to develop curriculum maps, particularly in ELA, that target the skills that need to be taught and contain teaching points that are standards based. The teaching points should provide uniformity in the delivery of important content and/or instructional elements.

- School leaders should ensure that lesson plans are available in all classrooms every day. In addition, some teachers should receive PD in writing lesson plans that contain objectives that are understood by students and reference State Standards. School leaders should observe and monitor the delivery of the stated lesson objectives.

II. Teaching and Learning

Findings:

- Most lessons were teacher directed and did not engage students in an effective manner, and in many instances students were passive learners. There was little evidence of scaffolding observed, and student to student interaction during many lessons was minimal.

- Evidence indicated that instruction was ineffective for some English as Second Language (ESL) students. Lessons did little to enhance student learning due to teachers having poor classroom management skills and the setting of inappropriate tasks that lacked challenge and interest for the students.

- There was little evidence that data analysis was used to group students for targeted instruction. There were few examples of conferring or the implementation of other methods of informal assessments used to support grouping.

- The effectiveness of co-teaching varies considerably across the school. In a number of collaborative team teaching (CCT) lessons, the two teachers did not work well together to maximize student learning. One teacher provided the instruction while the other teacher checked student work, acting more in a paraprofessional capacity.

- Pacing and sequencing of instruction was not maximized. Teachers waited for late students before starting the lesson and this resulted in lost instructional time. The “do now” warm-up activities lasted for an extended period, thereby reducing the time teachers spent on instruction. In addition, the period often ended before teachers had time to summarize the lesson’s important points or assign homework.

- There was no evidence of leveled text being used during instruction, and students had difficulty completing tasks. Most learning involved the use of a single worksheet for the entire class, despite the presence of students with various ELA levels.

- Most teachers' questions were factual and did not challenge the students. Follow-up questions were rarely asked.

- ELA content was not consistently rigorous or cross-content based. Consistent rubrics were not developed.

- No differentiated instruction of any kind was seen in the 61 lessons observed. In most classes, students worked on the same activity regardless of their reading level or identified needs. There was no evidence that teachers were matching the tasks and activities with students' prior knowledge as measured through data analysis.

- Although SMART Boards were present in most classrooms, they were not being used appropriately. Most teachers used the SMART Boards as screens or white boards rather than as a technology tool. Laptop carts were observed in various classrooms; however, students were observed using laptops in only three classrooms.

Recommendations:

- All teaching should include explicit teaching points that are standards based. Modeling should be incorporated as a scaffold for supporting learning and for setting clear expectations for student work. Student interaction should be maximized through turn and talk, accountable talk during class conversations, and a sharing time at the end of the lesson. Supervisors should conduct formal and informal observations to ensure the effective components of modeling, scaffolding and maximum student interaction are taking place; furthermore, school leaders should monitor the rigor of instruction. School leaders should review lesson plans to ensure that teachers are incorporating these strategies at the planning as well as the delivery stage.

- The Principal should regularly observe teaching and learning of ESL students. Where there are weaknesses, the Principal should work with the Network to provide support and targeted PD. The Principal should review the teaching schedules of all ESL teachers to explore the possibilities of using any non-teaching periods to cover or support lessons where teaching is judged inadequate.

- Formative data should be used to create flexible and differentiated groups. Leveled materials should be available to all students. Students should be assessed on an ongoing basis in order to create flexible groupings. Formative assessments should include conferring notes, teacher made rubrics, and student notebooks or portfolios. School leaders should be monitoring the collection, analysis and implementation of data to inform instruction.

- School leaders should closely observe all special education classes to ensure that quality instruction that meets the identified needs of all students is being provided. PD should be provided for those CTT teachers who are struggling with implementing an effective co-teaching model.

- Teachers should begin lessons timely and not wait for latecomers before commencing instruction. Teachers should ensure that lessons are brought to a timely conclusion and the extent of student learning assessed. The use of instructional time should be monitored by school leaders when conducting walkthroughs. The warm-up activity should be directly aligned with the teaching point

and limited to no more than five to seven minutes. Protocols should be in place and followed to ensure that students arrive in class on time. School leaders should ensure that teachers and school safety officers are more visible in the halls during passing so that all students arrive in class on time and do not lose instructional time.

- Teachers should incorporate leveled text into lessons so that all students are reading at the right ability level for independent reading. Classrooms should include leveled libraries to support instruction. Teachers should differentiate instruction based on student need, as identified through assessment data. High performing students should be provided with above level materials. Modeling successful strategies for increasing reading comprehension should be incorporated into all lessons. School leaders should monitor classrooms to ensure that teachers are implementing these strategies.

- Teacher should receive training in the use and application of higher order questions. School leaders should monitor the implementation of this training to ensure that lessons are rigorous and challenging to students. Lesson plans and lesson delivery should reflect effective questioning strategies learned by teachers.

- ELA content should be standards based. The school leaders should ensure that the curriculum is further developed with rubrics and use standards-based rubrics for all evaluative student activities. These rubrics should be aligned with State performance levels in order to provide consistent feedback and opportunities for continuous student growth. Students should be provided with benchmark work as models for their own work. Rubrics should be reviewed by students so that they understand the expectations for the next higher level of work.

- School leaders, with support from the Network, should develop models of differentiation and provide training for the staff to ensure that all teachers have a uniform understanding of differentiated instruction, and it becomes an embedded practice across the school. School leaders should closely monitor lesson plans and the delivery of instruction to ensure that teaching meets the needs of diverse learners. Where it does not, further targeted PD should be provided for teachers.

- Technology should be incorporated throughout all subject areas. Teachers should receive training in the appropriate use of SMART Boards. Students should be involved in the use of SMART Boards to enhance their learning. Teachers should receive further PD in incorporating technology into their instructional program and school leaders should monitor the use of technology in all classrooms.

III. School Leadership

Findings:

- The allocation of resources has not been maximized to impact student achievement for the identified ELA subgroups. The school has a part-time ELA coach whose responsibilities are logistical and administrative rather than supportive of the instructional program.

- There was no evidence of programs designed specifically to meet the needs of the subgroups that have failed to make Adequate Yearly Progress (AYP).

- School leaders do not make the best use of teachers' skills and time to maximize the impact on student achievement. A review of teachers' programs indicated that certain teachers have limited teaching duties and were assigned administrative and organizational tasks such as ordering supplies, data analysis and covering classes of absent teachers rather than teaching in the classroom.

- Materials and supplies such as ELA support books and classroom libraries for ELL were in short supply.

- The Principal does not formally observe most tenured teachers. He carries out formal observations of untenured teachers once and tenured teachers whose performance is regarded as unsatisfactory. Thus far this year, the Principal has not performed any formal observations. His model of distributed leadership gives this responsibility to the three APs. However, this model is not leading to quality ELA instruction or student growth.

- The Principal and APs do not conduct joint observations to ensure that all teachers are being evaluated by the same criteria and standards.

Recommendations:

- The Principal should hire a full-time ELA coach to model lessons, discuss best practices and share current research with the ELA teachers during their weekly planning periods in order to improve the delivery of ELA instruction. The ELA coach should also observe teachers, critique lessons, arrange necessary PD and continue to monitor the delivery of instruction.

- School leaders should research programs that have been successful in accelerating student growth in schools with similar populations, especially ELLs and students with disabilities. Selected programs should be implemented and their impact and effectiveness closely monitored by school leaders.

- The Principal should consider reducing the number of periods that are allotted for administrative and organizational duties in order to reduce ELA class size and provide increased opportunity for small group instruction for Level 1 and Level 2 students.

- The Principal should consider delegating the responsibility for supervising the programs for ELLs to one of the three APs. The person responsible for ELLs should carry out an inventory of current materials and texts and where necessary order classroom libraries and ELA support books that will enable teachers of ELLs to provide a better program for the students.

- The Principal, with support from the Network, should observe all ELA teachers in order to acquire firsthand knowledge about the quality of instruction and the lack of connection between PD and teacher practice. The Principal should meet with the APs to review the feedback that the observations reports give to teachers and ensure that teachers are being given specific strategies and next steps for improvement in instruction. A system should be put in place that ensures the implementation of these recommendations. The informal observation reports should be signed by teachers and become an official document. Frequent informal and formal observations should be conducted for teachers with instructional deficits as well as for those whose students are not making sufficient progress based on formative data. The Principal should personally observe teachers whom he considers unsatisfactory. He should then take formal steps to replace those teachers.

- The Principal and APs, with support from the Network, should conduct joint observations in order to create a uniform standard for satisfactory instruction. The Principal should continue to monitor the work of the APs to ensure that observation reports are aligned across all school leaders.

IV. Infrastructure for Student Success

Findings:

- Observations revealed an insufficient amount of books in classroom libraries that limits students' exposure to literature. Students were not observed working in learning centers in any classrooms.

- Displays of student work were limited in most classrooms. Students could not compare their work to previously graded student work.

- Programs for at-risk-students are not adequately monitored; therefore, no modifications to ensure effectiveness are made based on student outcomes.

- The school does not have a functional library or a school librarian. Students do not have open access to the library and students are unable to borrow library books to enhance their literacy skills.

- The school does not survey the parents during the year to gather information as to how parents feel about the school programs and the quality of instruction their children are receiving. The only survey completed by parents is the City's Learning Environment Survey.

Recommendations:

- The Principal should allocate funds to purchase books for classroom libraries so that students are exposed to a wider variety of books. Teachers should create learning centers so that students work in differentiated cooperative groups that allow them to work at their instructional level with their peers. Examples of graded, current student work should be displayed so that students can self-assess their work. School leaders should monitor the displays of student work in classrooms to ensure that graded, quality work is on display.

- The school should develop protocols to implement and monitor programs for at-risk-students and make the necessary modifications to accelerate student achievement. School leaders should purchase additional materials that are specifically designed for students with disabilities and ELLs and have a proven record of success with these subgroups.

- The school leader should seek to hire a full time librarian to manage the library and be a resource for students in the areas of research and literacy. The Principal should use the allocated funds to purchase resource materials, current magazines, fiction, and nonfiction books that will allow students to complete research projects and to broaden their experiences. The library should become operational and an integral part of the school.

- Parents should be given the opportunity to have input into their child's educational experience. The school should survey parents on a regular basis to obtain information about the parents' concerns and, if necessary, adjust school practices over the course of the school year.

V. Collection, Analysis, and Utilization of Data

Findings:

- School leaders do not monitor instructional practice in their data protocols. The failure to develop a system for collection or analysis of data based on the observation process or instructional practice has resulted in inconsistent implementation of effective instructional practices.

- There is no variety in the use of rigorous formative assessments. The school limits itself to the use of only archived State test questions. Additionally, the tests do not encourage the development of differentiated instructional practices since students are evaluated in one modality.

Recommendations:

- The school should identify a single administrator to expand and maintain the school data systems to include and connect the formal and informal observation process as a critical data source. The information should also be used as a tool by school leaders to monitor the implementation of effective instructional practices. School leaders should, based on the observation data, provide differentiated PD to assist teachers in improving their instructional skills.

- The school should use an ELA coach to develop a broad portfolio of formative data sources to evaluate and modify instruction, based on student needs, in content and instructional delivery so that assessments evaluate students across modalities and instructional levels.

VI. Professional Development

Findings:

- There was no evidence of a feedback mechanism for staff members who have attended numerous Network and in-house PD sessions.

- Observations of more than 60 classes revealed that most teachers were not incorporating strategies learned at PD sessions, such as effective questioning techniques and differentiation, into their lessons despite a large investment in time and money by the school.

- School leaders have not provided PD for teachers of ELLs and students with disabilities that will allow them to effectively meet the needs of these students.

Recommendations:

- School leaders should develop a survey for teachers to complete following each PD session, in order to monitor their progress in understanding these teaching strategies. School leaders should analyze these surveys and use the data to design differentiated PD opportunities for the staff.

- School leaders should hold teachers accountable for the implementation of strategies learned during PD sessions. School leaders should observe teachers frequently, both formally and informally, to ensure that these strategies are being implemented to better meet the diverse needs of the students they teach.

- School leaders should provide PD opportunities for teachers of students with disabilities and ELLs so that they learn strategies that will enable them to teach their students in a more effective way to accelerate their performance. Teachers of ELLs should attend PD provided by Quality Teaching English Learners (QTEL) as well as ELA QTEL in order to better meet the needs of their students.

VII. Network Support

Findings:

- The Network has not provided the school with adequate support in monitoring the implementation of PD strategies in teacher practice.

- The Network has not provided assistance in helping the Principal to understand the importance of observing teachers himself, or in developing APs' skills as effective instructional leaders. The Principal's model of distributed leadership is not leading to accelerated student growth.

- The Network has not provided sufficient guidance to the SLT in goal setting processes. For example, the CEP does not include a science goal, even though the school had recent difficulty making AYP for the students with disabilities and ELLs subgroups in this subject.

Recommendations:

- The Network and school leaders should analyze the impact of PD on teaching and learning. They should develop a differentiated PD plan based on observations and data analysis that will enable teachers to change their practice and accelerate student growth.

- The Network should provide mentoring for all school leaders in observing teacher practice and ensuring that outcomes of observations are accurate and aligned. The Network should work with school leaders in designing training sessions for teachers who are struggling with the implementation of best practices and strategies. The Network should support the Principal in observing ELA teachers and establish a more secure and effective leadership model rather than the distributed one that is currently in place.

- The Network should review school accountability data and ensure that the school's CEP includes goals that address all areas of concern. The Network should support the SLT in a more active role in setting and reviewing school goals.

- The Network should support the school in the implementation of the Joint Intervention Team (JIT) recommendations.

Other Concern:

Science laboratories and equipment are inadequate and limit the "hands on" experiences necessary for science inquiry. Safety equipment was limited.

PART 3: JOINT INTERVENTION TEAM OVERALL FINDING AND RECOMMENDATION

A. Overall Findings

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Reference	JIT Finding for Restructuring Advanced Schools	✓
(b)	The school has made some progress in identified areas, and may make AYP with further modification to the Restructuring Plan.	✓

B. Overall Recommendation

Reference	Recommendation by the JIT for Restructuring Advanced Schools	✓
(b)	Continue implementation of the current Restructuring Plan with modifications recommended due to the review.	✓

C. In the space below, include specific information to support the District in determining how the above JIT recommendation should be implemented.

- The Principal should develop a rigorous and effective classroom observation system that ensures that teachers are implementing strategies learned during PD sessions and incorporating recommendations made in observation reports. School leaders should hold teachers accountable for implementing strategies from PD offerings. The Principal should conduct formal observations with the APs to develop a common instructional lens. This process should ensure that constructive and developmental feedback is provided and that any weaknesses identified are the focus of future observations. The observation process should be evaluated in terms of the level of sustained improvement it brings. The Network should provide mentors for school leaders to assist them in establishing the process.

- The Principal should hire a full time ELA coach from outside the school to assist teachers with improving their practice in ELA instruction. The ELA coach should focus on strategies to accelerate student growth in the identified subgroups. Additionally, the ELA coach should take the lead in completing the development of the ELA curriculum, rubrics, formative assessments and pacing calendars. The ELA coach should work with the person in charge of the ESL program to align this work.