

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	21K288
School Name:	The Shirley Tanyhill School
School Address:	2950 West 25 Street Brooklyn, New York 11224
Principal:	Joelene-Lynette Kinard
Restructuring Phase/Category:	Restructuring Advanced
Area(s) of Identification:	English Language Arts- All students; Black students; Students with Disabilities; Economically Disadvantaged students
Dates of On-site Diagnostic Review:	February 1-2, 2011

PART 1: INTRODUCTION

A. Community and School Background

The Shirley Tanyhill School serves 553 students in pre-kindergarten through grade 8. The student enrollment is 37 percent Hispanic, 54 percent Black, seven percent White and two percent Asian students. Ten percent of the students are English Language Learners (ELL). Students with disabilities account for over 20 percent of the student body. Nearly all the students attending Tanyhill live near the school.

The administrative team consists of the Principal and four Assistant Principals (APs). The Principal has been at the school for seven years. The APs have been assigned to their current positions at the school for approximately five years each. There are 41 teachers on staff who have all been at the school for more than three years, with just one teacher who has been at the school for fewer than three years.

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	
-	School is ten or more points away from meeting its Effective Annual Measurable 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 indicate an increase in the achievement gap between identified subgroups and the <i>All Students</i> subgroup in one or more identified subject/area(s).	✓
	NYCDOE Quantitative and Qualitative Performance Measures	
+	2008-09 NYC Progress Report Grade of A	✓

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
+/	NYC Quality Review Score of Proficient	✓

B. 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 written curriculum is weak. The school-developed curriculum maps consist of only a listing of topics . There were no teaching points listed or resources identified to support curriculum content. Teachers reported that text series serve as the curriculum in most classes.
- Based on classroom observations and teacher interviews , it was clear that neither the existing curriculum maps nor topic listings are being used to inform instruction. Some rubrics reference standards by letter or number only. The performance indicators are not aligned to New York State (NYS) Standards or core competencies.
- Unit assessments are not in place and this prevents careful tracking of student progress through the year. An absence of such assessments results in a lack of goal setting and an inability to use important information to better guide and drive differentiated instruction.
- The curriculum maps (or topic listings) lack alignment from grade to grade or year to year and therefore result in learning gaps and redundancies.
- Teacher lesson plans did not include the key elements of effective instructional planning including aims, processes, materials to be used, student groupings, plans for guided groups or multiple entry points for the lesson. No lesson plans indicated how differentiation of work to meet the specific needs of students would occur.

Recommendations:

- The school should seek support in the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards. Curriculum should be aligned to the new NYS P-12 Common Core Learning Standards in English Language Arts and 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) so that they understand how to plan and implement a curriculum with rigor, as well as use delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing the 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.

- Rubrics to assess student work and analyze student learning should be developed using the language of the standards and performance indicators. Critical to this process is the development of a rubric easily understood by all students and teachers.
- Grade by grade and unit by unit assessments should be developed. Small group, differentiated instruction should be a natural by-product of unit assessments. This should lead to appropriate goal setting for all students, including interim progress benchmarking across the year.
- Time should be scheduled for both whole grade and intragrade collaboration to develop curriculum maps, thus ensuring both vertical and horizontal alignment
- School administration should publish the required elements of lesson plans and monitor this through scheduled and unscheduled classroom visitations, walkthroughs and lesson plan reviews.

II. Teaching and Learning

Findings:

- The use of effective teaching strategies is weak. In all classrooms observed, direct whole group instruction and closed questioning technique were the only teaching strategies used. As a result, the specific learning needs of students are not being addressed, and students are not being provided with adequate opportunities or challenge to extend their learning. In classrooms where whole class instruction was taking place, all students were engaged in the same task or activity. In other classrooms, where teachers had organized center activity structures, students were observed going from one center to the next. However, all groups were doing the same task or activity, without any differentiation or modification to respond to assessed student needs. Cooperative learning was not observed in any classroom as no student-to-student discourse was taking place, and no higher order thinking processes or problem solving activity was included. Review of classroom records indicated that teachers do not keep conference notes.
- Students in a kindergarten and a grade 4 co-teaching special education class that were observed were unaware that there were two teachers in each classroom. In each class, students identified one of the adults as a paraprofessional. The special education teachers in each class did not provide students with sufficient support for either academics or behavior, which resulted in lack of focus.
- Pacing in classroom instruction was slow and did not engage the students. Most teachers were reading directly from manuals as instruction progressed. This was indicative of a lack of teacher preparation. Teachers disciplining students detracted from lesson flow, and a lack of student focus also frequently interrupted instruction. These factors significantly reduced the learning time available for students. Transitions were poorly negotiated, resulting in a significant reduction in the teaching time available.
- Teachers did not use data effectively to plan lessons to meet the specific learning needs of students. Classroom documentation did not indicate accommodations or modifications for students with disabilities. There were no classroom data binders containing ongoing assessment and data analysis on each student's progress. Classroom portfolios were merely collections of upgraded student work. Teacher interviews revealed that they had no teacher manuals or complete program materials for mandated program implementation.

- There was no evidence of learning goals developed by, with or for students to enable them to understand the purpose of their lessons. Teacher interviews further revealed that performance indicators were not being used.
- Student tasks included round robin reading, copying from blackboards, response to end of chapter reviews, and defining vocabulary from book glossaries without benefit of dictionaries or vocabulary expanding tools. No effort to stimulate varied word choice was observed. Higher order thinking skills and processes were not incorporated into classroom work and students did not self or peer assess.
- Not all of the student work displayed was of good quality. Teacher comments did not use standards-based language to guide students toward performance indicator achievement. Additionally, comments affixed to student work did not consistently define precise next steps for improvement. The school had no uniform grading policy. Teachers are able to personally decide how they want to grade. It was clear that there was no horizontal or vertical collaboration, or clear expectations for student academic performance.
- Technology was not effectively used across all curriculum areas to extend and enhance the quality of instruction and student engagement.

Recommendations:

- All teachers, including cluster teachers, teachers of students with disabilities and ELLs should be provided with PD to expand their knowledge of a full range of instructional strategies and practices, including developing varied questioning techniques. Support provided to teachers should be differentiated to reflect the varying needs of the students that they teach.
- Teachers of Collaborative Team Teaching (CTT) classes should visit schools with successful CTT models. Regularly scheduled and structured planning sessions should be both supervised and monitored for quality assurance purposes. Co-teaching role definitions should be collaboratively developed after intervisitations. Co-teachers should set high expectations for all their students while facilitating accommodations or modifications for students with disabilities.
- The school should develop policy and procedures to ensure appropriate classroom management techniques, including lesson pace, effective transitions and behavior management. These should be designed to minimize inappropriate behaviors and keep all students actively engaged in their learning. This work should be closely monitored by administrators to maintain consistency of practice across the school.
- All teachers should be trained to understand how to effectively use data to plan their work. They should develop their understanding of classroom organization and practices to provide differentiated and modified tasks to meet the identified needs of all the students. Appropriate recordkeeping and maintenance of student observation and conference notes should become a consistent and continuous part of this process.
- Teachers should set appropriate learning goals for all students in all subject areas. These should be easily understood by the students and shared with parents. School administrators should redesign assessment cycles to include ongoing benchmark assessments for reading and writing, while focusing on integrating the curriculum. Student interim goal setting should be included in

this process, leading to the remediation of learning gaps and increasing student progress. Through planned horizontal and vertical collaboration of teachers across the school, a fair and credible evaluation structure for student assessment should be developed. Attention should be given to grade-by-grade accountability and the appropriate formatting of assessment tools.

- Clarification of cooperative learning, in child centered, engaging classroom environments aimed at developing higher order processes, should be a major area of focus for the school. PD opportunities should be provided for all staff in how to question to elicit higher order responses from students and how to include extended research and problem solving activities in lessons. School leaders should monitor teacher planning to ensure that these strategies are routinely included and should check delivery of these plans during lesson observations.
- All teachers should display exemplars of graded student work according to an agreed upon schoolwide policy that includes NYS Standards vocabulary and performance indicators, with clear next steps documented to guide students to the next levels of achievement.
- The school should replace outdated and inoperable computer equipment and research how to access funds to improve provision of technology resources. All teachers should integrate the use of technology into their lesson planning and delivery.

III. School Leadership

Findings:

- The Principal accepts minimal growth as adequate progress for students. The goals stated in the Comprehensive Educational Plan (CEP) reference performance gains of 2 points in the PI and all teachers report that this rate of progress is acceptable. The Principal stated that she is very proud of the school's slow but continual growth.
- The Principal and APs have not set clear expectations for informal or formal observations. The Principal reported that observations do not start until February to give all staff time to get ready and know their students. Feedback on reviewed observation forms was vague, was not directed toward teacher growth and did not focus on the quality of student learning.
- The Principal has not held teachers accountable for the progress made by the students they serve. For example, the Principal has not required teachers to set performance goals.
- The school has no functioning School Leadership Team (SLT) or Parent Teacher Association (PTA) and has no strategies for improving parent involvement. The documentation observed revealed that most notices are distributed to parents in only one language. Teacher interviews indicate that parent involvement has declined steadily over the years. There has been only one staff meeting this year.
- School leaders have not created an effective learning environment. There is no common planning time, no Inquiry Team, no Academic Intervention Services (AIS) and no student intervention plans. The Principal's closure of the school library has had a significant, negative impact on student learning.

- School leaders have not implemented a comprehensive behavioral plan, which has resulted in lost instructional time and increased teacher frustration. The teachers report that the most relied-upon strategy to improve student behavior is to inform parents. The Principal has provided all staff with a manual to guide them on how to manage challenging behaviors, but this has not met with success in classrooms.
- School leaders have no comprehensive PD plan and have not conducted a formal needs assessment. The Principal sends staff to Network offerings without regard for prioritized needs. School leaders do not monitor or hold staff accountable for implementing new strategies, and teachers indicate that they do not have opportunities to provide turnkey trainings to peers.
- The Principal stated that she could document teachers' poor performance but reports that she does not do this. She states that every day should be a fresh start, however; this is an ineffective model for improving teacher performance. The Principal reported that one weakness in the school is a lack of proper documentation. This has had a profoundly negative impact on the effective management and operation of the school.

Recommendations:

- The expectations for school success should be redefined. The Principal should communicate high expectations for student performance to all students, parents and teachers. The CEP goals should be revised to reflect new and more challenging standards.
- The formal and informal observation process should start at the beginning of each school year and continue throughout the year. A master calendar for observations and monitoring visits should be scheduled. Administrators should provide formative and summative feedback to teachers, focused on the quality of their instruction, student engagement, and student learning and progress.
- The Principal should establish measurable performance targets for each teacher to ensure continuous student growth. Rigorous procedures should be put in place to hold teachers accountable for the progress of the students they teach. All performance goals and accountability meetings should be carefully recorded and used as a tool for regularly evaluating teacher performance.
- A fully appointed and functional SLT should be established that meets parent involvement requirements. All meetings should be documented with detailed agendas and should be held monthly. All parents should have equal access to communication about these events in their native language. Regular newsletters to teachers and parents and scheduled student celebrations should be organized to encourage parental visits to the school.
- Human and financial resources should be reallocated to provide regular and structured common planning time, and to provide the students with essential library and media supports. Academic Intervention Services (AIS) and Inquiry Teams should be created to improve student achievement.
- School leaders should work collaboratively with teachers to establish a school wide behavior plan. This plan should reflect high expectations for student conduct at all times and should contain protocols for behavior management during transitions as well as during lesson time. All teachers and students should be made fully aware of the plan, including sanctions for non-compliance. School leaders should closely monitor implementation and provide support to any teachers or students who are experiencing difficulties in adhering to expectations.

- The school should conduct a formal needs assessment to determine PD priorities and create an annual PD plan. The plan should include observation protocols to determine the effectiveness of the trainings. Scheduling for turnkey presentations and inter-visitations should be included in order to share best practices. The plan should contain a teacher reflection component to allow teachers to provide feedback on suggested improvements and on the usefulness of each session provided.
- All meetings should be documented, with detailed agendas kept, and all formal and informal observations should be documented, including follow-up on identified improvement areas. Administrators should monitor these documents to ensure that full records are kept, including all required State and city recordkeeping.

IV. Infrastructure for Student Success

Findings:

- The school does not have a consolidated discipline plan. The Principal provides the teachers with a manual and policy, but leaves implementation of the process to the teachers. The absence of an effective in-school protocol for behavior management causes teacher frustration about the management of their students.
- There are many non-teaching positions in the school, including four APs for an enrollment of slightly over 500 students.
- Support for students with disabilities is weak. These students do not have transition plans or vocational assessments.
- Opportunities for articulation and communication among staff are informal and do not occur frequently enough. There are no regularly scheduled meetings for staff to share information or plan improvements.
- Student support services are not effectively coordinated and Individual Education Plans (IEPs) are not collaboratively developed by an IEP team.
- There is no Academic Intervention Services (AIS) team, and the Principal reported that there are no funds to support academic intervention services.
- The students are not provided with adequate library services. The Principal closed the school library despite having a dedicated space and a collection of books.
- The school leadership has not developed a systematic process to encourage active parent participation, and there is no functioning parent association. There is no parent participation in the decision-making processes at the school.
- No interim progress reports are issued to parents, and there is no schoolwide protocol in place for IEP update distribution.

- The majority of communication sent to parents is written in English only, thus not providing all parents equal access to information about school events and student progress.

Recommendations:

- The school leaders should work with teachers to create and implement a comprehensive discipline plan. The school should provide teachers with strong and consistent support and PD, where appropriate, to enable them to efficiently manage student behavior.
- The school leader, with support from the Network, should seek to reduce the number of APs and reallocate those resources to services that directly support student instruction.
- Transition plans for all students with IEPs should be created and appropriate staff should conduct vocational assessments for all students aged 12 and above.
- The school leader should create structures and protocols to enable effective communication and articulation between student support staff and classroom teachers. These meetings should be planned on a master calendar and should be thoroughly documented. School leaders should observe some of these meetings to evaluate the effectiveness of the work.
- With the support of the Network, training should be provided for all appropriate school staff so that IEPs match and meet the needs of students.
- The school leader should seek Network support in the creation of a budget to allow for the reallocation of human resources to provide AIS to eligible students.
- The school leader should use Network support or community grant sources to reopen and staff a library/media center.
- The school leader should agree on and implement a program for improving parental involvement in the school and use Network support to develop strategies to build the school's capacity to work with parents.
- The school leader should institute interim progress reports for the entire school, including for students with disabilities.
- The school leader should utilize available support services to translate communications into all languages appropriate for the diversity of the community.

V. Collection, Analysis, and Utilization of Data

Findings:

- The school collects extensive data but has conducted no analysis of this data. As a result, data is not used effectively to improve instruction or student performance, and no performance trends have been identified.
- Interviews with the Principal revealed that each teacher is expected to maintain data binders. However, there is no systematic process to organize or use the data to inform planning, and many teachers were unable to produce their data binders.

- Performance indicators are not used to inform teacher assessment or to support the development of instructional strategies. In interviews with special education teachers, it was reported that performance indicators are used to make promotional decisions but that there are no midpoint checks conducted to determine if students are successfully mastering the indicators along the way.
- The Principal reported that there are no interim progress report cards other than mandated report cards. There is no evidence that IEP updates are distributed to parents within the required timeframes.
- The school does not use any qualitative data sources to inform school improvement. The Quality Review was last done in 2007-2008 and the Learning Environment Survey is not used as a qualitative data source. The school does not generate any surveys or needs assessments to identify other improvement sources.

Recommendations:

- The school should urgently seek the support of the Network to build its capacity to analyze data in order to improve the focus of instruction and improve student achievement. Analysis should include item and trend analysis for all students and identified subgroups.
- The school should develop protocols for the creation and maintenance of teacher data binders, including supporting teachers in understanding how data informs their instructional practice.
- The school should incorporate performance indicators into the curriculum and monitor the use of these indicators as interim data points, providing opportunities to modify and improve planning and instruction.
- The school should use interim progress reports to keep the parent and school community informed. These reports should inform both instruction and curriculum development.
- The school should use the variety of qualitative data available, including the Quality Review indicators, Progress Report and the Learning Environment Survey to identify areas for school improvement and supplement this information with a range of school generated data.

VI. Professional Development

Findings:

- There has been no formal PD needs assessment to determine either teacher needs or school wide priorities. In addition, lesson observations have not been used to identify PD needs.
- There are no monthly PD calendars, protocols for evaluating teacher learning or structures for turnkey sessions and intervisitations.
- Teachers lack structured opportunities for collaboration as no common planning time is scheduled. Common planning time was removed from the school schedule last year by the Principal due to her assessment that it was not used well.

- The Principal reported that she does not use all the available time and opportunity for PD, e.g., during the 6th professional period each week.

Recommendations:

- The school leaders should conduct a formal PD needs assessment by conducting classroom observations, surveying teachers and analyzing student performance trends.
- The school should create a comprehensive PD plan based on this needs assessment, including an annual PD calendar, protocols for the monitoring of implementation and teacher learning, and coordinated times and opportunities for turnkey and intervisitation.
- School leaders should create a master calendar that includes common planning time for teachers on each grade and across grades to establish vertical alignment of the curriculum. Teachers should be provided with clear expectations for the use of this time.
- The school leaders should take full advantage of the 6th professional period each week and imbed focused PD that is geared to meet the academic needs of the students and the PD needs of the staff.

VII. District Support

Findings:

- The Network has only recently guided the school in establishing teacher teams. The work of the teams was without focus or purpose. Teams were empowered to lead improvement using data, instructional practice, and curriculum development, yet none of the team members were able to articulate how the team structure would contribute to improved student progress. These teams have not been properly trained to successfully conduct this work.
- The PD provided by the Network is focused on selected areas that are not specifically responsive to identified school needs. The school participation in these PD activities is not consistent and is not monitored by either the school or the Network.
- Data collection is extensive at the school, but the data is not analyzed by the Network or the school. The trend analysis to improve instruction has not been completed. Both the Network and the school leaders have failed to consider or create any qualitative data sources to improve instruction or achievement. The administrative team was unable to explain the data cited in the needs assessment of the Comprehensive Educational Plan (CEP), or the measured improvements tied to the goals.
- The operational failures of the school are based on the school's inability to document and monitor the implementation of school and Network initiatives. The Network has offered support in several areas but does not extend that support to address the documentation and monitoring needs of the school.
- The school allocates a disproportionate amount of its resources on administrative personnel. The administration has not had a positive impact on instructional improvement or student achievement. The resources that have been removed from the school have all been directly

associated with instructional areas. The Network has not guided the school leader on different ways to consider allocation of resources through the budget process.

Recommendations:

- Teacher teams should be provided with a mandate for their specific role in the school and be provided with the tools and structures to create agendas; coordinate team members; and implement, monitor and adjust the work of the team. The Network should model and facilitate this process.
- PD should be responsive to the school needs. The Network and the school leader should work together to coordinate the PD efforts and then monitor the implementation of the activities, providing feedback and turnkey opportunities.
- Data work should be modeled by the Network to include aspects of inquiry work and the establishment of data protocols. These protocols should include data collection, analysis, and implications for instruction. Additionally, the Network should provide support to create a portfolio of qualitative data sources to provide extended context for the challenges faced by the school.
- The Network should provide training in the documentation and monitoring of school initiatives. This creation of agendas, attendance sheets, minutes and the communication of these initiatives schoolwide is an integral part of ensuring consistent instructional improvement and increased student achievement.
- Budget resources should be allocated appropriately to areas that will have a positive impact on instruction. The Network should have an active role in budget management to move resources from administrative and non-instructional functions to instructional personnel, instructional resources, texts and technology.
- The Network should support the school in the implementation of the Joint Intervention Team’s (JIT) recommendations.

PART 3: JOINT INTERVENTION TEAM OVERALL FINDING AND RECOMMENDATION

A. Overall Findings

Reference	JIT Finding for Restructuring Advanced Schools	✓
(c)	The school has not made sufficient progress in identified areas, and is unlikely to make Adequate Yearly Progress (AYP) under the current structure and organization.	✓

B. Overall Recommendation

Reference	Recommendation by the JIT for Restructuring Advanced Schools	✓
(c)	Develop and implement a new Restructuring Plan that includes <u>significant changes in staff, organizational structure, leadership and/or configuration</u> , to address issues that continue to negatively impact student academic performance in identified areas.	✓

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

- A new administrative team should be appointed to the school. Selection of the team should consider qualified APs, one expert in elementary school and the other expert in middle school. The new administration should have curriculum and instructional expertise.
- Hire new, experienced, high quality practitioners.
- Review the budget of the school to appropriately allocate the maximum amount of funds to directly support the improvement of instruction.
- Establish a functional relationship with a local community-based organization to increase community and parental support and involvement.