

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	31R049
School Name:	Berta A Dreyfus
School Address:	101 Warren Street Staten Island, NY 10304
Principal:	Linda Hill
Restructuring Phase/Category:	Restructuring Advanced Comprehensive English Language Arts- All Students; Black Students; Hispanic Students; Students with Disabilities; English Language Learners; and Economically Disadvantaged
Area(s) of Identification:	
Dates of On-site Diagnostic Review:	May 24-25 2011

PART 1: INTRODUCTION

A. Community and School Background

Intermediate School 49 serves 907 students in grades 6 through 8. The school enrollment is 34 percent Hispanic, 46 percent Black, 11 percent Asian and eight percent White students. Of these students, 21 percent are English language learners (ELLs) and 27 percent are students with disabilities. Most students live within the neighborhood, although ten buses bring students from further away.

The school administrative team includes the Principal and four Assistant Principals (APs). The Principal is serving in her sixth year. The APs have served between six to ten years. There are 65 teachers on the school staff. Eighty-eight percent of the teachers have been at the school for more than two years. Ninety seven percent of classes are taught by highly qualified teachers. Teacher turnover is 11 percent.

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 Objective (EAMO) for one or more identified subgroups in subject/area(s) of identification.	✓

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
-	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 <u>All Students</u> subgroup in one or more identified subject/area(s).	✓
	NYCDOE Quantitative and Qualitative Performance Measures	
+/-	2008-09 NYC Progress Report Grade of B	✓
+/-	2007-2008 NYC Quality Review Score of Proficient	✓

B. School Strengths

- The school has a successful music program.
- Students feel well supported.

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:

- There is no comprehensive English language arts (ELA) curriculum.
- The scope and sequence is loosely organized. The topics in the ELA documents are scheduled according to marking periods, but no clear calendar for detailed instruction is provided.
- Quality lesson planning is not in place throughout the school. The school handbook includes examples of model lesson plans, but there is no evidence from the lessons observed that teachers are following this guidance.
- In the self-contained classes, learning resources were insufficient to deliver an effective instructional program.

Recommendations:

- The Network should work with the school on the development of the curricula in all core areas and ensure that they are clearly aligned with the current New York State (NYS) Learning Standards. Curriculum should be aligned to the new NYS P-12 Common Core Learning Standards in ELA and literacy 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) on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing 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.

- The school leaders, along with a team of ELA teachers, should develop and implement a scope and sequence for ELA that details topics, skills and genres throughout the year on a specific calendar. School leaders should monitor the use of this calendar during the routine classroom observation process.
- School leaders should ensure that teachers use the model lesson plans that are available in the school handbook so that lessons are consistently planned around specific learning points and are aligned with standards. School leaders should regularly monitor teacher planning to check that all teachers are following the expected guidance.
- The Principal should ensure that sufficient funds are available to provide instructional resources to support an effective learning environment for all students. This should include a particular focus on the provision of resources to support and enhance the learning of students with disabilities.

II. Teaching and Learning

Findings:

- The specific learning needs of students were not adequately addressed because the majority of classroom instruction was teacher directed, with few group activities and minimal student-to-student interaction.
- In co-teaching and team teaching models, teachers did not equally share instructional responsibilities during the lesson, and there was little evidence that teachers prepared lessons together.
- Classroom learning time was not maximized. Teachers did not follow timing benchmarks for class activities. As a result, summary activities were not observed in most lessons, and teachers did not assess student learning at the end of the lesson.
- Transition between classes was not smooth. Few teachers remained at classroom doors to encourage timely movement into the classrooms, and lessons did not begin at the bell.
- Limited instructional resources were available for linguistically and culturally diverse students. The diversity of the student population was not evidenced in hall and classroom displays.
- In lieu of learning goals based on NYS Standards, teacher lesson plans often included focus points, which are a school term used to identify the topic of the lesson. However, these points were not consistently aligned with the Standards. One effect of the absence of specific goals was that in some lessons, students were not aware of the purpose of the activity that they were undertaking.
- Questioning techniques used by teachers did not reflect higher order thinking skills in most classrooms. The majority of questions observed were simple recall questions.

- Few examples of differentiated instruction were observed in classrooms. There was little evidence that data was used to group students or to match tasks to the differing ability levels of the students.
- In classrooms observed, classroom routines and procedures reflected low expectations for student performance.
- Displayed student work did not include specific and concise feedback and did not clearly indicate what each student needed to do to improve and reach the next level.
- Technology is not integrated effectively into lesson planning and instructional delivery in the non-technology elective classes.
- The written grading policy is implemented inconsistently throughout the school.

Recommendations:

- The school leaders should provide PD that focuses on developing a variety of instructional strategies to enable teachers to group students by identified needs and to develop targeted activities to scaffold instruction and address these needs. The PD should also focus on activities that promote greater student participation and engagement in the learning process. Through the formal and informal observation processes, the school leaders should monitor the implementation and impact of these strategies on instructional practice.
- The school leader should provide teachers with PD that focuses on developing effective co-teaching strategies that lead to improvements in the quality of student learning. Opportunities should be provided for teachers to observe examples of good practice in this school and in other schools. School leaders should be flexible and innovative in scheduling so that there are opportunities for teachers who work together to plan together. School leaders should evaluate the impact of the PD, peer observations, and co-planning through observations and walkthroughs.
- The school should provide PD to ensure that teachers develop lesson plans for both single and double period classes that maximize instructional time and include timing benchmarks. Lesson plans should include time built in for a summary at the end of each lesson for teachers to assess what has been learned by students. This information should be used to guide and inform future planning. Informal and formal observations carried out by school leaders should include feedback that addresses effective use of class time.
- To minimize loss of instructional time, the school leader should establish a clear policy regarding student movement between classes. This policy should be posted schoolwide, and teachers, staff, and students should be held accountable for following the procedures. School leaders and teachers should be visible at transition times to help ensure the timely start of all lessons.
- The school leaders should ensure that sufficient funds are available to purchase learning resources that reflect the cultural diversity of students. School leaders and teachers should ensure that the learning environment reflects the diverse student population and classroom instructional activities are meaningful, culturally responsive and validating of student language and culture.

- Teachers should be provided with PD on developing lesson plans that include clearly articulated learning goals based on NYS Standards. School leaders should review lesson plans to ensure that these goals are included. Through the observation process, school leaders should provide feedback on whether all students demonstrated clear understanding of stated goals. The school leaders should ensure that all teachers use specific objectives to define what students are being taught and what they are going to learn. Teachers should communicate these objectives to students at the start of the lesson. School leaders should also ensure that all content area planning and teaching follows this best practice to support student growth in ELA across the content areas.
- Teachers should attend PD to assist them in learning how to develop questions that promote higher order thinking and problem solving skills. Additionally, teachers should be given the opportunity to observe other teachers modeling these best practices. School leaders should monitor lessons to ensure that the PD has an impact in the classroom.
- The school leader should provide PD opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the PD should be on the use of data to drive lesson planning and instruction. Strategies should focus on ensuring that tasks match the academic needs of identified subgroups in ELA. School leaders should regularly monitor teachers' planning and instructional practice in the classroom to check that differentiated activities are in place throughout the school. Ongoing PD should be provided for teachers who continue to struggle with using data to match work to the individual needs of students.
- School leaders and teachers should establish clear classroom routines and procedures that reflect high expectations for students and maximize instructional time. These procedures and routines should be made clear to all students and staff and be adhered to consistently. School leaders should closely monitor the implementation for consistency and provide feedback as required.
- Rubrics should be used as an integral tool in planning and assessing assignments. Teachers should participate in PD activities that model the use of rubrics to provide teacher feedback, peer feedback and student self assessment. School leaders should monitor student work in books and on display and evaluate the quality of feedback that is provided to ensure that it helps students improve and move to the next level.
- The school leader should provide PD to instruct teachers on how to integrate the technology currently available in the school into daily classroom use. Teachers should be given the opportunity to observe other teachers modeling the integrated use of technology. School leaders should make the use of technology to enhance learning a focus of observations.
- The school leaders and teachers should review and revise the general school grading policy. Each department should then develop a policy that is consistent with these guidelines. These policies should be known to students and parents and posted in each classroom. Supervisors should monitor that these policies are consistently implemented.

III. School Leadership

Findings:

- The Comprehensive Educational Plan (CEP) does not address the urgent need to improve the ELA performance of specific student subgroups.
- Nearly 25 percent of school staff has not implemented the Positive Behavior Intervention Systems (PBIS) training that was provided to them as a behavioral approach in the school.
- There is no formal system to identify students in need of Academic Intervention Services (AIS). The current system relies on self-selected student participation.
- There are limited opportunities for teachers to meet for common planning, and no planning time is provided for the English as second language (ESL) teachers to meet with content area teachers.
- The school's priorities, based on the CEP and ELA goals, have not been aligned with the necessary human resources. Some ELLs are not getting required services by appropriately licensed ESL teachers.
- The system of teacher evaluation is not used in a consistent manner by different school leaders and, as a result, its use in bringing about sustained improvements in teaching and learning is not as effective as it should be.

Recommendations:

- The school leader should revise the school's vision and aims to reflect high expectations for all students and an expectation that the school will meet student performance goals in ELA for all subgroups. School leaders should ensure that high expectations are embedded in all teachers' practice and that teachers demonstrate high expectations for students in all classroom assignments. The school leader, in conjunction with the School Leadership Team (SLT), should revise the CEP to effectively address the urgent needs of the ELA student population.
- The school leaders should closely monitor the current behavior approach within the school to ensure equality across all the school. The school leader should arrange further PD for all staff on the operation of the PBIS system to ensure that teachers are fully conversant with its expectations that students are aware of all consequences and that parents are informed of the expectations within the strategy and their role in supporting student behavior.
- The school leader should create a comprehensive student support service plan that includes the identification of all at-risk students, including ELL students, along with ways of overcoming barriers to success for these students. The school leader should establish protocols to provide all eligible students with the appropriate AIS support. The school leader should carefully monitor these services to ensure maximum attendance and effectiveness. Personal Intervention Plans (PIPs) should be developed for all Level 1 and Level 2 students in order to address their ELA needs.
- The school leader should review the schedule of the school day to identify individual PD time for all teachers and to create opportunities for teachers to work together to plan instructional delivery and share best practices. The school leader should seek to ensure that sufficient time is made available for ESL teachers to meet with content area teachers.

- The school leader should ensure that all teachers of ELL students are certified ESL teachers so that these students receive required services.
- The school should implement a research- based teacher observation program that can be used to better evaluate teaching and learning in the classroom. The program should hold teachers accountable for introducing the skills learned in PD into their instructional delivery. Specialized training for school leaders should be arranged to effectively implement the process and to ensure consistent application that brings about and sustains improvements in teaching and learning across the school.

IV. Infrastructure for Student Success

Findings:

- The self-contained classrooms are small and the space is insufficient. These classroom environments are not conducive to learning.
- During a review of records for students with disabilities, nine psychological assessments and three social histories were not completed within the required timeframe.
- Currently, the library is not regularly available for students. There are too few materials and resources in students' native languages in the library.

Recommendations:

- The school leader should carry out a review of space available and make a more efficient allocation of classrooms to accommodate the needs of all students. This should have a focus on the relocation of the self-contained classrooms, where the cramped conditions do not provide a positive learning environment. The design of classroom settings should ensure that all students have a direct line of sight to the teacher and the chalk/SMART Board.
- The school leader should ensure that all assessments of students with disabilities are completed within the required time frame. If additional staffing is necessary to meet the requirements, administrators should contact the Network for assistance.
- The school leader should reassess the staffing of the library to ensure that it is presented as a student-centered learning resource. The school leader should locate an appropriately qualified library/media specialist who is able to develop this facility as a fully functioning center, providing open access to all students to enable them to carry out research to support their learning.

V. Collection, Analysis, and Utilization of Data:

Findings:

- Teachers do not use common assessments to monitor student performance across or within content areas. The school does not maintain a consistent data portfolio to monitor effective instructional practice. The school leader monitors State assessment data, but does not share this analysis with staff members.

- Assessment of school priorities by the Principal does not include staff input through the SLT. These priorities are not based on analysis of test and assessment data. Plans based on these priorities are not effectively monitored to ensure continuous school improvement.
- Inquiry work is at a rudimentary level. Findings of this work are not shared with staff members to guide instruction. Inquiry teams are not given adequate time to collaborate on the inquiry process. Assessments used were not consistent across grade, academy or content area.
- The school sends report cards to parents as required, but information on student progress beyond this is limited. The school does not provide additional access to student information in a way that engages parental involvement.

Recommendations:

- The school leaders and teachers should use common assessment tools, including formative and summative assessments, to monitor student performance and instructional effectiveness. The school leader should require all staff members to use these assessments to develop a common culture of data collection, analysis, and use. The school leaders should identify the steps required to use data to improve and measure student outcomes in meeting standards. This should include the analysis of individual student performance and how teaching strategies can be adapted to meet student needs. Teachers of students with disabilities should be held accountable for making the best use of all available data and information they have about an individual student's learning and achievement.
- The school leader should work collaboratively with the SLT to identify performance goals in each area of the curriculum and use the test and assessment data to identify schoolwide priorities for student achievement. Opportunities should be provided for staff on the SLT to contribute to the formulation of school priorities based on trends and patterns of available data. Action plans to address these priorities should be developed, implemented and monitored closely to evaluate the impact in securing improvements in student achievement.
- Inquiry teams should use an inquiry model that includes common planning time and standardized assessments and yields models and recommendations for instructional practice. School leaders should attend Inquiry Team meetings and ensure that strategies and assessments agreed upon at team meetings are effectively implemented in the classroom. The inquiry process should also be used as a vehicle for identifying the PD needs of teachers.
- The school leader should expand parent-teacher contact opportunities by sharing high and low inference data analysis of student work and providing monthly opportunities for teachers to share learning goals with parents.

VI. Professional Development

Findings:

- A comprehensive PD plan was not available. The PD offered was inconsistent with the stated goals of the CEP. The PD offered was not based on student needs identified through test and assessment data, teacher needs, or the lesson observation process.

- Teachers are not held accountable for incorporating PD practices into their instructional practice. There is no mention of the PD found in the observation reports.
- Not all members of the staff who work with ELL students receive PD to improve their work with the identified students. Teachers of students with disabilities participated in PD, but the Principal indicated that 25 percent of the staff members are not implementing the practices they have received.

Recommendations:

- The school should develop a comprehensive PD plan based on student and teacher needs that is also closely aligned with the goals identified in the CEP. The plan should have as its primary focus improving teaching, learning and student achievement.
- The lesson observation process carried out by school leaders should be used to ensure that strategies learned in PD offerings are successfully implemented in the classroom and help to bring about improvements in instruction and student outcomes.
- The school leaders should ensure that all members of the staff who work with ELL students receive PD in effective ELL instructional practices. Additionally, the school leaders should monitor the schoolwide implementation of PD opportunities made available and evaluate their impact on better meeting the needs of ELLs.

VII. District Support

Findings:

- The priorities identified by the Network and the school leader did not support the areas identified in the NYS Accountability and Overview Report (AOR) or instructional practices in these areas.
- Network PD opportunities have not had sufficient impact on instruction or student achievement.
- PD activities provided by the Network related to the use of data to inform instruction have not impacted student performance.
- The Network leader has not identified the overcrowding of classrooms as a factor that needs to be remedied. The allocation of space was inadequate for effective instructional practice. Empty classrooms were observed alongside overcrowded rooms.
- The Network does not provide support to increase parent participation in the life of the school.
- The Network has not effectively monitored the CEP process in the school.

Recommendations:

- The Network should work with the school leader to help identify school priorities based on key data points, such as the NYS Accountability Overview Report (AOR) and the State assessments.
- The Network should work in tandem with school leaders in observing instruction, developing strategies and identifying PD opportunities to bring about sustained improvements in teaching and learning.

- The Network should work closely with school leaders to intensify the use of inquiry-based data to drive instruction and the teaching process as part of the PD initiated at the school. The Network and school leaders should establish a protocol to ensure that the PD related to the use of data to inform instruction is instituted and is effective.
- A review of space allocation should take place with Network personnel to optimize the use of classroom space and improve classroom environments for effective instructional practices.
- The Network should initiate and sponsor activities in the school to increase parental involvement. The school leaders should create a school-based needs assessment for parents, to promote more effective communication and ensure greater parent participation by conducting meetings driven by parent interests and needs. School leaders should develop a range of ways for parents to communicate their concerns, including e-mail, telephone contact, parent breakfasts/lunches and flyers. In addition, the school leader should seek the support of the Network in arranging for the parent coordinator to visit schools with greater parent involvement to discover ways that these schools have been able to increase the number of parents who play an active role in the education of their own children.
- The Network leader should closely monitor the incorporation of CEP feedback provided by the Network to improve action planning and student outcomes. The Network should provide targeted support to the school leaders and the SLT in revising the CEP to reflect the school's priorities for improvement, especially in ELA.
- The Network should support the school in the implementation of the Joint Intervention Team (JIT) recommendations.

Other Concern:

The school enrollment has a high percentage of students with disabilities (27 percent). The influx of a large number of students with social, emotional, and academic challenges and an equally large number with interrupted formal education has significantly added to the demands on the school.

PART 3: JOINT INTERVENTION TEAM OVERALL FINDING AND RECOMMENDATION

A. Overall Findings

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 <u>modifications</u> recommended as a result of 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 Network should:
 - support the school in a significant modification of the existing Restructuring Plan. This should include the identification of roles and responsibilities within the school. The Network should closely monitor the implementation of the plan for success in terms of improving student achievement and the quality of teaching and learning.
 - support the school leader in the development of SMART CEP goals and action plans aligned with the urgent ELA needs of all students, especially ELLs and students with disabilities.
 - support the school leader in fiscal planning and the reorganization of human resources to meet the changing demographic needs of the school community.
 - support the leader in identifying a lesson observation process based on research that supports teachers and targets areas of development in pedagogical practice.
 - provide objective feedback on improving the school and empowering all stakeholders, including parents, teachers, and students.
 - effectively monitor the implementation of the PBIS Program.
- The school leader should prioritize the development of effective instructional practice for all staff with a focus on:
 - teacher use of data to inform and drive instructional practice.
 - providing on-going support to the academic program and feedback to teachers by increasing the presence in classes and throughout the building. This should include the establishment and refining of classroom routines and the support provided for struggling teachers.
 - providing PD offerings to meet the needs of teachers and students that are aligned with accurately identified school priorities.