NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	31R002
School Name:	IS 2 George Egbert
School Address:	333 Midland Avenue Staten Island, NY 10306
Principal:	Adrienne Stallone
Restructuring Phase/Category:	Restructuring Advanced Focused
Area(s) of Identification:	English Language Arts- Black Students; Students with Disabilities; and English Language Learners
Dates of On-site Diagnostic Review:	April 5-6, 2011

PART 1: INTRODUCTION

A. Community and School Background

Intermediate School 2 serves 932 students in grades 6 through 8. The enrollment is 60 percent White, 26 percent Hispanic, eight percent Black, and six percent Asian students. Of these students, seven percent are English language learners (ELLs) and 23 percent are students with disabilities. Students live relatively near the school, but a number of students with disabilities travel to the school by bus.

The Principal has been at the school for 23 years in total but for four years as Principal. The three Assistant Principals (APs) have been at the school for five, four and three years respectively. There are 67 teachers on staff at the school. Teacher turnover rate is 14 percent. Eighty-eight percent of core classes are taught by highly qualified teachers.

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 (2008-09 and 2009-10), 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 2008-09 and 2009-10 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 2008-09 and 2009-10 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	
-	2008-09 NYC Progress Report Grade of C	✓
+	NYC Quality Review Score of Well-Developed	✓

B. School Strengths:

- The school is organized into three themed academies. This structure has helped to create a small school feeling and sense of belonging as reported by students, parents and staff.

- Parents, students and teachers report that the school is safe, student centered and well maintained.

- A lunchtime peer-tutoring program is available for students of all academies.

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 written English language arts (ELA) curriculum is not sufficiently specific to address the learning needs of the significant numbers of ELLs and students with disabilities within the school. Some teachers use literacy elements from Core Knowledge and Teachers College literacy programs to supplement the ELA curriculum, but this is not consistent across the school.

- There is no written curriculum, or scope and sequence for the English as second language (ESL) students. This lack of curriculum, together with insufficient guidance for teachers, hampers the delivery of instruction for this subgroup and does not enable alignment with the full ELA curriculum.

- The written ELA curriculum document includes reading resources by mostly American and European authors and is not reflective of the needs of students who come from diverse linguistic and cultural backgrounds.

- There was no evidence of appropriate lesson objectives in teachers' planning for ESL classes, even though the majority of lesson plan objectives across the other subject areas are aligned fully with the school/District curricula and New York State (NYS) standards.

- All classroom library books are not consistently leveled.

Recommendations:

- The school should revisit the ELA curriculum to address any omissions and weaknesses. A curriculum committee should be formed and include the AP in charge of ELA, the literacy coach, and teacher representatives from the ELA, ESL, and special education departments. Curriculum writers should ensure that a wide range of instructional strategies is used, together with appropriate resource materials and technology to support literacy teaching and learning for all students, but with a focus on ELLs and students with disabilities.

- The curriculum committee should create a scope and sequence document for the teaching of ESL students, aligned to ELA and other content area curricula. The Network should support the school in this construction to ensure that the curriculum is aligned fully with NYS standards. School leaders should monitor the effective implementation of this curriculum in all content areas.

- The ELA and ESL curricula should be organized around themes that are more closely related to student needs and should take into account the students' cultural diversity in order to increase student motivation and engagement.

- In ESL classes, all lessons should reflect standards-based objectives and should align to the written ELA and ESL curricula. School leaders should hold teachers accountable for inclusion of these key elements in their planning, so that all ESL instruction is standards-based and addresses the specific learning needs of the students.

- School leaders should provide time and support to enable classroom teachers to level all books in classroom libraries to ensure that students can self-select titles for independent reading and other classroom activities.

II. Teaching and Learning

Findings:

- Teachers in the ESL classes do not effectively use researched-based instructional practices proven to develop the specific learning skills of ELLs. ESL classroom instruction consists mainly of students completing grammar and reading comprehension worksheets that lack rigor and did not meet students' individual learning needs. This type of activity does not reflect current research or best practice in instructional delivery for ELLs.

- In lessons co-taught with the F-status (part-time) ESL teacher, the assigned ESL teacher neither participated fully in the instructional process nor was there evidence of co-planning to maximize support and learning opportunities for the students.

- The school has insufficient books and materials in students' native languages in classroom libraries. In addition, the resources in the school library are not reflective enough of the linguistic or cultural diversity of the student body and do not support the learning of subgroups, particularly ELLs.

- Teachers did not set learning goals aligned to standards in the ESL lessons observed and were unable to produce a lesson plan or identify a student-learning goal aligned to standards.

- In two self-contained special education classes observed, activities and posted work reflected low levels of rigor. Students completed numerous coloring activities that did not provide sufficient motivation, engagement or high quality learning experiences.

- Not all teachers provided students with sufficient time to think and respond to questions asked. The majority of questions required low-level responses. This limited students' ability to reflect, participate in accountable-talk and develop their higher order speaking and thinking skills.

- Students expressed dissatisfaction with the quality of the technology available for the Achieve 3000 program. They noted that there were insufficient resources available for use during class time and unequal access to labs among academies. They indicated that the computers were infected with viruses and the technology available did not give access to the Internet.

Recommendations:

- The school should provide professional development (PD) for all staff to identify the specific learning needs of ELLs, analyze the New York State English as a Second Language Achievement Test (NYSESLAT) data, and develop research-based ESL methodologies as part of their instructional practices. The Network should provide on-site, job-embedded support to the ESL specialist teacher. School leaders should monitor the application of learned skills and strategies through the observation process. School leaders and teachers should develop a plan of action and a schoolwide implementation plan for the delivery of the ESL program. The school leaders should closely monitor this implementation to ensure a rigorous instructional program for all ELLs.

- The school should ensure that there is common planning time scheduled for the ESL teacher and other content area teachers so that ESL curriculum is aligned to subject curricula and teachers have opportunities to plan lessons together. The school leader should organize an inter-visitation schedule so that ESL teachers and content area teachers can observe in-house team teaching best practices. The Network should identify model ESL programs in other schools and arrange for inter-visitations so that teachers and administrators can observe and learn from them.

- The curriculum committee should review all book titles and resource materials so that classroom libraries and the school library fully reflect the linguistic and cultural diversity of the student body. The school should ensure that there are native language materials in all content-area classrooms to allow students full access to all content curricula.

- The school should provide specific PD for ESL teachers around lesson planning to ensure that lessons have clear learning goals aligned to NYS standards leading to quality instruction and promoting higher achievement for ELL students. School leaders should regularly monitor teachers' planning and evaluate how well it translates into effective classroom instruction.

- The school leader should ensure that the special education teachers who only teach self-contained classes are provided with the same PD opportunities as the self-contained teachers who also teach Integrated Co-Teaching (ICT) classes in order that all students with disabilities receive grade-level, rigorous content area instruction.

- With Network support, the school leaders should provide PD focused on improving teachers' questioning techniques. Classroom teachers should be taught how to be reflective in their pause time when posing questions and allowing for student responses during classroom practice. The school leaders should organize intervisitations that focus on questioning skills and strategies and monitor these practices during routine observations.

- The school leaders and faculty should collaboratively develop a comprehensive technology plan to assess needs, acquire resources, train staff, and plan for instructional integration. The school leaders should monitor the impact of the use of technology on student performance and student engagement through the observation process. Walkthroughs and inter-visitations should focus on the growing integration of technology within teaching practice. The school leaders should organize a schedule so that computer access, including labs and mobile carts, is equitable between academies. The school should appoint a technical support coordinator responsible for ensuring that well-maintained and virus free computers are available to students. Internet connectivity issues should be resolved.

III. School Leadership

Findings:

- The teacher meetings observed during the review focused primarily on administrative matters rather than data, student progress or instructional strategies. APs chaired these meetings, but the lack of any significant opportunity for teacher collaboration limited professional discussion and an open exchange of views.

- The school does not have sufficient resources to support delivery of the ELA curriculum in all classes. The lack of full sets of class reading books limits the ability of grade-level teachers to read common texts with students. This means that teachers in some grades are unable to follow the shared pacing calendar**.** Although classroom libraries are evident in most ELA classes, the quality and range of resources are weak.

- PD offerings are not aligned closely enough to whole school or teacher needs. The school produces a PD calendar, based on individual teacher goals, at the beginning of the year, but it is not clear how this links with school priorities or how the program is adjusted to meet student or teacher needs as they arise.

- Classroom observations provide teachers with limited feedback on the quality of their teaching and student learning. Feedback was superficial rather than instructionally focused. Few observations provided teachers with more than two recommendations and did not lead directly to appropriate support or PD. Although the Principal and APs have received initial training on the Danielson Framework for teacher evaluation, there are no current plans for its introduction in the school.

Recommendations:

- School leaders should clarify the purpose of all meetings, ensuring that there is a specific focus on student outcomes. Meeting protocols should include opportunities for all teachers to engage in professional discussion and co-planning. With the support of the Network, the facilitative skills of APs should be developed further to ensure that all department meetings provide opportunities for teacher collaboration, program planning, research and inquiry work and the sharing of good practices.

- The curriculum committee should identify key texts for each grade level. Sufficient copies of each book should be purchased so that all classes on a grade level can use the text during the school day at the same period of the year to ensure full coverage of the curriculum and fulfill the requirements of the ELA pacing calendar.

- The school leader should create a comprehensive schoolwide PD plan based on identified school goals, teacher goals, and student needs. This plan should include significant offerings on strategies for teaching ELL, at-risk students, and students with disabilities. Structured sessions should focus on specific classroom practices, teacher skills and instructional strategies.

- The school leaders should develop a clear system for monitoring the quality of teaching and learning across the school. School leaders should receive additional training and support to develop a more effective evaluation system, including expectations for teacher performance that are sufficiently rigorous. The Network should mentor school leaders to develop their observational skills and implement a feedback process that provides professional, evaluative feedback on classroom performance so that teachers can continuously improve their practice. School leaders should conduct joint observations to develop a shared lens for monitoring teacher practice and the subsequent impact on student learning.

IV. Infrastructure for Student Success

Findings:

- There is little evidence that department, grade, and academy meetings are based on inquiry around instruction and student achievement. Teachers confirmed that they meet three times in a cycle for department, content and grade meetings but little evidence was found to indicate that these meetings focus on instruction.

- The development of skills or strategies to improve achievement for ELLs is not sufficiently addressed across the school. The after school supplemental program for ELLs is used as a homework tutoring period. Although there is evidence of a tracking form that indicates current Academic Intervention Services (AIS), interventions taken, comments and follow up on student progress, this system does not include monitoring the progress of ELLs.

- Although the school has purchased NYSESLAT test prep books, there are no native language libraries in the ELA classroom, and no native language content area books to provide support across the curriculum.

- Currently the school does not have a librarian. The library, while available to teachers and their classes, does not have enough books or technology for the numbers of students on roll. This significantly limits students in their ability to use the library as a research and learning resource.

Recommendations:

- The Network should provide school leaders and teachers with PD on the inquiry process. APs and teacher representatives should collaboratively develop protocols and procedures for examining student work and creating instructional action plans for identified at-risk students. These action plans should be reviewed at four to six week intervals so that all at-risk students receive appropriate supports to maximize their progress.

- The school should develop a comprehensive instructional plan for the afterschool program for ELLs. This should include identifying individualized language proficiency levels and targeting individual student needs. Materials and resources should be purchased to make all content accessible for all students. In order to clarify expectations, the Network should identify and arrange for intervisitations to schools that have developed proven and effective afterschool programs for ELLs.

- School leaders should ensure that all resources in classroom libraries and the school library fully reflect the linguistic and cultural diversity of the student body. The school should ensure that there are sufficient native language materials in all content-area classrooms and resources in students' native languages to allow all students to fully access content curricula.

- The school should hire a librarian with a background and expertise in literacy. The Network should assist the school in the identification and hiring of an appropriately experienced individual who meets the school's needs. The school should update its library stock so that resources and materials are up-to-date, appealing to students and reflective of their cultural and linguistic heritage. The Network should provide assistance so that the school's technology hardware and software are capable of enhancing student's skills and able to prepare them for life in the modern world.

V. Collection, Analysis, and Utilization of Data

Findings:

- Administrators do not collect and analyze data on teachers' classroom practice, as evidenced by teacher observations and administrator interviews.

- There is limited evidence that teachers and administrators track the performance and progress of ELLs. Data on ELLs who scored at the lowest levels on the 2010 NYS ELA test has not been used to make changes to the structure of the program to serve these students.

- There is disparity between the support offered to ELLs and students with disabilities. No plans were produced to show how the school will meet the learning needs of ELLs and how data is to be used to track the progress of these students. In contrast, all students with disabilities are required to attend the 37.5-minute tutoring period. The school has made appropriate busing arrangements for them and four Wilson-trained teachers are available to provide support. However, there was little evidence of similar provision for ELLs.

Recommendations:

- School leaders should ensure that observation feedback is reviewed and that it forms the basis for PD provided for teachers. The school leader should set priority foci for observations to ensure all administrators collect data on specific aspects of teacher performance aligned with school and PD goals. Pre- and post-observation conferences should include discussions about student data, teachers' use of it and how teachers are held accountable for the academic progress of the students they teach.

- School leaders should ensure that all staff members are aware of ELLs language proficiency levels as well as individual scale scores on the NYSESLAT so that instruction in all content areas is differentiated to meet individual needs. School leaders should hold teachers accountable for using NYSESLAT data when planning and delivering instruction.

- The school leader should identify research-based effective instructional practices for ELLs that will provide the basis for a program of instruction. The school leader should enlist the help of the Network and outside consultants who can offer PD on the identified program. School leaders and teachers should develop a plan of action and a schoolwide implementation plan for the delivery of this program. School leaders should ensure that teachers use the data from the program to track student progress and guide and inform their instructional planning and instruction. The school leaders should closely monitor this implementation to ensure a rigorous instructional program for ELLs.

VI. Professional Development

Findings:

- The PD calendar provided no evidence of PD offerings specifically dedicated to addressing the needs of students with disabilities or ELLs.

- Common planning and inquiry meeting agendas did not reflect the inquiry process. There is no evidence that teachers are currently engaged in professional learning communities (PLCs) aimed at improving student outcomes.

- Feedback on teacher observations is limited and is not focused on developing individual teacher instructional expertise. Few observations included more than two areas of concern, and the outcomes did not lead directly to additional support or PD provision.

- Teachers are required to provide feedback to school leaders on what they have learned during PD, including a statement of how they will implement the new skills in the classroom. However, the monitoring of this system is not robust and few references were found on formal feedback reports following an observation.

Recommendations:

- The school leader should enlist Network support to provide all teachers with PD opportunities specific to ELA and ESL methodologies so that they can improve their teaching and student learning outcomes. Additional PD should be provided on differentiation, the use of assessment

data in instructional planning, language acquisition, technology, questioning strategies, rigor, and higher order thinking skills. Opportunities should be offered to the entire instructional staff on targeting the needs of ELLs and students with disabilities and should specifically include strategies for differentiation and cultural diversity related to these subgroups. Specialized additional training should also be provided to the teachers of ELLs and students with disabilities, based on assessment data, that targets the needs of these subgroups by achievement levels, grade levels and subjects.

- The Network should provide school leaders and teachers with comprehensive PD on the inquiry process. Network team members should model the facilitation of inquiry-based teacher teams for administrators and teacher-leaders. Department, grade-level, and academy meetings should focus on the development of curricula and high-quality assessments and tasks, as well as the analysis of student work and assessment data. Agendas should be designed to improve the delivery of current curricula and instruction and inform future planning to ensure improved student outcomes.

- School leaders should receive additional training and support to develop more effective classroom observation practices. The Network should mentor school leaders to develop their observation skills and connect evaluative feedback and classroom performance so that teachers can improve their practice. School leaders should conduct joint observations to develop a shared lens for monitoring teacher practice and evaluating the impact on student learning. School leaders should ensure that feedback includes next steps for teachers and identify resources available to assist them in their professional growth.

- School leaders should use the classroom observation process to monitor the implementation of strategies learned during PD into routine instructional practice. Teachers should be held accountable for including all agreed strategies into their lesson planning and delivery.

VIII. District Support

Findings:

- The Network has provided limited support to the school in filling a vacancy following the retirement of the librarian in December 2010.

- Feedback from the Network on the school's Comprehensive Educational Plan (CEP) was limited. Responses were mainly procedural to ensure that the format was followed but comments did not provide any substantive advice to the school on how to improve or meet its Adequate Yearly Progress (AYP) targets. There is no evidence of the Network monitoring the implementation of the CEP. The school's inability to meet AYP in ELA for the identified student groups has not been challenged by the Network.

Recommendations:

- The Network should immediately assist the school in identification of an appropriate and experienced candidate with literacy expertise able to fulfill the role of librarian. The Network leader should immediately develop a plan to improve the quality of the support provided for the school.

- The Network should work closely with school leaders and the SLT to ensure that the goals set in the CEP reflect the most urgent issues in school accountability. The Network should ensure that CEP goals are appropriately challenging and that they are specific, measurable and achievable. The Network should support the school in monitoring progress towards CEP goals and to make all necessary adjustments to programs and instruction.

- The Network should support the school in the implementation of the JIT recommendations.

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 modifications 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 school leader should develop a Restructuring plan that focuses on the areas of weakness identified in this report. This should include the following:

- The school should, through the observation process and other formal procedures, replace ESL teachers who are consistently ineffective in the delivery of instruction. School leaders should enlist the support of the Network to identify qualified and experienced ESL teachers to fill teaching positions that may become available if unsatisfactory teachers are removed.

- The Network should provide professional support to all staff on developing the specific instructional strategies required to provide quality instruction for ELLs. This should include ESL methodology, using NYSESLAT data to inform instruction, and creating differentiated learning activities to meet the needs of ELL students.

- The school leader should review the areas of responsibility held by the current AP for the ESL/ELLs programs. These responsibilities should include the monitoring of instructional delivery for ELLs across academies. The Network should provide significant on-site support for school administrators during this transition.

- The school should fill the current vacancy of librarian with an experienced and licensed librarian with a background and expertise in literacy to serve in the dual role of literacy coach. The coach

should work to further develop the ELA curriculum and facilitate the development of PLCs in ELA and ESL. The coach should work directly with teachers to improve the quality of their teaching and learning.

- The school leader should form an ELA curriculum committee whose members should include the AP in charge of ELA; the literacy coach; and teacher representatives from the ELA, ESL, and special education departments. The committee should implement an ELA curriculum that is research-based and aligned with NYS standards. Each literacy unit of study should be organized around themes relative to student needs and be sensitive to students' cultural diversity. The curriculum should be rigorous and content-rich, with emphasis on reading, writing, listening, speaking, vocabulary development, and research skills. Curriculum writers should ensure that a range of instructional strategies, resource materials, and technology are used to support literacy teaching and learning for all students, with a focus on ELLs and students with disabilities.

- The school leader, APs, literacy coach, teacher representatives and the Network should collaborate in designing a PD plan that improves literacy instruction and learning across the content areas. The plan should be aligned with the school's CEP goals and teacher and student goal setting. The school leaders should assess and monitor the quality and value of the PD provided through observations of the effective and timely application of the knowledge, skills, and strategies acquired.