

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	31R445
School Name:	Port Richmond High School
School Address:	85 St. Joseph's Avenue Staten Island, NY 10302
Principal:	Timothy Gannon
Restructuring Phase/Category:	Restructuring Advanced Focused English Language Arts –Students with Disabilities
Areas of Identification:	Mathematics –Students with Disabilities
Dates of On-site Diagnostic Review:	April 12-13, 2011

PART 1: INTRODUCTION

A. Community and School Background

Port Richmond High School serves 2,186 students in grades 9 through 12. The student enrollment is 31 percent Black, 36 percent Hispanic, 26 percent White, and 7 percent Asian students. Of these students, 20 percent are students with disabilities. About 75 percent of students live within the school zone and are, therefore, neighborhood students.

The administrative team includes the Principal, ten Assistant Principals (APs) and a special education coordinator. The Principal has been serving in this position for six years, and the APs have served between six and twenty-eight years. There are 120 teachers at the school. One teacher has been at the school for less than a year and five teachers for fewer than five years. Ninety-four percent of teachers are highly qualified. Teacher turnover is 11 percent. The school does not have a history of high administrative turnover.

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	
+	Positive trend data for all identified subject/areas and subgroups for the past two consecutive years), as demonstrated by an increase in the percentage of students performing at or above Level 3 and/or a Performance Index increase of five or more points.	✓
+	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years show a reduction in the number of	✓

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
	subgroups that did not make Adequate Yearly Progress (AYP) in one or more identified subject/area(s).	
+	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years) indicate the school has reduced the achievement gap between identified subgroups and the All Students subgroup in ALL identified subject/area(s) by ten percent or more. MATH ONLY	✓
-	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 the past two consecutive years) indicate an increase in the achievement gap between identified subgroups and the All Students subgroup in one or more identified subject/area(s). ELA ONLY	✓
-	Total High School Cohort Graduation rate is below 60%	✓
NYCDOE Quantitative and Qualitative Performance Measures		
+	Grade of B on the most recent NYC Progress Report	✓
+	NYC Quality Review Score of Well-Developed	✓

B. School Strengths

- Teachers show high levels of respect to the students. Students behave well across the school site.
- The decision to create the Small Learning Communities (SLC) structure has strong support from students and parents.

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 English language arts (ELA) curriculum is not well developed and does not form a sufficient basis to support ELA instruction for students with disabilities. Additionally, in ELA classes for students with disabilities, there was little evidence of alignment with State standards.
- Teachers are not provided with scope and sequence documents for ELA and English as a Second Language (ESL).

Recommendations:

- The Network should work with the school on the development of a curriculum in all core areas and ensure clear alignment with the current New York State (NYS) Standards and to the new NYS P-12 Common Core Learning Standards in English language arts and literacy and mathematics. Documents should be ready 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 ways to plan and implement a curriculum with rigor, as well as 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 subject taught.

- The school should ensure that all teachers have scope and sequence documentation that supports the delivery of ELA and English as a second language (ESL) instruction. The school leadership should closely monitor to ensure teachers appropriately challenge and support students throughout the learning process.

II. Teaching and Learning**Findings:**

- Instruction was mostly teacher directed in lessons observed across the school, including classes for students with disabilities. There was limited evidence that teachers used a variety of instructional strategies and resources to engage students fully in the instructional programs.
- There was little evidence of small group or differentiated instruction being used in the instructional process in ELA and mathematics classes.
- Few examples of effective co-teaching were observed. In a number of classes where support staff were present, they took little part in the instructional process.
- Learning time was not maximized in many classrooms. In some cases, half the lesson was spent completing the “do now,” which had a negative impact on student engagement.
- Considerable instructional time was lost during transitions. Students were lingering and socializing in groups before proceeding to the next class. Although there was adult supervision in the hallways to encourage students to move to their appropriate class, this was ineffective.
- There was limited use of culturally responsive materials in the instructional program. Teachers did not connect planned class work with students’ backgrounds and heritage.
- The lack of flexibility in the classroom environment hampered student ability to interact with one another to further their understanding of the lesson content. This resulted in compliant learners rather than learners being actively engaged in the learning process.

- Few examples were seen of teachers using effective questioning strategies in ELA and mathematics lessons to promote student understanding. Students were not given the opportunity for engagement in problem-solving activities. There was no evidence of reflection or self-evaluation on the part of the students.
- There was limited evidence of student work displayed in classrooms and hallways. There was no use of the language of standards on the work, and no feedback or next steps for students.

Recommendations:

- The school should provide PD to all teachers in the different and varied strategies and resources that can be used during classroom instruction. The focus should be on the approaches that can be used in the instructional process to engage students, particularly students with disabilities. Technology should be integrated fully into lesson planning and delivery to provide a stimulating and effective teaching environment. School leaders should monitor the effectiveness of these strategies on improving student engagement and participation.
- The school should develop a comprehensive PD program that focuses on evidence-based practices that support differentiation to address the learning needs of all students, including those with disabilities. This program should include close monitoring through formal and informal observations.
- The school should contact the Network to help in identifying schools with successful co-teaching models and provide peer observation opportunities for teachers and supervisors to observe best practices. This should serve as a foundation for the development of a high quality co-teaching program within the school. The program should be closely monitored via formal and informal observations, to ensure that all teacher teams are using appropriate co-teaching models that result in increased performance outcomes for students with disabilities.
- The school should provide targeted PD on lesson planning to ensure that individual lessons have appropriate structures with identified timeframes. This should encourage all teachers to use class time to engage and motivate students, develop the lesson objectives and provide time for student assessment throughout the lesson. Clear expectations should be established for the use of instructional periods to ensure that there is an effective flow of activity. School leaders should regularly monitor teachers' lesson planning and ensure that it translates into effective classroom delivery.
- The school should review its current procedures for adult supervision in hallways during passing time. The roles of staff, including school safety agents, school-aides, deans and APs as well as classroom teachers should be examined to ensure that all understand their responsibilities to encourage students to move from one class to the next as quickly as possible. Schoolwide procedures for lateness to class should be consistently applied and enforced by all teachers. School leaders should monitor transition times and ensure that expectations are being fulfilled by all staff and students.

- Resources should reflect the various cultural backgrounds of the student body. This should include cultural references within the instructional process and the availability of culturally relevant materials in classrooms and in the library. The Principal should ensure that sufficient funds are available to purchase appropriate culturally sensitive materials.
- The school administrators, with Network support, should provide guidance and PD on appropriate classroom arrangements that allow students to interact with one another and for teachers to easily group students as appropriate. Teachers should implement this guidance into their daily instructional practice. The Principal should enlist the support of the Network to provide PD in the use of higher level questioning techniques to support students in their understanding of lesson content. This should focus on teachers using active learning strategies in all content areas to motivate and engage students, including students with disabilities, in the learning process.
- Students should be challenged and supported through the use of a wide range of learning experiences, such as problem solving and investigative tasks that both interest and stimulate them. Opportunities should be presented for students to reflect upon their own work and conduct self-evaluations.
- School leaders should make clear to teachers the school expectations regarding the display of student work. Teachers should ensure that these expectations are translated into practice. The school leaders should closely monitor the display of all student work in hallways and classrooms to ensure that they all are accompanied by rubrics and specific teacher comments. This should clearly identify next steps to ensure that all students fully understand their current educational status, and future targets. School leaders should talk to students about the quality of feedback they receive from their teachers.

III. School Leadership

Findings:

- The school goals included within the Comprehensive Educational Plan (CEP) do not reflect high expectations for students or staff. The high number of self-contained classes is a reflection of the school's low expectations for students with disabilities.
- There is a lack of clarity in the roles and responsibilities of staff who have oversight and responsibility for the services, provision and quality of instruction for students with disabilities.
- The school has been structured to provide daily opportunities for common planning within and across grades, but teachers of students with disabilities are not full participants in the common planning time meetings as they are often working on students' Individual Education Programs (IEPs) instead of attending the common planning period.
- The PD offered for general education and special education teachers has not promoted their professional growth and development or significantly improved the strategies they use in delivering instruction to meet the wide range of student needs.

- The improvement of instructional practice is hampered by the lack of an effective classroom observation process to provide feedback, support and pathways for instructional improvement, especially in ELA and mathematics. Teachers are not held accountable for ensuring that strategies and techniques learned through PD offerings are implemented in their instruction. School leaders do not make this a focus of their observations.

Recommendations:

- The Principal, in conjunction with the School Leadership Team (SLT) and other school leaders, should review and revise the school goals currently within the CEP. This revision should include decreasing the number of students currently being taught in self-contained classes and moving them to general education classes. PD should be provided to general education teaching staff on how they can best support these students.
- The Principal should identify a lead person with the key responsibility of oversight of provision and instruction for students with disabilities. The roles and responsibilities of this position should be clearly delineated and the person should be directly accountable to the Principal. The Principal should seek the help of the Network to support the selection and appointment of a coach to lead differentiated instruction in order to support all teachers in the movement towards better academic outcomes, particularly for students with disabilities.
- The school leaders should ensure that teachers of students with disabilities are full members of the SLCs and that they have time identified within their programs to attend common planning meetings. This revision should enable them to be full participants in the planning and articulation meetings currently in place to inform and provide guidance on instructional strategies to be used with this subgroup of students. School leaders should monitor the work of SLCs to ensure that the needs of identified students are met.
- The school should provide a comprehensive PD program that focuses on evidence-based practices that support differentiation and address the learning needs of all students, including students with disabilities. School leaders should evaluate the effectiveness of the PD program and measure it against improvements in student achievement.
- The school should review the current classroom observation process to ensure a consistent and rigorous approach that holds teachers accountable for implementing skills learned from PD into their instruction. The school leaders should implement a process of regular observation that has at its core the improvement of the quality of instruction and learning. School leaders should provide feedback to teachers, noting areas of strength and clearly identifying areas for improvement. Any weaknesses should form the focus for future observations. The information collected from observations should be used to identify PD pathways for individual teachers and schoolwide priorities, particularly in ELA, mathematics and for students with disabilities.

IV. Infrastructure for Student Success

Findings:

- The school behavior expectations are not implemented with fidelity. Several students were seen texting on phones and wearing head-phones during class instruction without teachers taking any action.
- The library has only four desktop computers with Internet access, resulting in students having to wait in line to use the machines. This lack of technology limits student ability to use the library for individual research.

Recommendations:

- The administrators should ensure that all teachers and staff consistently implement the behavior expectations displayed around the school. Students should be reminded of classroom procedures and the consequences of not following the rules. The current approach is allowing distraction and time wasting, which should be addressed. School leaders should ensure that expectations are uniformly high and that students and staff meet the agreed upon expectations.
- The school leaders should examine the use of the library and the availability of technology for students to use to support their learning. A plan should be developed to transition the library into a media center to include adequate numbers of computers and other electronic supports such as Internet access, to better match student need and demand. This should form part of a school-wide technology plan, which should provide PD in the use of technology within the classroom. All aspects of technology should be considered in order to identify the best ways to engage students, provide culturally relevant material and provide experiences that have a positive impact on learning. The school should research software and technology that support and enhance ELA, mathematics and other content areas of instruction.

V. Collection, Analysis, and Utilization of Data

Findings:

- Data are not used systemetically, rigorously or effectively to support and improve student achievement. There is currently no accountability for teachers to effectively use data in all instruction to improve student progress.
- The impact of intervention programs, such as Wilson reading intervention and Achieve 3000 programs, is not monitored for thier effectiveness in raising student outcomes.
- Although teachers are provided with a variety of assessment data, there is no system of accountability in place to monitor implementation. Students reported that not all teachers complete on-line records and, therefore, students cannot consistently access current information regarding their academic status.

Recommendations:

- The school, in conjunction with the Network, should provide PD opportunities for all teachers that have a focus on identifying how to best use data to improve student outcomes. These opportunities should include the analysis of individual student performance and how teaching strategies should be adapted to meet student need. Teachers, including those of students with disabilities, should be held accountable for making the best use of all available data and information they have about an individual students' learning and achievement. School leaders should carefully monitor classroom practice to ensure that all teachers use data to inform their planning and instruction. Additionally, school leaders should use analysis of data to provide an appropriate array of classes, based on student need.
- The school leaders should use data to identify instructional programs that have demonstrated success for students with disabilities. The school leaders should closely monitor the impact of any intervention program for its effectiveness on improving student achievement and adjust programs as appropriate. Teachers should be held accountable for implementing these interventions with fidelity. All school staff should be taught how to use data to identify school trends and priorities to evaluate the school's educational programs. Action plans should be developed to include measurable improvement targets and the frequent monitoring of improvement initiatives.
- The school should provide PD to teachers on the use of Skedula (a database tracking system to monitor student progress) and the importance of keeping it current and up-to-date for students and parents to have a clear picture of student progress. A schoolwide policy should be developed to ensure full teacher participation in providing the necessary data.

VI. Professional Development

Findings:

- Limited evidence was found that feedback to individual teachers, following observations, had any reference to their future PD needs.
- The document review indicated that there is limited evidence that teachers are held accountable for incorporating strategies learned in PD into their daily teaching.
- The current school PD plan does not include specific learning requirements in differentiated instruction, the needs of ESL students and questioning techniques to support student engagement.
- The PD offered is not sufficient to meet the needs of teachers of students with disabilities.

Recommendations:

- Information gathered from lesson observations should be used to develop individual PD pathways for each teacher. School leaders should ensure that all PD plans in place are supported by training and monitored for impact. Teacher performance should be routinely measured by analyzing student outcomes.
- School leaders should ensure that the formalized feedback provided to teachers measures the impact of PD on performance and the development of skills. These observations should be used to

adjust the PD plan of the school as required and ensure that it continuously reflects the school's needs.

- School leaders, with Network support, should provide PD in pedagogical practice and the key issues that improve instruction. This should include the application of differentiation to classroom planning to better meet the identified learning needs of students and subgroups. School leaders should model lessons that include differentiation and other effective strategies to improve the delivery of instruction across the school.
- School leaders should devise PD plans for teachers of students with disabilities so that these teachers can acquire the skills necessary to accelerate the learning of their students. The Network should be contacted to provide the specialized training required for these at-risk groups.

VII. District Support

Findings:

- The Network team lacks expertise in some areas of operational and budget support.
- The Network did not provide the school with written feedback on the CEP and has not monitored the implementation of the CEP goals and action plans.

Recommendations:

- The Network should work with the Principal to identify the areas of operational and budgetary concern and identify appropriate qualified and experienced personnel to support and guide the school.
- The Network should assist the Principal and SLT in modifying the CEP to include goals for students with disabilities, and include strategies to enable teachers to meet the specific learning needs of this subgroup. The Network should assist the school leaders and SLT in monitoring the CEP goals.
- The Network should support the school in the implementation of the Joint Intervention Team (JIT) recommendations.

Other Concern:

Currently, almost 20 percent of the school's 2186 students are students with disabilities.

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 school should develop a Restructuring Plan that incorporates the findings of this report. This should include the following key issues:

- The Principal should review and assess the current leadership for special education within the school and identify a lead person for this key responsibility within the management structure. The roles and responsibilities of this position should be clearly delineated and the person should be directly accountable to the Principal. This person should act as lead as the school reduces the number of students in self-contained classes.
- The school should seek the help of the Network to support in the selection and appointment of a coach to lead differentiated instruction. This individual should support all teachers in the movement towards better academic achievement for all students, but with a specific focus on the students with disabilities subgroup.
- The school leaders should revise the current PD plan to focus on improving instructional practices throughout the school, but with an emphasis on the teaching of students with disabilities.