

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	15K024
School Name:	PS 24 The Dual Language School For International Studies
School Address:	427 38 th Street Brooklyn, NY 11232
Principal:	Christina Fuentes
Restructuring Phase/Category:	Restructuring Advanced Comprehensive English Language Arts- All Students; Hispanic Students; Students with Disabilities; English Language Learners; and Economically Disadvantaged Students
Area(s) of Identification:	
Dates of On-site Diagnostic Review:	March 8-9, 2011

PART 1: INTRODUCTION

A. Community and School Background

PS 24 serves 759 students in pre-kindergarten through grade 5. The school enrollment is one percent Black, 90 percent Hispanic, four percent Asian, five percent White and less than one percent American Indian students. Of these students, 45 percent are English language learners (ELLs) and 18 percent are students with disabilities.

The school administrative team includes the Principal and two Assistant Principals (APs). The Principal is serving in her sixth year. Each of the APs has served for two years. Of the 64 teachers on staff, 93 percent have taught at the school for more than two years and 73 percent for more than five years. Ninety-two percent of the teachers are highly qualified. The school has a teacher turnover rate of nine 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 (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).	✓
	NYCDOE Quantitative and Qualitative Performance Measures	
-	2009-10 NYC Progress Report Grade of C	✓
+	2007-08 NYC Quality Review Score of Outstanding (Well-Developed)	✓

B. School Strengths

- The Principal has created an environment that is sensitive, tolerant and caring.
- The school is committed to serving the community via its many outreach services.

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 social studies curriculum in the multi-grade self-contained classes for students with disabilities has been collapsed into a non-graded, thematic-based curriculum that is not following grade-by-grade, scope and sequence structures.
- Student subgroups at the school have not made sufficient progress, as measured by their achievement on State tests. This is especially evident in the current dual language model for curriculum delivery.

Recommendations:

- A clearly delineated grade-by-grade social studies curriculum should be agreed upon and taught by all teachers of students with disabilities. The school should use data analysis to review the performance of students in multi-grade self-contained classrooms to evaluate whether this current arrangement is providing sufficient support to enable this at-risk subgroup to make good progress in developing their knowledge and skills. School leaders should ensure the modified curriculum is implemented and monitor its effectiveness through observation of classroom visits and teacher planning.
- The school should seek support from the Network in closely monitoring the progress of all subgroups schoolwide to determine the effectiveness of curriculum programs, particularly the dual language model, and their impact on student performance.

II. Teaching and Learning

Findings:

- Teachers in co-teaching classes do not fully share in the delivery of instruction.
- The expectations for the pace and sequence of instruction, which were clearly defined grade-by-grade in school documentation, were not consistently applied in all classes across the school.
- Student interviews and a review of student folders made clear that students did not understand their learning goals or next steps for improvement.
- There was limited evidence of the development of higher order thinking skills in instructional practices. Questioning skills varied greatly between teachers, with a majority of questions requiring factual recall and one-word answers.
- The progress of ELLs and students with disabilities is neither monitored nor assessed well enough for the school to provide appropriate alternate or supplementary support measures. As a result, the school is not addressing student needs rapidly enough to meet changing needs.
- The school displays a wide variety of student work, but no rubrics or written feedback accompanies the work to help students understand the standards expected.
- Limited use of technology, including assistive technology, was observed, and no comprehensive plan for the expansion of technology was presented.

Recommendations:

- All teachers involved in Collaborative Team Teaching (CTT) should develop effective co-teaching practices. The school should request the support of the Network in identifying models of good practice for inter- and intra-school visitations. Administrators should accompany the teachers on these visits to establish clear expectations for quality teacher practice in co-teaching classrooms and should monitor the delivery of effective strategies learned. Administrators should seek to provide planning time for co-teachers and regularly monitor teacher planning.
- Administrators should closely monitor all classrooms through regularly scheduled walkthroughs and formal and informal observation processes to ensure that teachers are keeping to their self-published pace and flow of the day. Additional training should be provided for teachers who struggle with ensuring the pace of instruction is effective in maintaining the interest and motivation of students.
- Professional development (PD) should be provided for all teachers on student goal setting. Teachers should be supported in creating improvement goals that are easily understood by the students and parents, closely related to the State Standards and clear in providing next steps for improvement in all content areas. All goals should include timelines for improvement and should be regularly revisited to allow for necessary adjustments. Administrators during walkthroughs should discuss learning goals with students.
- PD should be provided in supporting teachers in developing a variety of questioning techniques aimed at critical thinking and using problem solving skills appropriate to student development.

These skills would specifically support teacher effectiveness with students with disabilities and ELLs with Individualized Education Plans (IEPs). Teachers should ensure that strategies identified in training are implemented in their daily instruction. Administrators should make questioning techniques a focus for observation.

- The school should, with Network support, research and identify supplemental assessment tools requiring more manipulative and visual support tasks to better assess competencies for students with disabilities, ELLs and ELLs with IEPs. Additionally, the school should research and identify web-based assessment tools and programs to support students in all subgroups. Administrators should ensure that teachers use this information to inform planning and instructional delivery better.
- The school should support teachers, through focused PD, on how to use rubrics to provide appropriate and high level commentary on student work inclusive of naming strength points, need to improve points and next steps, related to the State Standard. Teachers and administrators should ensure that all student work on display in classrooms and hallways includes the relevant rubric with developmental feedback. Additional focus should be placed on transferring teacher comments and teacher observations of student work into teacher conference notes for one-on-one conferencing, leading to collaborative teacher and student goal setting.
- The school should develop a plan for the expansion and integration of technology across all areas of the curriculum. The school leaders should more actively pursue avenues to secure grants to replace and supplement existing technology throughout the school. Assistive technology should be an integral part of any grant application aimed at supporting student progress and achievement.

III. School Leadership

Findings:

- Expectations of student achievement are not high enough. The Principal, APs, School Leadership Team (SLT) and teachers demonstrate a lack of urgency in addressing the deficiencies evident in the accountability results for the school.
- Administrators are not rigorous enough in ensuring that all students make sufficient progress in their academic learning. Administrators do not monitor the quality of lesson plans and instructional delivery closely enough and, as a result, teachers are not consistently following their written instructional plans. There is too much variation in the quality of their pedagogical practices to meet the needs of the school's diverse learning community.
- Administrators do not ensure that initiatives introduced are clearly focused on improving student achievement in core areas. The number of demands being made on school staff to implement initiatives in the arts and social development absorbs too much weekly time from instruction, when greater focus is required to increase individual student achievement schoolwide.
- The classroom observation process is not bringing about improvements in instruction fast enough. The adoption of a mini-observational approach does not support the use of lesson observation to improve instruction across the school. Reliance on verbal rather than written feedback is a

weakness as administrators and teachers have no formal way of monitoring progress towards identified targets for improvement.

Recommendations:

- The work and roles of leaders, including APs, should focus more on improving student outcomes. The school should work collaboratively to set high expectations for the performance of all students and should urgently seek support from the Network in developing strategies to move students forward to meet or exceed their achievement targets. These strategies should be urgently implemented and their effectiveness regularly monitored and evaluated by administrators.
- All teachers should develop and follow lesson plans designed to maximize the progress of all students and be held accountable for student progress. School leaders should use the review of lesson plans and delivery, alongside analysis of student data, to monitor the quality of instruction and learning in each class.
- School leaders should prioritize the use of professional time to focus more closely on the urgent need to improve student achievement across the school. Agendas should be set for all meetings. The agendas should be monitored by administrators to ensure that time is spent discussing student progress, core curriculum programs and instructional strategies. All teaching time should concentrate on improving student performance in the core content areas so that the school can meet its Comprehensive Educational Plan (CEP) goals. The role of the APs should be evaluated to ensure that their work through goal setting, instructional leadership and all other aspects is clearly focused on improving student achievement.
- The school leadership should implement a classroom observation schedule to monitor more closely the quality of teaching and learning across the school. Written feedback should be provided for all formal, informal and walkthrough observations, including clear targets for improvement. Follow-up observations should be included in the schedule to check on progress. The school should seek support from the Network in developing lesson observation protocols, including training for administrators in writing effective teacher feedback. The outcomes of lesson observations should provide a focus for the school PD plan.

IV. Infrastructure for Student Success

Findings:

- The Principal does not set high enough expectations for student progress and achievement. The schools' low performance and the non-achievement of school goals are attributed to students' social/emotional and family difficulties. The school does not take sufficient responsibility for providing the programs, resources, supports and quality instruction to enable all students to do well.
- Students were not fully aware of the expectations made of them in terms of consistently improving their learning. Goal setting processes were not in place for all content areas to guide student progress and achievement. Although students were aware of school rubrics, they could not articulate how these tools should be used to check the quality of their work against State Standards. Students were not able to articulate their precise next steps for improvement to reach the next level.

- Students with disabilities in self-contained classes with IEPs were not all considered to be at-risk. No formal Pupil Intervention Plans (PIP) geared to address their targeted IEP goals and identified skill needs were in place to provide the specialized supplemental support services required to enable them to make sufficient progress.

Recommendations:

- The Principal should set high expectations for the achievement of all students in the school and should share these expectations with all staff, parents and students. The school should seek support from the Network in developing strategies to improve outcomes for all students. The impact of these strategies in the classroom should be carefully monitored.
- The school should develop goal setting processes for all students in all content areas. PD should be organized for all teachers so that they can create clear improvement goals to move all students forward in their learning. The goals set should be discussed with students and their parents so that next steps are understood by all and should include timelines and checkpoints to enable ongoing progress monitoring. Rubrics to support this process should be explained carefully in age-appropriate language to engage students in self-monitoring processes against the standards.
- PIPs should be developed and implemented for all students with disabilities in self-contained classes. These plans should reflect the specific learning needs of all individuals and should lead directly to appropriate support and supplemental services to enable these at-risk students to make sufficient progress. The quality and implementation of these plans should be evaluated by administrators.

V. Collection, Analysis and Utilization of Data

Findings

- Interviews confirmed that analysis of data occurs at grade level and is not disaggregated by the performance trends for subgroups or individual students.
- Few teachers analyze formative data to plan their instruction to address the specific needs of individuals or groups of students in their classes.

Recommendations:

- The school should revisit the current system for data disaggregation and analysis to focus more closely on student-by-student, class-by-class and subgroup-by-subgroup deficiencies in addition to the whole school and grade monitoring. An improvement plan should be created to ensure that all teachers incorporate item skills analysis of Acuity and predictive results to inform their instruction in all testing grades. In self-contained bilingual classes and dual language classes, close monitoring of individual student progress should be regularly undertaken to evaluate the impact of the dual language program. Particular attention should be given to monitoring the development of student skills as they move from grade to grade to check for vertical alignment in curriculum programs in each content area.
- Administrators, with the support of the Network, should provide PD that equips teachers with the skills to use data to guide and inform their planning and instructional delivery. Teachers should

ensure that they put the strategies learned from the PD into effective use in the classroom. Administrators should focus their supervision of teachers on ensuring on-going item analysis and data review is being used to drive instruction and to plan differentiated groupings in English Language Arts (ELA) and all supporting areas.

VI. Professional Development

Findings

- The school PD plan is not monitored closely enough to assess its impact on student performance.
- Inquiry teams are only using one strategy to develop vocabulary and language for randomly selected students.
- Feedback to teachers following classroom observation is formal for those seeking tenure, but more informal for all other staff. An examination of the feedback showed that it lacked rigor and direct focus on student improvement and did not hold teachers directly accountable for developing and improving their instructional practice through PD offerings.

Recommendations:

- The school should develop a PD plan focused on improving ELA performance, based on disaggregated data and the needs of all subgroups. The plan should be regularly reviewed to ensure its effectiveness and relevance to the evolving and assessed teacher and student needs. Additionally, surveys should be undertaken to obtain feedback from classroom teachers on the quality and value of PD offerings to determine the impact on student progress.
- The school should train all staff in developing appropriate protocols for Inquiry Team work. This should include how to select targeted students for study groups, the development of profiles for targeted students and tracking the success of strategies in supporting the students under study. School leaders should ensure that all teachers are engaged in inquiry processes, and successful strategies are widely shared across the school to improve the progress and achievement of all students. School leaders should assess the impact of Inquiry Team work on improving student achievement and improving the quality of instruction and learning.
- The Principal and administrators should revise the lesson observation protocols in order to ensure timely and targeted feedback to all teachers following formal, informal and walkthrough observations. The rigor of the process should increase to provide next steps, scaffolding and support to staff in need of development and improvement. Additionally, yearly teacher goal setting should be reviewed during the observation process to determine both teacher growth and achievement of their self-expressed goals for their own PD for the year. Administrators and teachers should ensure that strategies learned in PD are effectively implemented in the classroom. Administrators should also take into account Teacher Data Initiative Results as they review and observe each teacher in the testing grades.

VII. District Support

Findings

- The Network did not respond to requests from the school for a required assistive technology device for a student with disabilities for approximately five months. This lack of response significantly impeded the student’s progress.
- Although the Network has supported the school's efforts in data analysis, the approach adopted by the school is to examine schoolwide performance results rather than analyzing individual and subgroup student data.

Recommendations:

- The Network should provide timely and appropriate support to all schools requesting assistive technology for all students with disabilities.
- The support offered to the school in the analysis of data should be reviewed to ensure that the school appropriately focuses on specific item analysis on disaggregated data.
- The Network should support the school in the implementation of the Joint Intervention team (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 <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 Principal should work closely with the Network to create a new Restructuring Plan incorporating a range of strategies, including the use of specific item analysis to support student by student instructional planning to facilitate student improvement.

- Goal setting for APs should be closely aligned with the Principal's Performance Review goals and the CEP goals. The Principal should monitor the APs performance and their effectiveness in supporting the achievement of the aforementioned goals.
- The current roles and areas of responsibilities of the two APs should be reexamined to focus on the steps necessary for the school to concentrate its efforts on successfully achieving its goals and raising student achievement.
- The Network should work closely with the Principal and the SLT to redefine a new focus that should be reflected in the CEP and in the Principal's Performance Review goal setting to increase student performance.
- Teacher annual goal setting processes should be aligned to the school goals embedded in the CEP and be supportive of their own PD in improving their instructional practice.