

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	662300010044
District Name:	Buffalo City School District
School Name:	PS 82 Early Childhood Center
School Address:	230 Easton Ave., Buffalo, NY 14215
Principal:	Denise Segar-McPhatter
Accountability Phase/Category:	Improvement (year- 1) - Comprehensive
Area of Identification:	English Language Arts - All Students; African American Students; Students with Disabilities and Economically Disadvantaged Students
Dates of On-site Review:	December 15 -16, 2011

PART 1: MISSION STATEMENT

“The mission of PS 82 Early Childhood Center is to develop self-motivated, reflective learners capable of reading on grade level. The students will be exposed to a back-to-basics, data driven curriculum based on the New York State Standards.

School Beliefs:

- Every individual deserves a structured and safe environment.
- Differentiated instruction is implemented to ensure the mastery of core subjects.
- Everyone needs to recognize the diversity and value of the individual.
- Education is a shared responsibility with students, family and staff.

The environment in our school will promote student confidence and self-esteem.”

PART 2: SCHOOL STRENGTHS

- The school has spacious classrooms and an inviting environment for learning. Parents feel welcomed by school leaders and teachers.

- A full-time school counselor is available for students.
- An effective Positive Behavioral Interventions and Supports (PBIS) program is in place.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Evidence that the school uses multiple data sources to identify schoolwide and specific grade level skills is limited.
- Evidence that staff are adequately prepared in the use of formative and summative data analysis is limited.

RECOMMENDATIONS:

- School administrators should set clear expectations for teachers regarding collecting, recording, and analyzing data. There should be a range of the types of formative assessment data that are collected, such as conferring notes, running records, and notebook assessments. A system should be developed for collecting and recordkeeping, e.g., assessment binders. Plans for modifying instruction and next steps for developing more rigorous curriculum that meets the needs of students should be included.
- Teachers should be trained in using formative, interim, and summative assessments to differentiate instruction. Lesson plans should incorporate the implementation of flexible grouping based on the results of the assessments to differentiate instruction. School leaders should meet with teachers regularly to review student performance and set goals for student progress toward meeting shared learning goals. Informal and formal observations should include feedback for teachers on the effectiveness of their use of data to inform instruction.

II. TEACHING AND LEARNING

FINDINGS:

- Although some teachers have had an introduction to the New York State (NYS) P-12 Common Core Learning Standards (CCLS), interviews by the review team indicated that the majority of teachers are apprehensive regarding implementation.
- There was little evidence observed by the review team that data was used to group students or to match tasks to the different ability levels.
- The delivery of instruction to students with disabilities is not always adapted to the needs of the individual student.

- There was limited evidence of instructional practices that developed students' higher order thinking skills. Questioning skills varied among teachers, with a majority of questions requiring factual recall and one-word answers.

RECOMMENDATIONS:

- The District should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the P-12 CCLS in English language arts, literacy, and mathematics. All curricula should be developed by knowledgeable and trained individuals (national, State or local) who understand the key elements of curriculum development.
- The school leaders should provide professional development (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. School leaders should regularly monitor teacher 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 that meets the individual needs of students.
- School leaders through walkthroughs and reviews of lesson plans should ensure that the instruction for students with disabilities is based on a student's Individualized Education Program (IEP) and not a whole class instructional pattern.
- PD should be provided to support teachers in developing a variety of questioning techniques aimed at promoting students' critical thinking and problem solving skills. . Teacher questioning should require students to support answers by citing text, elaborating on the answers from other students and summarizing and rephrasing new information. School leaders should consider making questioning techniques a focus as they observe teaching and learning.

III. SCHOOL LEADERSHIP

FINDINGS:

- School leaders are not fully trained on the CCLS or the new Annual Professional Performance Review (APPR).
- School leaders do not have a plan for training new teachers entering this Early Childhood Center.
- There is limited evidence that school leaders use data management to promote positive results in student achievement.

RECOMMENDATIONS:

- The District leaders should seek to train all school leaders in implementing a curriculum aligned with the P-12 CCLS and the new teaching standards. In addition, all school leaders should be trained on the new APPR to ensure effective implementation.

- The school leadership team should develop a plan to train teachers that are new to this school so that all staff can fully and consistently implement the school programs.
- School leaders and the School Leadership Team (SLT) should participate in PD to implement the curriculum aligned with the CCLS in ELA/literacy and mathematics. This group should study best practices and adapt activities that are relevant for this school's population.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- Although there is ample training for teachers in the core subjects, teachers have not received intensive PD in the methods of differentiated instruction.

There is no clear strategy for allocation and deployment of human, fiscal, material and technological resources.

- Although there are some plans in place that would articulate a pathway for students' success and a base for horizontal classroom planning, the vertical planning for higher standards, increased rigor, and developing parent awareness of their role in helping to educate their child is not clear.

RECOMMENDATIONS:

- School leaders should find time in the master schedule for teachers to meet and plan for differentiation in each classroom. Superintendent's conference days should be planned so that teachers have a block of time to be prepared for shared classroom activities. Teacher leaders within the school should be developed to provide PD sessions.
- The District central office leaders should ensure that the human, fiscal and material resources for all schools are allocated based on the express needs of the students in each school.
- The school leader should work with the school community to develop a Comprehensive Educational Plan (CEP) to improve achievement. The school leaders and staff should articulate a vision and strategic plan that drives the school towards high student achievement and clearly outlines the responsibilities of staff and leaders. The plan should include goals; action plans, including a way to involve more parents in the processes that impact their child's education; professional development (PD), and the use of available resources. The implementation of the plan should be carefully monitored and its impact on student achievement measured.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Teachers have received limited PD in using interim, formative and summative data to plan instruction and address specific needs of individual or groups of students by identifying their strengths and weaknesses.

- Although there are ongoing introductory sessions of the CCLS being presented by the SLT, not all teachers are aware of the changes necessary to implement a curriculum aligned to the CCLS for school year 2012-13.

RECOMMENDATIONS:

- PD should be provided schoolwide on the “how-to” of using interim, formative and summative data to successfully plan instructional practices to improve students’ performance. Research has shown that teachers that systematically applied formative assessment techniques outperformed similar students and that the gain was greatest for low performing students.
- All teachers and school leaders should participate in PD on how to plan and implement a curriculum with rigor, aligned to the CCLS, 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 State website www.engageNY.org can be used as a resource.

VI. FACILITIES AND RESOURCES

FINDING:

Many teachers do not use the technology available to them to support the delivery of instruction for all students.

RECOMMENDATION:

School leaders should provide training to selected teachers on more effective uses of the SMART Board. School leaders should also acquire new software and update the present computers in order for teachers to differentiate instruction for students.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school’s inquiry, planning, and the development of the CCEP for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 CCLS, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.