

**NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS**

<b>DBN:</b>	07X277
<b>School Name:</b>	PS 277 Dr. Evelina Lopez-Antonetty Children’s Literacy Center
<b>School Address:</b>	519 St. Anns Ave. Bronx, NY 10455
<b>Principal:</b>	Cheryl Tyler
<b>Restructuring Phase/Category:</b>	Restructuring (year 1) - Focused English Language Arts- Students with Disabilities and English
<b>Area of Identification:</b>	Language Learners
<b>Dates of On-site Diagnostic Review:</b>	December 13 - 14, 2011

**PART 1: INTRODUCTION**

**Community and School Background**

PS 277 serves 519 students in Pre-kindergarten through grade 5. The school enrollment is one percent American Indian; 73 percent Hispanic, 24 percent Black and one percent White students. Of these students 22 percent are English language learners (ELLs) and approximately 13 percent are students with disabilities.

The administrative team consists of the Principal and one Assistant Principal (AP). The Principal and AP have both served the school for six years. There are 48 teachers on staff; nine percent have been at the school for less than one year and nine percent for fewer than three years. All teachers are highly qualified. The rate of teacher turnover is zero 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	
	<b>NYSED Quantitative Performance Measures</b>	
-	Negative trend data for one or more identified subject/areas and subgroups for the past two consecutive years, as indicated by a 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.	✓
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years show an increase in the number of subgroups that did not make Adequate Yearly Progress (AYP) in identified area(s).	✓
-	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 <b><i>All Students</i></b> subgroup in one or more identified subject/area(s).	✓

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
	<b>NYCDOE Quantitative and Qualitative Performance Measures</b>	
-	Most recent NYC Progress Report Grade of D or F (or C for 3 consecutive years)	✓
-	NYC Quality Review Score of Developing	✓

## B. School Strengths

- School leaders have created a culture in which teachers, parents and students feel safe and secure. Students are respectful and well-behaved in classrooms and hallways.
- There are ten Teachers College (TC) interns working in the school to provide instructional support to students and teachers.
- The average class size in regular education classes is 17, creating a low teacher to student ratio that allows teachers to work closely with students.

## 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, which consists of TC units for each grade, is not explicitly aligned with current New York State (NYS) Standards and does not appear to include differentiated strategies to meet the needs of ELLs and students with disabilities. This results in teachers using similar strategies for all students regardless of their needs, with neither rigor nor differentiation.
- There was limited evidence of explicit learning objectives for specific days in ELA classes.

#### Recommendations:

- Teachers and school leaders with Network support should participate in professional development (PD) on how to plan and implement an ELA curriculum with rigor, inclusive of the NYS learning standards and Common Core Learning Standards (CCLS), performance indicators, core competencies and grade to grade progressions. The ELA curriculum should further include differentiated strategies so that the needs of the identified subgroups are addressed and include better alignment with the NYS Standards. Walkthroughs and formal evaluations should include how well teachers know and implement the curriculum.
- Teachers should create lesson plans that have specific objectives and aims that align with NYS assessments and share these objectives with the students so that they can articulate what they are learning and why.

## II. Teaching and Learning

### Findings:

- The delivery of instruction that was observed by the team was predominantly teacher-directed and did not use a range of instructional strategies to engage students and accommodate their diverse learning needs. Consequently, differentiated instruction was rarely seen. There was no evidence that regular education teachers differentiated instruction to meet the needs of ELLs or students with disabilities.
- There was no evidence of grouping based on data for ELLs in regular education classrooms. Teachers were unaware of the NYS English as a Second Language Achievement Test (NYSESLAT) assessments and scores. Purposeful grouping was observed in the Integrated Collaborative Teaching (ICT) classrooms.
- There was limited evidence of the development of higher order thinking skills. Questions were low level and consisted mostly of factual recall; this type of questioning did not challenge students to critically think.
- Rubrics were not observed on any classroom or hallway bulletin boards. Student writing displays 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.
- Most classrooms had little available technology. A few document readers, laptops, projectors, and monitors were in evidence. All students receive one period per week of technology instruction with a specialist in the two modern computer labs. The laptop cart is located on the fifth floor and is accessible to only two classrooms. All other classrooms are on the second through fourth floors.
- Goals were present in the writing folders in some classes. However, most students were unable to articulate the learning goals for lessons.
- There was no evidence of a written grading policy.

### Recommendations:

- 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 students with disabilities and ELLs. 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 to the individual needs of students.
- School leaders should provide PD on the implementation of flexible grouping based on formative, interim and summative data in relation to ELL students. School leaders should provide PD for classroom teachers so that they understand the NYSESLAT and know how to interpret the scores of ELLs. All students should be provided with tasks and activities that address their specific learning needs in all lessons. School leaders should monitor teacher planning and instruction to ensure that the use of data to group students becomes common practice in all classrooms. Ongoing PD should be provided for teachers as needed.

- Teachers should receive PD in developing a variety of questioning techniques aimed at critical thinking and using problem solving skills. These skills should specifically support teacher effectiveness with ELLs and students with disabilities. Administrators should make questioning techniques a focus of regular classroom observations.
- Rubrics should be used as an integral tool in planning and assessing written assignments. Teachers should receive PD in using rubrics to provide teacher feedback, peer-feedback and student self-assessment. School leaders should monitor student work on display to ensure that comments help students improve and move to the next level.
- Training and support to teachers to ensure they have the skills and competencies to effectively use technology in instruction should be provided. Laptops, projectors and SMART boards should be widely available throughout the school. School leaders should ensure that strategies learned in PD are fully implemented in the classroom so that technology is routinely integrated into teaching and learning.
- Teachers should ensure that lesson objectives are shared with students so that they have a good understanding of what it is they are learning. Lessons should include explicit teaching points and provide practice sessions for independent work to assess student learning before teachers proceed to the next teaching point. Teachers should make sure that teaching points are related within the same lesson and should be standards-based. School leaders should ensure through the observation process that this practice is uniform.
- School leaders in collaboration with teachers should create a written grading policy across the grades. The policy should be communicated to students and parents. School leaders should monitor usage to ensure that this policy is implemented consistently.

### III. School Leadership

#### Findings:

- School leaders did not articulate high expectations for the performance of all students and staff based on NYS Standards. There is no strategic plan that outlines how to address the declining student outcomes for ELLs and students with disabilities; additionally, there is no data-based plan to address the ELA results for all students. There are no discernible, measurable school goals that are based on the ELA data. The Principal only recently addressed the low test scores by mandating a 30 minute non-fiction lesson each day and changing the reading assessment from a single paragraph to an entire page. School leaders rely on student level data from running records or assessments. This has not provided a comprehensive understanding of student levels as evidenced by the discrepancy between the test scores on the ELA test and the reading levels from running records.
- The school assigns teachers to roles that are not instructional in nature. However, there are other instructional needs. Academic Intervention Services (AIS) are provided only to Level 1 students, despite 51 percent of the students tested in 2011 scoring at Level 2. A review of the schedules of the cluster teachers, AIS teachers and coaches revealed that most of them are not teaching a full schedule. The school can cover all preparation periods with one fewer cluster teacher. Insufficient resources are provided for the English as a Second Language (ESL) teacher. ELLs are not receiving the required number of minutes of instruction due to a shortage of ESL teachers.

- School leaders do not evaluate teaching and learning and provide feedback in an effective manner to bring about sustained improvement in classroom practice. At the time of the team's school visit, the AP had conducted 20 informal observations, the Principal had conducted two. The Principal has not conducted any formal observations; the AP has only conducted four. The Principal does not have an observation schedule and has not scheduled walkthroughs with school leaders and Network support to provide feedback for staff. There is no evidence of student data being incorporated into feedback from the observation process.
- No formal opportunity has been provided for the ESL teacher to articulate with teachers who have ELLs in their classes. The ESL teacher is not included in the common planning time (CPT) grade level meetings.
- A review of the records of ELLs revealed that some students are not being serviced according to State guidelines and mandates. Some students are not receiving the appropriate number of instructional minutes for their level due to insufficient staff to provide this service. The school is not using an approved NYS bilingual model. There was no evidence provided that parents were notified that they have to opt-in to a transitional bilingual program when their children exit ELL status.
- The Principal stated the SLT is not effective. Interviews indicated that the Principal wrote the Comprehensive Educational Plan (CEP) goals; the SLT were not given an opportunity to help in creating the goals for this year. The CEP ELA goals do not address the needs of the identified subgroups. There is no evidence to indicate that the SLT is monitoring the implementation of the CEP goals.
- Roles and responsibilities are not clearly delineated for the Principal and AP. There are no clearly articulated supervision responsibilities for the special education, ESL and ELL programs.

**Recommendations:**

- School leaders, with Network support, should revise the CEP to focus on improved achievement for the identified subgroups. School leaders should articulate a clear vision and strategic plan that drives the school toward high student achievement and clearly outlines the responsibilities of staff and school leaders. The plan should include goals, action plans, PD, and use of all the resources of the Network. The implementation of the plan and its impact on student achievement should be carefully monitored by the Network Leader.
- The classroom and cluster teacher schedules should be reviewed and revised, with a focus on the instructional needs of students with disabilities, ELLs and at-risk students. School leaders should reallocate funds so that AIS services in ELA can be provided for Level 2 students in order to assist them in accelerating their learning. Appropriate materials should be made available so that the ESL teacher can provide instruction that meet the needs of the ELLs. The Principal should hire additional ESL staff in order to provide required services for students.
- School leaders should create a classroom observation schedule to monitor the quality of teaching and learning, with a focus on ELLs and students with disabilities. Feedback should be provided to staff following all formal, informal and walkthrough observations, including clear targets for improvement. Follow-up observations should be conducted in a timely manner to ensure teachers implement the recommendations for improvement. The outcome of lesson observations should become the focus of the PD plan.

- The Principal should rearrange teacher schedules so that the ESL teacher has an opportunity to articulate with teachers at grade level CPT meetings in order to discuss strategies for ELLs and the progress of these students.
- School leaders should hire additional ESL staff so that all ELLs receive the required amount of instruction each day. School leaders should provide PD for the bilingual teacher so that the NYS bilingual model is properly implemented. Parents should be notified that they have to opt in to a bilingual program when their children test out of ELL status. School leaders should send notification of this practice home in the language of the parents.
- The SLT, in collaboration with the Principal, should create the CEP goals based on an assessment of all available data from standardized tests and other sources. The CEP goals should address the needs of the identified subgroups.
- Roles and responsibilities should be clearly outlined for the Principal and AP and include specific supervision responsibilities for the administration of special education ELL, and ESL programs, teachers and staff.

#### **IV. Infrastructure for Student Success**

##### **Findings:**

- The school does not have an effective system for providing at-risk students AIS services. The school uses only Fountas and Pinnell levels to identify students in grades K-3 for AIS. The school provides AIS services for only Level 1 ELA students even though 51 percent of the students scored at Level 2 on the ELA test. School staff is not effectively deployed to meet the AIS needs of all students. There was little evidence of supplementary material for use with at-risk students receiving AIS.
- The school leader has not effectively engaged parents on the SLT. The school has not been able to get many parents to attend PTA meetings and other school activities.

##### **Recommendations:**

- The school leader should obtain assistance from the Network to ensure that other assessments are used to identify at-risk students, including ELLs and students with disabilities. School leaders should ensure all teachers providing AIS are properly trained and provided with the materials and supervision necessary to positively impact student achievement. School leader should monitor AIS implementation through observations and walkthroughs. AIS teachers should take into account the needs of the identified subgroups when planning instruction.
- The school leader should seek Network assistance to enable the SLT to better understand their role and responsibility for setting the direction of the school. The parent coordinator should be assigned the role of ensuring that parents are informed about the SLT and the potential impact of their full participation. The school leader should seek Network assistance in working with the parent coordinator in the development of an action plan to involve more parents in the processes that impact their children's education. This action plan should include formal and regular two-way communication, shared leadership and collaborative decision-making with stakeholders.

## **V. Collection, Analysis and Utilization of Data**

### **Findings:**

- The data that the school collects is not being analyzed in a rigorous manner to identify precisely what aspects of ELA need to be the specific focus for improvement and to identify the key changes required in programs and delivery to bring about urgent improvement in student performance.
- Teachers use assessments from the Workshop Model as the only means of formative assessment; no other ELA assessments are employed. Only recently teachers have been allowed to modify the TC assessments.
- Teachers do not use data to inform their instructional planning or to modify instruction. They implement the units of study regardless of the need of students for differentiated instruction to address their specific deficits.
- Little evidence was provided to indicate that school staff reviews student progress on an on-going basis in order to identify and develop instructional strategies for students requiring AIS.

### **Recommendations:**

- The Principal should request PD from the Network in developing the essential teacher skills to implement a more rigorous and systematic analysis of data. The school should hone these skills to identify the aspects of ELA that are causing greatest concern. Plans should be put in place to address these issues and ensure that these areas are a focus for teaching and learning. The school administration should monitor classroom practice and hold staff accountable to ensure improvements are made.
- School leaders should identify other types of formative and interim assessments that can be used to more fully understand student learning. These assessments should be used by classroom teachers, rather than them relying solely on the running records and other TC assessments.
- Teachers should use student performance data from various assessments to create instructional groups, design skill-based activities for small groups of students with similar needs and, adjust the planned curriculum, with a special focus on at-risk students and identified subgroups.
- School leaders should develop a system to identify at-risk students and then provide appropriate AIS for them.

## **VI. Professional Development**

### **Findings:**

- A comprehensive and differentiated PD plan to build teacher capacity was not in evidence. The PD was inconsistent with the needs of students in the identified subgroups and not based on student needs identified through assessment data. The PD was not consistent with the CEP goals. All documents in the PD binder were from the 2010-11 school year.
- Current PD offerings do not include a focus on the development of effective teaching strategies for ELLs. The Principal discussed various TC workshops attended by teachers; however, no documentation of this was provided.

- No evidence was provided to indicate that school assessment data is being used to design PD.
- There was little evidence that strategies from PD, such as differentiation or data analysis, are incorporated into teacher practice. Observation reports do not reference strategies learned at PD sessions.

**Recommendations:**

- School leaders should develop a comprehensive PD plan based on student and teacher needs that is closely aligned with the CEP goals. School leaders should conduct frequent formal and informal observations and use this data to measure teacher effectiveness. A professional growth plan should be developed for each teacher based on observation data. Documentation of teacher attendance at PD sessions should be current.
- School leaders should seek Network assistance in providing PD sessions on how teachers can more effectively meet the specific learning needs of ELLs. School leadership should monitor and evaluate the teaching and learning of classes with ELLs in order to determine if PD strategies have been effectively implemented.
- School leaders should develop a mechanism to analyze student assessment and teacher observation data so that a PD plan is developed that meets the needs of students and teachers.
- The school leadership should conduct follow-up observations after PD sessions to ensure that teachers integrate the strategies learned into the classroom instructional program. The school leaders should develop detailed recommendations and specific next steps in their observation reports and focus on these in their next observations.

**VII. District Support**

**Findings:**

- The Network has provided only minimal training and assistance in data collection and analysis, which has neither significantly impacted student performance nor assisted the school in addressing the ELA needs of the identified subgroups.
- The CEP was approved even though it did not adequately address the needs of the ELLs and students with disabilities.

**Recommendations:**

- The Network should plan with the school leaders to provide comprehensive, on-going training for the school staff on the collection and analysis of data to inform and adjust instructional classroom practices. Follow-up on the implementation of the training should include monitoring and providing feedback by school leaders to staff. The Network should provide additional support for the school in addressing the ELA needs of the identified subgroups so that teachers can provide better instruction.
- The Network should review the CEP carefully to ensure that the CEP addresses the identified needs of ELLs and students with disabilities and monitor the school's progress towards its goals. The Network should provide feedback to the SLT so that the revised CEP addresses these subgroups properly.

- 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 Finding

Reference	Review Team Finding	✓
(c)	The school has not made sufficient progress in identified areas, and is unlikely to make AYP under the current structure and organization.	✓

#### B. Overall Recommendation

Reference	Review Team Recommendation	✓
(c)	Develop and implement a School Restructuring Plan that includes significant <u>changes in staff, organizational structure, leadership and/or configuration</u> to address issues that continue to negatively impact student academic performance in identified areas. The School Restructuring Plan must also include one of the restructuring options required under NCLB and further defined by the DOE.	✓

#### C. In the space below, include specific information to support the Network in determining how the above JIT recommendation should be implemented.

- Provide leadership coaching and support for the Principal.
- Assist the Principal and SLT in revising the CEP goals so that they reflect the needs of the identified subgroups.
- Develop a teacher observation schedule.
- Provide assistance in obtaining ELA materials to supplement the TC Workshop Model.
- Assist the Principal in reviewing staff assignments so that services provided will strengthen instruction to ELLs, students with disabilities and at-risk students.
- Identify and provide PD for teachers to support delivery of instructional strategies for ELLs and students with disabilities. Provide PD in differentiation of instruction.
- Provide PD in data analysis to inform instruction for the school leaders and teachers.
- Ensure that Level 2 students receive AIS.
- Ensure that all ESL requirements are met.
- Provide PD for the school leaders and members of the Inquiry Team.
- Arrange visitations with the Principal to schools with similar demographics and higher achievement levels to find out how these schools are achieving success with the identified subgroups.