NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

DBN:	30Q151
School Name:	PS 151 Mary D. Carter
School Address:	50-05 31 Avenue Queens New York 11377
Principal:	Jason Goldner
Restructuring Phase/Category:	Restructuring (year-1) Focused
Area of Identification:	English Language Arts- Hispanic Students; Students with Disabilities; English Language Learners; and Economically Disadvantaged
Other Area of Identification	Mathematics - All Students; Hispanic Students; English Language Learners; Economically Disadvantaged Students
Dates of On-site Diagnostic Review:	December 6-7, 2011

PART 1: INTRODUCTION

Community and School Background

PS 151 Mary D. Carter serves 541 students in Pre-kindergarten through grade 5. The school enrollment is 18 percent Asian, 51 percent Hispanic, 14 percent Black and 16 percent White students. Of these students, 23 percent are English language learners (ELLs) and approximately 16 percent are students with disabilities.

The administrative team consists of the Principal and two Assistant Principals (APs). The Principal has served the school for four years, and the APs have served between five to seven years. There are 53 teachers on staff; four percent have been at the school for less than one year and six percent for fewer than three years. Ninety-seven percent of teachers are highly qualified. The rate of teacher turnover is 14 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	
-	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.	✓
-	School is within five points of meeting its Effective Annual Measurable Objective (EAMO) for ALL identified subgroups in ALL subject/area(s) of identification.	✓
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years show a reduction in the number of 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.	✓

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
-	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 ***All Students*** subgroup in one or more identified subject/area(s).	✓
	NYCDOE Quantitative and Qualitative Performance Measures	
-	Most recent NYC Progress Report Grade of D	
-	NYC Quality Review Score of Developing	

B. School Strengths

The school provides a safe and secure environment for its 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 literacy program (Literacy by Design) is considered the English language arts (ELA) curriculum and does not adequately support the range of proficiency levels of the identified subgroups, including ELLs and students with disabilities. This literacy program adopted by the administration is not implemented with fidelity by some teachers who reported that they had minimal input in the selection of the program and were provided with insufficient professional development (PD) to ensure successful implementation. Although mathematics instruction is aligned with New York State (NYS) Standards, the mathematics activities observed in classrooms, in many instances, were skills-based and lacked rigor.

- While the school has scope and sequence documents and pacing calendars that are aligned with the curriculum, no substantive progress is demonstrated across the units of study to foster depth of knowledge for all students . Lesson plan objectives and learning goals are aligned with scope and sequence and pacing calendars, but these have yet to make a significant impact on student learning.

Recommendations:

- All teachers and administrators should participate in PD on how to plan and implement a curriculum with rigor, 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 school leader should monitor the use and implementation of scope and sequence documents and pacing calendars to produce substantive progress across units of study.

II. Teaching and Learning

Findings:

- Teacher planning is ineffective because it does not address the needs of students in all identified subgroups. Lesson plans are vague, with no evidence of effective differentiated instructional strategies, materials and assignments to address the diverse learning needs of all students, particularly students with disabilities and ELLs. Teachers report a distinct lack of resources to meet the needs of these subgroups. Tasks provided are not challenging. Teachers rarely use information from students' Individualized Education Programs (IEPs) for instructional planning and decision-making purposes.

- There is little or no evidence of appropriate classroom groupings based on formative assessments. Instruction and activity during classroom grouping lacks student engagement, rigor and accountable talk. Consequently, groupings do not provide the necessary challenge for all ability levels.

- Teachers rarely use higher order questioning to promote students' critical thinking skills.

- There is limited evidence of quality, standards-based rubrics being used to provide specific feedback to students. There is also no uniform grading policy in the school. Consequently, students do not know how well they are doing or how to make improvements.

- Although, there is some evidence of effective practices in school, there are differences between the views of the administration and faculty regarding classroom management that result in a lack of consistency in application of the behavior policy.

- In most classes, students are not actively engaged in their learning which results in their passivity. There is also some inconsistency in pacing and sequencing in instruction to maximize learning time.

- Teachers are making some use of technology; however, it is not meeting the needs of all students.

- While some effective co-teaching that can contribute to improved student achievement was seen, good practice was not consistent across the school.

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, including the use of IEPs. 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 to the individual needs of students.

- School leaders should provide PD on the implementation of flexible grouping based on formative and summative data. 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 where necessary.

- PD should be provided to support teachers in developing questioning techniques aimed at critical thinking and problem-solving skills, particularly to address the unique needs of students in the identified subgroups. Teachers should make such techniques part of their lesson plans and administrators should monitor its implementation with fidelity.

- The school should develop rubrics to assess academic learning that are aligned with the school report cards and the NYS Standards. The grading policy should be aligned with these rubrics, appropriately weighted and collaboratively developed. Supervisors should monitor the implementation of the policy. Teachers should be trained in how to provide high quality feedback regarding student work and then ensure that this becomes embedded in instructional practice. School leaders should regularly review student work that is displayed in hallways and classrooms to ensure that high quality feedback is the norm.

- The school leaders should ensure that all students are informed and understand the school's code of conduct. The school leaders and staff should develop a student handbook that includes the code; post the policies throughout the school; and ensure a consistent implementation of expectations, consequences and incentives. School leaders, through observations and walkthroughs, should ensure that staff consistently promotes the high behavioral expectations that are set.

- Through collaboration during common planning time and with PD provided by the Network, teachers should ensure that all student work is challenging, well paced and appropriately sequenced in demanding full engagement. Teachers should provide regular, meaningful opportunities for students to work in groups, discuss their learning and describe what they have learned and how. The leadership team should make this a focus in their classroom observations.

- School leaders should ensure that all teachers plan for effective use of technology to support instruction, with meaningful opportunities for students to use technology to raise their achievement and understanding. PD should be provided where necessary to ensure teachers have the skills to fully use new technology.

- School leaders should ensure that co-teaching effectively and consistently impacts student learning across all classes.

III. School Leadership

Findings:

- The school leadership does not promote a culture of excellence due to low expectations, a lack of a shared vision to raise student achievement and poor communication within the school.

- The school leader is not effectively using financial, human and material resources and has made decisions for placement of staffing assignments based primarily on the limitations of the current staff.

- The school leadership does not have the supervision and support of instruction as its top priority for raising student achievement. There is no evidence of follow-through or monitoring to ensure that PD translates into improved instruction, including in the identified subgroups.

- There is no effective system of teacher and staff evaluation incorporating the use of data analysis to drive instruction to consistently higher levels. The quality of observation feedback is not sufficient to improve instruction.

- The school leader provides some opportunities for common planning; however these opportunities have not been extended across the whole school.

- While there is a School Leadership Team (SLT) in place, there is no evidence that the school leader actively engages its members in the decision-making process.

- There is no evidence of meaningful or regular involvement of parents/families in decisions that affect their children's education and reflect their cultural and linguistic diversity.

Recommendations:

- The school leadership and the District/Network should create a schoolwide plan to improve achievement. The school leaders and staff should articulate a clear 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, and PD, and should use all resources available through the District/Network. The implementation of the plan should be monitored carefully and its impact on student achievement measured.

- The school leader should review the administrative and instructional strengths and weaknesses of all staff to ensure a good match of expertise to roles. The school leadership should review the current deployment of financial and material.

- School leaders, with support from the Network, should design a comprehensive PD plan to address the needs of teachers to improve their delivery of instruction. School leaders should closely monitor the delivery of instruction by reviewing lesson plans weekly, providing feedback on lesson plans and conducting informal and formal observations with written feedback that includes recommendations for improvement. School leaders should conduct timely follow-up observations to ensure that these recommendations are being implemented.

- The school leadership should implement a classroom observation schedule to monitor the quality of teaching and learning throughout the school and measure the impact of PD. Written feedback should be provided for all formal and informal observations that focus on strengths and areas for

improvement. Future observations should focus on whether this feedback produces any change in instructional practice.

- The school leader should provide regular opportunities for all staff to engage in common planning time that has as its main focus use of data to plan for meeting the goals of identified subgroups.

- The school leader should seek Network support to ensure that responsibilities within the School Leadership Team (SLT) are clearly understood. The Network should ensure that the SLT fulfills its role in assisting and guiding the school leader to establish challenging CEP goals and then measure progress towards meeting these goals.

- The school leader should work with the parent coordinator to regularly canvas parents so that the school can better meet the needs of all students and their families.

IV. Infrastructure for Student Success

Findings:

- There is limited evidence of systems to identify at-risk students. While some support systems, programs and materials for such pupils are provided, they are not sufficiently effective. Services are in place for social and psychological assessment, but with limited impact on raising achievement.

- The school currently has no librarian. Students have access to the Library Media Center; however, this is dependent upon teacher scheduling.

- The school has not developed a systematic process to involve parents and families. While New York City Department of Education resources are available, translation services are not being used to disseminate school information to parents in their native language. Student progress reports are only in English.

- There is inconsistency in the implementation of schoolwide behavior policies.

Recommendations:

- School leaders should ensure that systems to identify at-risk students are robust. School leaders should revisit current plans and goals, with Network support, to ensure that existing barriers to the learning progress of identified subgroups are addressed, particularly so as to create a common understanding and use of a whole school instructional policy and code of behavior for all students. All staff should recognize their responsibility for raising student achievement.

- School leaders should allocate funds to hire a librarian or train an existing staff member to keep the Library Media Center operational and ensure that all students have regular, scheduled access to a well -equipped Library Media Center.

- School leaders should use translation funds to create documents by which the views and opinions of stakeholders who speak languages other than English can be obtained. Additionally, the school should inform parents in their native language how to support student learning. Student progress reports should also be given to parents in their native languages, as well as English. Additionally, the school should inform parents in their native languages of how they can support their children's learning.

- The school should adopt and implement a written policy on responsible behavior that is understood and implemented consistently by all staff and students. School leaders should monitor its implementation to ensure consistency of application.

V. Collection, Analysis and Utilization of Data

Findings:

- Current systems to regularly analyze student progress and the effectiveness of educational school programs are ineffective in raising student achievement. There is no evidence of the existence of a continuous improvement cycle using data.

- School leaders and teachers use a range of student assessments; however, this does not result in strategies to maximize instructional planning and behavior management.

- School leaders and teachers do not meet regularly to analyze assessment results and develop action plans to adjust instruction.

- There is limited evidence of collaborative goal setting based on data to assess student progress.

- There is some evidence of data being used to gauge teacher effectiveness, although it does not have sufficient influence on the development of teacher professional growth plans and differentiated PD.

Recommendations:

- School leaders should, with Network support, ensure that there is a comprehensive plan established to use all available data strategically as part of a continuous improvement cycle to drive instruction forward. The school leader should request PD support from the Network to implement a more effective and rigorous system, both to collect and use data to meet the needs of identified subgroups.

- Teachers should use student performance data, both summative and formative, 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 draw up a formal schedule for all staff to meet regularly to analyze interim assessments so that timely adjustments can be made to instruction and planning.

- School leaders should ensure that teachers use interim assessments to set student goals and that these are shared collaboratively with support staff, students and parents.

- The school leader should ensure that data is used rigorously to gauge teacher effectiveness. The Network should provide support to school leaders in developing teacher professional growth plans and differentiated PD.

VI. Professional Development

Findings:

- PD is not based on data reflecting student and teacher needs and has not resulted in improved instruction.

- All teachers have not been provided with opportunities to regularly collaborate on the use of data-driven instructional techniques.

- Feedback mechanisms are not in place for the design of PD opportunities to meet the changing needs of students and teachers.

- Staff is not held accountable for incorporating strategies learned in PD into their daily teaching.

- While staff is provided with PD, this does not improve achievement for the identified subgroups.

Recommendations:

- The school leader should develop a comprehensive PD plan that is focused on teaching and learning, based on student data, and closely aligned to more robust CEP goals to raise the achievement of all identified subgroups.

- The school should create PD to provide teaching and learning strategies that support the school's strategic plan. The school leader should schedule dedicated planning time for team inquiry. Teachers should share best practices and collaboratively assess student work. School leaders should monitor teaching and learning to ensure that strategies learned in PD offerings have an impact on improving student achievement.

- School leaders should use the feedback forms that are collected at PD sessions and analysis of school assessment data to adjust the PD plan to the changing needs of teachers and students. A collaborative approach to PD that will support the beginning of a change in culture should be used.

- The school leaders should conduct follow-up observations after PD sessions to ensure that teachers implement the strategies learned in their classroom instructional program. School leaders should develop detailed recommendations and specific next steps in their observation reports and focus on these in their next observation.

- Administration, with Network support, should ensure that appropriate PD is provided for teachers of identified subgroups. School leaders should ensure that the PD provided is appropriate to remove the barriers to learning that currently exist in school for these groups of students and that all teachers are trained in addressing the needs of identified subgroups.

VII. District Support

Findings:

- The new Network provides guidance and implements an infrastructure to support teaching and learning in the school, but its impact has yet to raise student achievement.

- The Network supports the school with tools and expertise needed to collect and analyze on-going assessment, but its impact has yet to raise student achievement in identified subgroups.

- The Network supports the school in identifying priorities to improve its academic program across all subgroups. However, it is not involved in monitoring progress in these priorities with the school.

- The Network provides some support to help parental involvement, but with limited success.

Recommendations:

- The Network should continue its recent and appropriate initiatives to support the improvement of instruction in the school. Network leaders should collaborate with the school to regularly monitor the effectiveness of input and make any adjustments as necessary.

- The Network should plan with the school leaders to provide comprehensive, ongoing training to the school on the collection, analysis and implementation of data to inform and adjust instructional classroom practices.

- The Network should monitor the progress that the school makes in implementing its priorities in the CEP and provide additional support where required.

- The Network should support the school leader in developing a plan to improve parental involvement, including a range of communication strategies and home visits as appropriate.

- The Network should support the school in implementing the recommendations of the Joint Intervention Team (JIT).

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 changes in staff, organizational structure, leadership and/or configuration 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 District in determining how the above JIT recommendation should be implemented**.

- Define clearly the roles of the administrators regarding their responsibilities for all aspects of the school, particularly for students with disabilities, ELLs and the content areas of ELA and mathematics.

- Provide support and mentoring to teachers who provide ineffective instruction and replace those who are unwilling to make the necessary changes to improve.

- Provide a mentor to the Principal to assist with development of effective communication within the school.

- Assign a new AP with expertise in instruction and effective strategies for improving student achievement.

- Evaluate a more effective program for ELLs that ensures academic progress by reviewing areas such teacher expertise, scheduling, compliance and certification and allocation of resources.