

NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

<b>DBN:</b>	31R600
<b>District Name:</b>	District 31
<b>School Name:</b>	Ralph R. McKee Career and Technical Education High School
<b>School Address:</b>	290 St. Marks Place, Staten Island, New York 10301
<b>Principal:</b>	Sharon Alicia Henry
<b>Accountability Phase/Category:</b>	Improvement (year-1) - Comprehensive
<b>Areas of Identification:</b>	English Language Arts - All Students; African American Students; Hispanic Students; Students with Disabilities and Economically Disadvantaged Students Mathematics - Hispanic Students and Students with Disabilities Graduation Rate
<b>Dates of On-site Review:</b>	February 14-15, 2012

**PART 1: MISSION STATEMENT**

“We the members of the McKee Community believe that through our actions, heart, drive, spirit and tenacity; we can develop meaningful connections between theory and the application of learning. We believe in using data informed decision to enhance accountability. We believe that our thirst for knowledge will show all those who enter our doors that learning is the key at McKee.”

**PART 2: SCHOOL STRENGTHS**

- The school has a safe and nurturing environment. The tone is calm throughout the school, which supports a positive teaching and learning environment.
- Career and Technical Education (CTE) extension provides an opportunity for students to graduate with career readiness skills to enter the work force and/or attend college.

**PART 3: FINDINGS AND RECOMMENDATIONS**

**I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA**

**FINDINGS:**

- The school collects formative and summative assessment data at the grade and class level. However, there is limited evidence the school systematically analyzes and evaluates assessment for individual

students and subgroups. The school does not use periodic assessments or benchmarks to monitor individual student progress for skill development or instructional planning.

- The Advancement Via Individual Determination (AVID) is a pilot instructional program in its third year of implementation. There is limited evidence that this program has been monitored or evaluated to determine its effectiveness.
- At the time of the review, the school's average attendance rate was 82 percent, which impacts student achievement.

#### **RECOMMENDATIONS:**

- School leaders should develop a systematic plan for the collection, analysis and use of formative, interim and summative student data by administering baseline assessments in each content area. Periodic assessments should be conducted to monitor student progress throughout the school year. Baseline and post assessments should be used to determine individual student growth and progress. Data should be collected and analyzed by teachers at appropriate intervals throughout the school year to plan standards-based, differentiated instruction. Teachers should set improvement targets for students and develop individual learning plans. School leaders should monitor teachers' use of data for instructional planning through formal and informal observations and lesson plan review and should provide support as needed.
- School leaders should conduct a data analysis of the AVID pilot to determine the efficacy and impact of the program. The AVID Inquiry Team should develop a plan to periodically collect and analyze student data, including student work, to conduct a gap analysis to identify successful strategies for student growth. A schoolwide plan should be developed to incorporate these best practices into daily instruction for all students.
- The school leader should seek guidance from the Network to obtain strategies for improving attendance that have proven successful in similar schools. The school leader should work with all stakeholders, i.e., the attendance teacher, parents, school counselors and Assistant Principals (APs), to develop and implement strategies to improve attendance.

## **II. TEACHING AND LEARNING**

#### **FINDINGS:**

- Although teachers are using the P-12 Common Core Learning Standards (CCLS) to plan their lessons, curriculum and pacing calendars are available for mathematics but not for English Language Arts (ELA).
- In many of the reviewed classes, including self-contained and Integrated Co-Teaching (ICT), the delivery of instruction was primarily teacher directed, in whole group settings. When students were placed in groups, random selection was primarily used rather than placement determined by individual student need based on an analysis of data.
- In classes, including self-contained and ICT classes that were observed by the review team, few teachers implemented differentiated instruction. There was little evidence that data was used to match content, tasks and/or the learning process to the diverse ability levels of students.

- There was a lack of rigor in questioning strategies, including higher level thinking skills and problem solving, throughout the school. In the majority of classes observed by the review team, teachers asked students to recall facts and details. There were limited instances when students were challenged to analyze, evaluate or synthesize information.
- In self-contained classes, there was limited evidence of teachers implementing support strategies for students with disabilities, such as scaffolding or differentiation of content, product or process.
- The co-teaching model was not effectively implemented in some of the observed ICT classes. In lessons observed by the review team, the instructional model was primarily one teach/one assist, where the second teacher was often engaged in activities such as distributing papers and ensuring that students were on task.
- Instructional time was not maximized in most classes observed. A disproportionate amount of time was spent on the 'Do Now/Start Up' activities. Often, this prohibited teachers from completing the objective of the lessons. Few lessons observed contained a summary activity to assess student understanding.
- Displayed student work included rubrics; however, teacher comments were often not aligned with the rubrics or did not indicate next steps for the students to improve.

#### **RECOMMENDATIONS:**

- The Principal and the AP for English, in collaboration with the Network and the ELA teachers, should implement an ELA curriculum, aligned to the P-12 Common Core Learning Standards, with the ELA performance standards and the instructional expectations from the New York City Department of Education (NYCDOE). Curriculum maps and pacing calendars should align to the curriculum and be utilized to plan instruction for all ELA classes. School leaders should monitor and review ELA lesson plans for congruence to the curriculum. School leaders should ensure that walkthroughs and formal evaluations focus on the effective implementation of the ELA curriculum and the development of effective pedagogical practices provided during professional development (PD).
- School leaders should ensure that all teachers and classroom staff are provided with the school's PD plan that addresses a wide range of instructional strategies, i.e., flexible grouping, adapting/modifying curriculum and content, and use of higher order questioning techniques. These practices should be implemented in classes across content areas, for all subgroups, in order to promote student progress, performance and achievement in the learning process.
- School leaders should provide PD opportunities for all teachers on a variety of effective instructional strategies to promote differentiation of instruction. Data should be used as a tool to differentiate and drive lesson planning and instruction for all student subgroups. School leaders should monitor and review teacher planning and instructional practice in the classrooms to analyze and evaluate the effectiveness of the PD.
- School leaders should develop criterion for lesson plans that includes teacher developed questions to promote higher order thinking skills. Teachers should provide students with the opportunity to cite text, elaborate on the answers of peers, summarize and rephrase new information and require the application of critical thinking skills and discussion techniques that are aligned with the CCLS. School leaders should provide PD on effective questioning techniques to engage students and enable them to be active

participants in the learning process. Teacher observations by school leaders should focus on effective questioning strategies to ensure implementation.

- School leaders should provide on-site training to support the implementation of effective teaching strategies. Departmental meetings should review lesson plans and student work. Lesson plans should incorporate the P-12 CCLS and the Individual Education Program (IEP) goals for students with disabilities.
- Teachers should be provided with support, guidance, and, where appropriate, PD to implement effective co-teaching models. Co-teachers should be provided regularly scheduled collaborative planning time to develop effective practices for shared instruction and to implement balanced literacy to support students with disabilities. The school leadership should provide constructive feedback to teachers.
- School leaders should ensure appropriate pacing and sequencing of instruction. Teachers should provide students with clear expectations and create a classroom environment where students are self-directed and accountable. The “Do Now” should be completed within the first few minutes of class, and teachers should actively monitor the flow of the lesson. Teachers should plan effective closures or summaries of the lesson. School leaders should make the pacing of lessons a regular focus for walkthroughs and observations.
- Rubrics aligned to benchmarks should be used as an integral tool in planning and assessing student work as well as for student self-assessment and/or reflections. PD should be provided to teachers that model the use of rubrics. School leaders should ensure that teachers are providing consistent feedback with actionable next steps for students to improve.

### **III. SCHOOL LEADERSHIP**

#### **FINDINGS:**

- Although the team was provided records of PD sessions, the PD that had been provided pertained to the implementation of Datacation. There was limited evidence of a comprehensive PD plan that had been shared with the staff and designed to address the needs of teachers.
- According to the school’s Comprehensive Educational Plan (CEP), approximately 400 students are eligible for Academic Intervention Services (AIS). However, at the time of the review, students neither had been identified nor provided services. Although the school was in the process of implementing an afterschool tutoring program with a community based organization (CBO), students were not programmed for these services as part of their regular schedule.
- Formal and informal observation reports reviewed by the team indicated that the school leadership is using varied formats for teacher observations. The lens through which effective teacher practice is viewed is inconsistent and contained limited common elements.

#### **RECOMMENDATIONS:**

- The school leader should develop a comprehensive PD plan based on student and teacher needs that is closely aligned with the goals identified in the CEP. Furthermore, the school leader should conduct follow-up observations after PD sessions to ensure that teachers integrate the strategies learned into the classroom instructional program and provide additional support as indicated for individual teachers.

- The school leader should ensure that an AIS program is implemented and services are provided to at-risk students. Documentation of those services should be maintained in a school database to allow school leaders to evaluate the impact of services. School leaders should ensure that all AIS requirements are met.
- The school leader, with the support of the Network, should establish a formal and informal observation process to be used by all school leaders that includes oral and written components centered on improving instruction and the identified needs of teachers. All school leaders should be held accountable for providing documentation of follow-up on teacher evaluations and for establishing a PD program that meets the needs of teachers and students.

#### **IV. INFRASTRUCTURE FOR STUDENT SUCCESS**

##### **FINDINGS:**

- Interviews indicated that the school has no formal structures in place for collaboration between CTE and core content area teachers for instructional planning.
- There are two CBOs that support the afterschool program, “McKee After 3” and Hospital Arts Incorporated (HAI). A plan had not been developed to ensure collaboration between the CBOs and the school leaders to recruit students that are in need of extra support, specifically tutorial services, or to evaluate the impact of services.
- Classroom materials and resources, including textbooks, class libraries and laptops, were not available in most visited classrooms.
- Students in grades 9-12 are divided into groups (A-L and M-Z) that are assigned to two guidance counselors. Each of the counselors follows the students in their caseload for four years and maintains logs of their meetings with students. However, there is no formal structure for the counselors to support the on-going instructional efforts of teachers. In addition, there is no formal plan for group guidance services that addresses appropriate college and career planning for each grade.

##### **RECOMMENDATIONS:**

- School leaders should develop and implement an instructional plan that is related to content area skills taught within the CTE program, i.e., mathematics skills needed for pre-engineering joint projects and research. This plan should include common planning time for CTE and content area teachers to collaborate to effectively plan instruction aligned to the CCLS for career exploration and preparedness.
- School leaders should target at-risk students to attend the afterschool tutorial program sponsored by the two CBOs. School leaders, in collaboration with teachers and the CBOs, should develop and implement instructional action plans to address the learning needs of students based on an analysis of the assessment data. These actions plans should be monitored by school leaders to assess the impact and effectiveness of the afterschool program.
- The Principal should use existing or redirected funds and resources to ensure that all classes have a sufficient number of books to form libraries by genres and books that are leveled across genres for independent reading. In addition, the school leader should seek the assistance of the Network to provide

teachers with on-going PD to incorporate technology into their lessons to support interactive and hands-on learning.

- The school leader should consider an alternate plan for assigning guidance counselors, such as by cohort, which provides a longitudinal support tied to progress toward graduation. Counselors should be aligned with grade/cohort teacher teams to enable them to provide cohesive group guidance throughout the four years and to participate fully in discussions about student’s academic progress during common planning time.

## **V. PROFESSIONAL DEVELOPMENT**

### **FINDINGS:**

- Although the school has a PD plan, it did not include specific offerings on effective pedagogical practices to improve instruction, such as deepening content area knowledge, alternative methods to support student learning, or strategies to improve student outcomes.
- The mathematics department conducted an item analysis of the Regents exam. However, this information had not yet been used to identify areas for teacher PD.

### **RECOMMENDATIONS:**

- The school leader should develop a teacher needs assessment survey and use the findings from formal and informal observations to revise and update the comprehensive PD plan. The PD plan should address the needs of teachers and promote student performance and progress. In addition, to informing instructional pedagogy, the PD plan should include strategies for using data to provide individual supports for students in the classroom, including grouping, differentiation of instruction and AIS. Strategies learned during PD should be included in lesson planning and class activities.
- In the identified areas of mathematics and ELA, the results of the item analysis of the students’ Regents exam responses should be used to tailor targeted, supplemental instruction for individual students. In addition, this data should be used as a lens to identify specific topics in need of additional emphasis within the particular units of study.

## **VI. FACILITIES AND RESOURCES**

### **FINDING:**

The library and media center has a full-time licensed, librarian. It is also equipped with books, periodicals, on-line research databases and computers. However, the library collection contains limited resources for students with disabilities and English language learners (ELLs), i.e., functional grade appropriate (adapted and/or modified) literature; high interest, leveled trade books; magazines, etc. There was limited use of library resources by the majority of teaching staff and students.

**RECOMMENDATION:**

The school leadership, along with the librarian, should develop a comprehensive plan that integrates the library resources into the instructional program. School leaders should seek the support of the District or Network in securing grants and/or supplemental funding to purchase grade level books as additional resources for the library. Additionally, school leaders should consider procuring core content area/CTE specific classroom libraries to support the reading needs of all students. School leaders should develop a schedule for the use of the library services that includes the CTE teachers.

**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 Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Core State Learning Standards, Data-Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.