



**Office of Innovative School Models**  
 Persistently Lowest Achieving (PLA) Schools  
 School Improvement Grant (SIG)

***Progress Review Report — 2011-2012***

|                            |                          |                         |                                   |
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| <b>School:</b>             | Banana Kelly High School | <b>School District:</b> | Community School District (CSD) 8 |
| <b>Date of Site Visit:</b> | February 1, 2012         | <b>Team Member(s)</b>   | Major Capers, Jr.                 |

**Address:** 965 Longwood Avenue, Bronx, NY 10465

**Principal Telephone:** 718-860-1242

**Fax:** 718-860-1934

**BEDS #** 320800011530

**School Principal:** Antonio E. Arocho

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**SIM /SIL:** Ms. Miatheresa Pate

**E-mail address:** [mpate@schools.nyc.gov](mailto:mpate@schools.nyc.gov)

**Grade Configuration:** 9-12

**Total Enrollments:** 431

**Circle area(s) of PLA identification:**

ELA          Math          HS graduation

**Identified subgroups**—SWD (110), ELL, (61)

**School intervention model:**

**Transformation**—Principal was replaced as per model requirement effective August 18, 2011.

**School's community-based organization (CBO) partner(s)**

|    |                              |    |                            |
|----|------------------------------|----|----------------------------|
| 1. | Build On                     | 5. | Academic Advantage         |
| 2. | Children's Aid Society       | 6. | Step Up Women's Network    |
| 3. | Elevate                      | 7. | Changing the Odds          |
| 4. | Morris Heights Health Center | 8. | Aspira of NY, (12-31-2011) |

| <b>STAFFING</b>                   |   |
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| <b>Organization and Structure</b> | <ul style="list-style-type: none"> <li>School leaders reported School Improvement Grant -funded positions are filled for English language arts, math, special education and English Language Learners (ELL)/English as Second Language (ESL) positions.</li> <li>School leaders indicated they are considering amending the grant to add a special education transition coordinator position.</li> <li>School leaders are developing a structure to support an Early</li> </ul> |

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|                           | <p>College program and students will be able to enroll in College Now courses at the City University of New York colleges.</p> <ul style="list-style-type: none"> <li>• The school is organized with grades nine and ten on the third floor and grades eleven and twelve on the second floor.</li> </ul>   |
| <b>Teacher Evaluation</b> | <ul style="list-style-type: none"> <li>• Teachers are evaluated at least five to six times a year and to date teachers have received at least two evaluations.</li> <li>• Feedback from formal observations is generally provided within five days or less.</li> <li>• Teachers reported they received written and verbal feedback via the Achievement Reporting and Innovation System (ARIS) Learn online system.</li> <li>• School leaders reported teacher instructional practice is becoming more reflective of the professional development (PD) initiative and teacher evaluations.</li> <li>• Banana Kelly High School (BKHS) collaborates with the New Visions Partner, New Teacher Project, Teach for America, Math for America, and New York City Teaching Fellows to recruit new teachers. Highly effective and effective teachers are offered opportunities to be a part of the school-wide leadership initiative.</li> <li>• Teachers are encouraged to apply for educational leadership programs, receive opportunities to participate in PD and are offered flexible work conditions if requested.</li> <li>• School leaders reported new teachers are assigned mentors.</li> </ul> |

| <b>PLANNING</b>           |   |
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| <b>Student Enrollment</b> | <ul style="list-style-type: none"> <li>• At the time of the NYSED team site visit, the average daily attendance rate was 76.3 percent and graduation rate is in the 50 percent range.</li> <li>• A bilingual Spanish speaking attendance teacher conducts home visits to absent students.</li> <li>• There is a bilingual Spanish speaking pupil personal team composed of a supervising school aide and a community associate who makes phone calls, sends letters home, collaborates with two team members of the Children’s Aid Society (CAS), and Attendance Intervention Drop Out Prevention program.</li> <li>• The school has a bilingual Spanish speaking social worker and case worker who also make home visits.</li> <li>• The school social worker and guidance counselor also participate in attendance outreach and interventions. The CAS also coordinates attendance incentive programs for students, and intervention logs are completed for each student.</li> <li>• The New York City Administration for Children’s Services is contacted if educational neglect is noted.</li> <li>• School Messenger, an automated phone messenger system, is used to make phone contact with families who are having attendance issues.</li> <li>• The parent coordinator also contacts families when it is necessary to discuss student academic and social/emotional needs.</li> <li>• Students who participate in sports, community based organizations programs and other school programs have their attendance monitored.</li> </ul> |
| <b>Student</b>            | <ul style="list-style-type: none"> <li>• Grade level teams analyze student data to determine student</li> </ul>   |

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| <b>Performance</b>        | <p>eligibility for in school AIS ELA, math classes, PM and Saturday School.</p> <ul style="list-style-type: none"> <li>• The Guidance department analyzes student credits and determines which Regents are needed for each student.</li> <li>• School leaders, teachers and guidance counselors review student performance and behavior to determine if additional support is needed.</li> </ul> |
| <b>Outcomes</b>           | <ul style="list-style-type: none"> <li>• There are twenty one students with long term absences who have been discharged after not responding to multiple interventions.</li> </ul>   |
| <b>Teacher Attendance</b> | <ul style="list-style-type: none"> <li>• Teacher attendance rate is 94 percent.</li> <li>• Teachers and other staff receive a positive letter to their personnel file for 100% attendance and certificates are awarded each month.</li> </ul>  |

| <b>PROFESSIONAL DEVELOPMENT (PD)</b> |   |
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| <b>Professional Development</b>      | <ul style="list-style-type: none"> <li>• An operational manual was reviewed and provides a detailed schedule of PD for the school year.</li> <li>• Professional Development attendance sheets were reviewed by the NYSED Site Visit Team member.</li> <li>• School leaders and teachers reported professional development is focused and targeted based on the needs of the school.</li> <li>• The following is a list of some PD sessions provided for staff: <ul style="list-style-type: none"> <li>○ 9-2011: Develop a grading policy; Danielson rubric – Managing Classroom procedures</li> <li>○ 10-2011: Curricular frameworks; Danielson rubric- Engaging students in learning- ARIS LEARN</li> <li>○ 11-2011: Introducing the Periodic assessment and its use in formative assessment of students</li> <li>○ 12-2011: Curricular frameworks, pacing guides and unit plans- Danielson- Designing Coherent instruction and using questioning and discussion techniques</li> <li>○ 1-2012 Using formative assessments to inform classroom instruction, Danielson- Using Assessment in instruction- Mid Year Conversations</li> <li>○ 2-2012 Provide teachers with instructional strategies related to the use of formative assessments; Danielson- Designing Coherent Instruction</li> <li>○ 3-2012- Provide teachers support in developing common core units and performance tasks- Analyze data across the grade to assess the effectiveness of purposeful teaching strategy within the classroom</li> <li>○ 4-2012 - Provide teachers support in developing common core units and performance tasks- Danielson- Establishing a culture for learning and reflecting on teaching</li> <li>○ 5-2012 – Reinforce school wide expectations regarding curricular frameworks, pacing guides and unit plans</li> </ul> </li> <li>• Professional development for administrators with responsibilities for teacher evaluation includes the following: <ul style="list-style-type: none"> <li>○ Principal - Professional development coaching from the Leadership Academy first year principal coach and Leadership Development Facilitator/ Deputy Network Leader, New Visions Leadership retreat for principals, Danielson PD NYCDoE/ New Visions and UFT</li> </ul> </li> </ul> |

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|                                  | <ul style="list-style-type: none"> <li>○ Assistant Principal, Executive Leadership Institute – School based Intermediate Supervisors Program, ELI – Educational Leadership coach(Retired Principal); Danielson PD NYCDoE/ New Visions and UFT</li> <li>○ Assistant Principal, New Visions Educational Leadership Conference, Danielson PD, Leadership Plenary, Executive Leadership Institute Leadership Workshops- Charlotte Danielson, Danielson PD NYCDoE/ New Visions and UFT</li> <li>○ The PD topics and presenters were selected based on the school goals and objectives to improve instruction.</li> <li>○ School leaders stated there is a greater level of PD being incorporated into teacher practice based on mentoring and observations.</li> </ul> |
| <b>Instructional and Support</b> | <ul style="list-style-type: none"> <li>● The major strategy to improve instruction is to implement PD into daily classroom instructional practice.</li> <li>● Teachers College- Center for the Professional Education of Teachers provides PD in their Leadership Program and coaches and Master Teacher(s).</li> <li>● Alliance Learning is a math intervention providing additional support to students.</li> </ul>   |
| <b>Monitoring and Analysis</b>   | <ul style="list-style-type: none"> <li>● Professional development is monitored and analyzed through both formal and informal observations to ensure staff is using strategies learned from PD sessions in the classroom.</li> </ul>   |

| <b>DATA ANALYSIS</b>                  |  |
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| <b>Data that Informs Instruction</b>  | <ul style="list-style-type: none"> <li>● School leaders reported that ARIS, Skedula, Student Transcript and Academic Reporting System (STARS), periodic Do Your Own (DYO), assessments and mock Regents are being used to support instruction.</li> <li>● School leaders and teachers reported they have inquiry teams in attendance and teacher support. Instructional coaches and grade teams meet to discuss data, track trends and inform decisions to be made to support students.</li> <li>● The school has a data inquiry team which meets one to two times a week, and a data specialist provides data support to the school.</li> </ul> |
| <b>Data &amp; Student Achievement</b> | <ul style="list-style-type: none"> <li>● School leaders collect data on student achievement and use it to make instructional decisions.</li> <li>● Data has been used to develop action plans and review student achievement during the school year.</li> <li>● The data specialist, administration, department teams, grade teams, teacher support teams, attendance team and the school's partner, New Visions, collaborate in the review and analysis of data.</li> <li>● Data is collected and analyzed at different times; weekly, monthly, each marking period.</li> </ul>   |

| <b>CURRICULUM AND TEACHING</b> |  |
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| <b>Learning Time</b>           | <ul style="list-style-type: none"> <li>● School leaders reported the school day is still six hours and fifty minutes and includes extended day tutoring services for students.</li> <li>● Teachers are able to participate in common planning time (CPT) two days a week in grade teams and two days a week in departmental meetings.</li> </ul> |

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| <p><b>Mapped &amp; Paced Curriculum</b></p>                                | <ul style="list-style-type: none"> <li>• School leaders and teachers are beginning argumentative writing across subject areas and Common Core Learning Standards (CCLS) work has started in ELA and math.</li> <li>• Teachers were observed using lesson plans employing a common instructional structure.</li> <li>• Instructional technology was observed to be used in many classrooms visited.</li> <li>• During classroom observations there were instances of rigor and relevance in classrooms and students were observed engaged in their work.</li> <li>• School leaders stated the Wilson Reading program has not started.</li> </ul>   |
| <p><b>Instructional Programming Linked to Student Needs Assessment</b></p> | <ul style="list-style-type: none"> <li>• Students are being taught argumentative writing techniques across subject areas as data reviewed revealed writing to be an area where students needed additional support.</li> <li>• The Center for Professional Education will offer teacher support on CCLS, assessment, data and instructional planning.</li> <li>• Teachers College Inclusive Classroom Project will provide PD on the use of classroom assessments to monitor student progress,</li> </ul>  |
| <p><b>Effective Teaching Practices</b></p>                                 | <ul style="list-style-type: none"> <li>• Coaches, mentors, department heads, master teachers, assistant principals, and principal are working with teachers to implement changes in classroom practice.</li> <li>• Planning and Preparation:             <ul style="list-style-type: none"> <li>○ Designing Coherent Instruction</li> <li>○ Designing Student Assessments</li> </ul> </li> <li>• The Classroom Environment:             <ul style="list-style-type: none"> <li>○ Creating an Environment of Respect and Rapport</li> <li>○ Establishing a Culture for Learning</li> <li>○ Managing Classroom Procedures</li> <li>○ Managing Student Behavior</li> <li>○ Organizing Physical Space</li> </ul> </li> <li>• Instruction:             <ul style="list-style-type: none"> <li>○ Using Questioning and Discussion Techniques</li> <li>○ Engaging Students in Learning</li> <li>○ Using Assessment in Instruction</li> <li>○ Technology use for teachers and students</li> </ul> </li> <li>• Professional Responsibilities:             <ul style="list-style-type: none"> <li>○ Reflecting on Teaching</li> <li>○ Maintaining Accurate Records</li> <li>○ Communicating with Families</li> <li>○ Participating in a Professional Community</li> <li>○ Growing and Developing Professionally</li> <li>○ Showing Professionalism</li> </ul> </li> </ul> |
| <p><b>ELL/SWD</b></p>  | <ul style="list-style-type: none"> <li>• There is a partnership with the leadership program to develop engaging culturally relevant curriculum aligned with CCLS to support the needs of students, especially those ELLs.</li> <li>• Banana Kelly High School has hired a special education consultant to provide ongoing PD to teachers to support the needs of students with disabilities.</li> <li>• The school has highly qualified staff available to support ELL and students with disabilities (SWD).</li> </ul>   |

| <b>STUDENT SUPPORT</b>                     |   |
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| <b>Additional Social/Emotional Support</b> | <ul style="list-style-type: none"> <li>• Students reported they attend the Saturday School, PM school, Elevate Leadership program, Academic Advantage, and Build On programs.</li> <li>• Academic and developmental support programs include: Morris Heights Health Center, Step up Women’s Network, Build On, and Children’s Aid Society, Homework Help, PM school and Saturday School.</li> <li>• After school Homework Help and PM school are also offered as an academic intervention program to assist students in improving their attendance and academic skills.</li> <li>• The extended day program provides after school credit recovery, advisories and peer tutoring for grades ten to twelve and career and college counseling for students in grades eleven and twelve.</li> </ul>   |
| <b>Counseling</b>                          | <ul style="list-style-type: none"> <li>• Student support services in place to provide additional social supports include:                             <ul style="list-style-type: none"> <li>○ Education/career counseling</li> <li>○ Social work</li> <li>○ Drug/alcohol/violence counseling,</li> <li>○ School psychologist/mental health &amp; other health professionals</li> <li>○ Attendance</li> <li>○ Code of conduct</li> <li>○ Credit recovery</li> </ul> </li> </ul>   |
| <b>Enrichment Opportunities</b>            | <ul style="list-style-type: none"> <li>• There are opportunities for students to participate in the following academic and social enrichment activities:                             <ul style="list-style-type: none"> <li>○ College orientations, college and career fairs and college visits through Aspira</li> <li>○ Leadership Development: various CBO’s</li> <li>○ Service learning – Build on</li> <li>○ CUNY Math, CUNY ELA, Wrestling , Softball, Basketball</li> <li>○ Elevate NY Mentoring and STEP UP women’s mentor program</li> </ul> </li> <li>• Students requested to have more college trips.</li> <li>• Students expressed need to establish honor society and student council.</li> <li>• Students praised Build On. This organization gets students involved in community service, education and awareness activities and in supporting schools in developing countries.</li> </ul> |

| <b>SCHOOL LEADERSHIP</b>                             |   |
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| <b>Effective Leadership and Principal Evaluation</b> | <ul style="list-style-type: none"> <li>• Based on the self report, the school leader has demonstrated he has the experience and skills needed to implement successfully one of the SIG models and to act as a change agent for the school. Examples are as follows:</li> <li>• School leaders have implemented a PD model to support teachers with clear parameters.</li> <li>• School leaders have utilized the Danielson Model of teacher effectiveness.</li> <li>• School leaders created a distributed leadership model with Assistant Principals, Department heads, Grade team leaders.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• The school has implemented the NYCDoE school-wide discipline code which has increased the amount of suspensions for student infractions to increase school safety.</li> <li>• Using SIG Funding school leaders use the leadership program to address the needs of ELLS through the creation of an ESL model that is culturally relevant to our students.</li> <li>• School leaders have identified periodic assessments- Design Your Own Assessments (DYO), mock Regents, and Regents exams that will be linked to student performance.</li> <li>• School District Principal Performance Review is used to evaluate the principal by the superintendent who would initiate an improvement plan if needed.</li> <li>• The principal is mentored by a retired principal provided by the NYC Leadership Academy.</li> </ul> |
| <b>Leadership Development</b>                        | <ul style="list-style-type: none"> <li>• The leadership structure is in place and the school leadership team meets regularly to discuss the school implementation plan and school progress.</li> <li>• The school leadership team is receiving leadership PD from the Leadership Academy, New Visions, UFT and NYCDoE.</li> </ul>   |
| <b>School Improvement Manager/External Providers</b> | <ul style="list-style-type: none"> <li>• School leaders stated they have an ongoing and closely linked partnership with their partner support organization (PSO), New Visions, who is working with them to implement the SIG plan.</li> <li>• New Visions meets with the school on a weekly basis.</li> </ul>   |
| <b>Building Level Leadership Team</b>                | <ul style="list-style-type: none"> <li>• School leaders reported they participate in weekly cabinet, support team, departmental and grade level team meetings to discuss the progress being made in the school.</li> <li>• Agendas and minutes are kept for each meeting and shared with staff. These documents were reviewed by the NYSED Site Visit Team.</li> </ul>  |

| <b>SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT</b> |  |
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| <b>Environment is Conducive to Learning</b>    | <ul style="list-style-type: none"> <li>• At the time of the NYSED team site visit, the building appeared to be safe and conducive to learning. Students were observed to be engaged in their work, and classroom behavior was appropriate and respectful.</li> <li>• School leaders, teachers, students and parents commented the school climate has improved and there is a School Against Violence in Education, "SAVE", room for students in need of behavioral support.</li> </ul> |
| <b>Collaboration</b>                           | <ul style="list-style-type: none"> <li>• Teachers and school leaders reported using CPT as an opportunity for teachers, administrators and coaches to collaborate.</li> <li>• School leaders and teachers are working collaboratively with New Visions and Network staff to receive necessary training and support.</li> </ul>   |
| <b>Parent Involvement</b>                      | <ul style="list-style-type: none"> <li>• School leaders and parents indicated the school has a parent involvement plan and School-Parent Compact.</li> <li>• Parents have the opportunity to participate in the Parent Teacher Association (PTA), and School Leadership Team (SLT).</li> <li>• Parents attend monthly building leadership team and PTA meetings.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Parents are in the process of appointing a treasurer for the PTA.</li> <li>• Parents are working to develop a student parent handbook.</li> </ul>  |
| <b>External/Community-Based Partners</b> | <ul style="list-style-type: none"> <li>• New Visions is the partner support organization network that provides support to the leadership and instructional team.</li> <li>• Children’s Aid Society, Build On, Morris Heights Health Clinic, Elevate, Step Up, Aspira, Changing the Odds, and Academic Advantage are partners providing services to students.</li> <li>• Services being provided by partners include: Service learning, leadership development, attendance outreach, medical care, health education, and college readiness.</li> </ul> |

**BUDGET AND OTHER FUNDING SOURCES**

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| <b>Budget Modifications</b>                    | <ul style="list-style-type: none"> <li>• Due to a funding freeze, no budget modifications have been made; however the school may request to modify budget to hire a transition coordinator for SWD.</li> </ul> |
| <b>Use of 1003(g) or 1003(a) grant funding</b> | <ul style="list-style-type: none"> <li>• Regular budget and partial SIG funds are being used to support the school.</li> </ul>   |
| <b>Use of Other Funding</b>                    | <ul style="list-style-type: none"> <li>• To the school leader’s knowledge there are no other non-SIG resources used to support and sustain the program.</li> </ul>   |

**DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT**

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| <b>District Support</b>  | <ul style="list-style-type: none"> <li>• The NYCDoe reviews data from Regents exams, Attendance, AYP, Graduation rate, Credit Accumulation and Quality Reviews to provide targeted support.</li> <li>• The school is evaluated, multiple times a year, to determine the status and progress of the implementation of the SIG.</li> <li>• The NYCDoe has appointed a representative to work with the school to review and support the implementation of the SIG.</li> </ul>                        |
| <b>JIT/SIG Alignment</b> | <ul style="list-style-type: none"> <li>• The SIG application was developed in response to JIT recommendations and many of the components are being implemented in the following areas:             <ul style="list-style-type: none"> <li>○ Curriculum development</li> <li>○ Support of ESL population</li> <li>○ School tone and climate</li> <li>○ Increased parent outreach in regards to student progress</li> <li>○ Increased use of technology within the classroom</li> </ul> </li> </ul> |

## **SUMMARY**

A NYSED Site Visit Team member conducted a full-day site visit at Banana Kelly High School on February 1, 2011. The NYSED representative was able to collect information regarding the school's efforts to begin the implementation of their reform model for improving student learning.

The NYSED Site Visit Team member met with various district, school staff, parents and partners to review initiatives that the school is implementing to make progress toward improving student achievement. The school leadership team is focused on a climate of high expectations for all students and school faculty. Teachers reported meeting regularly to analyze student data, plan instructional strategies, and develop common assessments.

The school was safe, exceptionally clean, and conducive to learning. Transitions between classes appeared to be orderly, and behavior expectations throughout the building were clear and consistent. Students would like to establish an honor society and student council and would like more opportunities to take advanced classes and participate in community internships.

Staff, students, parents and partners all spoke positively of the school's efforts to improve student achievement. The Network, external partners and school representatives were candid with their comments and highly cooperative throughout the PLA monitoring process. Parents are in the process of identifying a treasurer for the PTA

The school, New Visions, NYCDoE, and partners appear to be working together collaboratively to coordinate their efforts and implement as much of their Transformation Model as possible; however there are several components of the plan not yet completed. For example, there is the need to continue to further develop the "College Now" program and increase the variety of internship opportunities for students.