



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

<b>School:</b>	Chelsea Career and Technical Education High School – Transformation Model	<b>School District:</b>	New York City Department of Education – Community School District # 2
<b>Date of Site-Visit:</b>	January 7, 2011	<b>Members of Site-Visit Team:</b>	Kathryn Ahern, Lisa Long, Alexandra Pressley, Jamal Young

<b>STAFFING</b>	
<b>Collective Bargaining</b>	<i>Negotiations are continuing regarding revision of the collective bargaining agreement in order to support development of a teacher evaluation system, removal of staff based on the evaluation system and changes in workday, duties and hours.</i>
<b>Teacher Evaluations linked to Student Performance</b>	<i>Teacher evaluations linked to student performance have been put into place. The system and data used must be consistent with State APPR system.)</i>
<b>Identify and Reward staff or Remediate/Remove Staff</b>	<i>A clear and transparent process for identifying staff for rewards and remediation is in place (A process must be in place immediately upon the development and implementation of the Teacher Evaluation System).</i>
<b>Implementation of Strategies to Recruit, Place, and Retain Qualified Staff</b>	<i>Activities are funded to recruit, place, and/or retain highly qualified. Name and describe the activities.</i>

**Findings:**

- The administrative team reported the collective bargaining agreement is still under negotiations, conversations continue around the area of the teacher evaluation system. The union and New York City Department of Education (NYCDoE) have agreed that 2010-11 school year evaluations will be based only on use of a four-tiered rating system and will not include student growth. The elements of the rubric focus on four domains of the Charlotte Danielson Model which are:
  - Planning and Preparation,
  - The Classroom Environment,
  - Instruction, and
  - Professional Responsibilities.
- The administrative focus group indicated the NYCDoE worked to develop the rubric and scoring guides for the teacher evaluations.
- The administration attended a workshop at NYCDoE on December 1, 2010 that provided professional development on the teacher evaluations and rubric and the Danielson method.
- The administrative focus group reported they received a calendar and final rubric from NYCDoE on December 22, 2010. The calendar displayed the time line for

implementation of the teacher evaluation system. The administrative focus group said this rubric was much clearer than the one presented on December 1, 2010.

- The school will be using the Performance Based Task Assessment for English language arts (ELA) that will be piloted in the spring as a part of the NYC pilot program. In addition, the school is using its own internal performance task for ELA and is using the data from this assessment to drive instruction.
- Merit bonuses or remediation processes linked to the teacher evaluations were not yet in place at the time of the visit.
- Many of the district level positions were not hired at the time of the visit. At the time of the visit, the only positions that had been filled by NYCDoE were the Director of Turnaround and Transformation Schools and the Deputy Director of Turnaround and transformation. The following positions had not been filled:
  - School Improvement Manager
  - Director for Partnership Development and Capacity Building
  - Director for Pipeline Development
  - Associate Director for Pipeline Development
  - Associate for Business Operations
  - Analyst/administrative support
- At the school level, the master teacher has been hired for special education. The administration reported they had little input in the hiring process.
- The principal indicated he has been at the school since September 2008. He was brought to the school in order to turn it around. He stated that he has made changes, in policy, staff, etc., that have already led to significant and positive changes in attendance, morale, and the drop out rate.
- The principal has five assistant principals. One assistant principal has 20 years teaching experience and four as an assistant principal. He has refocused his efforts on instructional leadership this year. The math/science assistant principal was hired by the principal; she has worked with him previously. Of the school's five (5) assistant principals, only two will remain after this year. The others plan to retire at the end of the year.

<b>PLANNING</b>	
<b>Implementation of Timeline</b>	<i>The district/school is on track to complete activities in accordance with the approved timeline for implementation, or to submit an approvable School Improvement Grant (SIG) application. Identify elements that are off-track.</i>
<b>Performance Targets</b>	<i>The district/school is implementing activities, which will help them meet the school's performance targets. (Performance targets are tied to the school's achieving "In Good Standing" by the end of the 3 year grant period. Refer to the school's Performance Plan Template, as available.)</i>
<b>Implementation of JIT Recommendations</b>	<i>The district and school are implementing the plan based on the JIT recommendations. The recommendations of the JIT are addressed as delineated in the SIG application or Restructuring Plan, as applicable.</i>

**Findings:**

- The School Implementation Manager had not been hired at the time of the site visit. As per the NYCDoE Turnaround Office staff members interviewed, the job description for this position is currently being revised to access a broader range of candidates.
- The master teacher for special education has been hired.
- The school has vendor/partner relationships with EPIC Theater, Heart of Change, The Door, Teaching Matters and Children First Network (CFN) 107.
- The administration reported they have received about 10% of the 1003(G) monies as to date. This initial payment was loaned to the school by NYCDoE. NYCDoE staff members indicated that the 1003(G) monies had not yet been released to them from the New York State Education Department (NYSED).

- Evidence regarding Performance Targets was not requested at this time. Currently, a Performance Plan Template is under development by the NYSED.

<b>PROFESSIONAL DEVELOPMENT</b>	
<b>Quality, On-going, Job-embedded Professional Development</b>	<i>Implementing job-embedded professional development, as defined by the USED, and as approved by NYSED.</i>
<b>Supportive of Instructional Needs</b>	<i>All professional development is researched based and supportive of the instructional needs of the school.</i>
<b>Monitoring and Analysis</b>	<i>Professional development is monitored and analyzed to ensure staff participation and classroom implementation.</i>

**Findings:**

- The administrative focus group reported the professional development plan was created in September.
- The assistant principal was previously responsible for discipline and instructional support. As the present administration implemented changes and discipline improved, he now focuses on providing instructional support to classroom teachers.
- The staff meets for professional development activities every other Monday, during Chancellor’s conference days and during Regents week in January.
- A professional development piece was offered in-house by the assistant principal on gathering baseline assessment data in ELA and using the assessment data to plan for instruction.
- The guidance counselor meets with each individual student to set short-term goals for the grading period. Teachers are informed of the student’s goals, and then give the student specific feedback on a regular basis concerning progress toward meeting those goals.
- All grade level teachers have common planning times. ELA and social studies teachers meet regularly to plan thematic integrated units of study.
- The school has been designated as a Phase I school, that is, all students with disabilities (SWD), having an IEP, are having their educational needs met through flexible and creative scheduling for classes.
- The collaborative team teaching (CTT) model has been implemented beginning this year for SWD. Professional development for CTT has been offered and attended by teachers assigned to these classrooms.
- The administrative focus group reported that the professional development for this year has been selected by identifying areas of concern along with their root cause.
- Teachers indicated professional development is evaluated through oversight by CFN 107 and the administration, as well as through conversations during common planning times.

<b>DATA ANALYSIS</b>	
<b>Data to Inform Instructional Programming</b>	<i>Data is used to identify and implement research-based instructional programs that are aligned with state standards</i>
<b>Data for Instructional Decisions for Student Achievement</b>	<i>A system is being implemented which allows for the continuous use of data to make instructional decisions for students.</i>

**Findings:**

- Chelsea Career and Technical Education High School is in an active phase of data analysis of ELA and math assessment results. Professional Development is ongoing in these areas. Teachers reported the use of *EDline*, an online program for reporting student progress. Staff members indicated an initial training on how to use the system was conducted early in the fall.
- The principal has up-to-date charts in his office indicating which Regents exams each student in the school has taken or needs to take. Students are aware that the principal is tracking their individual progress.
- Cohort transcript information is analyzed and credit recovery options are provided to students based upon this analysis. The school employs *iZone* for online courses for credit recovery.

<b>CURRICULUM AND TEACHING</b>	
<b>Increased Learning Time</b>	<i>The school has implemented a longer school day, week, or school year to increase significantly the total number of school hours to provide additional time for instruction in core academic subjects, or in enrichment subject areas, or added time for teacher collaboration.</i>
<b>Mapped and Paced Curriculum</b>	<i>The written district/school level curriculum is aligned to NYS standards, performance indicators, the core competencies and is being implemented. Pacing guides are developed, used and monitored.</i>
<b>Instructional Programming is Linked to Needs Assessment</b>	<i>Curricular decisions have been made to meet the needs of all students.</i>
<b>Effective Teaching</b>	<i>There is evidence of rigor, relevance, pacing, alignment of curriculum to State Standards, and student engagement from Highly Qualified Teachers (HQT).</i>
<b>ELL/SWD</b>	<i>The necessary instructional programs and highly qualified staff are in place to support the needs of English Language Learners (ELL) and students with disabilities (SWD).</i>

**Findings:**

- According to the administrative focus and ELA teacher focus groups, an extended day program has been implemented with a tutoring program for students, has been instituted. Students who are in danger of failing or who have fallen behind are scheduled by the administration to participate on an individual basis.
- The school day has been re-structured from a daily from a 45-minute, seven-block schedule to a 60-minute schedule and adding an eighth period. This results in an extended day program with a 45-minute at the end of the day that is devoted to the needs of the individual students for focus on activities such as study skills, re-teaching of topics based on assessment results, and allows individual tutoring and homework help.
- The school day has been lengthened on Tuesday through Friday, and there has been no change to the duration of the school year.
- ELA and social studies teachers meet regularly to plan thematic integrated units of study.
- The SED site visit team observed limited evidence of instructional programming linked to needs assessment. The administration reported and teachers confirmed that the added eighth period might be used for this purpose at the teacher’s discretion.
- The school reported that all major subjects are aligned to the NYS standards. The SED site visit team observed inconsistent differentiation of instruction

throughout the building, with limited evidence of rigor, relevance, pacing or alignment to curriculum standards. Some lessons seemed below the level of what might be expected in difficulty for the grade and course.

- Ninth and tenth grade English classes were observed and found to be largely teacher led. Classrooms were well organized. Students were engaged in the lesson. Teachers asked open-ended questions and many students voluntarily displayed their knowledge of the subject matter.
- Instruction was uneven throughout the school. In ninth grade Global Studies and Earth Science Lab classes, lessons were teacher led. Students in the rear of the classroom were disengaged, sleeping, text messaging, etc. The teacher remained at the front of the classroom for most of the lesson and only had the attention of a few students. There were no serious disciplinary issues, but there was also no evidence of active learning taking place.
- Students also reported instruction is uneven. They indicated the teachers do not make math and science fun or interesting. One student added even though some of the classes are boring, they learn something new each day.
- Teachers used authentic literature to conduct dynamic and engaging lessons in history across different grade levels.
- Students were responsive, clear and thoughtful to open-ended inquiries structured to elicit prior knowledge.
- CHS classrooms were mixed in the amount and quality of student work posted throughout the classroom.
- High-level math instruction was provided to students in a large, spacious classroom. Students were focused and on task. Teachers demonstrated strong content knowledge and high expectations for all students by seeking wide participation.
- In one class, a student was observed sitting at the back of the room using a cell phone without interruption by the teacher. The student persisted in this behavior for the majority of the class period. The teacher did not engage the student.
- The administrative focus group reported supports are in place for students with disabilities (SWD). Teachers informed the site visit team that a team teaching approach is used for SWD using collaborative team teaching (CTT).

<b>STUDENT SUPPORT</b>	
<b>Additional Support</b>	<i>Students are receiving extra academic and developmental support based on student need (AIS, character development, PBIS).</i>
<b>Counseling</b>	<i>Student support services are in place to provide students in need with additional social support (education/career counseling, social work, drug/alcohol/violence counseling, school psychologist, health/mental health professional)</i>
<b>Enrichment Opportunities</b>	<i>Students have opportunities to participate in academic and social enrichment activities during, after the school day and during the summer.</i>

**Findings:**

- The administrative focus group indicated the school has a grant for increasing attendance from United Way. There were 110 students with 20 or more absences the previous year. An attendance teacher is in place to deal with all persistent student attendance issues.
- The school collaborates with The Door and has two (2) social workers and (1) education consultant (a former Chelsea Career and Technical Education High School student). The social workers give support to those students who are eligible by providing individual and group counseling, as well as conducting home visits when necessary.
- Students participate in Saturday School.

- After-school tutoring is provided four days of the week, Tuesday – Friday.
- Students indicated teachers met with them over the summer at a Barnes and Noble to assist with college essays and test preparation. They also stated teachers provide support via e-mail.
- Students receive a progress report regarding their status with Regents exams. Teachers provide support during the lunch period, during the newly established eighth period and after school.

<b>TRANSFORMATIONAL SCHOOL LEADERSHIP</b>	
<b>Effective Leadership</b>	<i>The school leader has the experience and skills needed to implement successfully a turnaround model and to act as a change agent for the school.</i>
<b>Leadership Development</b>	<i>School leaders receive appropriate and timely professional development. Mentoring or coaching programs are in place and effective.</i>
<b>School Improvement Manager/External Providers</b>	<i>The school is being guided and informed by its partnership with its School Improvement Manager or external provider.</i>
<b>Building Level Leadership Team</b>	<i>The school is utilizing its Building Leadership Team to implement the turnaround model.</i>

**Findings:**

- The principal has a record of accomplishment of establishing new schools and turning schools around. He was specifically tapped by Chancellor Klein to choose one of five low performing schools, after serving as a Network Leader for the NYCDoE.
- A school improvement manager has not been hired by the district. The school is represented by staff from the newly developing turnaround office.

<b>SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT</b>	
<b>Environment is Conducive to Learning</b>	<i>The school is safe, orderly and academically oriented. Supervision is sufficient, respectful and consistent.</i>
<b>Shared Vision</b>	<i>School staff understands the focus/ vision of the school's improvement efforts and supports them in a consistent and effective manner.</i>
<b>Collaboration</b>	<i>Administrators, teachers and staff communicate openly, positively and effectively. Professional learning communities exist and affect improvement efforts.</i>
<b>Parent Involvement</b>	<i>Strategies are being implemented to increase the involvement and contributions of parents.</i>
<b>External/Community-Based Partners</b>	<i>Strategies are being implemented to increase the involvement and contributions of community partners.</i>

**Findings:**

- The students and administrative staff indicated the school climate has changed dramatically over the last two years. The principal isolated the incoming freshman class as much as possible, while establishing a new standard and a new school culture.
- Students reported there was more violence and that they did not have a good relationship with the previous principal; they felt unsafe before the new principal arrived at the school. Now they feel safer, more enthusiastic and more motivated to do their work.
- Students reported in previous years, students left the school from all exits; they took extended lunch periods; they hung out in the hallway; skipped classes; etc. The new principal set up and enforced consequences to change this behavior.

- Students are concerned the school is losing space to other school(s) in the building. While they do not understand why they had to give up classrooms so another school sharing the same building could have a student lounge, they do feel that the close quarters have resulted in a familial relationship amongst students.

<b>OTHER FUNDING SOURCES</b>	
<b>Use of 1003(g) or 1003(a) grant funding</b>	<i>The LEA is using School Improvement Grant (SIG) funding to support the implementation of or planning for school intervention models.</i>
<b>Use of Other Funding Sources besides 1003 (g)</b>	<i>In addition to SIG 1003(g) and/or 1003(a) funds, the LEA is using a number of other resources to implement the school intervention models or the Restructuring Plan, as applicable.</i>

**Findings:**

- At the time of the visit school leaders indicated they are using an integration of funds to implement the intervention model. They have received a \$68,000 loan for 1003(G) monies from NYCDoe for salaries only.

<b>DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT</b>	
<b>District Support Provides Operational Flexibility to the School</b>	<i>The LEA provides or is planning to provide the school operational flexibility (such as regarding staffing, calendars/time and budgeting).</i>
<b>District has a systemic plan for intervention and improvement</b>	<i>The LEA has incorporated all JIT recommendations and requirements of the SIG Application into the improvement plan for the school.</i>
<b>District has a plan to identify, recruit, place, and retain effective leadership</b>	<i>In accordance with SIG requirements, the LEA has a plan for hiring and retaining leadership.</i>

**Findings:**

- The administrative focus group indicated they feel they are afforded flexible means for implementation by NYCDoe.
- As previously stated, Chelsea Career and Technical Education High School did not undergo a Joint Intervention Team (JIT) visit; therefore, they did not have JIT recommendations to incorporate into their SIG application.
- The district made the decision to retain the Chelsea Career and Technical Education High School principal because he had been at the school for less than two years and because he had an excellent record of transforming the school to date.

**SUMMARY:**

The State Education Department four-member site visit team conducted a full-day visit to Chelsea Career and Technical Education High School on January 7, 2011. Although the visit was brief, the team was able to ascertain information about the schools efforts to begin the implementation of their reform model for improving student learning.

The school has begun adequate implementation of the transformation model. The school has established its vendor/partner relationships and has implemented programs to make progress in areas highlighted in the needs assessment of the SIG application. Areas of the model that are not being implemented are in relation to the services the district is to provide to the school, such as the School Improvement Manager not hired at the time of the visit. An extended day program is in use.

Data is used to inform instruction in ELA, math, science and social studies. Professional Development is ongoing and robust. Teachers welcome and appreciate the professional development they are receiving. They believe it is responsive to their individual and group needs. The classroom climate is generally pleasant and business-like. Evidence of effective teaching and engaged learning was apparent in many of the classrooms visited but not all. High levels of rigor and effective classroom management strategies were uneven and highly variable.

During the next full day visit, the team will also focus on findings outlined in this report and will again conduct document reviews and interviews in the following areas: staffing; planning; professional development; data analysis; curriculum and teaching; student support; school leadership; school climate and community engagement; and district support and planning for development.