



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

Progress Review Report — 2011-2012

School:	Nottingham High School Transformation Model	School District:	Syracuse CSD
Date of Site Visit:	November 16, 2011	Team Member(s)	Major Capers, Sharon Holder, Patrick Roche

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School Principal: Mr. David Maynard **E-mail address:** dmaynard@scsd.us

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Grade Configuration: 9-12 **Total Enrollments:** Approximately 1300

Area(s) of PLA identification: English Language Arts and math and graduation rate

List all identified subgroups: ELA- All except LEP (Safe Harbor) Mathematics - All SWD, ED

Intervention model: Transformation

List the school's community-based organization (CBO) partner(s)

1.	Upward Bound (Le Moyne College)	4.	Hillside Work Scholarship Connection
2.	Say Yes to Education Partnership	5.	
3.	Liberty Partnership Program	6.	

STAFFING	
Organization and Structure	<ul style="list-style-type: none"> • The leadership team was appointed by the Board of Education, in August 2011, and the new principal is assigned to the school. The principal and administrative teams have established a School Leadership Team (SLT) to manage the operations of the school and implement the school improvement grant. SLT has conducted several meetings and plan to meet regularly for the remainder of the school year. • Initial staff meetings have concentrated on bringing the entire staff together as one cohesive unit. • The following positions were filled using School Improvement Grant (SIG) funds: <ul style="list-style-type: none"> ○ School Improvement Manager (SIM) (1.0 FTE) ○ Content Area Teacher (1.0 FTE) ○ Substitute Teachers (2.0 FTE) ○ Community Aide (1.0FTE) • School leaders stated that the master schedule was revised to include common planning time (CPT). • The school has established three smaller learning communities called academies. Students choose which academy they will enroll in to take courses. • Content Specialist Teachers (CSTs) report scheduling was a big stumbling block to

	<p>starting the school year off on the right track. The current schedule is complicating their work.</p> <ul style="list-style-type: none"> • CSTs are spending more time in meetings than in classrooms helping teachers. They would like to see a clear job description of their positions. • CSTs reported teachers have not seen the SIG plan and have not received professional development (PD) its implementation. • CSTs report the school academies are not equal. The Syracuse academy has twice as many high-performing sophomores than the other academies.
Teacher Evaluation	<ul style="list-style-type: none"> • The principal and the assistant principals are responsible for formal and informal teacher evaluations based on the Charlotte Danielson model. • School leaders are expected, by the district, to spend 100 minutes each day in classrooms. Teachers confirmed the leadership team is highly visible in classrooms. • The leadership team uses the district walk-through tool to collect information and provide feedback. Teachers stated they receive feedback in a timely and constructive manner. • School leaders and the administrative team continue to receive evaluation training and are expected to be certified by 2012. • The evaluation system school leaders are currently using is Academic Performance Planning and Review (APPR) approved. • Teachers are receiving formal and informal evaluations; however the new evaluation system is not officially in place.

PLANNING	
Student Enrollment	<ul style="list-style-type: none"> • The attendance team meets weekly to discuss student attendance and to plan outreach and home visits to parent and students to discuss attendance issues. • School leaders are using a data tracking system to evaluate attendance data. Attendance was reported as approximately 90%. • The 2009-10 school report card indicates the suspension rate was 21%. This high rate has an impact on student enrollment and school performance.
Student Performance/ Outcomes	<ul style="list-style-type: none"> • The student support team reported they are collecting and analyzing student incident reports from this year and reviewing the Violence and Disruptive Incident Reports for 2010-2011. • The school is beginning to create an Individualized Learning Plan (ILP) for each student. ILPs will contain student-specific academic and behavior plans.
Teacher Attendance	<ul style="list-style-type: none"> • Teacher attendance is not an issue that specifically affects the implementation of the school improvement plan. Nor does it have a direct, adverse effect on student achievement in the school.

PROFESSIONAL DEVELOPMENT (PD)	
Professional Development	<ul style="list-style-type: none"> • Teachers and leaders received PD related to Understanding by Design (UbD) and common core standards. • During their UbD training, teachers and coaches developed initial common assessments and lesson units that would lead to these assessments. On-going PD consists of assessment development and analysis, and unit planning. • The NYSED Site Visit Team members reviewed the PD plan for 2011 which provides an overview of planned PD for this year. • School leaders reported Collaborative Coaching and Learning (CCL) and Sheltered Instruction and Observation Protocol (SIOP) PD will start in January 2012. • The content specialist teachers requested PD in the areas of UbD, Data and Educational Research and Dissemination. • PD is not yet completed for teacher evaluations, Common Core Standards, English Language Learners, and SIOP.
Instruction and Support	<ul style="list-style-type: none"> • Teachers participate in meetings during the school day, work with the instructional coach to begin to assess and re-teach classroom content and develop lesson plans. CPT meetings occur Tuesdays and Thursdays each week to discuss instructional methods and assess student progress. • Instructional coaches are providing PD in ELA/Math. • General educational teachers can benefit from receiving professional development in learning strategies to work with English Language Learners.

	<ul style="list-style-type: none"> • According to Content Specialist Teachers (CSTs) most teachers do not have access to standard printers and there are no color printers available for teachers at all. • CSTs report that Individualized Learning Plans (ILP) are "...not happening".
Monitoring and Analysis	<ul style="list-style-type: none"> • According to both teachers and school leaders, information acquired during walk-through observations is used to inform instructional practices relating to PD offerings.

DATA ANALYSIS	
Data that Informs Instruction	<ul style="list-style-type: none"> • Teachers throughout the building developed common assessments that were given to students. • Teachers and content specialist coaches conduct analyses of common assessments to inform instruction and plan for re-teaching. • There is a school-wide commitment to use data to inform instruction and impact classroom instruction. • School leaders and staff are analyzing data periodically (e.g., January/June) to review cohort information to support planning and provide student support. • CSTs report administrators are not present during data meetings.
Data & Student Achievement	<ul style="list-style-type: none"> • The district data dashboard was not yet operational. • The school is using numerous district and in-house systems to collect student data regarding academic, behavioral, assessment and attendance. • Teachers reported using E-school to analyze formative assessments. • Student support staff is also using data to inform their decisions regarding development of behavioral planning for students. • Weekly meetings are beginning and facilitated by content specialist coaches who examine student achievement data and identify teacher's needs regarding PD.

CURRICULUM AND TEACHING	
Learning Time	<ul style="list-style-type: none"> • The school day is extended by one hour. Students are encouraged to meet with teachers during this added hour to receive additional help. The school class block periods start at 7:50 and ends at 2:05 pm Teacher time for meetings and conferences runs from 2:10 -2:50 pm
Mapped & Paced Curriculum	<ul style="list-style-type: none"> • Understanding by Design (UbD) is being used to help teachers "backward design" in order to create curriculum units, develop appropriate assessments and adjust classroom instruction. • NYSED Site Visit Team members reviewed teacher curriculums and lesson plans as evidence school curriculum is being used in each content area to support instruction.
Instructional Programming Linked to Student Needs Assessment	<ul style="list-style-type: none"> • Daily lesson plans and formative and informative assessments are being used to determine student needs. These are reviewed on a regular basis. • The NYSED Site Visit Team observed the UbD format being used in classrooms consistently throughout the building. • Teachscape and iTouch training will take place on November 5, 2011. Documents provided by the school confirm this is scheduled.
Effective Teaching Practices	<ul style="list-style-type: none"> • The CSTs are beginning to provide instructional support to teachers in the classroom. • CSTs need more time to work with teachers on instruction. • The SED Site Visit Team observed teacher use of UbD, postings of instructional and behavioral objectives in many classrooms.
ELL/SWD	<ul style="list-style-type: none"> • Documents reviewed indicated that SIOP training will be used to address the needs of second language learners and special needs students. This training is scheduled to begin in January 2012. • District ESL and special education specialists meet weekly with school teams to review data and identify student needs. • Students with disabilities are placed in the least restrictive environment. • Several teachers reported general education teachers should receive more training on strategies to support English Language Learners and Students with Disabilities. • CSTs report teachers did ask for PD on working with ELL students but did not want SIOP. • According to CSTs some "mainstream" classes have a majority of ELL students. • CSTs shared that students with disabilities (SWDs) were particularly affected by

	the school scheduling issues at the start of the year. Many SWDs have had multiple schedule changes since the first day of school.
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STUDENT SUPPORT	
Additional Social/Emotional Support	<ul style="list-style-type: none"> • Students receive extra academic and developmental support from teachers and counselors. • A summer bridge program will be developed to provide extra supports to eighth grade students during the summer. • Students received after school tutoring Monday, Wednesday and Friday. • School leaders, teachers and guidance are working to implement the PBIS plan. • There is an in-school suspension program for students that need to receive support outside of the classroom. • Students are aware the opportunity for student involvement at superintendent meetings; however they are not aware of students being involved in decision making at the school level. • Students are aware of a Naviance web-based college and career readiness planning system, and Plato Credit-Recovery program. • Say Yes to Education has not yet implemented the Collegiate Academy.
Counseling	<ul style="list-style-type: none"> • Students receive support from guidance, social work and the student support team. • The NYSED Site Visit Team met with several partner organizations (e.g., Hillside, Upward Bound) which are providing extra academic and counseling support to students. • Some students reported it is difficult at times to schedule counseling appointments.
Enrichment Opportunities	<ul style="list-style-type: none"> • There are ELA and math classes that are accelerated. • Students have an honor roll and National Honor Society. • Students can enroll in Syracuse and SUNY Albany advanced courses. • Students listed Key Club, Mock Trail, Drama, Art Film, Book Club, math team and National Society of Black Engineers (NSBE) as organizations and clubs that students can join to receive enrichment opportunities.

SCHOOL LEADERSHIP	
Effective Leadership and Principal Evaluation	<ul style="list-style-type: none"> • Teachers feel supported by the leadership team. The principal and the assistant principals are all visible in the hallways and classrooms. • Teachers reported the leadership team is responsive to their needs and is focused on positively improving classroom instruction and student behavior. • Both formal and informal observations are occurring; however the new system needs to be officially formalized. • School staff and parents reported the administrative team is responsive and respectful.
Leadership Development	<ul style="list-style-type: none"> • School leaders provided the NYSED Site Visit Team with a PD calendar for the school year which outlines training that staff will participate in this school year (e.g., benchmark assessments, UbD, RtI). • School leaders have reviewed and are aware of the SIG and have provided staff with an update of the implementation plan. The SIG is posted on the district website. • The school leadership team meets regularly to discuss school issues and the implementation of the school improvement plan.
School Improvement Manager/External Providers	<ul style="list-style-type: none"> • The Director of School Reform is providing support to the school by meeting to discuss issues related to the implementation of the school improvement plan. • The school has external partnerships with local colleges and community organizations that provide support to students. They include Syracuse University, Say Yes to Education, Le Moyne College Upward Bound, and Hillside Work-Scholarship Connection.
Building Level Leadership Team	<ul style="list-style-type: none"> • The SLT is established and meets to discuss the implementation of the school improvement plan, discuss evaluations and student behavioral issues, and to review data. • The SLT has subcommittees for labor/management, discipline, and PD. • Parents interviewed recommended that the SLT meet more frequently and involve parents in the discussion around the implementation of the school improvement

	<p>grant.</p> <ul style="list-style-type: none"> • School leaders meet weekly and have participated in State and district sponsored leadership training sessions. • CSTs expressed overall satisfaction with the principal. They said he cleaned up the building by improving behavior. He advocates for teachers to central office and treats staff as professionals.
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SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT	
Environment is Conducive to Learning	<ul style="list-style-type: none"> • School leaders and staff have participated in PBIS PD and are focusing on improving culture in the building. • NYSED Site Visit Team members observed PBIS matrices posted in several locations in the school. • School leaders, teachers, parents and students reported school climate and safety have improved. • School leaders, students, parents and teachers believe there is a greater focus on high expectations for all students. • CSTs shared that cuts to custodial positions have left the school not as well maintained this year (for example, garbage in the halls). • CSTs report that technology at the school desperately needs to be updated. It can take 20 minutes to boot up a computer.
Collaboration	<ul style="list-style-type: none"> • School leaders are working to collaborate with building staff and school partners • School partners stated that they feel supported by school leaders.
Parent Involvement	<ul style="list-style-type: none"> • Several parents expressed a desire to have improved communication via newsletter, phone calls, parent workshops and monthly school calendar. • Parents stated they heard rumors of bullying and believe that this remains an ongoing issue that needs to be resolved. • Parents interviewed spoke favorably of the support clubs, activities and after-school tutoring programming. • Parents have a parent liaison, a parent room has been established and they are all working to improve parent membership in PTSO; especially for the parents who have recently moved to the area from other countries. • CSTs shared that freshman teams do a good job of engaging parents but there tends to be a fall off with sophomores.
External/Community-Based Partners	<ul style="list-style-type: none"> • There are several partners that are working with students including Syracuse University and the Hillside work Scholarship Connection. • Hillside and Liberty both successfully offer similar services to approximately 100 students each; however, staff from the two programs have not met and do not communicate with each other.

BUDGET AND OTHER FUNDING SOURCES	
Budget Modifications	<ul style="list-style-type: none"> • Instructional technology resources, in the form of idea pads, were ordered for the school, however were not yet on site. • The district and school staff acknowledged that budget may need to be modified based on potential program changes.
Use of 1003(g) or 1003(a) grant funding	<ul style="list-style-type: none"> • District and school staff agreed the delay in release of SIG funding by NYSED had a negative impact on the district/school's plans to order, set up, and use instructional technology in the classroom. • At the time of the NYSED team site visit, both the district and the school appear to be using SIG 1003 (g) funds as proposed in their application. • The school is receiving \$1,711,245 in SIG funding. • There are several proposed budget items that are not yet purchased.
Use of Other Funding	<ul style="list-style-type: none"> • The school has committed approximately \$536,994 in funding to support and sustain the school's improvement efforts this year.

DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT

District Support	<ul style="list-style-type: none">• The district has assigned the Director of School Reform, and the Director of High Schools and Career Education to provide oversight to the PLA schools in the district.• CSTs report being frustrated by the district application process to order equipment. They claim ordering equipment is a complicated and time consuming process. Laptops ordered with SIG money at the start of the year had not arrived by the time of the visit.
JIT/SIG Alignment	<ul style="list-style-type: none">• The school has reviewed the JIT report and has included many of the key recommendations into their school improvement grant.

Summary

The NYSED Site Visit Team conducted a full-day site visit at Nottingham High School on November 16, 2011. The team was able to compile information about the school's efforts to begin the implementation of their transformation model for improving student learning.

The NYSED Site Visit Team met with various stakeholders and reviewed initiatives that appear to provide the school with the opportunity to make progress towards improved student achievement. The school leadership team is focused on the development of an organizational structure that promotes a climate of high expectations for all students and school faculty. The school appeared safe, clean, and conducive to learning.

Teachers meet in common planning time to analyze student data, plan instruction strategies, and develop common assessments. Common planning is in the beginning stages of implementation, with its effectiveness seen as inconsistent from department to department. Content specialist teachers requested additional professional development in several areas, and request more time to work with teachers on instruction.

Staff, students, and parents all spoke positively of the school's efforts to improve student achievement and school climate. Parents would like to see the code of conduct enforced more consistently.

District and school representatives were candid with their comments and highly cooperative throughout the PLA monitoring process. The district provides regular support to the school to ensure that the school implementation action plan action steps are being completed.

The school and the district appear to be working together to coordinate their efforts and implement as much of their Transformation Model as possible.