



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

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

<b>School:</b>	Pacific High School	<b>School District:</b>	Community School District #15
<b>Date of Site Visit:</b>	February 1, 2012	<b>Team Member(s)</b>	Kalimah Geter

**Address:** 12 Schermerhorn Street, Brooklyn, NY 11201

**Principal Telephone:** (718) 855-7155

**Fax:** (718) 852-3892

**School Principal:** Laurie Harriton

**E-mail address:** Lharrit@schools.nyc.gov

**SIM /SIL:** N/A

**E-mail address:** N/A

**Grade Configuration:** Transfer HS 10 to 12

**Total Enrollment:** 107

**PLA identification:** Graduation Rate

**Identified subgroups:** All students

**Intervention model:**

Turnaround - The school will phase-out during the current 2011-12 school year, and is expected to close by June 2012.

**School's community-based organization (CBO), Partnership support organization (PSO) partner(s) and major vendors:**

The school does not have any community-based partners.

<b>STAFFING</b>	
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>• The principal is in her second year at the school. The effective date of her her tenure as the school's principal was July 1, 2010.</li> <li>• The school employs one English language arts (ELA) teacher; two math teachers; and one special education teacher. The school does not have an English as a second language (ESL) teacher because the school does not have English language learners (ELL) enrolled.</li> <li>• The school has ten teachers on staff as well as one testing coordinator and one data specialist.</li> <li>• The school is expected to complete its phase-out plan by June 2012.</li> <li>• There were no teachers hired using School Improvement Grant (SIG) funding for the 2011-12 school year.</li> </ul>
<b>Teacher Evaluation</b>	<ul style="list-style-type: none"> <li>• Informal teacher evaluations occur daily.</li> <li>• Teachers and administrators receive verbal feedback within two days of the evaluation and written feedback within seven to ten days of the evaluation.</li> <li>• The principal conducts observations everyday, she does not always</li> </ul>

	<p>provide written feedback to teachers; however, she does provide verbal feedback.</p> <ul style="list-style-type: none"> <li>• Each teacher will receive three to four formal evaluations by the end of the school year. The school has one non-tenured teacher on staff who has received five observations to date.</li> <li>• Teacher evaluations are supported by the use of the Charlotte Danielson Framework for Teaching (Danielson Framework).</li> </ul>
--	--

**PLANNING**

<p><b>Student Enrollment</b></p>	<ul style="list-style-type: none"> <li>• The average daily student attendance rate was 50 percent at the time of the NYSED site visit.</li> <li>• The school has a total of eleven long-term absentees.</li> <li>• The school attendance team is comprised of one attendance teacher and two attendance aides.</li> <li>• Attendance interventions include daily telephone calls to student homes if they are absent and letters are sent to the homes of regularly absent students. Additionally, the attendance teacher conducts home visits to student homes when absence is a regular occurrence.</li> <li>• The school subscribes to <i>Wake-Up NYC</i>, a telephone messaging service with recorded celebrity voices, that calls students at home to wake them up for school each morning.</li> <li>• The two guidance counselors on staff make regular telephone contact with parents and conduct in-school meetings with parents and students regarding attendance concerns.</li> </ul>
----------------------------------	---

<p><b>Student Performance</b></p>	<ul style="list-style-type: none"> <li>• The school currently has ten students who are classified as student with disabilities (SWD); however, there are many students who have not been identified as SWD but have displayed the need for similar supports.</li> <li>• Special education teachers document assessment scores of their students and plan interventions according to individual student needs.</li> <li>• The school provides Special Education Teacher Support Services (SETSS) for the SWD population as well as for those students identified as needing additional similar academic supports.</li> <li>• Teachers know the students they teach very well and use old Regents exams, in-class assessments and classwork to identify students for tutoring support.</li> <li>• Additional interventions are in place at the school such as peer tutoring, credit-recovery opportunities and small group conferences to provide academic support.</li> </ul>
-----------------------------------	--

<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>• The attendance teacher keeps track of attendance interventions and outcomes using the iLog system to record all interventions made and all progress made.</li> <li>• The school has two active inquiry teams with teachers and administrators as team members.</li> <li>• One of the teams focuses on students who have a high number of credits yet failing scores on Regents exams. The second inquiry team focuses on low performing readers.</li> <li>• Interventions are planned for students according to their needs as discussed by each inquiry team. The outcomes of the interventions</li> </ul>
------------------------	--

	are discussed weekly as new interventions and supports are planned by the teams.
<b>Teacher Attendance</b>	<ul style="list-style-type: none"> <li>The average daily teacher attendance rate was 95 percent at the time of the NYSED site visit.</li> </ul>

<b>PROFESSIONAL DEVELOPMENT (PD)</b>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Professional development (PD) is provided to the entire staff during the last period of every school day, Monday to Friday.</li> <li>Teachers were part of conversations to guide decisions regarding PD topics. Teachers discussed possible focuses based on the needs of their students.</li> <li>Professional development was provided by the Transition Support Network 610 (the network) regarding the use of data, using the data tools and the Achievement Reporting and Innovation System (ARIS).</li> <li>Sessions of PD have been provided with a focus on seven reading skills, conferencing with students and modeling reading skills for students. Additionally, PD sessions were presented regarding modifying the on-line APEX program, curriculum mapping and planning instruction using the Common Core Learning Standards (CCLS).</li> <li>The school partners with the AUSSIE program which supports teachers with the implementation of the CCLS.</li> <li>Teachers reported the on-line APEX program is aligned to the CCLS; however, teachers have received PD provided by the network to add writing questions and prompts to the ELA program to create a balance within classroom instruction.</li> <li>Teachers appreciate the daily PD sessions, their participation in student inquiry groups to support students in passing Regents exams and in increasing reading levels to meet graduation requirements.</li> <li>Additional PD sessions have been provided regarding student engagement in the 99 percent on-line learning environment.</li> </ul>
<b>Instructional and Support</b>	<ul style="list-style-type: none"> <li>Teachers receive instructional support from the AUSSIE representatives regarding the CCLS and mathematics instruction once a month.</li> <li>Teachers are provided with on-going instructional support during daily PD and common planning time (CPT), daily classroom observations, webinars, training provided by APEX and AUSSIE, intervisitations and modeling by administrators.</li> <li>Strategies for improving instruction have been connected to the implementation of on-line instruction, improvement in teacher assessment skills, literacy instruction and questioning techniques.</li> </ul>
<b>Monitoring and Analysis</b>	<ul style="list-style-type: none"> <li>Administrators reported PD is monitored and analyzed through daily classroom visits as well as individual topic implementation; for example, teachers are using conference sheets to confer with students regarding reading comprehension. This was created and discussed during PD sessions.</li> <li>Conference sheets are reviewed by administrators weekly and</li> </ul>

	administrators conduct daily rounds visiting classrooms to observe instruction to ensure that PD is impacting instruction.
--	--

**DATA ANALYSIS**

<b>Data that Informs Instruction</b>	<ul style="list-style-type: none"> <li>• According to the data specialist, the school uses the APEX program for credit recovery and on-line blended learning. This program combines a rigorous instructional program with the ability to scale up or scale down to accommodate the various reading levels of students. The program uses Acuity and Achievement Reporting and Innovation System (ARIS) data and the network data tool combined to customize and tailor the instructional program for students.</li> <li>• The school uses ARIS to review student records from eighth grade through high school grades. Each teacher can log on and have access to view student records.</li> <li>• The network data tool allows teachers to schedule students prior to a semester beginning, to identify which Regents exams a student needs to take and pass and also allows teachers to program students for courses and interventions that will prepare them for the successful completion of required Regents examinations.</li> <li>• Teachers reported they have received on-going training during daily PD sessions to practice analyzing data and how to use the data to plan instruction and intervention programs.</li> </ul>
--------------------------------------	--

<b>Data &amp; Student Achievement</b>	<ul style="list-style-type: none"> <li>• According to the data specialist, the network data tool is a compilation of all <i>Automate the Schools</i> (ATS) reports and selected custom reports from <i>Student Transcript and Academic Recording System</i> (STARS). This data is filtered into an Excel document to provide information the school needs. The benefit of the tool is it allows staff to view the student profile on one page which provides reading and math levels, as well as Regents exams passed, not passed or taken. Additionally, the document shows how many credits students have and credits that are missing in required subject areas. The document is color coded and user friendly.</li> <li>• The school uses a data tool designed by the network which tracks where students are regarding credit accrual and how many credits each student needs to meet graduation requirements. Chart-sized print outs of this data are posted on a hallway bulletin board using only student identification numbers and students can see how many credits they need to graduate.</li> <li>• Teachers review student assessments on an on-going basis to compare one test to the next. Individualized instruction is designed based on scores of student assessments.</li> <li>• The school uses mock Regents exams and looks at each question to analyze and measure student growth to determine the need to re-teach and/or adjust specific lessons and topics.</li> </ul>
---------------------------------------	--

**CURRICULUM AND TEACHING**

<b>Learning Time</b>	<ul style="list-style-type: none"> <li>• The length of the school day for students is from 8:40 a.m. to 3:30 p.m. Classes run for 43 minutes each with a 53 minute lunch period.</li> <li>• The school offers PM school from 3:30 p.m. to 5:30 p.m., and</li> </ul>
----------------------	---

	<p>additional tutoring support in math, science, social studies and physical education.</p>
<p><b>Mapped &amp; Paced Curriculum</b></p>	<ul style="list-style-type: none"> <li>• The school has begun implementation of the CCLS with the assistance of the AUSSIE representative and the network staff.</li> <li>• The on-line APEX program has assisted the school with the implementation of the CCLS although adjustments have been necessary to fully balance the alignment of the program.</li> <li>• Implementation of the <i>Information Reading I</i> and <i>Writing I</i> CCLS has taken place during the 2011-12 school year.</li> <li>• The on-line APEX program along with the teacher led instructional time appears effective in regard to differentiating instruction to meet student needs.</li> </ul>
<p><b>Instructional Programming Linked to Student Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>• During the summer, the principal and the network discussed and made the decision to create a learning environment with 99 percent of instruction on-line. The needs of the students appeared to lend itself to an on-line individualized learning concept. Teachers provide a mini-lesson and students are then allowed to work individually on-line at their individualized paces. The program is designed to also allow students time to meet with teachers individually and in small groups to receive more focused teacher support.</li> <li>• Program design changes were made by the principal, assistant principal of instruction, assistant principal of guidance, and the guidance counselors.</li> </ul>
<p><b>Effective Teaching Practices</b></p>	<ul style="list-style-type: none"> <li>• During classroom visits, the NYSED Site Visit Team member observed on-line learning occurring. Instruction was differentiated with several students engaged in on-line instruction while others conferenced with the classroom teacher regarding various topics.</li> <li>• Classrooms were well-equipped with laptops and smartboards which were observed in use.</li> <li>• In all classrooms visited, student desks were positioned in a clustered manner which allowed the teacher to observe each student's computer screen and to monitor students on task.</li> <li>• The NYSED Site Visit Team member observed classroom teachers starting the period with a brief explanation regarding the topic of instruction for the day. Once the whole group instruction was over, students moved to laptop areas while some sat with the teacher in a small group instructional session.</li> <li>• In one social studies classroom, the NYSED Site Visit Team member observed a group of three students sitting with desks in a circle along with two teachers. The small group was engaged in a discussion regarding colonial government. Students were attentive and seemed interested as each student participated in the discussion.</li> <li>• In classrooms where all of the students worked at computer stations, teachers were observed circulating the classrooms, assisting students with worksheet tasks that required students to research answers to questions and topics for thematic essays. In each of these classrooms several students were also observed at computer stations, engaged in activities designed by the APEX program.</li> <li>• When the NYSED Site Visit Team member observed a science classroom, one student was present and was receiving individualized</li> </ul>

	<p>instruction regarding the student’s last Regents exam. The teacher and student were reviewing the exam line by line to identify areas of difficulty that were not mastered by the student.</p> <ul style="list-style-type: none"> <li>• The decreased enrollment and significantly small class sizes, due to the school’s phasing out process, seemed to lend itself to more individualized attention for the remaining students.</li> <li>• Hallway bulletin boards were observed with up-to-date student work, with task descriptions and teacher comments attached.</li> </ul>
<b>ELL/SWD</b>	<ul style="list-style-type: none"> <li>• The SWD population is supported by the school’s SETSS program. Special education teachers push-in to provide support as well as pull-out students for more focused support.</li> <li>• Students receive on-site counseling as required by individualized educational programs.</li> <li>• The school does not currently have English language learners (ELL) enrolled.</li> </ul>

**SCHOOL LEADERSHIP**

<b>Effective Leadership and Principal Evaluation</b>	<ul style="list-style-type: none"> <li>• The principal has submitted the Principal Progress Review (PPR) to her superintendent. The PPR includes goals to be reviewed mid-year and at the end of each school year.</li> <li>• The principal and assistant principal have received PD from the network monthly regarding city-wide expectations and identifying the needs of the staff to support them through appropriate PD opportunities.</li> <li>• The principal does not have an official mentor working with her at this time.</li> </ul>
<b>Leadership Development</b>	<ul style="list-style-type: none"> <li>• The principal has received PD regarding the CCLS through the leadership academy.</li> <li>• The network has provided on-going training for the principal regarding data tools and the “Are you in the green?” campaign which allows students to track their progress towards meeting graduation requirements.</li> <li>• The network has provided weekly PD for the principal and assistant principals regarding the CCLS and the use of the Danielson Framework during teacher observations.</li> </ul>
<b>School Improvement Manager/External Providers</b>	<ul style="list-style-type: none"> <li>• The school does not have a School Improvement Manager (SIM) assigned.</li> <li>• The school receives support from the network on a weekly basis regarding PD focusing on the CCLS and operational aspects of the school such as the school’s budget and student transfers.</li> </ul>
<b>Building Level Leadership Team</b>	<ul style="list-style-type: none"> <li>• According to the principal and the network leader, the implementation of the phase-out plan is monitored on a weekly basis. Discussions occur and plans for adjustments and/or changes are made in-house, via telephone and email communications to include network representatives if they are not physically present.</li> </ul>

**STUDENT SUPPORT**

<b>Additional Social/Emotional Support</b>	<ul style="list-style-type: none"> <li>• The school offers tutoring, credit recovery opportunities, Saturday classes, PM school, small group instruction and counseling by the on-site guidance staff.</li> </ul>
<b>Counseling</b>	<ul style="list-style-type: none"> <li>• The school has two guidance counselors, an assistant principal of guidance and shares one social worker with other schools in the district.</li> </ul>
<b>Enrichment Opportunities</b>	<ul style="list-style-type: none"> <li>• According to students, the school does not offer advanced placement courses.</li> <li>• The principal reported students can take advanced placement courses on the on-line APEX program in the areas of English language arts and history.</li> <li>• Through an elective program, students participate in service learning activities for guidance credit. Activities include volunteering at senior citizen homes, day care centers and soup kitchens.</li> <li>• The school has two sports teams, a basketball team and a co-ed softball team.</li> <li>• The school has sponsored college tours to various colleges and universities in past years during spring break.</li> <li>• Students transferring to other schools attended transfer school fairs which were held during the summer and fall of 2011.</li> </ul>

<b>SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT</b>	
<b>Environment is Conducive to Learning</b>	<ul style="list-style-type: none"> <li>• Students, teachers and administrators reported the school provides a safe learning environment.</li> <li>• The principal reported suspensions have decreased from 60 suspensions last school year to three suspensions as of the date of the site visit.</li> <li>• On the day of the NYSED site visit, safety officers were visible throughout the school in hallways during class period changes.</li> <li>• Students reported they feel motivated by administrators and teachers. A few of the students shared they had very little credits upon entry and have progressed tremendously at the school.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• The school has a functioning <i>Parent Teacher Association</i>.</li> <li>• Teacher teams meet daily to have PD and to discuss issues and progress regarding the school, students and instruction.</li> </ul>
<b>Parent Involvement</b>	<ul style="list-style-type: none"> <li>• The school has a parent coordinator on staff. The parent coordinator provides resources to parents and supports them in their use of the on-line ARIS system to track the progress of their students.</li> <li>• Four parents are members of the school leadership team which meets monthly to discuss issues and plans for the school.</li> <li>• Parents meet with school counselors on a regular basis regarding student transitions to other educational facilities due to the phasing out of the school.</li> <li>• Parents reported the school provides many opportunities for extra help for students to get prepared for Regents exams.</li> <li>• According to parents, the school makes communication easy by allowing parents to call and speak directly with teachers, or to stop</li> </ul>

	in the school to check on their children's progress.
<b>External/Community-Based Partners</b>	<ul style="list-style-type: none"> <li>The school does not have a community based partnership plan.</li> </ul>

**DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT**

<b>District Support</b>	<ul style="list-style-type: none"> <li>The school receives on-going weekly support from the network. This network has developed a data tool which the school uses to track student progress toward graduation.</li> <li>The school also receives technical assistance from the network to address instructional and operational issues unique to the school, as it phases out by June 2012.</li> <li>According to NYCDoE, the intervention model is evaluated through analysis of data in areas such as teacher turnover, academic performance, progress reports and quality reviews.</li> </ul>
<b>JIT/SIG Alignment</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

**BUDGET AND OTHER FUNDING SOURCES**

<b>Budget Modifications</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Use of 1003(g) or 1003(a) grant funding</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Use of Other Funding</b>	<ul style="list-style-type: none"> <li>The school is provided funding from the NYCDoE in conjunction with Fair Student Funding and the Title I School Success Grant.</li> </ul>

## **SUMMARY**

The NYSED Site Visit Team conducted a full-day site visit to Pacific High School. The full day visit took place on February 1, 2012. The team was able to collect information about the school's efforts to continue the implementation of their reform model for improving student learning while following the approved phase-out plan.

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 and graduation rate. School administrators were respectful and eager to promote support students through transition and graduation.

The school operates in a 99 percent on-line instructional capacity. Teachers meet five times each week in professional development sessions to discuss student data and to learn about best practices and strategies to support student progress. The current principal has held her position since 2010 and is in her second year as principal. The school seems to have tremendous support from the Transition Support Network regarding data collection and use, professional development and operational aspects.

During the NYSED site visit, the school provided evidence to support the implementation of the approved phase-out actions. District and school representatives were candid with their comments and highly cooperative throughout the PLA monitoring visit. The school and the district appear to be working together to coordinate their efforts in the implementation of the Turnaround model.