



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

School:	Roosevelt HS/Early College HS – Turnaround Phase Out	School District:	Yonkers City School District
Date of Site-Visit:	February 17, 2011 (Second Site Visit)	Members of Site-Visit Team:	Major Capers, LoriAnn Curtin, Andrew McGrath, Jennifer Span

STAFFING	
Collective Bargaining	<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 work day, duties and hours.</i>
Teacher Evaluations linked to Student Performance	<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>
Identify and Reward staff or Remediate/Remove Staff	<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>
Implementation of Strategies to Recruit, Place, and Retain Qualified Staff	<i>Activities are funded to recruit, place, and/or retain highly qualified teachers.</i>

Findings:

- During focus group session, teachers indicated they have not been involved in discussions regarding the development of a teacher evaluation system linked to student assessment. Teachers indicated they are using the same teacher evaluation system as last year.
- During their focus group session and in individual discussions, teachers stated they were not familiar with education law 3012(c).
- Staff indicated they receive extra pay for extended teaching time that was added to the instructional day.
- The Yonkers City School District enacted its hiring plan (Gateway) hiring plan to select staff to work at the identified Persistently Lowest Achieving (PLA) schools. This screening process was used to assist in selecting teachers for the 2010-11 school year.
- Staff indicated teachers were not actively recruited; however there was a general posting that outlined specific requirements for positions at each of the two schools. These postings were reviewed by site visit team members.
- Teachers and staff stated, although there is a set of eligibility requirements for hiring PLA staff, there are no criterion-based procedures to assist in the removal of staff.

PLANNING	
Implementation of Timeline	<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>
Performance Targets	<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>
Implementation of JIT Recommendations	<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 Site Council" as delineated in the school improvement plan was not established as of the SED team's first visit to ECHS. During this second visit, the School Improvement Manager reported the school has instituted a Shared Decision Making team which is fulfilling some of the same roles; however the school is awaiting direction from the district office before establishing the School Site Council.
- The district has one School Improvement Manager (SIM) in place for both Cross Hill Academy and for Early College High School. The SIM spends 2.5 days per week at each school. The SIM updates and organizes school documents, works with the Turnaround Officer to address issues that require district intervention and pre-approves expenditures. The SIM reported the district will submit an FS-10 amendment for the use of the funds that were originally going to fund a second SIM position.
- The SIM, reported that the turnaround officer supports the work of the SIM, and is not expected to work regularly on-site at the schools. The job responsibilities of the turnaround officer include: working with partner contracts, purchase requisitions, and the Board of Education.
- The SED team reviewed professional development documentation on poverty training. The information reviewed stated that four professional development sessions are planned. The topics are: Addressing Achievement through the Lens of Diversity." This program is a 12 hour series held over 4 evenings that addresses issues related to socioeconomics, ethnicity, culture, and race.
- Roosevelt teachers and parents reported they would like to receive more information on the plan to phase out RHS.
- The district continues to work toward implementing the plan for the transformation model based on JIT recommendations in the areas of curriculum, teaching and learning, school leadership, student supports, utilization of data formative and summative data, professional development and district support.

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

Findings:

- The external partners and school leaders interviewed confirmed the Educational Development Center is providing literacy support to both Roosevelt High School and Early College High School three to four times per month.
- During the SED team's first site visit it was reported Academic Student Support and Intervention System Team (ASSIST) training, an intervention model, had not yet been provided to the staff. District staff now reports Roosevelt High School staff has received this training, and additional sessions are scheduled to start in April 2011 to provide PBIS/ASSIST/RTI training by a BOCES instruction.
- Each school has a PBIS/RTI team to meet monthly to reinforce training in each high school.
- A data analysis team consisting of teachers and administrators is now in place.
- Teachers and administrators reported data analysis professional development sessions have taken place for the data team, and trained staff members will provide turn-key training to other building staff.
- It was reported by teachers and the SIM that ECHS staff receive a stipend to participate in additional professional development sessions in the summer. However, the topics of those sessions and the specific dates are not yet planned.
- The ECHS leadership team stated professional development is being delivered and frequent walk-throughs are used to monitor how well professional development strategies are being implemented.

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

Findings:

- The data analysis team was established on November 9, 2010, meets twice a month, has received training and will provide turn-key training to other staff.
- Teachers, district administrators and building leadership reported they review and analyze data to inform instruction.
- Staff conducted baseline assessments in all core areas, and use a combination of past New York State assessments, teacher input/design, item analysis from ELA and Math exams, cumulative state assessment data, ESL compliance information and Title I portfolios to develop assessments.
- Data is used to establish cooperative groupings, focus on common planning meetings, tutoring, to design assessment, analyze student work and to plan future lessons.

CURRICULUM AND TEACHING	
Increased Learning Time	<i>The school has implemented a longer school day, week, or school year to significantly increase 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>
Mapped and Paced Curriculum	<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>
Instructional Programming is	<i>Curricular decisions have been made to meet the needs of all students.</i>

Linked to Needs Assessment	
Effective Teaching	<i>There is evidence of rigor, relevance, pacing, and alignment of curriculum to State Standards, and student engagement from Highly Qualified Teachers (HQT).</i>
ELL/SWD	<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:

- Curriculum maps submitted to the SED site visit team were not complete. Most were course outlines and did not include information regarding alignment to specific performance indicators, lesson objectives, or how the lesson would be assessed or differentiated. Some, but not all of the curriculum maps included pacing information.
- The site visit team observed classes in both Roosevelt (RHS) and Early College (ECHS) high schools. In both schools, many classes were observed to be teacher lead, in several instances disruptions were observed in several classrooms that lead to interruptions in student learning (e.g., cell phone use).
- The site visit team also observed in both schools several classrooms where academic expectations were below average. This was evidenced in several classes where students were sitting at their desks having conversations or working on individual packets with little student-teacher engagement or individual prompts from the teachers. Instruction in many classes was teacher-led.
- In the classrooms observed the site visit team observed little evidence of differentiated instruction at both school sites.
- At the ECHS the site visit team did not observe much evidence of an official Academic Intervention Services (AIS) program for students identified as Level 1 and 2; however the school does have an integrated extended learning program where students have additional time to receive tutoring support. It was also observed that attendance was low in this program and students are sometimes are pulled out for other services. For example, data indicated only 3-4 students are attending 1-2 days per week.
- The ECHS administers a PSAT and practice regents exams to ninth graders. The site visit team did not see evidence of student data collection and analysis of this testing data to determine how this information can be used to inform instruction and provide additional interventions to students to increase student performance.
- The site review team did not observe any evidence to support instructional programs tailored for English Language Learners and Students with Disabilities in general education classes. The Sheltered Instruction Observation Protocol model is started at Roosevelt high school, but has not yet been implemented at the Early College high school.

STUDENT SUPPORT	
Additional Support	<i>Students are receiving extra academic and developmental support based on student need (AIS, character development, PBIS).</i>
Counseling	<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>
Enrichment Opportunities	<i>Students have opportunities to participate in academic and social enrichment activities during and after the school day and during the summer.</i>

Findings:

- Jewish Council of Yonkers - Western Community Partners (JCY-WCP) provides bilingual mentors to students after school. The JCY-WCP representative stated volunteers meet with approximately twenty students an hour and a half each week.
- The college career center provides SAT and Kaplan courses to approximately one hundred students. The center is staffed full-time and serves Roosevelt HS 3.5 days per week and Early College HS 1.5 days per week. Guidance reported they work collaboratively with attendance to support students who have attendance issues.
- The college career center provides bilingual college preparation classes for Spanish-speaking parents.
- Early College HS staff and a partnership representative stated that ECHS offers a college credit course at Westchester Community College in general college study skills. The course began in January, 2011 and concludes in June, 2011. college representatives were observed working with students to complete college applications.
- A representative from Hudson River Museum stated the school has an artist in residence program, located on-site and at the museum. The artist works primarily with Latino youth focusing on social-emotional needs.
- The site review team received no evidence of an Academic Intervention Services (AIS) plan to provide support to students who are struggling academically. The school leadership and district administration report the school has an extended day program to provide extra academic support to students. The SIM stated the program is part of the regular school day, and is required for all students.
- Students reported they believe the cost of bus passes has a negative impact on student attendance, tardiness and academic performance. Students stated their understanding is the school policy only allows for a limited number of tardiness or absences and once the limits are reached, students are given a grade of failure for the missed classes.
- District administration and school leadership reported students in both Roosevelt and the Early College high schools participate in advance placement and have the opportunity to receive credits at area colleges.

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

Findings:

- External partners stated and school leaders confirmed the Center for Secondary School Reform (CSSR) is providing professional development regarding leadership development, data analysis, instruction and curriculum. Jewish Council of Yonkers - Western Community Partners (JCY-WCP) provides bilingual mentors to students after school. Westchester Community College offers college courses and general college study skills. A representative from this program provides enrichment opportunities for students.
- The School Improvement Manager (SIM) reported she now spends 2.5 days a week at the Roosevelt/Early College high school. The role of the SIM is to meet

with school staff and partners to discuss reform initiatives, perform classroom observations and walkthroughs, organizes college events (e.g., tours) with college partners and assists with student advisory initiatives.

- The school has a binder outlining the professional development plan for school leadership. Professional development topics include, reading for understanding, ELA interventions, strategies for helping readers and Smart technologies.
- The school leadership team conducts formal and informal evaluations of all building staff. The administration is required to conduct evaluations of all building staff and is doing so.

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

Findings:

- At the time of the visit, the Early College high school (ECHS) appeared to be safe, orderly and conducive to learning. At the Roosevelt high school (RHS) students were loud and clustered in groups, teachers attempted to encourage students to move to class and many dispersed to other areas of the building.
- The parent room has been established. The site visit team visited the parent room noticed that the room does not yet have a phone, computer and resource materials.
- The school leadership and district administration reported parents will be included in the development of the school improvement plan.
- Students stated the student government continues to meet in advisory groups to discuss issues related to improvement of their school(s).
- Parents reported they receive email, mail, and phone calls as methods for the school to communicate with them regarding school information and events.
- The PTA is established and operational for both schools.
- Parents reported they believe the administration at Early College High School (ECHS) has not extended a welcome to Roosevelt High School (RHS) parents. The parents at RHS feel they are not receiving adequate information regarding the Roosevelt phase out process, and are unaware of the educational implications of this proposed action.
- The parents interviewed reported they have not participated in the development of the school improvement plan; however administration reported other parents are involved in the planning process.
- Partners stated they are beginning to work collaboratively with both Roosevelt and Early College high schools to provide needed services to all students. Jewish Council of Yonkers - Western Community Partners (JCY-WCP) provides bilingual mentors to students after school. Westchester Community College provides a class for students on college study skills. The Science Technology Engineering and Mathematics (STEM) partner was also present to discuss services. All partners provide academic and enrichment services for students.

OTHER FUNDING SOURCES	
Use of 1003(g) or 1003(a) grant funding	<i>The LEA is using School Improvement Grant (SIG) funding to support the implementation of or planning for school intervention models.</i>
Use of Other Funding Sources besides 1003 (g)	<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:

- District staff and document review concluded fund resources are being used to support school improvement efforts include: IDEA, Section 611; School in Need of Improvement (SINI); 21st Century, Safe Passage 2; and Magnet school Program (MSP).
- Other funding sources are being used to support Data Team meetings, and professional development in Read 180, Positive Behavioral Interventions and Supports (PBIS), and technology training.
- The district and site visit team discussed there may be a need to amend the budget based on program modifications made in schools receiving SIG funding.

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

Findings:

- School leaders reported they continue to receive appropriate and timely support from district staff.
- As noted, the school governance structure has changed this year. A new principal and assistant principal were hired for the Early College HS, while the incumbent leadership team at Roosevelt has remained in place.
- Roosevelt high school (RHS) teachers reported they would like to receive more information from the district on what impact the phase out will have on RHS building staff.

Summary:

The New York State Education Department four member site visit team conducted a full-day visit at the Roosevelt/Early College high schools on February 17, 2011. The team was able to review information and meet with school and community

constituents to discuss the school's efforts to begin the implementation of their reform model for improving student learning.

The site review team concluded there are specific areas where there is adequate progress being made and several key areas where actions still need to take place in order to fully implement the turnaround and phase out that were planned for the 2010-2011 academic year.

The key issues outlined in the report are:

- School leadership and teachers seek criterion-based procedures to dismiss Gateway hires that are not a good match for their school.
- Coordination of parent needs and parent activities need to be coordinated for both schools. Parents also expressed desire to be notified to participate in school improvement plan.
- Parents and RHS staff seeks information regarding closure plan.
- Focus on additional instructional and support services for Students with Disabilities and English Language Learners. The English Language Learners is one student group identified as not making Adequate Yearly Progress (AYP) for English language arts.
- The curriculum and needs to be aligned with new common core standards.
- Investigate and resolve high costs of student bus passes and its impact on student low attendance, tardiness rates and failures.
- The 2009-2010 report cards indicate RHS graduation rate is below State standard for all students. What building strategies are being used to address graduation rates?
- Budget amendments for (2010-2011) may need to be completed based on categorical expenditures that have been made for this school year. This amendment should reflect the school's best projection of the grant funds that you will spend for this school year.
- As the turnaround and phase out implementation plan student needs should be determined regarding the transfer of currently valued RHS programs into ECHS (e.g., automotive, robotics).

During the visit the team will also focus on findings related to: 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.