

**NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability**

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

DBN:	07X221
District Name:	District 7
School Name:	South Bronx Preparatory: A College Board School
School Address:	360 East 145 th Street, Bronx, New York 10454
Principal:	Ellen Flanigan
Accountability Phase/Category:	Improvement (year -1) - Comprehensive
Area of Identification:	English Language Arts - All Students, African American Students; Hispanic Students; Students with Disabilities and Economically Disadvantaged Students

PART 1: MISSION STATEMENT

“The mission of South Bronx Preparatory is to facilitate learning so that all students can master the challenges of a rigorous curriculum that will guide them to college entrance and success. We are committed to establishing a strong school community of families, teachers, and staff in support of our core mission. Our students will learn to think critically, communicate effectively, and be open to new experiences and ideas as they become lifelong learners.”

PART 2: SCHOOL STRENGTHS

- School leaders and staff have a strong sense of mission, school culture and goals. Staff and students describe the school as a family-like environment.
- The school leadership is using the Danielson framework as a lens for its observational and instructional practice.
- The school leader actively promotes teacher leadership and builds capacity among school staff in order that they may pursue professional opportunities.
- The school has an advisory program that plays a critical role in shaping the academic and social climate of the school. Additionally, the objective of college readiness is infused in all aspects of the school.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDING:

There is inconsistent evidence that teachers apply the available formative and summative data to drive English language arts (ELA) instructional practice.

RECOMMENDATION:

The school leaders should ensure that instructional decisions and practice for lesson planning and delivery are based on available formative, interim and summative data. Additionally, school leaders, with the help of the Network, should develop the application of student data as a regular part of instructional practice.

II. TEACHING AND LEARNING

FINDINGS:

- The school is in the early stages of implementing *The 100 Book Challenge* literacy program. However, interim benchmarks have not been established.
- There is inconsistent evidence that teachers use data to differentiate lesson planning or to modify ELA instruction.
- Although the school uses rubrics, most displayed student work did not include specific and concise feedback and did not clearly indicate what each student needed to do to improve and reach the next level.
- The review team noted during class visits that planned questioning strategies were inconsistently used in special education classes.
- In some classes observed by the review team, classroom time is not effectively managed. Students spent excessive time on transitions to other classroom activities.

RECOMMENDATIONS:

- School leaders should consider developing interim benchmarks for the assessment of the *100 Book Challenge* literacy program, particularly for the identified subgroups.
- Teachers should use student performance data, i.e., summative, interim and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs, and adjust the planned curriculum with a specific focus on at-risk students and identified subgroups. Through formal and informal observations, school leaders should monitor the use of data to differentiate ELA strategies.
- School leaders should ensure that rubrics are used schoolwide and on a consistent basis. Teachers should participate in professional development (PD) activities that model the use of rubrics to provide teacher feedback, peer feedback and student self assessment. School leaders should monitor student work in

books and on display and evaluate the quality of feedback that is provided to ensure that it helps students improve and move to the next level.

- School leaders, with support from the Network, should provide PD to ensure that lesson planning and delivery includes the use of questioning strategies that lead to higher order thinking skills.
- School leaders should ensure appropriate pacing and sequencing of instruction. The students should clearly understand expectations and should be expected to be self-directed and personally accountable. For example, students should start and complete the 'Do Now' within the first few minutes of class. Teachers should plan effective closures so that students summarize the day's lesson, the teacher is able to assess the degree to which students mastered the day's content, and students are able to efficiently transition to the next class.

III. SCHOOL LEADERSHIP

FINDING:

The goals of the Comprehensive Educational Plan (CEP) do not reflect the needs of all students in ELA.

RECOMMENDATION:

The school leaders and the School Leadership Team (SLT) should develop goals that reflect the needs of all students in ELA.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- There is inconsistent evidence that formal criteria, based on student data are used to identify at-risk students for Academic Intervention Services (AIS) and that those services are regularly monitored for attendance and improved academic performance.
- Parents indicated that more enrichment programs should be available for students.

RECOMMENDATIONS:

- The school leaders, with support from the Network, should ensure that collected student data is used to develop an effective system to identify at-risk students, including the identified subgroups. Once identified, participating students should be assigned a targeted intervention and closely monitored for attendance and improved academic performance.
- The school leaders should review the school budget and explore other funding sources to support enrichment program offerings for students.

V. PROFESSIONAL DEVELOPMENT

FINDING:

There is little evidence that the current PD plan and support has had a positive impact on improving the achievement of students with disabilities.

RECOMMENDATION:

School leaders, with the support of the Network, should review the PD program and target the needs of teachers and support staff to effectively meet the specific student achievement needs of students with disabilities.

VI. FACILITIES AND RESOURCES

FINDINGS:

- Classroom libraries for students with disabilities are inadequate and do not meet their needs.
- Technology is inconsistently used in ELA instruction.

RECOMMENDATIONS:

- Classroom libraries should be provided with quality literature and adequate books to support the reading needs of all students.
- School leaders should investigate the use of appropriate technology that can be integrated into the curriculum and develop a comprehensive technology plan for implementation. Teachers should be provided with PD on using technology based projects within the ELA curriculum.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.