

NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

<b>BEDS Code:</b>	620600010020
<b>District Name:</b>	Kingston City School District
<b>School Name:</b>	J. Watson Bailey Middle School
<b>School Address:</b>	Merilina Avenue Extension, Kingston, New York 12401
<b>Principal:</b>	Julie Linton
<b>Accountability Phase/Category:</b>	Improvement (year 1) - Focused
<b>Area of Identification:</b>	English Language Arts -African American Students, Hispanics Students; Students with Disabilities and Economically Disadvantaged Students
<b>Dates of On-site Review:</b>	December 13-14, 2011

**PART 1: MISSION STATEMENT**

“The mission of J. Watson Bailey Middle School is to develop the understanding that the choices we make determine our individual and community growth.”

**PART 2: SCHOOL STRENGTHS**

- The school has a respectful environment conducive to learning.
- A bilingual family worker is available.
- A goal setting process is used schoolwide for students and staff performance.
- The school has a tenth period to support students with academic help, clubs and intramurals.

**PART 3: FINDINGS AND RECOMMENDATIONS**

**I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA**

**FINDINGS:**

- Although data is available, there was little evidence that teachers were using data to inform instruction, specifically for the identified subgroups. School leaders have begun this process and report that more work is needed in this area.

- Although the review team observed the use of formative assessments in some classrooms, there was limited evidence to show that all teachers were consistently using formative assessments to monitor student progress.
- Staff expressed concerns with the Scantron scoring tool and the validity of the test for English language learners (ELLs) and students with disabilities.
- Teachers reported that the current report card does not accurately reflect grades for students with disabilities. Expectations for the use of accommodations and modifications for grading are not clear or consistent.
- The school attendance rate is 93.9 percent. Not all staff is knowledgeable about the current attendance policy.

#### **RECOMMENDATIONS:**

- School and District leaders should provide training to all staff on the use of data and formative and interim assessments to monitor student progress and inform instruction. The school should identify the areas of English language arts (ELA) that are causing the greatest concern, specifically for the identified subgroups, develop a plan for improvement and continue to monitor the department action plans.
- School and District leaders should collect data on the effectiveness of the Scantron scoring tool specifically for the identified subgroups. Review other available instruments and if necessary develop a new process, with teacher input.
- School and District leaders should provide additional training on use of Scantron data and other available information on student readiness/learning/achievement. School leaders should establish an expectation that lessons will be differentiated and tiered with students grouped according to information gained from Scantron or other data sources.
- School leaders and teachers should continue to review student work to assist in the development of exemplars and norms in grading. An expectation for the use of rubrics to assess student work, specifically for ELLs should be developed. Time for staff to implement for this initiative should be provided. School leaders should articulate expectations for the use of rubrics to staff, students and parents and monitor for effectiveness. Rubrics should be displayed for reference by staff and students.
- School leaders should continue to collect data on attendance issues and develop initiatives to improve attendance, based on data. The attendance policy should be reviewed with all staff and school leaders should ensure that it is implemented with fidelity.

## **II. TEACHING AND LEARNING**

#### **FINDINGS:**

- Some of the lessons observed by the review team were entirely teacher directed. Some teachers did not use a wide range of strategies to accommodate the diverse learning needs of students, especially

students with disabilities. There was no evidence of a curriculum plan or map being used for English as a Second Language (ESL) instruction.

- Based on documented evidence and interviews, grouping of students was not always based on student learning needs, progress monitoring or other data. Evidence of scaffolding language and content for ELLs was not consistently observed.
- In classrooms observed, the curriculum did not always foster rigorous and engaging instruction. The application of higher order thinking skills, problem solving and project based learning was inconsistent.
- Although evidence of rigor and relevance was observed in some classrooms, many of the lessons did not demonstrate high expectations and student engagement. Some lessons lacked a connection to previous lessons or closure and relevance to the next lesson.
- Based on observations and interviews, not all students were able to articulate their learning goals. Some students could articulate what they were expected to do, but not why. Goals were not consistently posted throughout the building. Learning objectives were not always reviewed by teachers before, during and after each lesson.
- There is no evidence of a curriculum plan that supports ESL instruction through out the school. For instance, the ESL teacher has a teacher assistant (TA) who pushes in content area classrooms to support the ELL language and academic needs of these classrooms. The TA takes notes in these classrooms that the ESL teacher uses to plan and support the content during the ESL time through ESL strategies. Since the ESL teacher does not have the content materials teachers use, the ESL teacher uses various supplemental content area sources to support the content during the ESL time.
- The co-teaching model was not effectively and consistently implemented in classrooms observed.
- TAs was not effectively used in many settings.
- Although there has been some professional collaboration, there is no formal planning time for ESL staff and teachers in the self-contained settings (12:1:1)

#### **RECOMMENDATIONS:**

- School and District leaders should provide PD to staff on the use of differentiated strategies for all subgroups, student engagement and higher order thinking skills. Teachers should model these strategies.
- School leaders should provide PD on the implementation of flexible grouping based on formative and summative data.
- School leaders should provide PD on rigorous instruction, higher order thinking skills and scaffolding lessons. Through formal and informal observation and walkthroughs, school leaders should assess teacher questioning and scaffolding of lessons and provide timely feedback to teachers. Teachers should be held accountable for incorporating PD activities into instructional practice.

- School leaders should develop and articulate an expectation that all teachers use Curriculum Connectors for lesson planning. School leaders should also ensure that the curriculum is aligned to the New York State (NYS) P-12 Common Core Learning Standards (CCLS). School leaders should monitor the implementation of the CCLS through the review of lesson plan and formal and informal observations.
- Teachers should provide regular opportunities for students to work cooperatively, using differentiated instructional strategies and to include project-based learning, inquiry based learning and higher order thinking skills. Teachers should increase comprehension and competency in literacy for ELLs by using vocabulary, grammar, and phonemic awareness in meaningful ways and not in isolation. Teachers should provide many nonverbal cues such as pictures, objects, demonstrations, gestures, and intonation cues to beginner and intermediate ELL learners. As students develop competency teachers should include other strategies that build from language that is already understood, using graphic organizers, hands-on learning opportunities etc.
- Teachers should plan for effective introductions and closures for each lesson objective and use formative assessment to assess the degree to which student’s mastered the content. Teachers should use that data when planning the next lesson. More non-fiction should be used to assist in making connections across content areas. Rubrics should be an integral tool in planning and feedback to students.
- School leaders should monitor the implementation of Individualized Education Program (IEP) goals and lesson objectives through informal walkthroughs and lesson plans. Teachers should be expected to use IEP goals when developing lesson plans. School leaders should also monitor classrooms regularly to ensure use of data, research-based instructional strategies and differentiated instruction. Teachers should ensure that learning goals are shared with students. Learning objectives should be displayed and discussed with students throughout the lesson. School leaders should consider developing an expectation that all teachers include a “Do Now or Essential Question” for each lesson.
- School and District leaders should collect data on the current ESL schedule for effectiveness and ensure that students receive full access to the curriculum and compliance with CR Part 100 guidelines. School leaders should explore other delivery models to maximize time in the classroom. ESL instruction should provide differentiated instruction based on individual ability and language proficiency needs.
- School and District leaders should develop curricula that is aligned with the CCLS and provides for differentiated instruction based on individual language proficiency needs for all subgroups and inclusive of ELLs language and academic growth. It is recommended that beginner ELLs be provided with bilingual content glossaries or dictionaries during class instructions when appropriate.
- School leaders should provide professional development (PD) on co-teaching models and strategies. TAs should be included in trainings to better understand their role in supporting student achievement.
- Teachers should be provided time to plan with colleagues and share best practices and discuss student data. The ESL and special education teachers’ schedules should allow for instructional planning with content area teachers.

### **III. SCHOOL LEADERSHIP**

#### **FINDINGS:**

- Although common planning time is available, special education teachers in the self-contained settings and AIS staff do not share that same planning time with classroom teachers.
- Lesson plans are not reviewed by school leaders. Some lesson plans reviewed during the visit did not contain standards or objectives for the lesson.
- School leaders and staff are unaware of the funding sources available for the ELLs. The District is receiving Title III Supplemental funding for ESL programs, but school leaders and teachers interviewed were unaware of how the District allocates the funding to support the needs of ELLs within the building.
- There is no Response to Intervention (RtI) Plan.
- Teachers reported that the Ladder system of discipline is not consistently followed.

#### **RECOMMENDATIONS:**

- School leaders should create a flexible schedule to allow for common planning and articulation between classroom teachers and support services staff vertically and horizontally within the school and should establish protocols and expectations for use of this time. Time should also be provided to allow for articulation with the middle school staff, especially for teachers working with students with disabilities.
- School leaders should develop a plan for regular and frequent informal walkthroughs that result in the collection and use of data to drive instruction. School leaders should use this process to ensure that skills learned through PD are implemented and lesson plans are rigorous and aligned to the CCLS.
- The District should provide systematic and ongoing workshops and opportunities to staff responsible for the academics of ELLs. These workshops should include the mandates under CR Part 154 and Title III. School and District leaders should develop an RtI plan and protocols to assist in the identification of at-risk students.
- School leaders should collect data on the consistency and effectiveness of the Ladder system and modify as needed.

### **IV. INFRASTRUCTURE FOR STUDENT SUCCESS**

#### **FINDINGS:**

- The Academic Intervention Services (AIS) program is disconnected from regular classroom instruction. It is considered a separate program and does not follow the curriculum. Some AIS classes were large in size that did not allow for differentiation. In self-contained settings observed by the review team, AIS reading teachers were providing primary reading instruction using a push-in model. Students are placed in AIS based only on NYS test scores. The AIS plan, as currently implemented, lacks clear exit and entrance criteria based on multiple measures.

- Technology is available but is not used to enhance learning opportunities and student engagement. During interviews it was reported that purchased technology has not yet been installed.
- Parents and care-givers who speak languages other than English do not consistently receive communications in their home language. Not all materials sent home are translated.
- There was no evidence of a transition plan for students in self-contained settings to be mainstreamed for core instruction, as applicable. During classroom observations, students in self-contained settings were pulled out of class for ESL and Spanish. There was no evidence of a plan for ensuring students who missed instruction would be taught the material.
- There were concerns that summer school does not meet the academic needs of students with disabilities in a 12:1:1 setting and no 12 -month program is available.

#### **RECOMMENDATIONS:**

- School and District leaders should review the current AIS plan and increase rigor and differentiation. The new AIS plan should include clear exit and entrance criteria and a plan for communication with parents on skills covered in AIS. School leaders should monitor the AIS program and the implementation of small group instruction and the use of differentiated strategies. In addition, schools leaders should develop a schedule to ensure that AIS teachers meet regularly with classroom teachers to review data on skills and curriculum to be supported in AIS. School leaders should review the current schedule and monitor AIS to ensure the most effective use of staff.
- The school and District leadership should provide training and support to staff to ensure they have the necessary strategies for integrating technology into lessons.
- School leaders should make efforts to have materials translated and sent to parents in the appropriate home languages.
- School and District leaders should develop a plan for students in self-contained settings to integrate into core content areas, as appropriate, to allow for the least restrictive environment and opportunities for integration.
- School leaders should review the current master schedule and ensure that it maximizes the learning opportunities for students and best utilizes staff. School leaders should monitor instructional schedule to ensure that students are not missing core instructional time.
- School and District leaders should obtain data on the current summer school program for students in a self-contained setting and revise the program to meet their academic needs, as necessary.

#### **V. PROFESSIONAL DEVELOPMENT**

##### **FINDINGS:**

- Although PD is provided, during interviews teachers reported the need for additional PD on the CCLS, co-teaching and the writing process.

- There was little evidence that school leaders have develop a feedback mechanisms on PD. Teachers do not regularly turnkey to their peers.
- Although there is a mentoring program for teachers, there is no formal mentoring for School or District leaders.
- There is no evidence that teachers are held accountable for what they learned during PD.

**RECOMMENDATIONS:**

- The current District plan should be modified to include PD on research based proven practices for ELLs, Students with Interrupted Formal Education (SIFE), the use of Curriculum Connector, co-teaching models and cultural diversity. PD should continue to be provided on progress monitoring, formative, interim and summative data, and use of rubrics with students with disabilities, differentiated instruction, data analysis, integration of technology and the CCLS. The State website <http://engageny.org/> can be used as a resource.
- School and District leaders should develop a PD calendar. School leaders should consider additional ways to ensure that PD is embedded and support is provided in the implementation of new teaching strategies. School leaders should continue to use staff meetings as PD opportunities. In addition, school leaders should develop a plan to obtain teacher feedback and input as new initiatives are considered.
- The District should develop a mentoring program to support new and existing school leaders in becoming instructional leaders should be developed
- School and District leaders should monitor PD initiatives for implementation through informal walkthroughs and review of lesson plans. School leaders should continue to be provided support to teachers to allow for ongoing, embedded PD.

**VI. FACILITIES AND RESOURCES**

**FINDINGS:**

- During classroom visits the team observed a lack of materials and resources in multiple languages. Bilingual dictionaries or content glossaries were not available in ESL classes or content area classes with ELLs.
- There is limited technology in the classrooms to support instruction. Access to technology in the library is inconsistent. During interviews it was reported that technology is available, but has not been installed.
- It was observed that the library is not open before or after school. The use of the library is limited during students Scantron testing.

**RECOMMENDATIONS:**

- School and District leaders should take inventory of materials and ensure that multicultural materials are available in classrooms. Non-fiction resources should be available on all reading levels, including high

interest, low readability texts. Bilingual dictionaries or glossaries should be made available to support the ESL program.

- School and District leaders should provide training, resources and support to staff on integration of technology to engage students and enhance lessons.
- School leaders should consider increasing access to the library both before and after school.

#### **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 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 CCLS, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.