NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review
Summary

SCHOOL QUALITY REVIEW REPORT

BEDS Code/DBN:	06M028
District Name:	District 6
School Name:	PS 028 Wright Brothers
School Address:	475 West 155th Street, New York, NY 11032
Principal:	Ms. Awilda Baez, Interim Acting Principal
Accountability Phase/Category:	Improvement (year - 1) - Comprehensive
Area of Identification:	English Language Arts- All Students; Hispanic Students; Students with Disabilities; English Language Learners and Economically Disadvantaged Students
Dates of On-site Review:	February 28-29, 2012

PART 1: MISSION STATEMENT

Vision: "To create an environment where ALL children can learn-Our Continued Challenge."

Mission: "Making adequate yearly progress by accomplishing our goals through a collaborative team effort!"

PART 2: SCHOOL STRENGTHS

- The school has a nurturing learning environment. It was evident that throughout the school healthy supportive interactions exist among staff and students.
- Teachers view the school as a community of learners and feel supported.
- The school has a state of the art library/media center that is fully equipped and staffed with a full-time librarian.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Based on a review of documents by the review team, the school has begun to focus on using the New York State English as a Second Language Achievement Test (NYSESLAT) disaggregated data to develop groupings for differentiated instruction in English as second language (ESL) classrooms.

- Based on a review of classroom documentation and classroom observations by the review team, teachers are not consistently using data to monitor student progress records or to determine student academic needs, including the needs of English language learners (ELLs) and students with disabilities.

RECOMMENDATIONS:

- The school leaders, with the support of the Network, should continue to focus on analyzing and using NYSESLAT data to form the basis of differentiated instruction and grouping for ELLs and students with disabilities.

- The school leaders should closely monitor cycles of student assessment and ensure that assessment data are used effectively to develop and plan for differentiated instruction within each class.

II. TEACHING AND LEARNING

FINDINGS:

- Classroom observations by the review team indicate that the level of questioning in many classrooms did not challenge or engage students to analyze, evaluate, or synthesize information during English language arts (ELA) instruction. There was a lack of questioning strategies to support higher order thinking skills and not enough student-to-student interaction, as most classes are teacher directed.

- During reviews of dual language classes, the review team observed students reading and writing in both languages; however, writing appeared to be greater in the native language than in English. Code switching was also observed when teachers provided instruction in Spanish and the students responded in English.

- During the review team's classroom observations of the Integrated Co-Teaching model (ICT), one teacher dominated delivery of instruction and the shared instructional delivery model was not used.

- Based on classroom observations and a review of teacher lesson planning by the review team, the review team concluded that planning for targeted differentiated instruction was rare.

- Classroom observations and a review of written student goals in ELA by the review team indicated that student goals are content and strategy oriented but do not include achievement benchmarks in reading or end of year reading targets to ensure that students make one year or more of progress.

- Teacher interviews, ESL classroom observations and observations of the 37.5 minute extended day program by the review team showed that ESL instruction does not meet the mandated requirements for instructional time to support progress for ELLs. Additionally, the full 37.5 minutes are not used for instruction.

- Based on a review of documents and classroom observations, the review team found that the teachers of ELLs are not developing or delivering rigorous classroom instruction.

RECOMMENDATIONS:

- The school leaders, with the support of the Network, should provide PD on using a variety of questioning techniques to encourage and expand student thinking. The PD should help teachers plan interactive lessons that encourage active student participation in classroom activities.

- The school leaders, with the support of the Network, should provide PD for teachers of ELLs on appropriate language support strategies to support learning in both English and the home language. The PD should help teachers to expand students' oral and written language skills. PD should also be used to build student-writing stamina in both languages.

- The school leader, with the support of the Network, should provide PD on the co-teaching model that better defines the roles and responsibilities of both teachers. Instruction in these classes should be closely monitored by school leaders and feedback provided to teachers.

- The school leaders, with support from the Network, should provide PD on using data to differentiate instruction. On-going classroom monitoring should be used to ensure that teachers use student data to differentiate instruction and additional PD should be provided, if needed.

- The school leader, with the support of the Network, should provide PD for teachers on planning and implementing rigorous goals for students that include established benchmarks to ensure that each student make a minimum of one year progress each year in ELA. Specific attention should be given on using data to set goals for ELLs and students with disabilities.

- The school leaders should review the procedures and requirements for the 37.5 minute extended day period to ensure that students receive quality instruction for the required time. The school leader, with the support of ELL instructional support staff, should review the Title III curriculum plan to ensure that instruction is challenging across all grade levels during afterschool and Saturday Academy programs.

- The school leaders should review the school's CR Part 154 Language Allocation Plan (LAP) and use the formal and informal observation process to ensure that ELLs are receiving the mandated instructional time to support them as developing readers and writers in English. School leaders should provide PD to support teachers in improving their instruction.

III. SCHOOL LEADERSHIP

FINDING:

The school leader is serving as Interim Acting Principal. Based on interviews with the school leader and the documentation provided to the team, the review team found that the school leader is aware of the need for improvement in the school's areas of identification. However, the goals in the Comprehensive Educational Plan (CEP) are not sufficiently specific to address the instructional improvements needed improve the academic performance of all students or for students in identified subgroups.

RECOMMENDATION:

The school leaders and the School Leadership Team (SLT) should work with the Network to develop measurable and achievable goals to be included in the school CEP. The goals developed should provide effective and diverse instructional supports to meet the needs of all students, including the students in identified subgroups.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- Based on interviews with school leaders and staff by the review team, the review team found that a Response to Intervention (RtI) Plan has not been developed for the school.

- A review of documents and interviews with school staff by the review team indicated that the Pupil Personnel Committee (PPC) does not include all of the members needed to review student progress, does not include parent or teacher input and does not adequately provide the support services needed by students. Student case reviews and follow-up often take five weeks. PPC recommendations are not being written into a Pupil Intervention Plan as required.

- In classrooms observed by the review team, paraprofessional staffs assigned to support classes for students with disabilities were not effective in supporting student instruction, providing re-teaching and providing the mandated accommodations during instructional periods.

RECOMMENDATIONS:

- The school leaders and pupil personnel staff, with the support of the Network, should review the current student support services to determine if an RtI plan is needed. The school leaders and Network staff should review the current AIS plan to create a comprehensive support plan with pre- and post assessments at intervals during the year to support the needs of all Level 1 and Level 2 students.

- The school leader, with Network support, should review PPC membership, protocols, and procedures and revise them to reflect student needs. This review should include procedures for the timely implementation of student support services and parent and teacher contact, as well as recommendations directly linked to the observed and assessed needs of individual students. Individual student plans should be documented in Pupil Intervention Plans (PIP).

- The school leaders, with the support of the Network, should provide PD for all paraprofessional staff and teachers designed to improve the effectiveness and support provided by paraprofessionals. The PD should include supportive teaching skills and strategies to accommodate student needs. Paraprofessional PD should also include the use of a variety of visual, verbal, and manipulative supports to assist in addressing the specific needs of assigned students.

IV. PROFESSIONAL DEVELOPMENT

FINDINGS:

- A review of documents and interviews by the review team indicated that the school does not have a plan to make the instructional improvements needed to improve ELA instruction for all students or students in identified subgroups.

- Based on interviews and classroom observations, the review team concluded that general education, special education and ESL teachers are not providing classroom instruction that is based on student data and do not use a variety of instructional strategies to address the needs of all students.

RECOMMENDATIONS:

- School leaders should work with school personnel and Network staff to develop a comprehensive PD plan based on specific goals in the school's CEP that focuses on instructional improvement in ELA for all students.

- School leaders, with Network support, should develop and provide PD to aid teachers in using data to group and differentiate students. The PD should be specifically designed to improve instruction in ELA for teachers in general education, special education, and ELL classrooms.

V. FACILITIES AND RESOURCES

FINDINGS:

- Based on classroom observation and interviews, the review team found that the school has technology available for students in classrooms, the school technology lab and in the newly refurbished library/media center. Students were not observed using computers in classroom settings. Based on interviews with the school leader, the review team found there are limited computer programs to support student learning in classrooms.

- In ELL classrooms observed by the review team, students have access to leveled libraries in varied genres in both English and Spanish. Native language libraries are in need of expansion to include language support materials and native language dictionaries in Spanish and Arabic. The review team observed that in lower grade classrooms with ELLs and Students with disabilities, students need additional native language reading materials; leveled books; and in special education classrooms, manipulatives to support sensory development.

RECOMMENDATIONS:

- The school leader should work with teachers to expand student use of technology across all classrooms. The school leader, with the support of the Network, should identify funding to purchase software for use in classrooms and for computer labs. The programs purchased should target ELLs, students with disabilities and all struggling readers.

- The school leaders, with the support of the Network, should review the school budget and identify funding or grants to purchase additional native language reading materials, books for ELL classrooms, dictionaries in Spanish and Arabic and manipulative materials to support ELA development in the lower grades.

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 Common Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.