

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

**Differentiated Accountability - School Quality Review (SQR)**

**SCHOOL QUALITY REVIEW REPORT**

<b>DBN:</b>	16K584
<b>District Name:</b>	District 16
<b>School Name:</b>	Granville T. Woods Middle School for Science and Technology
<b>School Address:</b>	130 Rochester Avenue, Brooklyn, New York 11213
<b>Principal:</b>	Gilleyan J. Hargrove
<b>Accountability Phase/Category:</b>	Improvement (year-1) - Comprehensive
<b>Areas of Identification:</b>	English Language Arts - All Students; Students with Disabilities; African American Students; and Economically Disadvantaged Students  Mathematics - All Students; Students with Disabilities; African American Students; and Economically Disadvantaged Students
<b>Dates of On-site Review</b>	March 20-21, 2012

**PART 1: MISSION STATEMENT**

“To create a safe learning environment where every child has access to quality instruction and a meaningful education. If children do not learn the way we teach, we must teach the way they learn.”

**PART 2: SCHOOL STRENGTHS**

- School staff, with the support of the Parent Coordinator, have created a parent room for meetings and resources, including technology.
- The staff has created and posted a “Who can help you?” list in the hallway to assist students that need to know whom to contact when they have a need.
- The school’s extended day program consists of afterschool and Saturday Academy activities. An afterschool four week Science Institute has been developed for grade eight students.
- The school has developed partnerships with several community-based organizations to provide student enrichment opportunities, afterschool services in the arts, academic and homework support, and sports and fitness activities.

**PART 3: FINDINGS AND RECOMMENDATIONS**

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

**FINDINGS:**

- The school collects data from various data sources at the grade and class level. At some of the school's weekly departmental common planning time sessions, data is reviewed for achievement trends. However, there is limited evidence that data is analyzed consistently across the department or the grades. As a result, teachers' lesson planning does not reflect strategies for improvement.
- The school collects formative and summative assessment data. Teachers also have access to student assessment data through Achievement Reporting and Innovation System (ARIS), ACUITY, and teacher-made assessments. Although data are collected at the grade and class level, data are not consistently collected for individual students, and are collected only for the students with disabilities, not for other identified subgroup. As a result, there is limited evidence that teachers are monitoring individual student progress or creating plans to improve student academic achievement or to improve instructional programs.
- A review of documentation by the review team indicates that the school has a comprehensive annual assessment calendar to capture student progress within the identified subject areas. However, data are not used consistently by teachers to monitor student progress, plan for differentiation, and adapt lessons to improve instructional planning.

#### **RECOMMENDATIONS:**

- School leaders should conduct a teacher data needs assessment across departments and grades. A comprehensive professional development (PD) plan should be developed in the use of data. School leaders should also develop a plan to monitor teachers' use of strategies learned, give extra support to teachers as needed, and hold staff accountable to ensure that improvements are made.
- School leaders should begin to compile comprehensive subgroup and individual student data from various sources and analyze it for trends. PD should be provided to support teachers in the use of data in lesson plan development.
- School leaders should provide PD in the use of data and differentiating instruction. Teachers should also use this data to monitor individual student progress and modify lessons to meet the needs of all students. School leaders should monitor teachers' use of strategies and give regular feedback and steps for improvement in formal and informal observations. Additional support should be provided to teachers, as needed.

## **II. TEACHING AND LEARNING**

#### **FINDINGS:**

- Many lessons observed by the review team were primarily teacher directed and did not use a range of strategies to accommodate the differing and diverse learning needs of students, including those within the identified subgroups. Students have few opportunities to engage in conversations about topics, such as working in pairs or talking with different groups of students.
- There was limited evidence of the development of higher order thinking skills in instructional practices. Although there was some evidence of teachers using higher level questioning and giving students higher level tasks in the classes observed by the review team, most teachers focus on low-

level questioning and tasks that do not engage students in critical thinking and problem solving to promote student learning.

- Classroom observations and lesson plans reviewed by the review team indicate that a number of teachers differentiate instruction using multiple worksheets. There was limited evidence; however, that differentiated instruction occurs consistently in all classrooms. The review team observed that differentiation was inconsistently used to meet the instructional needs of identified subgroups in ELA and mathematics, resulting in a low level of student engagement. There was limited evidence that teachers consistently plan for and respond to students' learning styles and academic needs, specifically those who require a hands-on-strategy and those who require a task with a high cognitive demand.
- There was little evidence of data being used to group students or to match tasks to students' differing ability levels. In some lessons observed by the review team, student grouping was based on random selection by teachers and sometimes by student choice, rather than on individual student learning needs as identified through data analysis.
- In co-teaching classrooms observed by the review team, there was limited evidence that the co-teaching model was effectively implemented. In classroom observed by the review team, one teacher was primarily responsible for the delivery of instruction and the other teacher played a much less significant role as a teacher's assistant. As a result, students are not fully benefiting from having two certified teachers in the classroom. The teachers are not effectively distributing their time or attention to provide additional support to students or to work with small skill-based groups.
- While rubrics are displayed in hallways and some classrooms, review team interviews with students indicate there is limited understanding of how the rubric is used as a self-evaluation tool by students, and there is little evidence in classes that students are aware of their strengths. Displayed student work did not consistently include specific and concise feedback and did not clearly indicate what each student needed to do to improve and reach the next level.
- Based on the document review and interviews, the review team found that the staff uses a syllabus and curriculum map to guide ELA instruction that lacks instructional strategies, a full range of instructional tasks, and resource materials. Additionally, modifications for students with disabilities are absent. As a result, the school is still working on relating these materials and strategies to the P-12 Common Core Learning Standards (CCLS) and does not yet have a formal, written, and comprehensive ELA curriculum that includes reading, writing, listening, and speaking.
- Observations by the review team indicated that some teachers did not consistently manage student behavior and, in some classes, poor classroom management significantly reduced instructional time.
- Observations by the review team found that some posted teacher feedback displayed on student work in hallways and classrooms, as well as information written on experience charts, contained grammatical and mechanical errors. The limited review and editing of written material in these cases does not model for students high quality literacy or editing skills during the drafting phase of the writing process.
- Students were not fully aware of the expectations for students in terms of improving their learning. Goal setting processes are not in place for all content areas to guide student progress and achievement.

- As a result of interviews, the review team found that the roles of paraprofessionals were not clearly defined by teachers or school leadership, resulting in students not receiving the additional support needed to master lesson objectives and/or move to the next level.

## **RECOMMENDATIONS:**

- School leaders should provide PD to introduce teachers to a wider range of instructional strategies that can be used in the classroom to promote greater student participation in the learning process. Teachers should be expected to implement these strategies, and school leaders should monitor implementation and provide additional PD for teachers when necessary.
- School leaders should provide PD so that classroom instruction moves from teacher-posed questions that require brief or one-word answers, or are purely recall and comprehension-based, to questions that require students to support answers by citing text, elaborating on the answers of other students, and summarizing and rephrasing new information. Teacher lesson plans should include pre-created questions that require critical thinking and discussion. Teachers should use wait time to encourage reflective thought and not allow students to opt-out of class discussions. Teachers should use random selection and/or avoid calling exclusively on willing student volunteers. Teachers should require students to answer in complete sentences.
- The school leaders should provide support for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the support should be on the use of data to drive lesson planning and instruction. Strategies should focus on ensuring that tasks match the academic needs of identified subgroups, especially in ELA and mathematics. The school leadership team should monitor teachers' planning and classroom instructional practices and give ongoing quality feedback to teachers. School leaders should ensure that teachers are held accountable for incorporating differentiation strategies learned through PD into classroom practice.
- School leaders should provide PD on the implementation of flexible grouping based on formative and summative data. Students should be provided with tasks and activities that address their specific learning needs. School leaders should monitor teacher planning and instruction to ensure that the use of data to group students becomes common practice. Ongoing PD should be provided for teachers who continue to struggle with this strategy.
- School leaders should provide teachers with support, guidance, and PD to implement a more effective co-teaching model. Teachers should be given opportunities to visit successful co-teaching classrooms and go on inter-school visitations. The co-teachers should be given scheduled collaborative planning time to ensure best practices in co-teaching instruction to support students with disabilities are implemented. The school leadership should closely monitor classroom instructional practices and provide constructive feedback.
- Rubrics should be used as an integral tool in planning and assessing assignments. Teachers should participate in 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 portfolios and on display and evaluate the quality of feedback provided to ensure that it helps students improve and move to the next level.
- The school leaders should review the development of curriculum in all core areas and ensure that it is clearly aligned with the current New York State Learning Standards. The ELA curriculum should be aligned to the CCLS to prepare for implementation in school year 2012-13 and should contain a full

range of instructional strategies, tasks, and resource materials. All curricula should be developed by knowledgeable and trained individuals who understand the key elements of curriculum development.

- The school leaders and teachers should ensure that all students are informed and understand the school's code of conduct. The school staff should promote the behavioral expectations that are set, ensuring implementation.
- School leaders should put procedures in place to ensure that all staff consistently review and edit posted written materials and make certain that they reflect the writing standards taught in the classrooms.
- School leaders should offer PD to teachers so that they develop goal setting processes for all students in all content areas. The goals set should be discussed with students and parents so that next steps are understood. These goals should include timelines and checkpoints to enable ongoing progress monitoring. Rubrics to support this process should be explained carefully in age-appropriate language to engage students in self-monitoring processes.
- Teachers, along with school leaders, should clarify the roles and responsibilities of paraprofessionals. Teachers should receive PD in how to maximize the use of instructional paraprofessionals to support classroom learning. School leaders should monitor the effective use of paraprofessionals to support instruction through regular formal and informal observations.

### **III. SCHOOL LEADERSHIP**

#### **FINDINGS:**

- Based on a review of documentation and interviews, the review team found limited evidence that school leaders ensure that PD is planned and effectively used to bring about improvement in student achievement. Some PD was offered by the network; however, school staff was not always in attendance. PD that was attended was not turn keyed to school staff; therefore, staff had limited PD during the school year. In interviews, school personnel identified the need for targeted, embedded, differentiated and sustained professional development.
- Based on interviews and the documentation provided, the review team found limited evidence that school leaders monitor and evaluate teaching and learning in an effective manner to bring about sustained improvement in classroom practice. There was limited evidence that observations are frequent, feedback is specific, and formal follow-up to monitor implementation in the classroom occurs. This contributes to the slow improvement rate in the quality of teaching and learning.
- Classroom visits, document review and interviews by the review team indicate that technology is under used within classroom instruction, and systems for the monitoring and evaluation of its integration into classroom instruction to determine its effectiveness are not in place.
- There is evidence that the school has scheduled time for grade level and department teams to meet weekly for collaborative purposes. However, there is limited evidence that these meetings had a shared purpose, clear goals, and specific expected outcomes. It was also found that school leaders did not have a formal procedure in place to measure their effectiveness in promoting schoolwide instructional goals.

- School leaders have not made clear their expectations that teachers complete lesson plans or the elements that should be included within those plans. Therefore, there was inconsistent use of lesson plans in many of the classrooms visited by the review team. Some plans lacked clear lesson objectives; this results in unclear lesson expectations.
- Review team interviews found that parents on the SLT do not participate fully in the creation of schoolwide improvement goals. There is also limited evidence that the SLT actively monitors the implementation of the Comprehensive Educational Plan (CEP) goals throughout the school year and has benchmarks in place to measure progress.

## **RECOMMENDATIONS:**

- School leaders should design a comprehensive PD plan to address the needs of teachers to improve their delivery of instruction. School leaders should closely monitor the delivery of instruction by reviewing lesson plans, providing feedback on lesson plans, and conducting informal and formal observations with written feedback that includes recommendations for improvement. School leaders should conduct timely follow-up observations to ensure that these recommendations are being implemented.
- The school leadership should implement a classroom observation schedule to more closely monitor the quality of teaching and learning across the school. Written feedback should be provided for all formal, informal and walkthrough observations, including clear targets for improvement. Follow-up observations should be included in the schedule to check for progress. The school should seek support from the Network in developing lesson observation protocols, including training for school leaders in writing effective teacher feedback. The outcomes of lesson observations should provide a focus for the school PD plan.
- The school leadership team should lead a schoolwide committee that will establish a comprehensive technology plan to inform the integration of all available technology resources into classroom instruction. The design and implementation of the plan should also be linked to CEP and school improvement goals and promote the creation of an effective learning environment. School leaders should put procedures in place that will result in increased accountability by all staff for the continuous improvement of technology use.
- The school leaders should establish protocols and expectations for the use of common planning time. School leaders should ensure that team planning time is focused on teaching and learning and used for developing plans for differentiating instruction, developing rubrics, and creating lessons with embedded supports and scaffolding. A monitoring procedure should also be put in place to make certain that planning time activities result in effective classroom instructional practices.
- The school leaders should set expectations for lesson plans that result in students more actively engaged in authentic learning activities. School leaders should conduct more frequent classroom observations and walkthroughs to monitor the implementation of these expectations and provide timely and appropriate written feedback to teachers along with clearly defined next steps to improve their teaching.
- The school leader should support the SLT in developing parents' understanding of their responsibility for setting goals for the CEP. The CEP should be a regular item on the agenda for SLT

meetings so that all members of the team are fully aware of school goals and the progress being made towards them.

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

##### **FINDING:**

Classroom observations by the review team indicated that student lateness was a chronic problem in many classes. Procedures for dealing with this problem were inconsistent, and instructional time was sometimes compromised by late student arrivals between passing bells.

##### **RECOMMENDATION:**

School staff should put a plan in place to better monitor student movement during classroom transition times and provide students with appropriate and consistent consequences for lateness, when necessary. Best practices and incentives that have been successfully implemented in other similar schools to address this problem should be investigated and adopted as appropriate.

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

##### **FINDINGS:**

- Based on a review of the documentation and interviews, the review team found limited evidence that the school has developed and implemented a comprehensive PD plan linked to the CEP and school improvement goals. There is also limited evidence that the PD offered is based on student needs identified through assessment data, teacher needs, or the lesson observation process. PD activities generally take the form of episodic, initiative-driven training rather than comprehensive efforts aligned with school goals.
- Based on the document review and interviews, the review team found that PD provided for staff has had limited focus on the development of effective teaching strategies for students with disabilities and English language learners (ELLs). There is limited evidence that the school has provided specific PD for teachers and staff who work with students with disabilities and ELLs.

##### **RECOMMENDATIONS:**

- School leaders should create and implement a structured and comprehensive PD plan that is aligned with the school's CEP goals and takes into account the differentiated needs of the staff and the students. School personnel should design the PD plan to ensure that all teachers participate in substantial PD in order to meet the learning needs of their students. The implementation of the plan should lead to improvements in student performance and the quality of instruction and learning in the classroom.
- School leaders should review the PD program and include sessions on how teachers can meet the specific learning needs of students with disabilities and ELLs. The Assistant Principal, who is responsible for special education and the ELL program, should monitor and evaluate the teaching of classes for students with disabilities. Clear guidelines for evaluating the specific PD needs for teachers of specific subgroups should also be developed.

## **VI. FACILITIES AND RESOURCES**

### **FINDINGS:**

- The school shares a building with an elementary school. The building library is located in space occupied by the elementary school. Review team interviews indicate that students do not have access to the library. A space has been designated as a student multimedia room that has ten computers and limited literature titles and reference materials. Students have limited access to this classroom media space, which is supervised by a paraprofessional.
- The school has invested in software to improve student skills in literacy and mathematics. However, the school has limited access to technical support to maintain the school's technology infrastructure. Students' access to do research and the ability to master technical skills are impacted.
- Students passing in the stairwells during transition times were not behaving according to the code of conduct or the school's behavioral expectations. Adult supervision during transitions was not observed by the review team. Thus, student safety is potentially at risk during these transition periods.
- Classroom observations by the review team found that most classroom libraries have limited collections of fiction and nonfiction titles organized by genre and reading levels. Parents report that students are not allowed to bring textbooks, literature, or reference books home to use when completing homework assignments or to read independently. This limited access to resources inhibits students' content knowledge, comprehension, understanding and mastery

### **RECOMMENDATIONS:**

- The school leader should identify resources and funding to establish a full service media center that encourages and reinforces reading, writing and research for all students.
- The school leader should seek technical support to maintain the school's infrastructure.
- The school leadership should involve staff and students in addressing the safety concern that exists in reference to violations of the code of conduct in stairwells.
- The school leaders should assess classroom inventories to ensure student access to multiple genres and levels that include native language and grade level literature to meet the needs of all students. Classroom libraries should be provided with quality literature and adequate books to support the reading needs of all students.

## **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 for the 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.