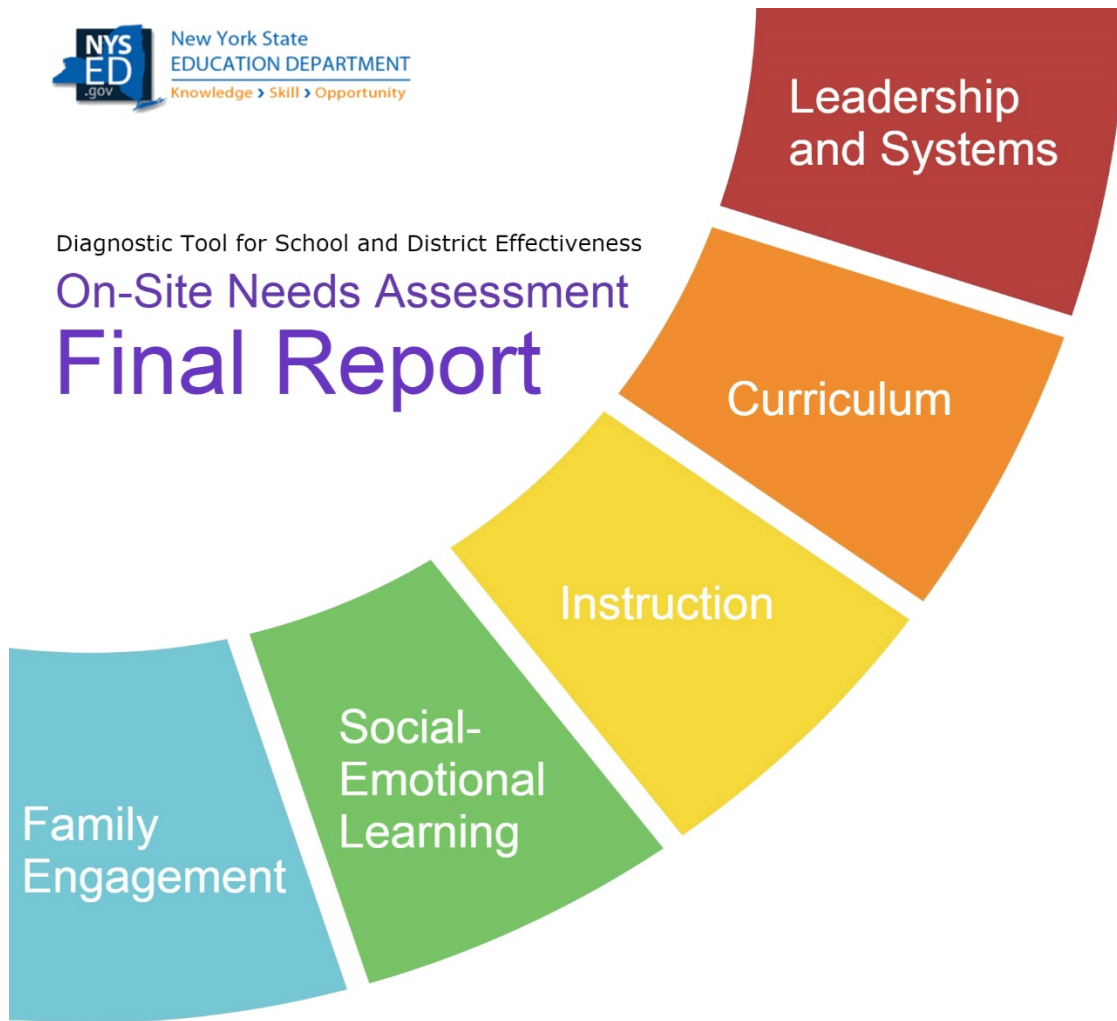


Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment

Final Report



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| BEDS Code | 321000010046 |
| School Name | P.S. 46 Edgar Allan Poe |
| School Address | 279 East 196 th Street, Bronx, NY 10458 |
| District Name | NYCDOE CSD 10 |
| Principal | Jennifer Alexander-Ade |
| Dates of Visit | January 15-17, 2019 |



Purpose Of The Visit

This school was identified as needing additional support by the New York State Education Department (NYSED). Because of this identification, NYSED arranged for an Integrated Intervention Team (IIT) to visit the school. The visit is intended to help the school identify areas of need that are making long-term success a challenge and provide several visible Quick Wins that can be accomplished and demonstrate the school's commitment to improvement.

The report provides a critical lens to help the school best focus its efforts.

Information About The Visit

- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The team visited a total of 42 classrooms during the visit.
- The OEE visited 14 classrooms with the principal during the visit.
- Team members conducted interviews with students, staff, and parents.
- Team members examined documents provided by the school, including lesson plans, schoolwide data, teacher feedback, and student work.
- In advance of the visit, the school provided results of a staff survey that 42 staff members (53 percent) completed.
- In advance of the visit, the school provided results of a parent survey that 337 parents (47 percent) completed.
- An addition is being made to the school building. Currently, the kindergarten classrooms are located in another building across the street, and grade five is housed in a different building about one-half mile away.
- PS 46 Edgar Allen Poe School serves 945 students in grades pre-kindergarten to five.

Successes Within The School That The School Should Build Upon:

1. The school is divided into five mini-schools. Three of the mini-schools are housed in the main building. Two of the mini-schools, kindergarten and grade five, are each situated in different buildings. The Integrated Intervention Team (IIT) noted a sense of purpose, instructional coherence, and student and staff enthusiasm at each of these sites in spite of them being housed in different locations. Teachers shared that they are highly collaborative and eager to support their colleagues. At each site, the IIT found that teachers worked together to discuss students, plan lessons, and share effective practices.
2. The school has a responsive parent coordinator and an active Parent Teacher Association (PTA) who meet regularly to address student and family needs. For example, this year they are working together on developing a new color-coded homework folder that is sent home each day with students so that parents know what students must complete at home.
3. Interviewed parents stated that the school has expanded services each school year, such as dental and eye exams for children and families, to meet the needs of the community.

Areas Of Need To Be Addressed For Long-Term Success

Systems for Improvement

- **The school should ensure that the activities included in the School Comprehensive Education Plan (SCEP) are aligned to the identified goals.** For example, a review of the SCEP showed that one goal stated that 100% of all classes would adopt the use of an anchor tool for emotional intelligence from Yale University to improve student social and emotional health. However, activities listed to address the goal included guidance counselors and teachers supporting students in breakfast and lunch clubs; the social-emotional intervention team meeting weekly to support families in need of social services; and the response to intervention (RtI) team meeting weekly to support teachers with at-risk students, none of which addressed the anchor tool and its use
- **School leaders should explicitly share with staff how school initiatives are aligned to each other and the school's priorities.** Initiatives seem to be independent with each requiring a substantial amount of teacher time, and teachers reported feeling overwhelmed by them and uncertain where their focus should be. One teacher, listed the activities she understood she was expected to engage in each day and the time each required, such as Brain Power, RULER, GO Math!, Raz-Kids, Teacher's College Reading and Writing, and a shared reading protocol. She then noted that Brain Power, RULER, and the anchor tool "Mood Meter" were all social-emotional learning initiatives and wondered about the need for all three of them, as there are not enough minutes in the school day to do all of them well.
- **School leaders should provide staff with PD and support to better meet the needs to ELL students.** Only one staff member was able to talk comprehensively about the NYSELAT and the kinds of resources that it provides. The team's review of PD activities and priorities for the 2018-19 school year did not reveal any focus on either the NYSELAT or strategies for teaching ELLs. In the future, the principal needs to ensure that teachers have the opportunity for ongoing professional learning regarding how to most effectively meet the needs of ELL students and, furthermore, to ensure that teachers have dedicated time to share their experiences in using particular teaching and learning strategies with their own students.

- **School leaders should review the implementation of academic intervention services (AIS) to ensure that it is being implemented as intended.** Although the school has daily time built into the master schedule for academic intervention services (AIS), because this time coincides with students' arrival to school and breakfast in the classroom, the time for AIS services is not maximized. The IIT observed that most students do not receive academic support from AIS teachers while eating breakfast. Thus, the effective use of this scheduled time in meeting student needs is limited. Further, school leaders are not progress monitoring the impact of this work, which inhibits their ability to determine the impact of AIS work and make adjustments as needed.

Leadership and Organization at the School.

- **School leaders will need to coordinate how literacy and math coaches are able to provide services for teachers across the school's three sites.** According to coaches, most of their work is in the main building of the school. Three of the coaches told the IIT that they believe that they are underutilized as instructional supports and that they are often assigned other duties such as class coverage. This results in coaches not being able to serve all of the students across mini-schools equitably.
- **School leaders should clearly articulate to staff who to contact regarding questions related to areas such as ELL instruction, special education, and AIS.** The IIT was told by teachers from each mini-school that there are no persons assigned to oversee specific programs such as ELL instruction, special education, and AIS despite the fact that almost 40 percent of the student population are ELL students and 24 percent are students with disabilities. If a teacher has questions regarding support for ELLs, students with disabilities, or students receiving AIS, teachers stated they need to talk with the school leader who oversees her/his respective mini-school but are not able to readily do so. The principal indicated that there are staff who are responsible for overseeing these programs across mini-schools, but teachers with whom the team spoke were unaware of this. In the future, school leaders should create and share an organization chart with staff that indicates who staff should contact with questions regarding particular programs and initiatives.

Learning at the School

- **Teachers should plan lessons that foster student-centered learning.** In several observed classes, the teacher directed students to talk with a partner, but these exchanges never lasted more than a minute. In most classrooms, students had no opportunities to engage in meaningful and sustained conversations with one another around content and ideas.
- **Teachers should plan lessons that align to the school's initiatives.** While students were often attentive in teacher-led classes, they had few opportunities to engage in discussions with one another or to provide feedback to one another or to the teacher. One exception was a grade five class where the team observed students reading their narrative fiction pieces aloud and then receiving feedback from their peers, which included engaging in a conversation about how they could make their narratives stronger.
- **School leaders should support teachers with implementing various co-teaching models.** Interviewed teachers shared that they would like more support in planning and implementing other co-teaching models, such as parallel teaching and team teaching in order to better support ELLs and students with disabilities.

Stakeholder Perspectives on Areas of Need and Ideas for Improvement

- **Parents would like the school to provide daily, ongoing afterschool programs for all grades to support their children’s learning and provide them with enrichment and cultural opportunities.** Parents reported that although a number of afterschool programs such as Beacon and Ballet Hispanico are available for grade five students, similar programs are not available for students in the lower grades.
- **Teachers would like more built-in and scheduled opportunities for collaboration with their colleagues.** Teachers in the school, both in the main building and the annexes, shared that they are highly collaborative and eager to support their peers. However, they stated that they would like more designated time for co-planning and sharing practices with their colleagues.