New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity
.gov

Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment
Final Report

Leadership and Systems

Curriculum

Instruction

Social-Emotional Learning

Family Engagement

BEDS Code	310500010133
School Name	P. S. 133 Fred R. Moore
School Address	2121 5th Avenue, New York, NY 10037
District Name	NYCDOE CSD 5
Principal	Nazda Palchik-Medina
Dates of Visit	March 5-7, 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.

School Performance

New York State uses multiple indicators to determine the identification status of schools across the state. For each of these indicators, schools receive a number of 1 (lowest), 2, 3, or 4 (highest) that corresponds with how the school performed in relation to either other schools and/or performance targets. More information about how these levels are determined can be found at: http://www.nysed.gov/accountability/essa-accountability-designation-materials.

The most recent results for the "All Students" group at the school are as follows:

Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level
1	2	1		1	2

P.S. 133 Fred R. Moore serves 241 students in pre-kindergarten to grade five.

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.
- The team visited a total of 23 classrooms during the visit.
- The OEE visited eight 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 curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The principal was appointed to the position in September 2018.

Successes Within The School That The School Should Build Upon:

1. Recognizing the need to provide students with a wider range of learning experiences, the principal successfully secured funding for a new curriculum enrichment initiative. In March 2019, the school debuted the new enrichment programs, which include dance; visual arts; architecture; and science, technology, engineering, and math (STEM) activities.

2. Beginning in September 2018, the new principal established expectations for instructional strategies that all teachers should implement in their classrooms, which included guided reading groups and literacy and math centers. The principal has provided teachers with targeted, collaborative professional development (PD) to support them with implementation of the new instructional strategies. The IIT observed guided reading and literacy and math centers in visited classrooms and found that these strategies are developing as schoolwide instructional practices. The IIT reviewed data that showed a positive impact on students' reading levels. For example, February 2019 Dynamic Indicators of Early Literacy Skills (DIBELS) data showed that the reading levels of 80 percent of students at each grade level increased by one or two levels, as compared to a target of 50 percent of students.

3. The principal has introduced a new PD delivery model to provide teachers with support and guidance to improve their teaching practices. The PD model incorporates a clear, structured sequence of events that includes assessing individual teacher's PD needs; building content knowledge and expectations in areas such as guided reading; modeling expected practice; providing planning and practice sessions; and performing follow-up observations with feedback for teachers. By conducting observations and providing feedback following PD, the principal has established a clear expectation that teachers will implement the strategies presented during PD in their classrooms. Teachers described their participation in previous PD as typically listening to lectures with few opportunities for interaction and active involvement for teachers. Teachers said that they appreciate the new approach to PD because they feel involved in and supported by a more collaborative PD process.

4. The principal has made sure that instructional feedback for teachers is detailed, balanced, and actionable. The teams' review of feedback showed that it typically includes acknowledgement of positive aspects of an individual teacher's practice and a clear explanation of what the teacher needs to do to improve. For example, feedback notes for one teacher included an area for celebration about the teacher's effective use of the guided reading lesson framework and improvement advice encouraging the teacher to provide students with sentence starters to guide their work. As a result of this instructional initiative, teachers receive clear and actionable feedback that supports them in improving their teaching.

5. The principal demonstrates strategic leadership and forward planning as she works to identify initiatives and strategies to improve the school and raise student achievement. For example, the principal has identified the need to review the master schedule to create common planning time for teachers. In addition, because teachers' curriculum content knowledge is a development area, she is considering departmentalizing grades four and five to reduce the curriculum learning and planning load for teachers at those grade levels. The principal is also introducing more data-based monitoring of school practices, such as the guided reading instructional strategy, and she has introduced new resources including additional books and i-Ready data benchmarking for the math and literacy programs.

Areas Of Need To Be Addressed For Long-Term Success

Systems for Improvement

- **School leaders need to develop a clearly defined monitoring system that they can use to measure the academic impact of additional supports provided for students struggling with their learning.** The IIT's discussions with both the principal and teachers revealed that struggling students receive additional supports from many sources. These include the Specialized Program Individualizing Reading Excellence (SPIRE) and Reading Rescue reading support programs, afterschool activities, and the Saturday Academy, which is available for students who are currently performing at Level 1 on New York State assessments. Although the principal informally monitors the impact that these supports have had on raising student achievement, no data relating to the impact of support programs was available other than anecdotal evidence based on teacher or student accounts.

- **Coaching support for the school's Horizon program should provide teachers with strategies focused on academic as well as social and emotional issues.** The IIT learned that the school's Horizon classrooms serve small groups of students identified as needing additional, concentrated support. Teachers interviewed by the review team reported that teachers in the Horizon program receive weekly coaching to support their practice. However, the Horizon teachers stated that the weekly Horizon coaching sessions usually focus on developing their skills in providing social and emotional support for students with limited support dedicated to strategies that teachers can use to raise their students' academic achievement.

Leadership and Organization at the School

- **School leaders should establish schoolwide policies, procedures, and support programs to support all students' social and emotional learning.** During interviews, the principal explained that the school has not yet developed schoolwide social and emotional learning support systems, curricula, and programs for all students. For example, the IIT learned that the school's positive behavioral interventions and supports (PBIS) team had drafted a behavior expectations matrix for all areas of the school. However, because the matrix was completed just prior to the IIT's visit, it had not yet been shared with teachers, students, and parents for schoolwide use. The principal also explained that she is developing a plan to use multiple data sources to monitor the impact of social and emotional supports for students. This plan includes using data from sources such as the Online Occurrence Reporting System (OORS) and tracking which students receive awards through programs such as The Leader in Me.

- **School leaders should link instruction with student outcomes in feedback provided on individual teacher's cycle of work summary sheets**. The IIT observed that school leaders provide teachers with detailed feedback about their instructional practice that includes celebrations of effective strategies and clear instructional improvement guidance. However, in several cycle of work summary sheets, the team found little reference to the impact that instruction had on student achievement. For example, summary sheets often included references to individual teacher's compliance with instructional expectations, such as literacy center protocols and the use of learning targets. However, there was often little in summary sheets that described the impact of teacher's practices in areas such as student engagement in their learning or student understanding of the learning target.

- **The principal needs to establish systems and protocols to ensure effective two-way communication between the school and families.** During discussions with the IIT, parents reported untimely and inconsistent

communications from the school about their children's progress, community events, and behavioral incidents. For example, parents expressed concern that they are not always informed about accidents or behavioral incidents that may have impacted their children. Several parents reported that notices about school events are sometimes sent home only a few days before the event is scheduled to take place. They further explained that in one instance they were not aware of an event taking place because an event notice was not sent out. Staff reported that some classroom teachers use ClassDojo, an online communication program, to communicate with parents about their children's progress and development. However, parents said that not all teachers use ClassDojo, and there is no other two-way application or communication tool in place that is consistently used by school staff to make sure that parents and teachers can communicate with each other effectively. In the future, the principal should review and revise home-school communication systems and expectations to make sure that parents and families are well informed about their children's progress and well-being, as well as about school events.

Learning at the School

- **Teachers should ensure that students understand the focus of their learning, check for student understanding, and provide learning feedback to students.** During lesson visits, the IIT observed that teachers typically posted learning targets in their classrooms. The team's discussions with teachers revealed that while they understand that the principal expects them to use learning targets to focus their lessons, they often are not familiar with strategies for using them to support student learning. For example, the IIT noted that learning targets were often long and not always written in student-friendly language to make them easier for students to understand. References to the purpose of the learning during the lesson and checks for student understanding so that students could be provided with timely feedback and instruction designed to better meet their learning needs were rarely observed in classrooms. In addition, the team noted few instances in which students were provided with opportunities to discuss the learning target. When asked by the team, students were often unable to explain what they were learning about or why it was important to learn. The IIT observed students copying learning targets into their workbooks or worksheets. For some students this activity was very time consuming, challenging, and frustrating and served little purpose in supporting their learning. For example, a member of the IIT observed a student getting frustrated because he had not been able to copy the learning target in the time allotted and fell behind other students during the lesson.

- **Teachers need to adapt curriculum resources and provide supplementary materials to meet the specific learning needs of various groups of students.** In observed classrooms, the IIT found that all students typically experienced the same curriculum and used the same resources. The team observed some students using different grade-level texts, but no other modifications or adaptations were made to match the material to students' learning needs. Further, the IIT noted few examples in which students were provided multiple entry points or specific supports and scaffolds for English language learners (ELLs) or students with disabilities. Teachers explained that previous school leaders had instructed teachers to use curriculum materials as written. Some teachers and the principal reported that teachers need additional support in gaining the detailed knowledge of the curriculum required to adapt curriculum resources to meet the learning needs of their students.

- **Teachers should use data to plan and implement instruction that meets the learning needs of various student groups.** In observed classrooms, the team noted that students typically worked in literacy or math center groups. However, it was not always evident that student data was used to plan and provide learning tasks that

closely matched the learning needs of different student groups. For example, the IIT observed several instances in which students finished their work quickly and then had little to occupy their time. Several students said that the work in their lessons is often too easy and that they read a book, wait idly, or spend time on a computer if they complete their work quickly.

Stakeholder Perspectives on Areas of Need and Ideas for Improvement

- **Parents would like students recognized for effort and progress.** Parents said they appreciate that students receive awards for excellence, such as perfect attendance awards or Student of the Month recognition. However, parents said they feel that students who do not achieve this level of excellence also deserve recognition for their efforts and improvements. For example, they stated that individual students may significantly improve their attendance but not receive any recognition or celebration.
- **Teachers would like the PD model to include more time dedicated to improving their knowledge of the curriculum.** Interviewed teachers stated that the new PD model introduced by the principal provides individual teachers with valuable growth opportunities. However, several teachers told the team that they need to develop more in-depth knowledge of the curriculum to enable them to better plan instruction to meet students' learning needs and would like the PD model to reflect this need.
- **Students would like more opportunities to engage in science learning and activities.** In discussions with the IIT, students said they do not often take part in science lessons and have few opportunities to engage in practical activities and science experiments. They said they would like the schedule to include more time for students to engage in science projects and experiments.