

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

DBN:	22K014
District Name:	District 22
School Name:	JHS 14 Shell Bank
School Address:	2424 Batchelder Street, Brooklyn, NY 11235
Principal:	Anne Tully
Accountability Phase/Category:	Improvement (year-1) - Comprehensive
Area of Identification:	English Language Arts - All Students; Students with Disabilities; Asian Students; African American Students; Hispanic Students; White Students; English language Learners; and Economically Disadvantaged Students
Dates of On-site Review	February 7 – 8, 2012

PART 1: MISSION STATEMENT

“To provide our students with the academic, cultural and social skills that will foster a desire for learning, and ensure their success in the 21st century.”

PART 2: SCHOOL STRENGTHS

- The school offers after school programs that include 21st Century and Urban Leaders.
- The school has a technology platform named “i Space” where curriculum maps, the Common Core template, lessons plans and supporting documentation is captured.
- Professional Development (PD) and training on the P-12 Common Core Learning Standards (CCLS) for implementation during the 2012-2013 school year has begun and teachers are beginning to apply the standards to the planning and delivery of instruction.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- An extensive amount of data is collected and analyzed by staff. However, in some classes, data is not effectively used to identify the critical instructional adjustments required to increase student understanding during the delivery of ELA instruction.
- Data analysis is not consistently used as a tool for driving forward instructional improvement.

RECOMMENDATIONS:

- The Principal should seek PD support from the Network to aid teachers to develop skills needed to implement a systematic analysis of data. The school should use data to identify skills that students need to improve. The PD plan should address these issues on a school level, grade or class level to ensure that these areas are a focus for teaching and learning. The school leadership should monitor the analysis of data in classroom practice to ensure that improvements are made.
- Qualitative and quantitative data, including formative and summative assessment data, should be used as a focal point to drive school improvement efforts. Discussion about data should form the basis for meetings at every level and should be the core of all school improvement efforts.

II. TEACHING AND LEARNING

FINDINGS:

- The co-teaching model was not effectively implemented in some Integrated Co-Teaching (ICT) classrooms that were visited.
- Posted student work on bulletin boards and in classrooms demonstrates that rubrics are used by teachers to assess student work. However, some displayed student work did not include specific and concise feedback and did not indicate what each student needed to do to improve. Some of the student work posted was not current, i.e., November 2011, which was three months prior to the review.
- Although the school has acquired technology equipment for each classroom, including SMART Boards and laptops, in some classrooms that were visited, the use of technology was underutilized and not effectively integrated into instruction.
- In classes observed, some teachers use high-level of questioning techniques in their lessons, while other teachers asked questions limited to factual recall. Additionally, in some classes, teachers did not consistently provide students with adequate wait time to enable them to process their responses to questions.

- In some ELA classes observed, read-alouds by teachers lasted for 30 minutes or longer. In a few classes read-alouds contained challenging vocabulary that was not reviewed with the students prior to or during the read-aloud. In many instances, students' responses to questions regarding the text demonstrated a lack of understanding of the material. Read-alouds were not differentiated according to student need or interest.
- A review of student writing notebooks and portfolios indicated that many students needed support and additional instruction with spelling conventions and grammar usage.

RECOMMENDATIONS:

- Teachers should be provided with support, guidance, and where appropriate, PD to implement effective co-teaching models. Teachers should be given opportunities to visit successful co-teaching classrooms. The co-teachers should be given scheduled collaborative planning time to ensure best practices in co-teaching instruction to support students with disabilities. School leadership should monitor co-teaching classroom practices and provide constructive feedback to teachers.
- A variety of 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 and peer feedback, as well as student self-assessment. School leaders should monitor student work (portfolios and on display), and evaluate the quality of feedback that is provided to ensure students know what they need to do to improve.
- The school leadership should provide training and support to targeted teachers to ensure that they have the skills and competencies needed to effectively use technology, including laptop computers and SMART Boards in their instructional practice. School leaders should ensure that the strategies learned in PD are fully implemented in the classroom so that technology is routinely integrated into teaching and learning.
- PD should be provided for teachers to develop a variety of questioning techniques to develop critical thinking and problem solving skills appropriate to student development. These skills would specifically support instructional effectiveness for students with disabilities and ELLs with Individualized Education Programs (IEPs). Teachers should ensure that strategies identified in training are implemented in their daily instruction. School leaders should make questioning techniques a focus for observation.
- The school leader should provide PD opportunities for teachers on a variety of instructional strategies to promote differentiation. The PD should focus on the use of data to drive lesson planning and instruction. Differentiation strategies should ensure that tasks match the academic needs of identified subgroups, including ELLs and students with disabilities. School leaders should regularly monitor teacher planning and instructional practice in the classroom to ensure that differentiated activities are in place throughout the school. Ongoing PD should be provided for teachers who need additional support with using data to match instruction to the individual needs of students.

- School leaders and teachers should increase the frequency of student oral, written or action responses to increase students' application of content knowledge and standard writing conventions.

III. SCHOOL LEADERSHIP

FINDINGS:

- Interviews with school leaders and documents reviewed indicate teacher surveys are predominantly used to determine PD needs.
- School leaders conduct classroom walkthroughs on a regular basis. However, available documentation demonstrated limited evidence that school leaders use these snapshots to provide teachers with feedback regarding the implementation of instructional practices learned during PD sessions.

RECOMMENDATIONS:

- In addition to teacher surveys, school leaders should use several measures, e.g., CEP goals, feedback from PD, student data, etc. to determine PD needs and inform the development of the PD plan. Additionally, school leaders should regularly assess the strengths and limitations of the PD plan using observations and student performance and progress data to ensure that teacher practice and student outcomes improve.
- School leaders should use the observational process to ensure that teachers incorporate skills developed within PD activities into their instructional delivery. The feedback cycle should provide leaders with the opportunities to identify pedagogical strengths and specific areas where additional support is needed. Additionally, the observation process should provide opportunities for reflection which includes an opportunity to share challenges, expertise, and new ideas.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- The school has a full time librarian; however, the library collection has limited resources available for student with disabilities and ELLs.
- Extended day activities are planned for all students, including AIS for selected students. However, in some of the extended day classes, learning time was not maximized. Much of the instructional time was spent distributing bus passes and directing students to assigned classrooms.

RECOMMENDATIONS:

- The school leader should seek the support of the Network in securing grants and supplemental funding to evaluate and upgrade resources in the library, including technology to support the learning needs of all students. Grade level literature and native language collections should be

available to meet the needs for all students. Open access periods should be integrated into the school's program.

- The established procedures for the transition of students to the extended day program should be reevaluated and revised, if necessary, to ensure the maximum use of instructional time.

V. PROFESSIONAL DEVELOPMENT

FINDING:

There is limited evidence that the school has developed and implemented a comprehensive PD plan.

RECOMMENDATION:

The school leaders should develop and implement a year-long PD plan designed to improve the quality of teaching and learning, and to ensure that teachers remain current within their profession to meet the learning needs of their students. The school should ensure that the PD plan provides direct linkages between areas in which students need support, instructional next steps and development of shared best practices. The PD plan should be aligned with the school's CEP goals and should take into account the differentiated needs of the staff, students and teachers.

VI. FACILITIES AND RESOURCES

FINDING:

There was little student work on display and when student work was observed, it was not current.

RECOMMENDATION:

The school leader should encourage teachers to post quality student work in hallways to recognize and celebrate student achievement. The school leader should establish an academic environment that is welcoming and reflects a culture that values student work and achievement.

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