Quality Review Report

2014-2015

High School for Innovation in Advertising Media

18K617

1600 Rockaway Parkway
Brooklyn, New York 11236

Principal: Adaleza Michelena

Date of review: November 13, 2014
Lead Reviewer: Tammy Pate
The School Context

High School for Innovation in Advertising and Media is a high school with 313 students from grade 9 through grade 12. The school population comprises 86.3% Black, 7.7% Hispanic, 3.2% White, and 1.6% Asian students. The student body includes 7.0% English language learners and 21.4% special education students. Boys account for 66.5% of the students enrolled and girls account for 33.5%. The average attendance rate for the school year 2013-2014 was 83.6%.

School Quality Criteria

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school…</th>
<th>Area of:</th>
<th>Rating:</th>
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</thead>
<tbody>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Findings</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Focus</td>
<td>Developing</td>
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<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Findings</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school…</th>
<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations</td>
<td>Celebration</td>
<td>Proficient</td>
</tr>
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### Systems for Improvement

<table>
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<tr>
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<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Findings</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Findings
School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness and establish a culture for learning that provides ongoing feedback to help students and families understand student progress toward those meeting those expectations.

Impact
Students and families express appreciation and positively reflect on the school-wide feedback practices that help them understand their progress, and state that the school’s focus on college and career readiness is supporting them in getting to the next level in education and life.

Supporting Evidence
- The school’s partnership with iMentor matches students with professional mentors who support them with college and career awareness through job shadowing, frequent email, and in-person meetings. The school houses an advertising agency where students work on ad campaigns and meet with professional mentors who deepen their knowledge of job skills and supports them in the college search process.

- Students shared that teachers and administration help them to do well in their classes by being available for one-to-one tutoring, providing feedback on difficult tasks, and by providing multiple opportunities to improve their performance and grades. The school offers all students the opportunity to stay after school to work on projects with teachers who volunteer their time.

- To support students in college readiness, the school leader has partnered with StoryCorpU. Students spend an entire year preparing for the college entry process with the help of StoryCorpU counselors who support students to find their voice in writing college level essays and completing the college application process.

- Parents stated that regardless of when students enter the school, guidance, teachers, and administrators work to support students in making progress and preparing for college and careers and parents are supported and encouraged to partner with the school through frequent communication, progress reporting and leadership opportunities.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Developing |

Findings
Teacher pedagogy is beginning to reflect a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching that is beginning to engage and meet the needs of all learners so that all students produce meaningful work products.

Impact
Across classrooms, teaching practices are becoming aligned to the curricula but inconsistently provide multiple entry points into curricula leading to an uneven demonstration of higher-order thinking skills in student work products, including the work of English language learners (ELLs) and students with disabilities (SWDs).

Supporting Evidence
- School leaders are developing a cross content critical literacy strategy. This strategy includes the “Critical Literacy” discussion starters posted in classrooms. Teachers are working to support student’s ability to identify literacy strategies and determine when and why the particular strategy works for a particular problem or task.

- School leaders use Google Docs to support teacher lesson and unit planning that provide multiple entry points for all learners. Teachers and administrators demonstrated how teachers post lesson and unit plans to the school’s Google Doc account and receive feedback and suggestions.

- Teacher teams use a protocol of sharing highlights of the day's instruction. They then engage in a looking at student work exercise. These activities are beginning to inform teacher practice and one department has shared the “Say Something” strategy, which is a problem-solving protocol, which has been adopted school-wide to foster critical thinking and engagement for all learners. Teacher teams expect that this implementation will inform future plans to differentiate for groups of students.

- School leaders are using feedback based on the Danielson Framework to support teachers in implementing the current Common Core learning standards curriculum in daily instructional performance. The school is currently assessing the effectiveness of several multiple entry point strategies and instructional practices being rolled out this year.
Additional Findings

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**
Academic tasks are being planned and refined using student work and data as school leaders and faculty ensure alignment to the Common Core learning standards.

**Impact**
School leaders and faculty are developing engaging, rigorous, and coherent curricula in all subjects, which are accessible for a variety of learners and aligned to Common Core learning standards.

**Supporting Evidence**
- Teacher participation in NYC Department of Education Common Core Professional Development Series has supported teacher teams in unpacking the instructional shifts for cross-curricula planning and instruction. Evidence of this practice was observed in unit and lesson plans that include specific reference to the instructional shifts for math and literacy. Curriculum maps show that the school has adapted sample tasks from Engage NY and curricula across all content areas reference the Common Core learning standards.

- The school’s instructional focus of critical literacy was observed in the school-wide system “Say Something” which encourages students to engage in “productive struggle” to solve complex problems. This practice addresses the Common Core learning standards instructional shifts for math and has been modified for other content areas.

- The school’s adoption of the Common Core State Standards along with network support to incorporate math and literacy shifts across all content areas has resulted in an overall pass rates of eighty percent in Algebra and increase of thirty percent from the previous year and a sixty percent increase in Earth Science.
Findings
Across classrooms, teachers use and create assessments, rubrics, and grading policies that are aligned with the school’s curricula as well as use common assessments to determine student progress toward goals across grades and subject areas.

Impact
The use of assessments aligned to curricula, on-going assessments, grading practices, and analysis of student learning outcomes provide actionable feedback to students and teachers regarding student achievement and lead to adjustments in curricula and instruction to meet students’ learning needs.

Supporting Evidence
- School uses a multi-level data tracking system to monitor individual student progress toward meeting performance goals. Teachers and administrators are able to communicate via this system to students and families about progress and remediation plans when necessary.

- Administration and teacher teams have met to review Measure of Student Learning results and NYC English language arts Performance Series assessments and are working on identifying areas of greatest strength and greatest need in order to prioritize targeted support for individual students and groups of students.

- The school utilizes “Math Team’s Quiz for Learning” and “Say Something” strategies to encourage student self-assessment. Teachers review student responses for accuracy and reasoning/justification competency.

- Teachers use the school’s online data-tracking system and Google docs to share student performance data to inform curriculum revisions. The school’s online tracking system also produces letters to parents, in their home language, about student progress. The system is also fully functional for students who can view their progress and request additional support via email to teachers, guidance, and administration.
Findings
Teacher teams consistently analyze assessment data and distributed leadership structures have built teacher leadership capacity.

Impact
Analyzing the work of students teachers have in common has resulted in improved teacher practice and student performance. Teacher leaders have a voice in key decision-making affecting instructional decisions and student learning.

Supporting Evidence
- Teacher teams meet twice weekly and use Google Blackboard to create units and lesson plans, meeting agendas, send notices to students and parents, and communicate with administration. Teams use Lesson Study protocols to examine teacher practices and align curricula and instruction to Common Core learning standards and NYS standards. Teachers shared evidence of unit and lesson sharing within their content area.

- Teacher leaders utilize a Google Docs system developed by their network New Visions to communicate and share best practices and revise curricula and assessments. School leaders use Google systems to review teacher team meeting agendas and notes to provide and receive feedback. During the review, the principal shared several examples of how teachers and administrators share and revise lesson plans and units via Google docs.

- Academic Policy is defined by a teacher team, which includes a guidance counselor, teachers, administrative staff, and school leaders; together they define and review attendance and academic policies, transcript and data analysis, and support teachers and families through the college readiness process.