Quality Review Report

2016-2017

I.S. 228 David A. Boody
Junior High-Intermediate-Middle 21K228

228 Ave. S
Brooklyn
NY 11223

Principal: Dominick Dangelo

Dates of Review:
March 9, 2017 - March 10, 2017

Lead Reviewer: Adam Breier
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

I.S. 228 David A. Boody serves students in grade 6 through grade 8. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</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 Finding</td>
<td>Well Developed</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>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<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 Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### School Quality Ratings continued

#### School Culture

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<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>Additional Finding</td>
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</tbody>
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#### Systems for Improvement

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
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<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</tr>
<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>Area of Focus</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
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</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

Findings
Across classrooms, teachers strategically provide multiple entry points and high-quality supports. Student work products and discussions reflect high levels of student thinking, participation and ownership.

Impact
Teaching strategies, including station-based learning coupled with differentiated group assignments and extensions, ensure that students benefit from multiple entry points and high-quality supports. Student work products include reflections on process as well as self- and peer-assessments across all grades and classes.

Supporting Evidence

- During a grade seven English language arts (ELA) class, students were analyzing information they had gathered from articles about working conditions in garment factories around the world. There were a variety of Thinking-Map graphic organizers from which student groups chose to use as a recording tool during their analyses. Each graphic organizer was represented as an anchor chart for support. Additionally, there was an anchor chart titled “I'm Stuck – What Should I Do?” that detailed two focus questions students could utilize to redirect them toward completion of the assignment. During a social studies lesson on the Paris Peace Conference of 1919, teachers launched the lesson by modeling the identification of key vocabulary through a read aloud as well as how students were to conduct discussions during which they were to identify which nations should be blamed for World War I (WWI) and the use of text-based evidence to support their arguments. Additionally, the worksheet on which students were to record their negotiations over how powerful the German army should be allowed to be, contained scaffolds so that students on different levels of writing ability would be able to address the embedded writing task. Additionally, all students in a grade eight English as a new language (ENL) class were fully engaged through the use of a modified version of *To Kill A Mockingbird*.

- During a grade six science class, students were engaged in a lesson in which different severe weather patterns were replicated at each station. Students were grouped based on reading level. Further differentiation was evident in the two sets of leveled readings and their respective questions available for students at each station. Subsequently, students were able to identify the questions to which they were tasked. During a grade seven geometry lesson, two student groups sat at computer stations where they worked on questions aligned with their individual needs, while all other student groups worked at two different stations for approximately half of the lesson at which point groups would switch stations. Additionally, challenge questions were available as learning extensions for all students who completed their work quickly.

- During a grade seven ELA class, student groups researched and discussed the pros and cons of using various graphic organizers, designed to guide them through their thinking process, and came to consensus about which model to employ. In a grade six science class, students engaged in a questioning activity from which a list of student-driven topics were created. Similarly, students in a grade eight math class took ownership over their learning through the creation of short- and long-term goals. In a grade eight social studies class, each student group conducted student-to-student conversations that were moderated by student-coaches. These conversations were focused around the relationship(s) between early twentieth century prohibition and the war on drugs that began in the 1970s and analysis of the war on drugs’ success along with changes they would make to increase its success.
Area of Focus

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: | Proficient |

Findings

The majority of teachers are engaged in structured, inquiry-based collaborations that promote achievement of school goals. Distributed leadership structures are in place.

Impact

While teacher teams commonly plan and modify instruction and share best practices in order to support school goal achievement, teacher teams have not yet focused inquiry cycles on targeted student subgroups. Teacher voice has driven the implementation of a teacher intervisitation process that results in teacher decisions about which best practices should be presented to the whole faculty at professional development sessions.

Supporting Evidence

- Teachers have strengthened their instructional capacity through team-based collaborations. One teacher reported that it was during a teacher team meeting that one teacher proposed the use of the main idea, evidence, analyze, and link (MEAL) writing strategy. Another teacher spoke about receiving advice on how to better pace lessons and allow for wait-time so that students had an appropriate opportunity to formulate answers after being asked questions. Additionally, teachers spoke about improving their practice based on visiting colleagues and observing best-practices and/or receiving advice about those same strategies regarding the design of student groupings, techniques for checking for understanding, and increasing student engagement through discussion protocols. However, teacher teams have not yet identified target groups of students and those students’ common struggles in order to determine an academic focus for inquiry work.

- All teachers serve on content area teacher teams. During teacher team meetings, student work is analyzed, with their findings informing common planning for the team. Some examples of topics around which the ELA team has analyzed student work and conducted subsequent planning conversations are around strategically pairing students, differentiating materials and scaffolds for ELLs, designing questions to maximize student success, and the design and use of accountability tools to be used by student table leaders. The science teacher team met and used a protocol to guide their analysis of student work around students’ progress in a unit covering mitosis. After reviewing student work, teachers found that students’ difficulty with a specific multiple choice question could be tackled by redesigning the question to increase clarity. Additionally, teachers discussed the benefits of more frequent turn-and-talk prompts connected to the specific topics to be covered in an exam in the days just prior to that exam.

- Teachers conduct intervisitations that directly impact their contributions around professional development and schoolwide instructional improvement. After conducting a round of classroom visits, teachers discuss their findings and determine which of the visited teachers should share one of the observed best-practice strategies to the entire faculty at the next whole faculty professional development session. The teachers who attended the intervisitations determine who should present for the following Monday. Additionally, while all teachers of all subjects send progress reports to parents in between the issuance of official report cards, the ENL teachers decided that students and their families would benefit from a redesigned progress report that addressed ENL student-specific issues. Specifically, the ENL progress reports details progress as connected to the respective student’s placement in, and possible movement up from, the different levels of ENL student classification.
Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

Through curriculum committee and teacher team inquiry work, along with school leaders’ work in assessing the effectiveness of those structures, curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data.

Impact

Integration of the instructional shifts have ensured that students are acquiring academic vocabulary, using text-based evidence, and applying math to real world applications across content areas. All students have access to the curricula and are cognitively engaged through differentiated groupings and leveled materials.

Supporting Evidence

- Unit and lesson plans evidence alignment to the Common Core Learning Standards, content-specific standards where applicable and instructional shift integration. A grade eight ELA lesson plan evidences planning for a protocol students would use in analyzing academic vocabulary from a non-fiction text about the growth of computer generated virtual realities. ELA curriculum maps for grades six and eight also evidence multiple units for which there is a balance between fiction and non-fiction, along with consistent integration of the requirements for students to use text-based evidence in support of their arguments. In a grade six math lesson on the relationships form when a third line intersects two parallel lines, students were required to make their thinking and processing visible through narratively describing the steps they were to take during the lesson as well as describe how to locate a pair of corresponding angles. In a grade seven math lesson plan, students are to apply math concepts to real world situations when they create proportions and solve for scale-factor in the process of planning to design a classroom.

- A grade seven ELA lesson plan indicates that students have been grouped based on their most recent reading assessment data and that different scaffolds would be made available to specific groups based on that same data. Review of a grade six science lesson plan, reveals that students have been assigned to groups of four students and that each group of four students was further divided into pairs, also based on achievement data. This plan also indicates that differentiated readings and their corresponding questions would be provided to each of the two pairs within each group. A social studies lesson plan includes readings that have been leveled to two student achievement groupings and their accompanying worksheets that have been scaffolded differently for each worksheet’s intended student group. Grade six and seven math lesson plans include leveled assignments that would be assigned to groups in order to meet students at their level and ensure their growth. Additionally, extensions of learning were planned for high achieving students. For example, a math lesson plan includes challenge questions leveled to students’ achievement on the most recent assessment.

- An ENL lesson plan includes a dramatized version of *To Kill A Mockingbird* designed specifically for ELL students aligned with the curriculum map for ELA classes to ensure ELLs are being held to the same content map as other students. Additionally, this lesson plan provides for scaffolds to be made available to three different groups of students, based on their ENL category as well as differentiated questions for each of the same ENL leveled groups, all of which were directly connected to the different question levels from Webb’s *Depth of Knowledge* tool, ensuring that ELLs of all levels were being challenged with questions of varying depths. Similarly, lesson plans across content areas evidence planning for ELLs through availability of scaffolds, anchor charts, and vocabulary/translation resources.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across classrooms, teachers use rubrics and checklists aligned with the school’s curricula. School leaders and teachers use common assessments to determine student progress toward goals across grades and subject areas.

Impact

Teachers provide students with actionable feedback that students use to improve their work. Teachers use students’ data from State exams as well as interim online-based common assessments to adjust curricula and instruction and inform teacher teams’ inquiry work.

Supporting Evidence

- Teachers use rubrics to rate personal essays, analysis essays, independent reading, as well as assignments in math and science. Teachers also indicate glows and grows, areas of celebration and improvement, on slips of paper attached to rubrics. Additionally, samples of student work products evidenced teacher-written actionable feedback directing students to the steps they should take to improve their work. In a grade seven ELA class, feedback directed students to connect their claims back to the central idea of their thesis statement, being mindful as to voice and vocabulary choice, and making sure that evidence is not only identified in the support of an argument, but also discussed. In a grade seven math class, teacher-written feedback directed students to state the reasons behind the decision to solve an equation one way as opposed to another, and include all work completed in order to find that answer. Feedback offered in a grade eight math class draws attention to a variety of issues evident in student graphs. While discussing teacher feedback one student reported, “My social studies teacher figured out that I was typing my work and handing in my first draft and gave me feedback on typing up my second or third draft. My writing has definitely improved because of that!” Another reported a similar experience when she spoke about her teacher advising her against always using the statement “this shows” just prior to explaining evidence and to sometimes break-up the pattern by just engaging in the explanation without always prefacing it.

- Analysis of assessment data revealed that students were struggling with structuring written responses to argumentative essays. As a result, ELA teachers across the school have employed the MEAL strategy for crafting written responses that include all of the required component parts. In cases of advanced students and advanced written tasks for which a counterclaim is required, the MEAL strategy is amended to include an additional ME. Data reveals growth for all students in their responses to literature. The school has embarked on similar work focused specifically on improving students’ responses to non-fiction.

- Assessment data has revealed that students are struggling with answering extended-response questions that require a narrative answer. Individual teachers are currently experimenting with a variety of strategies to infuse writing into their instruction. As of yet, there is neither a department-wide strategy being employed or data that would evidence that the individual strategies currently employed are having a positive impact.
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<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

School leaders consistently communicate high expectations to staff and provide training. Additionally, school leaders and staff effectively communicate expectations connected to a path to college and career readiness to families.

**Impact**

Teachers benefit from a culture of mutual accountability of high expectations around common planning and intervisitations. Strong communication through letter, phone calls, and online platforms empower families to academically support their students’ progress toward college and career readiness.

**Supporting Evidence**

- School leaders share high expectations through a faculty handbook that details guidelines for all aspects of instruction including the schoolwide grading, homework and testing policies, indicators of a successful classroom, instructional planning, and student work portfolios. Memorandum detail high expectations around the value and format of student progress reports, interdisciplinary planning, teacher team responsibilities, different strategies that could be employed in the service of different students’ needs, student-to-student discussion as well as paraprofessionals’ responsibilities and a detailed guide for all faculty as to each component part of the process of creating and subsequently revising students’ individualized educational plans.

- Teachers hold each other accountable to high instructional expectations through their collaborative common planning sessions. Teachers spoke about relying on each other to give constructive criticism to each other when presenting problems of practice during planning sessions. Teams also assign different sections of unit and lesson plans to a variety of team members and must subsequently fulfill their responsibilities to each other in promptly attending to those tasks and bring the results of their work to the next planning session. Additionally, teachers hold each other accountable for their colleagues’ professional learning in that all teachers have participated in the intervisitation process used to determine which teachers present which best-practices at whole faculty professional development sessions.

- Expectations are effectively communicated with families through the school’s website, newsletters, at parent teacher association (PTA) meetings, and an online grade book system. A mobile app is used by the school and teachers to consistently send photos of students, projects, celebratory events, student presentations and academically supportive anchor charts from daily and weekly lessons in order to partner with parents in supporting students’ academic success. One parent reported that she was able to help her daughter successfully complete her science project because the teacher had posted, along with the assignment, the rubric that would be used to rate students’ work products. All teachers send progress reports in the interim between official report cards that share students’ progress on written class assignments, group work, long-term projects, attendance, and preparedness in general. One parent stated, and all present agreed, that “Every teacher has a class contract and they’re all clear and consistently used. We have access to the school leader and teachers at any time, in so many ways they’re available to us. They promised a great and safe school and delivered that to us!”
### Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Well Developed</th>
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#### Findings

Clear expectations and feedback to teachers are constructed using the Danielson *Framework for Teaching.* A strategic system drives the use of teacher observation data in the design and facilitation of professional development (PD).

#### Impact

Official observations and consistent school-wide classroom walk-throughs result in written feedback aligned to teachers’ professional goals. The PD plan, designed to meet teacher need evidenced through 2015-2016 teacher observation report data, was adjusted based on evidence of teachers’ changing needs made clear during 2016-2017 classroom observations.

#### Supporting Evidence

- Observation reports contain feedback that captures teachers’ strengths and weaknesses and is accompanied by next steps so that teachers can improve their practice and impact on student success. Next steps are directly connected to the school’s instructional focus. For example, one observation report includes feedback detailing how a teacher can effectively plan for and employ a gallery-walk exercise so that it could also serve as a formative assessment tool. Another feedback example advises a teacher to model the skill students would utilize during the lesson. In another observation report, the teacher is praised for use of the turn-and-talk student discussion protocol, including its appropriate pacing. This teacher is advised to circulate throughout the room and actively listen to and take notes on the conversations students are having as an effort to collect data that could inspire on-the-spot or future lesson adjustments.

- In addition to the reports that result from official classroom observations, there is valuable written feedback offered to teachers that result from weekly classroom visits during which school leaders visit multiple classrooms. Findings from these visits are sent to the entire staff, organized into areas of celebration and feedback for future growth. One example of feedback detailed missed opportunities for extensions of learning for students. Other examples direct teachers’ attention to the need for scaffolding student-to-student discussions with sentence starters, closely monitoring low-achieving student groups, and purposely planning for and implementing effective transitions between steps of the gradual release model of direct instruction. These classroom visits occur around a focus determined by the instructional goals designed together by teachers and school leaders.

- The PD plan has been designed to meet teachers’ goals to improve their planning for and delivery of rigorous and challenging instruction as well as the use of formative and summative assessment practices. PD sessions involve exploration around the differences between formative and summative assessments. Some examples of formative assessment covered have been the use of visual signals offered by students to show levels of comfort, electronic and written methods for checking-in with students, as well as the different ways in which teachers could adjust instruction as per the needs made evident by these assessment strategies. Additionally, in order to address an observed need for increased teacher ability to facilitate instruction that maintained appropriate levels of increasing rigor, PD was delivered in January that addressed the different steps that should be taken in the gradual release of information sharing and the different, strategically planned activities in which students would be engaged to further support and develop the information and/or skills introduced during a lesson.