Quality Review Report

2017-2018

J.H.S. 022 Jordan L. Mott
Junior High-Intermediate-Middle 09X022

270 East 167 Street
Bronx
NY 10456

Principal: Edgar Lin

Dates of Review:
May 17, 2018 - May 18, 2018

Lead Reviewer: Edward Hazen
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

J.H.S. 022 Jordan L. Mott 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>
</tr>
</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>Area of Focus</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>Additional Finding</td>
<td>Proficient</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>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<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>
<td>Proficient</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>
<td>Proficient</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<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>1.3 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>Area of Celebration</td>
<td>Well Developed</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>
<td>Proficient</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>
<td>Proficient</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>Additional Finding</td>
<td>Proficient</td>
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<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>
<td>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

Quality Indicator: 1.3 Leveraging Resources
Rating: Well Developed

Findings
The school leader uses resources that are well-aligned to schoolwide goals and long-range action plans. Teacher time is purposefully structured to improve instructional capacity in alignment with the school’s instructional goals.

Impact
The alignment of resources to the work of teacher teams has resulted in increased student mastery of learning targets and improved instruction that engages all students in rigorous academic tasks as reflected in meaningful work products.

Supporting Evidence

- The SLT and faculty have identified utilization of the school’s overarching long-term vision to educating the whole child, as a means of achieving the schoolwide goal of meeting all students’ academic and social-emotional needs. It requires that in all classes, students engage in meaningful conversation, appropriately request help when assistance is required, engage in cognitively challenging activities, expect movement around the class, and full participation from all students. The school community’s belief is that when students utilize the aforementioned strategies and protocols, they will be successful, also known as CHAMPS. As such, school leaders aligned budget to support ongoing professional development for faculty to meet the prioritized instructional goals as embodied in CHAMPS. For example, increases in the number of Integrated Co-Teaching (ICT) classes led to an added Individualized Education Plan (IEP) teacher whose professional development supports implementing best practices for students with disabilities. Similarly, instructional coaches and grade-team leaders are strategically used to support teachers in meeting the long-range schoolwide instructional expectations and utilization plans of CHAMPS across all grades and departments. Teachers are expected to provide a student-friendly learning target, differentiated collaborative learning time for students, and a lesson wrap up that should include students demonstrating their mastery of the learning target. The model was observed across the majority of a classrooms visited where student work products reflect increased improvements towards meeting the learning objectives.

- To ensure accessibility and to support students with disabilities, English Language Learners (ELLs), and students who are performing below grade level, significant time in the school schedule has been dedicated to a team model in which grade-level teacher teams are responsible for the academic and social-emotional growth of pre-determined groups of students. As such, common planning time was created for teams to meet to determine how to best support the students for whom their team is responsible for. Moreover, a review of team meeting agendas and lesson plans showed most teachers use common planning time to include scaffolds and differentiated tasks, which has resulted in improvements in student writing as evidenced in a review of writing samples in their portfolios.

- Teachers report that working collaboratively through purposeful scheduling of common preparatory time has allowed them to meet the school’s instructional goals as well as improves teacher practice and student achievement. Teachers use this scheduled meeting time to analyze data and student work products to plan interventions to use during dedicated re-teaching time for struggling students, ELLs and students with disabilities. Evidence that the alignment of professional learning opportunities and teacher collaboration meetings to the instructional foci has increased student achievement on an eighth grade ELA unit assessments administered in May 2018. In addition, students shared how they have improved their use of supporting evidence and details in the body of their essays because of an increased focus on writing across disciplines.
Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
School leaders make purposeful decisions to ensure the alignment of curricula to the Common Core Learning Standards and integrate instructional shifts for all learners. Teacher teams collaborate and use multiple sources of data and student work to refine tasks in the curricula.

Impact
The curricula has yet to reflect planning that results in coherence across grades and disciplines and college and career readiness for students with diverse learning needs. The curricula has yet to reflect a strategic plan for scaffolds and extensions that would lead to cognitive engagement for all students.

Supporting Evidence

- A review of curriculum documents across grades and subjects indicates evidence of collaborative departmental and grade-level teamwork to integrate the Common Core standards and instructional shifts in English Language Arts (ELA), math, social studies, and science. Across subjects and grades, teachers identify literacy standards addressed in curriculum maps, units, and lesson plans. To build coherence across grades and disciplines, unit plans consist of common annotation strategies and prompts for citing supporting textual evidence to justify arguments when making a claim or writing a persuasive essay. However, these instructional shifts are not purposefully embedded in lesson plans across all subjects.

- Departments plan interdisciplinary units of study that contain tasks which integrate instructional shifts, such as engaging students in text-based discussions, writing from sources, making text-to-text references, and using academic vocabulary. To foster high levels of classroom discourse, teachers have identified and embedded into lesson prompts that encourage accountable talk and the inclusion of academic vocabulary, such as word banks, sentence stems, and higher-order questioning. For example, ELA and social studies lessons consistently require students to make claims and counter claims with supporting textual details from multiple sources. Similarly, in a review of math and science units of study, students are frequently required to work in collaborative-inquiry groups to solve problems while considering multiple hypotheses and/or arguments and alternative strategies to arrive at a solution. However, a review of lesson plans indicates that the curricula has yet to reflect strategic integration of the instructional shifts across all disciplines.

- Staff members meet weekly to collaborate in teams to review and revise curriculum maps, unit plans, and lesson plans to ensure accessibility for all students. Based on the analysis of student work samples and assessment data, including exit tickets, mid- and end-of-module and unit tests, online assessments, and New York State assessment results, teachers adjust lesson plans and curricula to include supports such as scaffolds and differentiated tasks. Academic tasks focus on creating lessons that encourage engagement through student-centered conversations, providing whole class and individualized supports that allow access into the lesson for all students. Teachers use data to build re-teaching plans for students who struggle and revisit interventions that are used to assess students’ progress toward meeting benchmarks. ICT teams meet to plan lessons based on the needs of students to ensure access through scaffolding, and differentiation using a Universal Design for Learning (UDL) model. For example, teachers use data to create ability-level groups and select materials in students’ zone of proximal development during dedicated re-teaching time. However, a review of lesson plans indicates that UDL is not yet being consistently used by to modify tasks so that all students, including the highest-achieving students and ELLs, are challenged at high levels.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
Teaching practices align to the schoolwide goals of providing small group instruction and to the shared beliefs about how students learn best. Instructional strategies and scaffolds serve as multiple entry points into challenging academic tasks and in discussions.

Impact
Across classrooms, teaching strategies, including differentiated tasks, result in students engaging in high levels of thinking and discussion, reflected in meaningful work products.

Supporting Evidence

- The articulated set of beliefs about how students learn best is that all lessons must include elements of CHAMPS, which requires a lesson target displayed and shared with students, with the expectation that the target should be revisited during the lesson so students can demonstrate their learning. Another belief is that pedagogy must engage students in rigorous academic tasks and authentic discourse, emphasizing high levels of challenge to promote college and career ready skills. School leaders and teachers identified small group instruction and discussion protocols such as think-pair-share and turn-and-talk as the best way to align instructional practices to the schoolwide goal. These models and protocols were observed being utilized by teachers across classrooms and grade levels. Additionally, the CHAMPS logo was observed displayed in the majority classes and referred to during lessons.

- Across classes, students were observed participating in group and partner discussions utilizing discussion protocols to support students and keep them engaged in conversations. Similar instructional strategies and scaffolds were used to provide entry points into the lesson in other classes to engage students in appropriately challenging tasks. For example, in a sixth-grade ELA class, the teacher explicitly modeled how to provide high-quality feedback on student writing and provide actionable next steps. For independent practice, students were directed to read their partner’s poetry and cite textual evidence to determine actionable next steps to improve the poems. To support the varied levels in the class using differentiation, the teachers grouped students by ability and provided them with tools including mentor texts, rubrics, and checklists which promotes higher-order thinking.

- In an eighth-grade ICT United States history class, students were required to use a think-see-wonder gallery walk protocol to analyze several United States government-created World War II era posters to make inferences and draw conclusions about the message the poster was trying to convey to the American people. Students were placed in groups that were determined by their achievement levels on their most recent classroom assessments and provided with scaffolds including graphic organizers, translated materials, visual aids, and one-on-one teacher support. The teachers monitored students’ conversations while taking participation progress notes and supporting students’ conversations, as needed. Students were observed pushing each other’s thinking by stating, “Can I push you a little? Do you see any reference to the army here?” as they collaborated to draw conclusions regarding the propaganda the poster was exemplifying.
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 common assessment data to assess students’ progress toward meeting the standards. Teachers use rubrics and checklists aligned with curricula and content standards across grades and disciplines.

**Impact**

Common assessment data are used make adjustments to curricula and instruction. Although teachers use rubrics to provide feedback to students regarding their progress and performance, in a few classes, feedback is not yet meaningful for students.

**Supporting Evidence**

- Across grade levels, teachers use common assessments, rubrics, and checklists aligned to grade-level curricula, the Common Core Learning Standards, and content standards. The Teachers College Reading and Writing Program (TCRWP) writing rubrics and checklists are used to promote consistency across disciplines, with teachers using the rubrics to assess student work products and students using checklists to self-assess their progress. Students stated that the use of exemplars and mentor texts in conjunction with teacher feedback during conferring sessions has helped improve their writing, and they feel these practices are preparing them for the next grade level and for the New York State ELA assessment. However, a review of student work in a few classes indicated that the quality of feedback they received varied across content areas. While students received specific actionable next steps such as, “you need to add more text evidence to support your claim,” a few others had unclear statements such as “your introduction needs work.” A review of student work indicates that student feedback comes mainly in their writing tasks while students reported that the quality of meaningful feedback with actionable next steps varied in a few classes.

- Across grades and disciplines, teachers use common assessments to determine student progress towards the standards, to identify trends in student achievement, and to make adjustments to curricula and pedagogy. School leaders and teachers have made adaptations to adopted curricula, including the TCRWP, after an analysis of assessment data and student work samples revealed that students were struggling to reach mastery in writing. As a result, the ELA department created units of study in grades six through eight that spiral high-leverage standards vertically to promote mastery of writing skills. Similarly, to improve the number of students meeting or exceeding the standards in math, teachers use EngageNY mid- and end-of-module assessments, to determine revisions to curricula to meet the needs of all students.

- Data related to students’ reading and math skills are collected via diagnostic assessments administered four times a year that is shared with faculty, students, and parents. This allows teachers and service providers such as special education teachers, English as a New Language (ENL) teachers, general education and reading intervention teachers to collaboratively plan targeted lessons using data. In addition, teachers meet in small groups with students weekly and use running records to determine cooperative learning groups and revisions to curricula and instruction. Across grades, teachers reported using student common assessment data from sources such as end-of-unit tests and exit tickets to create instructional groups and provide differentiated instruction for struggling students.
### Additional Finding

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<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

The school leaders and faculty consistently communicate high expectations to students and their families and offer ongoing feedback. Students receive guidance, advisement, and support to meet these high expectations.

**Impact**

An established culture for learning for students and consistent communication to families about their children’s progress results in students and their families being aware of their progress toward college and career readiness.

**Supporting Evidence**

- School leaders and staff have structures in place to communicate high expectations to their families that promote college and career readiness. Parents reported that the communication between school and home is very good. Parents further reported receiving consistent student progress updates from the school through a variety of means, including report cards, parent-teacher conferences, and email communications with teachers and counselors. Parents noted that the school has an online grade reporting system that allows them to monitor how their children are progressing in their classes.

- Faculty and school leadership establish a culture for learning that communicates high expectations for all students. Ongoing feedback and advisement help promote students’ understanding of their educational experiences and prepare them for the next level. The schoolwide expectations are shared with students at the beginning of the school year and are encouraged through its CHAMPS logo that is articulated to all students on the first day of school as well as throughout the year during advisory. The advisory curricula promotes fostering habits of mind. Students reported that in addition to advisory periods and using the online progress monitoring system, they frequently receive verbal feedback from teachers during one-on-one conferencing sessions to keep up to date on their academic progress.

- The school day starts with a thirty-minute daily advisory period that ensures students are aware of their academic and social-emotional progress and promotes the adoption of effective habits such as organizational skills, timeliness, and perseverance that lead to college and career readiness. In addition, the school has implemented the use of daily planners to assist students in becoming highly organized. Eighth grade students reported that advisement has been helpful in preparing them for high school, including providing assistance in applying to the high schools of their choice. However, a few students are not consistently using their planners, thus were unable to articulate how this tool supports their work in preparing them for high school or college and career.
**Findings**

The majority of teachers are engaged in structured, inquiry-based collaborations that consistently meet and use a structured protocol to analyze data and work products for target students.

**Impact**

Teacher team meetings promote alignment to the school goals and support the implementation of the instructional shifts and the Common Core standards as well as strengthen teacher instructional capacity across disciplines and improve student progress towards goals.

**Supporting Evidence**

- The majority of teachers engage in inquiry-based collaborations to review student work and analyze assessment data to make curricular revisions to meet the schoolwide goal of creating Common Core-aligned, student-centered lessons. Teachers collaborate to create rigorous lessons that have students engage in purposeful academic tasks and authentic discourse to emphasize high levels of thinking to promote college and career readiness. The grade-level and department teams meet weekly to engage in inquiry work to examine the impact of specific instructional strategies on student achievement. After changes are made to curriculum documents and lesson plans and strategies are implemented in classroom practice, the teams reconvene to assess which strategies have an impact on student learning. Similarly, teacher teams use data to identify students in need of intensive intervention or targeted support and strategically plan lessons for these students, implementing them during dedicated intervention and/or re-teaching time. A six through eighth grade ELA team was observed analyzing students’ poetry writing to determine next steps for improvement. To support ELLs, teachers planned on using sentence stems. Since students confused narrative poems with stories, the team determined that the use anchor charts would help to demonstrate lines in poems and line breaks, thus supporting the school’s achievement goals.

- Grade-level and department teams use a strengths and gaps protocol to identify student learning levels, best teaching practices, and interventions to close gaps in achievement and accelerate learning for higher achieving students. Teaching practices that are identified as effective in addressing a gap in achievement are then emulated across grades and content areas. For instance, the common instructional practice of using CHAMPS as a framework for teaching and learning and the inclusion of a learning target in every lesson embody the school’s vision of ensuring that the Common Core Learning Standards and instructional shifts are being implemented across grade levels and departments. As a result, students are better able to cite textual details to support a claim or argument.

- Teacher teams meet regularly to analyze assessment data from a variety of sources, including end-of-unit and end-of-module tests, student conference notes, and New York State assessments. School leaders and teachers also administer beginning-of-the-year, mid-line and end-of-year benchmark assessments to provide teachers and teacher teams with baseline data to inform changes to curricula and instruction, and to plan supports for students for whom they are trying to support. Likewise, the data is used to create instructional groups and provide targeted interventions for struggling students which is resulting in improvements in student achievement levels on end-of-unit tests.