



# **The New York City Department of Education**



# **Quality Review Report**

**David A. Boody School**

**Intermediate School 228**

**228 Avenue S  
Brooklyn  
NY 11223**

**Principal: Rose Caniglia**

**Dates of review: January 9 - 11, 2007**

**Reviewer: Alan Geller**

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## Part 1: The school context

### Information about the school

Middle School 228 is a magnet school that serves 1100 students in grades 6, 7 and 8. The school community is culturally diverse, with four main ethnic groups which are White 37.5%, Black 21.7%, Hispanic 16.3% and Asian 24.5%. There are 7% special education students who are serviced in self-contained classes. Some classes have paraprofessionals, depending upon the class designation. English language learners comprise slightly over 10% of the school population. Attendance is approximately 94% and is above similar schools.

The principal has served the school for less than two years and is presently focused on introducing new programs to attract more students to the school. The magnet portion of the school program immerses the students in areas of interest such as creative writing, vocal music, the sciences, computers, keyboards, drama, dance, strings, winds, chess, art and athletics. A community-based organization, Federation of Italian Americans, which is a neighborhood group, provides a partnership for the school by offering programs for all students.

The school has Title 1 status.

## Part 2: Overview

### What the school does well

- The principal is well respected by the staff, students, and parents and is creating a safe and enjoyable learning environment.
- The collection of data related to all students has resulted in providing appropriate additions to the curriculum and intervention activities.
- The magnet program is a vital supplement to the core curriculum, providing classes in the fine arts, dance, creative writing, technology, and chess.
- Technology is utilized throughout the school as an interactive tool that engages the diverse learning styles of students.
- School procedures and routines have been well developed resulting in a safe school that operates efficiently.
- The parents are a valued part of the school community and participate in decision making as a part of the school leadership team.
- Students enjoy the wide variety of programs and feel well respected by their teachers, resulting in a daily attendance above that of similar schools.
- The school has a useful partnership with the Federation of Italian Americans of Brooklyn, which provides intervention and enrichment activities for all students.
- The teacher center is a supportive meeting place for the staff to participate in continuous learning.
- The instructional team works collaboratively to plan curriculum and professional development, as well as to monitor school progress.

### What the school needs to improve

- Provide a formalized structure for all teachers to record and maintain student performance and progress data.
- Further develop the workshop model as a tool for teachers to differentiate instruction and provide support for individual and small group instruction.
- Develop the use of rubrics within the school as a means of evaluating student work and setting uniform benchmarks.
- Create a more formalized structure in which curriculum, intervention and whole-school plans are assessed within a specified timeframe by teams of teachers and school leaders.
- Enhance the professional development plan to include opportunities for teachers to observe their colleagues and discuss what they have seen.

## Part 3: Main findings

### Overall Evaluation

#### **This is a proficient school.**

The principal has served as the school leader for less than two years. A collaborative team supports the principal's efforts in developing the curriculum and providing professional development. The parents also support the new administration and participate in decision-making. Students enjoy learning and feel well respected by the staff. This attitude of respect is modeled by the principal in her dealings with the entire school community. Routines are in place and, as a result, the school runs smoothly and students are engaged in learning.

The principal and the instructional team work collaboratively and are all focused on utilizing the data to develop additional learning opportunities. Standardized test data is reviewed and the school has started the process of generating its own data based upon student work and interim assessments. This information has allowed school leaders to make some changes to the school structure. Teachers are now clustered in teams allowing them to plan collaboratively and to work more closely with their students. The school is aware that additional structures and plans are needed to collect and use data more effectively.

Technology, in the form of electronic whiteboards, is found in most classrooms. Providing access to technology for every child is a major goal of the school. A magnet program involves students in practical activities that enhance their skills and interests while supporting all students. Students look forward to these activities as well as to the core curriculum. The teachers respect all the students and seek to meet their needs.

### **How well the school meets New York City's evaluation criteria**

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.**

#### **This area of the school's work is proficient.**

Data is collected from standardized tests, interim assessments, and teacher-made tests. In addition, students take diagnostic assessments to determine their needs and areas of strength. A classroom tracking tool has been introduced that is a viable way in which to note the strengths and weaknesses of students. This is linked to the reading program so that children are able to select novels based upon their interest and reading level.

School teams review individual student data as well as grade scores. In order to better serve English language learners and special education students, a variety of data is reviewed to guide their improvement.

In order to further benefit students, key information such as attendance and interventions are tracked to note progress. Classes which were previously homogeneously grouped are now heterogeneously planned to provide better instructional opportunities. Tracking of performance and progress is maintained, but is not systematically conducted so that the

needs of each student are easily noted and a strategy for improvement provided. The school compares the students' achievement over time, and each grade's performance. However, at present it does not compare progress at similar schools or evaluate trends and patterns within ethnic groupings.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.**

**This area of the school's work is proficient.**

Each grade was recently reorganized into clusters of four teachers, who work with the same group of students. Classes have been reorganized heterogeneously. The teams of teachers now utilize the data that is gathered in their cluster to plan and develop goals for their students. Teachers are beginning to share and discuss strategies to achieve their goals at meetings. The instructional team supports the teachers in this change with structured professional development activities. Assistant principals and or coaches meet with the teacher teams to analyze data and set realistic learning goals. The teachers who work with students with special education needs and English language learners are expected to develop the curriculum and to also set realistic yet challenging targets, always focusing on next steps. The instructional team monitors the plans by visiting classes and viewing the records maintained concerning student progress. In some cases, records are not sufficiently formally maintained and monitored, to ensure that the progress of students is realized. This leads to lack of consistency between classes and grades.

Although the school goals drive the performance of the staff, some of the plans are not yet fully implemented. This is a process that is under consideration by school leaders. Additional training is planned to develop additional tracking tools, although this has not yet taken place.

In most cases attention to students in greatest need is a primary focus. Considerable effort is devoted to tracking students who are held over in a grade. The school generates data concerning these students and continuously monitors their progress. The core curriculum is provided for these students with supplementary materials and additional programs aiding their progress. As a result of the data, programs have been offered before the school day. Special education students participate in streamed groups for literacy sessions which allow them to progress with students with similar skills.

Parents and caregivers receive information about the curriculum through a variety of school meetings and publications. Teachers communicate regularly with parents. Parents report that they are involved in decision-making and that they support the goals of the school.

**Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.**

**This area of the school's work is proficient with some well-developed features.**

School leaders and the staff support the utilization of resources and programs that meet the needs of the students. Additionally, these resources serve to enhance the mandated

curriculum, although additional materials and programs to further accompany the diverse learning styles of the students are not yet provided. Interventions augment the plans to improve the instructional program. Programs to support special education students and English language learners are designed to focus the students on achieving their targets. Opportunities for these students to participate in regular education classes are available, where appropriate. The magnet is a high quality program where many students become very skilled in their area of interest. Follow-up performances inside and outside of the school, such as a performance at Carnegie Hall, have given students valuable opportunities.

Teachers utilize student portfolios to track progress. This is a measure to determine the effectiveness of class tests. In the most effective classrooms, teachers differentiate their lessons so that the needs of all students are addressed, but this is not always the case. There is some use of rubrics to help students to assess the quality of their own work, but this is not yet consistent. The school has not yet fully developed these skills.

Budgetary decisions related to use of new resources for the magnet program, teacher training, technology, and additional texts are based on data. Staffing decisions guarantee that all students are instructed by qualified licensed personnel. Scheduling decisions are based upon planning a magnet program for all students as well as providing for professional development.

The use of electronic whiteboards as interactive tools has created an additional interest in school programs. Students are eager to respond to their teachers and show an interest in participating in the varied school activities. They also feel well respected by the staff. As a result, attendance is at a high level and any student absence is appropriately followed up with calls or visits to the home.

**Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is proficient with some well-developed features.**

School leaders have set high standards for new staff. They are expected to understand middle school students, have a strong content knowledge and a willingness to work collaboratively as part of a team. New staff are interviewed and conduct a demonstration lesson before they are hired. Teachers often participate in this process.

Professional development is provided for all staff based upon their individual needs. Formal training is provided by school leaders on a regular basis and teachers have opportunities to share ideas informally. There is a teacher center, with an allocated staff member to create opportunities for continuous learning. Planning and sharing strategies related to implementing the curriculum are considered within team meetings.

The principal observes teachers and provides feedback to improve each teacher's skills. Suggestions are offered in a professional manner. Teachers have started to observe each other and support each other. However; this does not happen often enough and is not sufficiently formalized to have real impact on instruction. There is some shared planning and evaluation of results, but this does not happen frequently enough within teams of teachers with the support of coaches and school leaders. Teachers evaluate themselves and their work and seek better ways to deliver instruction, but this is not further extended within more focused team meetings.

The principal is well respected by the staff, students and parents and has gained the confidence of the staff to try new methodologies and strategies. Changes have been planned and are progressing. Procedures have been clearly communicated and as a result the school runs smoothly. The school partners with a community-based organization to provide an after-school program that uses school personnel to instruct the students. Time is provided for enrichment and intervention activities and students describe that they really enjoy this program. As a result of these activities, students participate in performances and tournaments outside of the school. Partnerships with the New York City Ballet and Carnegie Hall focus effectively on supporting the interests of all students. The staff have a real desire to continue to improve community partnerships and liaison in order to further benefit all students.

**Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning**

**This area of the school's work is proficient.**

The school uses interim assessments, in-house diagnostic tests, prescriptive tools and a specific assessment to monitor the progress of students held over in the grade. School leaders work with staff in these areas. The pupil personnel team focuses on providing intervention activities for students in need of additional support. The school has yet to formally assess the effectiveness of these plans formally within a specific timeframe. The development of teacher teams within each grade has allowed for a sharing of data concerning student progress and the value of intervention plans. Teachers have become more willing to engage in these types of activities. They revise their teaching plans based upon the scores revealed by interim assessments.

At present the school does not have monitoring and evaluation procedures fully in place which enable school leaders to regularly revise the Comprehensive Education Plan. This aspect of the school is not sufficiently developed to ensure that the steps to monitor and revise systematically become a part of the school culture although plans are in place to develop this aspect further.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: David A. Boody School (IS 228)</b>	∅	✓	+
<b>Quality Score</b>		X	

<b>Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.</b>	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• each student, classroom, grade level,</li> </ul>		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• ethnic groups, English Language Learners, special education students*</li> </ul>		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• all other categories of interest to the school*</li> </ul>		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
<b>Overall score for Quality Statement 1</b>		X	

\* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

<b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.</b>	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.		X	
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.		X	
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.		X	
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
<b>Overall score for Quality Statement 2</b>		X	

<b>Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.</b>	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.			X
3.7 Staff knows and respect students and responds to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
<b>Overall score for Quality Statement 3</b>		X	
<b>Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.</b>	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.		X	
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
<b>Overall score for Quality Statement 4</b>		X	
<b>Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.</b>	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.	X		
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
<b>Overall score for Quality Statement 5</b>		X	