

Quality Review Report 2009-2010

**World Academy for Total Community Health High
School**

**High School 510
400 Pennsylvania Avenue
Brooklyn
NY 11207**

Principal: Kim Wanliss

**Dates of review: May 3 - 4, 2010
Lead Reviewer: Monica George-Fields**

Part 1: The school context

Information about the school

World Academy for Total Community Health is a high school with 389 students from grade 9 through grade 12. The school population comprises 82% Black, 15% Hispanic, 1% American Indian, and 1% Asian students. The student body includes 3% English language learners and 15% special education students. Boys account for 38% of the students enrolled and girls account for 62%. The average attendance rate for the school year 2008 - 2009 was 81.5%.

Overall Evaluation

This school is well developed.

The school community refers to the World Academy for Total Community Health high school as WATCH. This small high school is nestled in a shared school space in Brooklyn. The school leaders and staff are rightfully proud that they have managed to offer students an educational experience that is challenging and addresses their needs. The school leaders and teachers have extremely high expectations for every student in the school, which leads to students constantly seeking ways to do better in classes and on Regents examinations. Teachers and school leaders know all students well and provide extraordinary academic support, but students engage in limited activities that support youth development, which leaves students desiring to have more enrichment activities to compliment the academic support. However, differentiated instruction for accelerating students is not evident school-wide.

School leaders and teachers gather a vast amount of student data in all subject areas, and grades, including referrals, attendance, and other pertinent information on a routine basis. This practice allows the school and teachers to always know how every student in the school is performing. The school has done a great job with creating unique data tools and incorporating data tracking tools from their support organization. Teachers systematically organize aggregate data findings on a school and individual student level providing them with the ability to track student progress. At WATCH, teachers and students collaborate to create individual student goals, which the entire school community monitors closely. Students receive progress reports several times during the year that inform them and their parents about the progression made towards those goals.

Collaboration is a high priority in the school. Teachers seek out and participate in relevant professional development, and engage in structured professional learning sessions on a weekly basis often led by teacher leaders, a practice that is strongly encouraged by the principal. The small school community benefits greatly from so many teachers working together to ensure student achievement and instructional decisions are met based on data. However, the school does not yet currently have systems and structures for monitoring and revising the ways in which students' voice is included in decisions made about engaging them in the school.

The school leaders and teachers are dedicated to looking at the curriculum and instructional goals set for students, which leads to adjustments. The monitoring leads to greater emphasis placed on student achievement.

Part 2: Overview

What the school does well

- The school leaders and teachers have established a robust and effective data collection and analysis process, which leads to a clear understanding of the school's and student's strengths and areas of need.
 - Teachers and school leaders routinely meet to thoroughly examine students' scholarship reports, which indicate real-time grades in all classes, and other summative academic assessments. During these sessions, teachers analyze and compare individual student's pass/fail rates and assessment grades to the school's overall academic goals, which create a consistent school-wide understanding of the practices that are working and the practices in need of adjustments.
 - The school staff and a skilled consultant, purposefully gather students' referrals, suspensions, and attendance data to evaluate the effectiveness of the schools' action plans and decision-making processes.
- The school leaders and teachers create and successfully implement a plethora of data gathering tools so that data collection and tracking student achievement is consistent throughout the school.
 - In addition to New York City Department of Education data collection systems, the school has created and fully implemented unique Excel data forms, New Visions Data Tracker, and an online Pupil Passport tool. The successful implementation of these tools allow teachers and school leaders to aggregate data and identify learning trends of subgroups of students by school level, specific grades and subjects.
 - Every two weeks teachers, a school leader, and/or a consultant from the school's support organization meet to identify and evaluate student-learning trends across and within each grade. These meetings lead to curriculum and instructional decisions, especially with addressing special education students and struggling general education students in math and social studies.
- School leaders and teachers collaboratively analyze school data to identify and work towards explicit school goals to increase students' level of academic mastery.
 - There are four identified and widely supported focused goals; infuse vocabulary instruction, incorporate writing into all areas, offer a full menu of rigorous high school science, and increase students' uninterrupted instructional seat-time in particular subjects. With on-going analysis of student outcomes and instructional practices, student improvement in those focused goal areas has increased.
 - The principal consistently and successfully communicates the school's goals to teachers, students, and parents using the school's newsletter, W.A.T.C.H weekly and conducting one-on-one meetings with teachers. These efforts have developed extensive knowledge of school goals and collective work towards achieving the goals.

- Staff members regularly communicate high expectations to all students and parents and follow-up with individualized action plans for accomplishing goals so that close partnerships are forged for increasing student success.
 - Teachers regularly distribute progress reports in all subject areas to students and parents. These progress reports communicate to students' and parents' the next steps for accomplishing rigorous individualized goals that students may be struggling to achieve. All students, including special education students, have goals that lead to a Regents or advanced Regents diploma. A special education student stated that although he received a score on his English Regent exam that qualifies him for a local diploma, his teacher continues to work with him so that he can retake and pass with a score qualifying him for a Regents diploma.
 - The school community welcomes and encourages parent involvement in the decision-making process and day-to-day school activities by providing focused workshops, access to online student data via ARIS Parent Link, email access to teachers with 'Pupil Passport', and school related newsletters.
- Every teacher regularly engages in highly structured inquiry-based collaborative grade team meetings centered on improving student achievement.
 - Teachers effectively use the inquiry process during team meetings to present student work, identify struggles for getting students to master the material, ask clarifying questions and offer suggestions for adjusting instruction. According to the school's data, this type of teacher teamwork leads to increased student achievement.
 - Teacher leaders work with other teachers on their grade and within their subject area to offer suggestions and assistance with instruction and other areas of need. This collaborative culture of teachers strongly supports staff members, with a keen focus on those with less experience or instructional success, to advance instructional practice that improves student outcomes.
- The principal ensures multiple opportunities for staff members to successfully reflect on their instructional practices and take leadership roles, which leads to building capacity at an accelerated rate in the school.
 - Based on individual meetings with teachers, the principal determines the professional development workshops best suited to enhance teacher's instructional craft. Ongoing, in-depth reflection meetings between school leaders and support organization members take place weekly to monitor progress towards school goals through professional development sessions.
 - The principal strongly encourages teachers to take on leadership roles. Currently the school has three teachers and an ATR principal conducting work based on the school's data and needs. As a result, a full fledge attendance and guidance program, which has led to increased student attendance and effective support for students' social-emotional needs, has resulted from this endeavor.

- The school community regularly examines and adjusts curricular and instructional plans based on the school's progress towards meeting long-term and interim-goals.
 - The school staff conducts purposeful and continuous monitoring and revising of the school's robust action plans to address the four long-term goals identified collaboratively. Since the goals focus on accelerating student achievement, the collaboration benefits the entire school community.
 - School leaders successfully use the data collection tools to measure and track how well students and the school are progressing towards achieving the school's goals. Effective adjustments are made to the curriculum plans as needed and communicated to the staff.

What the school needs to improve

- Enhance teachers' practice and knowledge of effective differentiated instruction so that all students can consistently benefit from the engaging practice.
 - Differentiated instruction does not occur in all classes, and the majority of lessons do not offer extensions for accelerated learning. Consequently, there are generic work products and limited student engagement.
- Develop the school's culture within the shared space of the school building so students are easily identifiable and rewarded for their positive attitudes and deeds.
 - Support staff and teachers respect and know students well but there is an uneven focus on youth development support. Therefore students believe they have limited influence in school-wide decisions concerning their interests beyond academics and student engagement.
- Evaluate ways to monitor and revise efforts around consistent classroom practices and maintaining high levels of engagement.
 - The school has many structures in place to create a coherent curriculum but does not consistently ensure timely adjustments leading to all students benefiting from each lesson. In addition, revisions to the ways in which resources are allocated and assigned typically focus on curriculum and do not support staff plans.

Part 3: School Quality Criteria 2009-2010

School name: World Academy for Total Community Health	Δ	▶	✓	+
Overall QR Score				X
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	Δ	▶	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Overall score for Quality Statement 1			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	Δ	▶	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?				X
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				X
Overall score for Quality Statement 2				X

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	△	➤	✓	+			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X			
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X				
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				X			
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X			
Overall score for Quality Statement 3				X			
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	△	➤	✓	+			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				X			
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X			
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?				X			
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Overall score for Quality Statement 4				X			
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	△	➤	✓	+			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?				X			
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?				X			
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?				X			
Overall score for Quality Statement 5				X			
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed