

Quality Review Report 2010-2011

Shell Bank Intermediate School

Intermediate School 014

**2424 Batchelder Street
Brooklyn, New York
NY 11235**

Principal: Anne Tully

Dates of review: November 22 - 23, 2010

Lead Reviewer: Linda Waite

Part 1: The school context

Information about the school

Shell Bank is an intermediate school with 654 students from grade 6 through grade 8. The school population comprises 60% Black, 13% Hispanic, 11% White, 8% Asian students, and 8% not reported. The student body includes 17% English language learners and 28% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2009 - 2010 was 90.0%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal utilizes the budget and makes organizational decisions to support teacher and student growth.
 - The school's use of the budget to provide faculty with the expertise of literacy, math, and technology coaches, as well as outside consultants, aligns to the school's goals and students' instructional needs. Consequently, students are meeting the State's effective indices in both English and math, identifying IS 14 as a school in good standing.
 - The school's decision to utilize the academy structure and maintain grade 6 students in a self-contained learning environment for the first few weeks of the school year, before beginning departmental programs, reduces anxiety and allows students to make academic and behavioral adjustments, thus laying a foundation for academic success. The scheduling of double period English language arts classes for all students provides additional time on task and instructional supports to address students' needs and improve learning, resulting in self-contained, collaborative team teaching, and English language learners demonstrating exemplary gains as noted on the Progress Report.
- The school's support services and partnerships with outside organizations foster academic and personal growth of students and their families.
 - The principal provides the opportunity for professional development at the school and network level on cyber-safety, bullying, and 'Respect for All', that fosters a culture of zero tolerance and enables the faculty to provide a safe, respectful, inclusive environment conducive to learning and celebrating students' success at Academy Award Ceremonies.
 - The school's support personnel visit classes to conduct guidance and discipline lessons. In addition, the school's partnership with the Young Men's Christian Association provides a wide variety of after school programs such as chess and game club, jewelry making, English language arts/math test preparation, and sports and arts, thus engaging students in activities that foster communication, critical thinking, and leadership skills and promote academic achievement, artistic expression, and self-esteem. The school conducts ARIS, literacy, and computer workshops for parents to help them encourage the academic growth of their children, and parent attendance at basketball games, dances, and Thanksgiving celebrations fosters a home-school connection.
- The school's teacher teams gather and analyze a range of data across subject areas to identify students' strengths and needs necessary to impact student performance.
 - Teacher teams utilize a common period to create uniform grade level assessments in English and math that align to key standards and the curriculum. Teams distribute and mark assessments, conduct item analyses, and identify strengths and weaknesses to inform and evaluate instruction. As a result, the staff is creating lessons and unit plans that address key topics promoting student progress as measured by interim assessments.
 - Content specific grade level teams including special education and English as second language teachers, and paraprofessionals, meet on a regular basis to review

assessments, deconstruct student work, and utilize learning styles and skill levels to differentiate instruction to meet students' individual learning needs.

- The principal has a clear vision that is communicated to all members of the school community that creates a broad base of support.
 - Data presentations made to the school leadership team ensure that all constituencies are involved in goal setting and that goals align to school needs. As a result, the school's Comprehensive Educational Plan contains focused math, English language arts, assessment, and science goals, for all students including relevant subgroups, as well as action plans that drive instruction and accelerate learning.
 - The principal shares goals with the school community utilizing various approaches including faculty conferences, parent meetings, and meetings for students on using data to set individual goals. Therefore, all members of the school community understand the vision and do their part to support the school's goals and improve learning outcomes for students.
- Teachers and teacher teams use collaborative planning and goal setting to provide necessary academic interventions to promote student performance and progress.
 - Teacher teams, through the support of the data specialist and team leaders, consistently analyze student data and work. As a result, the school is focusing on comprehension, using strategies such as note taking, and graphic organizers, to improve students learning outcomes as tracked by formative assessments.
 - The principal recognizes the talents of her teachers and utilizes them in key positions, such as coaches, academic intervention teachers, data specialist, and facilitators. Teachers' roles as resources in these areas support a concentrated focus on revising instructional practices to improve student achievement.

What the school needs to improve

- Establish a structure or system to implement and evaluate the effectiveness of teacher and inquiry teams.
 - Presently, teacher teams especially the math team, meet on a regular basis to look at student work, identify strengths and areas of concern, and to identify appropriate instructional strategies. However, there is no structure in place to monitor the alignment of their work to the conditions of learning. Teachers do not yet use a strategy for a specific period and then assess if the strategy improved student performance. Therefore, it is not clear which, if any, instructional strategies are most effective.
 - While the school utilizes student-learning outcomes to assign coaches and consultants as instructional support to individual and small groups of teachers, it does not have protocols in place to regularly evaluate the effectiveness of key personnel in shared leadership roles such as team leaders, facilitators, and presenters. Hence, the professional growth of faculty members is not fully optimized.
- Develop rigorous curriculum maps that align to standards and include progress-monitoring checkpoints.
 - Presently, the school offers a broad range of academic programs for students, including technology, legal studies, oceanography, as well as gifted and talented to meet the

diverse needs of its student body. However, while the school is engaging in professional development around the Common Core Standards, the level of rigor is inconsistent especially in English language learner and special education classes, thus preventing some students from reaching their potential.

- Teachers and teacher teams are currently developing assessments, lessons, and unit plans, which align to the Common Core Standards. However, this has not yet translated into revised curriculum maps that address a variety of learners and subgroups and support instruction to maximize their learning.
- Develop a clear focus of how students learn best and implement cohesive school-wide pedagogical practices to support student learning.
 - While the principal believes and articulates that students learn best when they are actively engaged and learning is based on meeting the individual needs of each student, classroom instructional practices and routines offer inconsistent differentiated learning opportunities across grade and subject levels. As a result, not all students benefit equally from their exposure to the curriculum.
 - Presently, teachers are using data to form groups, and create various application activities. However, inconsistency in the delivery of differentiated instruction leads to uneven levels of student engagement, and quality of activities, products, and questions, leading to critical thinking vary from class to class. Consequently, not all students are challenged sufficiently to produce high levels of work.
- Create a system or structure for adjusting the process and format for sharing information with students and parents.
 - While the school utilizes progress letters to inform parents concerning academic and behavioral performance, it does not have a system in place to review and update letters. Consequently, only a few teachers include specific periodic assessment information including strengths and next steps necessary to guide parents in supporting their children's learning at home.
 - The administration and faculty have begun to review periodic assessments; as a result, they are creating their own common assessments to obtain a clear picture of students' needs. However, as this is not yet an embedded practice there is a lack of clarity around next steps to maximize learning.
- Utilize the observation process and student learning outcomes to provide on-going feedback and design targeted professional development.
 - At this point in time, school leaders are conducting observations for probationary teachers; however, observations for tenured teachers have not yet begun. Therefore, some teachers do not receive timely and actionable feedback necessary to support their professional growth and development, which negatively impacts on student learning.
 - School leaders provide supports for teachers including outside consultants, coaches, and teacher teams. However, an extended focus on school-wide professional topics such as Understanding by Design, Differentiated Instruction, and Effective Use of Data, coupled with an insufficient use of individual observations, hinders the school's ability to provide targeted professional development and leads to missed opportunities to provide individuals with targeted support needed to improve their pedagogy.

Part 3: School Quality Criteria 2010-2011

School name: Shell Bank Intermediate School	UD	D	P	WD
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>	UD	D	P	WD
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	
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>	UD	D	P	WD
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 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, 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	

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>	UD	D	P	WD
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		

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>	UD	D	P	WD
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	

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>	UD	D	P	WD
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			

Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed