

# **Quality Review Report 2010-2011**

**The School of Integrated Learning**

**Middle School 354**

**1224 Park Place  
Brooklyn  
NY 11213**

**Principal: Monique Campbell**

**Dates of review: April 12 - 13, 2011  
Lead Reviewer: Rhonda Hurdle-Taylor**

## Part 1: The school context

### Information about the school

The School of Integrated Learning is a middle school with 255 students from 6 through grade 8. The school population comprises 90% Black, 9% Hispanic, and 1% White students. The student body includes 8% English language learners and 27% special education students. Boys account for 60% of the students enrolled and girls account for 40%. The average attendance rate for the school year 2009 - 2010 was 91.0%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- Teacher teams collaborate extensively to design classroom school-based assessments and develop tools that strengthen curriculum and instruction leading to growth in student progress.
  - The English language arts (ELA) coach works with teacher teams to examine student data from State assessments, teacher made tests, benchmarks, interim assessments, and the Developmental Reading Assessment. This is used effectively to make appropriate classroom level decisions aligned with student performance. As a result formative and summative assessments reflect a consistent focus on academic improvement.
  - Teacher teams work together to analyze student work to better determine student strengths and areas of need, construct flexible student groups, prepare classroom instruction, and generate student assessments. As a result, problem solving activities and student-teacher conferencing are used to promote student improvement.
- The principal makes informed and effective organizational decisions to support efforts that lead to improved adult and student learning.
  - In an effort to support collaboration and ensure teacher development, teachers are programmed for weekly grade common planning periods as well as multiple professional development opportunities. Teachers share best instructional practices and pedagogic expertise that result in instructional coherence across grades.
  - Purposeful student programming enables teachers to support the needs of struggling students. The ELA coach is strategically programmed to provide intervention services for students with academic deficits as well as the small population of English language learners. This targeted intervention supports a push-in model that ensures academic readiness to close existing gaps in learning.
- School leaders have established effective supportive systems for monitoring teaching with a persistent focus on improving instructional practices.
  - Teachers participate in daily walk-through snapshot evaluations, formal and informal observations and classroom inter-visitations which serve as the basis for on-going teacher conversation. This heightened level of teacher investment around classroom practices is promoting enhanced adult and student learning, and teachers report that their lesson planning is improving.
  - Responses to teacher surveys reflect their individual needs and lead to workshops led by the department coach. Teachers share that they feel highly supported by the coach who provides targeted professional development tiered to their specific instructional needs. In turn, novice

and veteran peers craft effective partnerships that fuel their professional growth and stimulate pedagogical expertise.

- Teachers collaborate frequently to inform decisions based on their examination of student work and analyses of data, which leads to shared best practices, supporting their strong desire to improve student learning.
  - Driven by a collection of assessment data and student work, teacher teams meet weekly to methodically analyze a wide range of student data and carefully scrutinize student work. This level of professional dialogue results in revisions to curriculum, assessments, and instruction, which fosters the sharing of best practices. Because this work is aimed at improving achievement among targeted students, students in the lowest third show notable progress in ELA and math.
  - The ELA coach and other teacher leaders facilitate department, grade and inquiry meetings that focus on instructional and pedagogical practices. Teacher leaders plan and conduct professional development around the school's instructional foci, lesson development, and the selection of the weekly skill to be integrated. This practice of distributive leadership allows teachers to be an integral part of decision-making thereby positively impacting teaching and professional learning.
- The school offers a range of co-curricular opportunities which support student learning and a standards-based curriculum that emphasizes content-based learning and allows students to engage in rigorous habits.
  - Identified key State standards are integrated in major subjects and the curriculum is aligned across the school to ensure coherence. A school-wide push toward improved academic proficiency has led to tailored academic intervention services for at-risk students and a Saturday Academy that accelerates the learning of struggling students. Consequently, the majority of students observed experience academic success.
  - Well designed curriculum maps allow for rigorous interdisciplinary lessons where students collaborate to problem solve, investigate, discover, debate, and analyze historic documents. As a result, the implementation of a robust curriculum engages students in more complex tasks and extends learning across contents.
- The faculty and parents work together to create a safe, supportive, and inclusive school that supports students' social and academic development.
  - The principal places precedence on sustaining the school's notoriety for fostering a positive environment. This is apparent in the well established professional tone between families and staff. As such a spike in gang initiations and violence is addressed with parents through dialogue about the adverse effect on student conduct and academics. A product of these meetings is an instituted award system resulting in improved department as evidenced by a decrease in student suspensions.

## **What the school needs to improve**

- Expand teacher use of a wider variety of differentiated instructional strategies so that students are engaged in lessons that lead to improved learning.
  - While teachers articulate the academic needs, learning styles and behavior patterns of individual students, there is inconsistency around differentiated instruction school-wide. Not all teachers plan lessons that sufficiently focus on the needs of individual students. As a result, not all students are experiencing academic success.
  - The school's use of a variety of professional development techniques supports staff in planning and delivery of instruction aligned to the common core standards. However, not all teachers provide differentiated teaching strategies that allow students to be engaged at their level and therefore not all students are able to generate meaningful work products.
- Provide consistent feedback to students on their progress and expand their use of rubrics to develop their capacity to self-monitor their work thereby leading to improved academic performance.
  - The school schedules quarterly parent conferences that give parents opportunities to discuss their children's academic development and provide families with the mandated quarterly report cards. However, the practice of facilitating ongoing conversations with students and families regarding progress and what is needed to improve scholastically, is not yet embedded school-wide.
  - While most teachers' response to student work is connected to distinct rubric criteria, some teachers do not provide sufficient detailed feedback to students. Consequently, students struggle to assess their work, develop next steps for improving their work, and monitor their academic progress therefore hindering continued academic growth.
- Build on the school's goal setting to extend the analysis of assessment data to inform and set differentiated learning goals for struggling students in order to leverage changes in classroom practice.
  - While some teachers use easily accessible student data to set individual student learning goals, this is not yet an entrenched practice. There is a lack of evidence to substantiate that all teachers use data to set learning goals for targeted students. Subsequently, it is challenging to assess whether some students are making sufficient progress.
  - Although there is some goal setting at the team and classroom level, there is not enough evidence to substantiate that these goals consistently impact changes in lesson planning and delivery of instruction. Consequently, there are missed opportunities for all students to engage in lessons that lead to scholastic improvements.
- Expand collaboration with parents to increase engagement in decision-making and build their capacity to assist in their children's learning to enable them to track student progress.
  - Parents participate as members of the School Leadership Team. However, some parents articulate that their role is primarily that of consenting member rather than of decision-maker. As a result, parents

are limited in their knowledge and involvement regarding school-wide goals, student data, budget, school-wide assessments and curriculum planning.

## Part 3: School Quality Criteria 2010-2011

<b>School name: The School of Integrated Learning</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			<b>X</b>	
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?		<b>X</b>		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			<b>X</b>	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				<b>X</b>
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			<b>X</b>	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			<b>X</b>	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			<b>X</b>	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		<b>X</b>		

<b>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.</b>							
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?			<b>X</b>				
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?		<b>X</b>					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			<b>X</b>				
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?		<b>X</b>					
<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?				<b>X</b>			
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				<b>X</b>			
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?			<b>X</b>				
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?			<b>X</b>				
<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?			<b>X</b>				
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?			<b>X</b>				
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?			<b>X</b>				
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			<b>X</b>				
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>