



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

Khalil Gibran International Academy

Middle School 592

**50 Navy Street
Brooklyn
NY 11201**

Principal: Beshir Abdellatif

Dates of review: May 25 - 26, 2011

Lead Reviewer: James Machen

Part 1: The school context

Information about the school

Khalil Gibran International Academy is a middle school with 117 students from 6 through grade 8. The school population comprises 69% Black, 11% Hispanic, 8% White, 7% Asian students, and 5% multiracial. The student body includes 11% English language learners and 6% special education students. Boys account for 56% of the students enrolled and girls account for 44%. The average attendance rate for the school year 2009 - 2010 was 88.4%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The alignment of teacher observation protocols to the school's goals and teacher goals ensure that teachers' next steps and tailored supports contribute to the improvement of practice, which benefits student outcomes.
 - Teachers are committed to the school's vision of quality instruction and its expectation that their work be evaluated based on five key teaching and learning criteria. This year, the principal and assistant principal used a joint observation process guided by the professional teaching standards to support teachers in developing their goals and professional growth plans. The majority of teachers has already been observed using these criteria, and has welcomed and incorporated the feedback into their practice.
 - Performance evaluation is a priority. Administrators scrutinize results of common assessments, quizzes, finals and monthly grade conferences to hold teachers accountable. This has resulted in significant changes in teaching staff over the past year. Demonstrated content knowledge and pedagogy were primary consideration in bringing in a new special education teacher, a guidance counselor and an English as a second language specialist.
- A wide and varied range of assessment data is gathered across all subjects to understand student performance and regularly collaborate across the school.
 - Standardized data, as well as qualitative data gained through an evaluation of student work, is used to identify learning needs and plan future lessons. Projects are evaluated in all subject areas and portfolios of student work are maintained in every classroom. The collaborative review of students' work ensures consistency and validates the reliability of teacher-generated data. Consequently, the school maintains an accurate picture of each student's progress on a regular basis.
- The school closely monitors progress on its long term plans, thoughtfully connecting organizational change to instruction, professional development and guidance which results in improvement of student outcomes.
 - Attendance and technology are priorities at the school, and a new Achieve 3000 computer lab with a trained teacher support the expansion of web-based learning programs for remediation, acceleration and language acquisition. Reading lexiles of targeted subgroups have increased over the past months, which help them deepen the content area texts.
 - Consultation with the whole school community resulted in the creation and refinement of block scheduling. This schedule allows students in English language arts and math to work for sustained periods on school priorities, such as in-class on demand writing and group projects, and on expanding opportunities to embed more math skills and concepts which

resulted in higher classroom pass rates on teacher made tests. There are daily opportunities for teacher collaboration, enhanced with a designated weekly period, that faculty use effectively for lesson planning and inquiry, and for teachers to share and resolve common issues.

- School leaders make excellent use of a comprehensive range of data to identify needs and trends and plan multifaceted approaches to maximize academic growth.
 - Detailed analysis of behavioral and academic data undergirds school action planning and decision making. Students' social-emotional needs are supported through student trips, incentive programs and extended day activities. Last year, when incident reports revealed the reasons for most infractions, the administration and teachers established proactive measures to help students conform to the school's behavioral expectations, resulting in decreasing student suspensions over time.
 - Screening tools ensure that students who continue to perform below proficiency receive additional literacy and math support, enabling them to better achieve desired learning outcomes.
- The use of common standards-based assessments and State item analyses enable teacher teams to refine curriculum to better address gaps and reinforce good practice.
 - Teacher teams have developed and revised common assessments, finals and project that align well to the Common Core State Standards. Teams analyze the results to identify student needs, and teachers with proven success rates host intervisitations, co-teach or mentor so that other faculty members can learn from their effective instructional practices.
- The school uses effective systems to review and modify curricular, instructional and organizational practices that improve student learning opportunities.
 - The Instructional Roundtable focused on meticulously targeted student work requirements and work samples. They collaborated on analyzing writing samples, looking at promising sections where students performed well and areas where students could improve ultimately leading the group to consider a few new instructional strategies. Through this system of strategic conversations, teachers are able to seamlessly weave in and adjust instructional and organizational decisions.

What the school needs to improve

- Distribute leadership to build capacity for all teacher teams to use the inquiry based approach to involve student learning.
 - Although all teachers participate in inquiry teams and understand that the research cycles with the small group should lead to systemic change, many are new to the practice and teams are of uneven quality. More experienced team members have protocols for facilitation and learning from student work and connect their work to curricular change. Others are still developing skills, and are focusing on student behaviors isolated

from teacher practice. As a result, not all teachers can exercise leadership and consistently contribute to decisions that affect student learning.

- Ensure that the curriculum consistently demands critical analysis and higher order thinking of students across the curriculum.
 - There is a standards-based, vertically aligned curriculum that is enriched with offerings by New York Theatre's workshop and Studio in School. Expectations are high, especially for the English language learners and the special education students. However, tasks across classes are insufficiently rigorous to enable students to produce consistently on the high volume and quality of written and oral communication required for high school readiness, and students have few opportunities to problem solve.
 - Efforts to close the opportunity gap depend more on programming than on curricular choices with in courses, which limits in particular the engagement of many first and second year students. As a result, passing rates of these students are lower.
- Promote greater rigor and consistency in differentiated instruction by aligning teacher practice and strategies to improve student work and learning.
 - While administrators communicate a vision of student-centered classrooms utilizing a variety of models, some classrooms conduct teacher-directed lessons, failing to be reflective of a school wide belief for successful student learning.
 - The school uses Achieve 3000 to provide additional support for unsuccessful students with options to explore alternative teaching and learning opportunities; however, progress regarding differentiation across subjects and grade to other students is limited.
- Expand opportunities for parents and families to engage in decision making to promote their meaningful involvement and leadership in the school community.
 - Parents are encouraged to participate in a variety of school-wide activities such as the Parent Teacher Association and the School Leadership Team. However, this is not yet an embedded practice in the development of the Comprehensive Education Plan. As a result, parents are not always fully engaged in school leadership and decision making thus, limiting the home school connection.
 - Parents are aware of the ARIS parent link system, but do not yet have access to it or know how to maximize its use. Consequently, parents cannot fully track their child's progress beyond the report card system, nor are they provided with suitable opportunities to hone their own technology skills to support this effort, even though it is a school focus.

Part 3: School Quality Criteria 2010-2011

School name: Khalil Gibran International Academy	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