

Quality Review Report 2011-2012

Roy H. Mann

**Middle School 078
1420 East 68th Street
Brooklyn
NY 11234**

Principal: Jacek Polubiec

Dates of review: April 30 - May 1, 2012

Lead Reviewer: Linda Waite

Part 1: The school context

Information about the school

Roy H. Mann is a middle school with 1116 students from grade 6 through grade 8. The school population comprises 70% Black, 8% Hispanic, 17% White, 3% Asian students, and 1% other students. The student body includes 4% English language learners and 18% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2010 - 2011 was 94.2%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal utilizes the budget prudently and makes educational decisions to support student achievement. (1.3)
 - The effective use of space by the administration provides for a dedicated room for inquiry meetings as well as access to a variety of resources such as furniture, professional books, journals and a computer, all support professional collaborations using an inquiry approach. As a result, teachers are sharing best practices and adjusting their instructional practice. Title III funds support English language learners by offering afterschool support programs that lead to many students reaching higher levels of proficiency on the English language arts and math State exams. Additionally, the budget funds the hiring of an assistant principal of special education, in charge of instruction, behavior, and compliance. Consequently, teachers' professional needs are being met and self-contained and students in integrated co-teaching classes earned 2.0 exemplary credits. The school's use of a School Based Option provides extended day three times a week for students, and time on Thursdays for teachers to participate in inquiry work in addition to their regularly scheduled common planning sessions that it is built into their programs. As a result, teachers use the extended time to collaborate, share best practices, and create tasks which are positively impacting on student achievement as noted by the scholarship pass rate in the four core courses recorded on the Progress Report
- The principal and school leaders effectively utilize the observation process and student learning outcomes to promote professional growth. (4.1)
 - School leaders utilize a research-based framework and rubric to conduct short frequent cycles of observations based on a particular focus. All teachers receive via short cycles, formal and informal observations with immediate individualized verbal and written feedback that provides clear, actionable next steps. Feedback to an English teacher focused on asking questions that could be answered with a yes or no response. It was suggested that the teacher utilize open-ended questions and was then given specific examples such as, "How did Maniac Magee's aunt and uncle show what type of family they were?" This, coupled with professional collaborations with peers, is providing time for reflection and revision of practice, leading teachers to feeling supported as noted by school generated teacher surveys. Teachers utilize Google forms to set goals and electronically share them with administrators. Early in September, teachers meet with their assistant principal to develop and implement action plans. Thus, teachers actively engage in reflection and are accountable for meeting goals that impact their professional growth. School leaders utilize goals, next steps, and student learning outcomes to plan school-wide and differentiated professional development for small groups and individual teachers. School-wide conferences include Classroom Management, Common Core Learning Standards, Curriculum Mapping, Instructional Expectations, Lesson Planning, Math and Literacy Bundles, while a small group of literacy teachers received further development on Looking at Student Work and Adapting Literacy Bundles. Furthermore, personalized

professional development for one teacher consisted of peer Inter-visitation, demonstration lesson, Differentiation and Effective Questioning. As a result, administrators address teachers' professional needs on various levels, thus promoting adult and student learning. Furthermore, the principal utilizes observations and student learning outcomes to make rating/retention and tenure decisions, impacting both teacher and student learning outcomes.

- The school maintains a culture of mutual trust and positive attitudes towards learning that support the growth of students and adults. (1.4)
 - The school's recent creation of grade-level learning communities each located on a different floor, having distinct lunch periods, and supervised by specific assistant principals, counselors, deans, and teachers, allows faculty and students to interact and engage in conversations on many different levels throughout the school day. Consequently, students report they are well known by their teachers and counselors and that they feel comfortable seeking academic and social-emotional support when needed. Additionally, students take advantage of, and teachers and counselors monitor, the utilization of the 37 ½ minute extended day program held Monday through Wednesday, tutoring by teachers, and after school programs, which all have a positive impact on their academic achievement and progress. Furthermore, the formation of the newly created student government provides students voice and active participation in school-wide decisions, including reviewing and discussing various aspects of the Learning Environment Survey, organizing fund raisers for cancer, St. Jude's Hospital for Children, and arranging for dances. Additionally, students utilize and demonstrate their journalistic skills in writing articles on a multitude of topics for the newly created school newspaper, *The Roy Mann Times*. Hence, students are developing leadership and feel valued and appreciated by school officials.
- School leaders and faculty utilize a comprehensive range of data to create a clear picture of the school's strengths and areas of need to improve student performance and progress. (2.1)
 - The school effectively analyzes a variety of data sources including State English language arts and math assessments, attendance, suspension, and compliance data, to determine appropriate policies and practices. Exam data is disaggregated by all students, by grade, ethnic sub-groups, gender, and at-risk populations, to determine appropriate academic intervention services and teacher assignments. As a result, most recent data indicates a 4.4% increase in performance for all students in English and a 4.6% increase in math. All but one ethnic sub-group made gains with male students exceeding last year's performance by 3% in ELA and 2.7% in math. Additionally, there is a 1% increase in attendance bringing the rate to 95%, principal suspensions are down 18%, and compliance is at the 90% range.
- Parents have valuable opportunities to be involved in their children's learning and monitor their progress through regular and open communication. (2.4)
 - The school's use of Engrade, an on-line program, allows teachers to communicate pertinent academic and behavioral information on a regular basis to parents and students regarding attendance, completion

of class-work, homework, exit projects, test scores, and conduct. Additionally, parents can ask questions or provide updated information that may impact learning. This, coupled with four report cards, four detailed progress reports, Fall and Spring school conferences, teacher feedback on assignments, phone messenger, telephone calls by teachers, counselors and the parent coordinators, and daily student progress sheets, if needed, provide an opportunity for students and families to monitor progress towards meeting instructional and behavioral expectations. Hence, students and their families are able to articulate next learning steps, and the academic intervention services necessary to improve targeted learning outcomes.

- The school conducts workshops on topics such as Understanding the ARIS Parent Link, Academic Expectation and Behavioral, The Structure and Content of the English Language Arts and Math Examinations, High School Application Process to help families better understand their child's performance, which in turn, improves communication and collaboration with the school. As a result, more parents are attending workshops and more students are attending tutorials, extended day, and PM school.

What the school needs to improve

- Develop rigorous curricula and tasks that will promote students higher order thinking and problem solving skills. (1.1)
 - The school offers a broad curriculum including the arts, I-Zone, and foreign language, (French and Spanish), to a variety of learners. Regents' level science courses are rigorous and challenge students to think critically; leads to students achieving 100% passing rates in Living Environment and Earth Science Regents' exams. Teachers create curriculum maps that align to Common Core Learning Standards across grade levels and subject area. An analysis of formative and summative assessments serves to identify gaps that need to be emphasized to improve learning outcomes. However, while some units of study and lessons are rigorous and challenging, others are not. In a social studies class students read excerpts from various selections of literature to extend their understanding of the time-period and events in order to respond to high-level questions posed by the teacher and classmates. In another class, students were asked a series of literal-level questions to complete a chart. As a result, there is a discrepancy between expectations for those students in higher functioning classes and students with disabilities and English language learners. Also, not all English language arts and math teachers engage in reviewing and adapting performance tasks to promote rigor and access student learning. Consequently, coherency of practice is limited and the level of rigor is not consistent across grade levels.
- Ensure that activities and student work products are differentiated sufficiently to meet the needs of all students. (1.2)
 - The principal's belief that data drives instruction, instruction needs to be differentiated and students must be actively engaged in their learning, is taking root within the classrooms. Within the framework of the workshop model lesson, teachers utilize data to form learning groups, differentiate materials, and sometimes process. However, the complexity of tasks is not yet consistently differentiated to meet students' individual needs. In several

math classes students were determining probability, working in groups by skill level, using dice, spinners, tokens and a set of questions such as, "What is the probability of rolling a 6?" While questions and numbers varied, students were not asked to apply information to solve real-life situations. Therefore, some students were not challenged to think and problem solve on higher levels.

- Utilize on-going assessment practices and analyze information on student outcomes to adjust instructional practices and promote student progress. (2.2)
 - Teacher teams utilize assessments such as periodic assessments and performance tasks and rubrics to evaluate student performance. However, the feedback given does not always address the key features of the task. Therefore, instructional and curricula decisions do not always align to the needs of the students. Teachers utilize questions, do-nows, application activities and share outs to assess student learning. However, some teachers do not use the information to adjust their teaching practices. Therefore, some students do not benefit from having questions rephrased or the lessons re-taught using a specific learning modality. Thus, not all students benefit from the assessment or teaching, thus limiting their learning.
- Create systems for evaluating the quality of curricular and organizational decisions to make adjustments and increase coherence across the school to improve learning outcomes. (5.1)
 - Teachers utilize Atlas Rubicon to modify content area curriculum according to the needs of specific student groups and make necessary curricular and instructional adjustments as needed in response to the Common Core Learning Standards and students' learning needs. However, school leaders do not consistently monitor the evaluation process, thus the progress of some students is hindered. School leaders build capacity by having teachers serve as team leaders and facilitators on inquiry and common core standards teams, but it has not yet provided training in facilitation skills that would ensure coherent practice and focus by teams in reviewing and evaluating curriculum.
- Utilize collaborative and data informed processes to set measurable learning goals for sub-groups and targeted students in need of additional support. (3.2)
 - Although some teachers and teams use data to identify targeted learning needs and set goals for individual and groups of students, the goals are not measurable or differentiated. Therefore, instruction may not meet all students' needs. While goal setting is leveraging changes in instructional practice, it is not consistently rigorous for all students. Consequently, students with disabilities and English language learners are not accelerating in comparison to their general education and English proficient peers.

Part 3: School Quality Criteria 2011-2012

School name: Roy H. Mann	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 as evidenced by meaningful student work products?				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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?				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 staff, students and families, and support students and families to achieve them?			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, guidance/advisement 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, with particular attention to the CCLS?		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