

Quality Review Report 2012-2013

Roland Hayes

Middle School K291

231 Palmetto Street

Brooklyn

NY 11221

Principal: Jacqueline Rosado

Dates of review: March 5 & 6, 2013

Lead Reviewer: Lillian Druck

Part 1: The school context

Information about the school

Roland Hayes is a middle school with 643 students from grade 6 through grade 8. The school population comprises 21% Black, 78% Hispanic and 1% other students. The student body includes 10% English language learners and 13% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2011 - 2012 was 89.1%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal organizes resources, partnerships and time effectively to build teacher capacity and support instructional goals in order to achieve success in meeting students' needs. 1.3
 - The school incorporates programs including Achieve 3000, Read and Succeed, and computer adaptive technology to assess learning and expand instructional resources for high needs students during extended day and after school programs. Partnerships with a community-based Beacon program and Brooklyn Community College provide supplemental instruction and support students' college and career readiness skills. Special programs such as Lincoln Center Jazz, Fusha Dance Company, Respect for All and dance sessions conducted by teaching artists for designated classes promote self-esteem and expose students to the arts. Staff members designated as instructional leads engage teachers across grades and content areas in the analysis of student work to determine progress toward meeting the school's instructional goals. Therefore, the principal's frequent and timely utilization of available funding results in effective programmatic and organizational decisions, thereby maximizing the school's efforts to meet students' needs as noted in Common Core aligned units of study, goal sheets and work samples in student folders.
 - The extended day period was expanded by adding an after school block of time to provide academic interventions for English language learners, students with disabilities, and students in the school's bottom third. These sessions are strategically staffed by teachers who work with target groups of students during the regular school day and who possess a high level of expertise in the content areas they teach. The assigned teachers regularly discuss the progress of students at team meetings to ensure that they are keeping up with grade level coursework and meeting their learning goals. For example, following the analysis of instructionally targeted math assessments, grade 8 math students who were having difficulty with the content presented in class were provided with small group support, targeted instructional strategies and visuals such as charts, diagrams and illustrations to address common errors and misconceptions during the after school sessions. As a result, 90% of the students who participated in the after school sessions improved their performance as noted in work products and post assessment results.
- Various partnerships, embedded structures and collaborative efforts contribute to a school environment that promotes learning and enhances students' personal growth. 1.4
 - The principal, social worker and guidance counselor meet every morning to debrief on daily interactions with students and situations that require follow up related to attendance, mediation or conflict resolution issues. The school support team drives efforts to ensure that designated staff members implement specific plans, intervention strategies and preventative measures to appropriately meet students' learning needs. A partnership with Counseling in Schools, which was arranged with the

Office of Youth Development, includes a team consisting of a social worker and two college interns. This team works collaboratively with the school support staff to offer clinical and counseling services to target students and help connect families to outside agencies in an effort to help meet their special needs so that students experience success in school. Attendance and punctuality are monitored daily by members of the attendance committee and concerns are followed up through home visits, phone calls and parent meetings. The school's coordinated efforts in providing appropriate supports to meet the needs of students has resulted in improved attendance and a 75% decrease in students who report to school late as noted in Automate the Schools (ATS) reports.

- The principal works closely with the instructional cabinet, student support team, parent executive board and student council to promote a coherent message which fosters responsible and effective academic and personal behaviors. Professional development topics such as Classroom Management Strategies, Dealing with Crisis Situations, Managing Conflict, and De-Escalating Situations in the Classroom have increased staff capacity in creating a positive learning environment. Family events include workshops and community-based activities that enhance parenting skills and offer targeted strategies to instill in students positive attitudes and acceptable behaviors that lead to their academic and personal improvement. The combined efforts of all constituencies and the aligned supports for students have resulted in fewer suspensions, specifically from 58 suspensions reported from September 2011 through February 2012 compared to 17 suspensions reported from September 2012 to February 2013.
- School leaders effectively use evaluation tools to closely monitor and evaluate pedagogy with a clear focus on improving professional growth. 4.1
 - The supervisory cabinet uses the Danielson framework to track and monitor teachers' development in creating a positive classroom culture, designing coherent curricula and enhancing questioning and discussion techniques. Supervisors use data from classroom visits, lesson observations and student work to provide timely feedback to teachers regarding their strengths, areas of weakness and next steps to improve their teaching skills. Supervisors also use this data to plan professional development, design support for new teachers and create improvement plans that target areas of need to improve practices in identified domains. New teachers benefit from the individualized support they receive from Teacher Leads and from inter-visitations to model classrooms for demonstration lessons. During team meetings, teachers reported that supervisory feedback and professional development on the expectations outlined in the Danielson rubric on questioning and discussion techniques have helped improve the quality of their questions and honed their skills in asking more open ended questions to elicit student thinking and discussion. As a result, instructional practice has improved as noted in the positive progression of feedback to teachers in observation reports, thereby positively impacting student learning.

What the school needs to improve

- Strengthen the delivery of lessons and curricula so that academic tasks promote higher levels of thinking and cognitive engagement for all students. 1.1
 - The instructional cabinet, teacher teams and instructional leads enlist the support and expertise of the Children First Network (CFN) achievement coaches in designing units of study aligned to the Common Core Learning Standards. Binders across subject areas include curriculum maps that incorporate essential questions, information to help bridge what students know to what they need to learn, grade-specific units of study and performance tasks adopted from the Common Core Library. In addition, scaffolds for subgroups of students are outlined in curriculum maps across grades and subjects. However, during visits to some classrooms, students were observed copying information and graphic organizers, responding to questions in their notebooks, and working in a compliant, passive manner on assigned tasks. Therefore, although curricula and lesson plans target key standards aligned to the CCLS (Common Core Learning Standards) units of study, the academic tasks and lessons did not consistently promote rigorous habits to engage all students, specifically English language learners and students with disabilities, in developing their cognitive thinking skills across all grades and subjects, thus hindering their academic achievement.
- Promote consistency in the use of instructional strategies and the delivery of lessons so that they fully challenge thinking to improve student learning. 1.2
 - Clear expectations for classroom practice as outlined in the Danielson teaching framework as well as the workshop model in most classrooms reinforce the school's beliefs that students learn best when they work on learning tasks that allow for different pathways to meet their needs. Curriculum maps and lesson plans refer to graphic organizers and varied templates to scaffold learning and activate thinking. However, class visits do not reflect the consistent use of adequate scaffolds, interactive activities and lesson adaptations to challenge and push the thinking of special needs students and English language learners. This limits the range of learning opportunities that would enable these students to work to their full potential to generate high quality work products that meet the demands of the CCLS. As a result, some students are not always motivated to fully participate in discussions that foster higher levels of thinking and maximize their learning.
- Improve the use of assessment results to ensure academic progress and inform effective instructional adjustments to meet the needs of all students. 2.2
 - Teachers use Common Core aligned assessments and performance task rubrics generated from the Common Core Library to determine student progress toward course benchmarks across classes and grades. Assessment data is available in the school's data binders. However, the assessment information is not consistently used across classrooms to strategically inform effective revisions to lessons with the purpose of improving identified learning gaps. Additionally, the use of student self-

assessments are not common practices across classrooms and checks for understanding were not consistently observed during class visits. Consequently, adjustments to lessons as noted in learning activities and general feedback posted on student work do not provide detailed next steps that are clearly understood by students to improve their learning, thereby limiting opportunities to accelerate their learning potential.

Part 3: School Quality Criteria 2012-2013

School name: Roland Hayes	UD	D	P	WD			
Overall QR Score		X					
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		X					
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?		X					
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?			X				
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?		X					
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?			X				
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?			X				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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					
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed