

Quality Review Report 2012-2013

High School of Sports Management

High School 348

**2630 Benson Avenue
Brooklyn
NY 11214**

Principal: Robin Pitts

Dates of review: February 4-5, 2013

Lead Reviewer: Aimee Horowitz

Part 1: The school context

Information about the school

Sports Management is a high school with 335 students from ninth grade through grade 12. The school population comprises 68% Black, 23% Hispanic, 6% White, 2% Asian students and 1% other. The student body includes 4% English language learners and 14% special education students. Boys account for 90% of the students enrolled and girls account for 10%. The average attendance rate for the school year 2011 - 2012 was 82.3%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal's purposeful and effective organizational decisions are aligned to the school's instructional goals, resulting in a positive impact on student learning. (1.3)
 - The Principal's Leadership Committee's (PLC) reflection on last year's work along with a comprehensive data analysis revealed the need to focus on improving student academic progress and increasing positive behaviors. To foster an environment that supports academic progress the school day begins with a morning meeting during which students read sports industry current events, are informed about school wide initiatives, and learn how to become better students. Meetings provide time for problem solving and for faculty and students to set common goals prior to the start of class. The school created and implemented uniform classroom protocols and expectations within school facilities and opened a Student Life Center, so that students can "stop and think" while reflecting on and redirecting their behavior from negative to positive. Advisors monitor students' academic and social emotional progress, communicate with parents, and act as student advocates to increase student success. A partnership with University of Massachusetts enabled the school to enhance its Sports Management curriculum so that it is now project based and provides students with college and industry ready transferrable skills in business communication, publishing and operations, and event planning. Thus, as compared to the 2011-12 school year, classroom incidents resulting in suspension have decreased by more than 50%, 9th grade tardiness has decreased, and 10th grade attendance has improved by 7%.
 - Staff time is structured such that teachers have daily common planning time for teacher led grade and department team meetings. Teams evaluate teacher and student work and analyze assessment results to target instruction to students' areas of weakness, to inform revisions to curriculum maps, and to plan and revise Common Core Learning Standards (CCLS) aligned units and tasks. Administration meets regularly with team leaders to discuss each team's progress and challenges, to monitor progress towards school wide goals, and to plan professional development based on team leaders' input. The PLC, a body with representation from all school constituencies, meets regularly to examine school structure and build capacity. PLC members lead school initiatives aligned to school-wide goals including teacher development, improving school culture, character building, and community and college outreach. Student time has been restructured so that 9th grade students have double periods of math and English, and 10th grade students have additional periods of English instruction. This supports students in developing critical reading and writing skills, building stamina for reading and problem solving, and increasing academic vocabulary. As a result students are reading informational text, first semester scholarship reports indicate increased credit accumulation in three grades, and 50% of 9th grade students have passed the Regents examination in Integrated Algebra.

- Students, staff, and families appreciate the school's focused efforts on maintaining a safe and inclusive environment that supports students' academic and social emotional growth. (1.4)
 - Students participate in school wide decision making through student council. Students are collaborating with Reebok to redesign student uniforms, are working with the administration to build a student mentoring program, and provided input into the curriculum of the senior sports management course. Students state that the newly established Student Life Center "has helped us reflect on our behavior and tone it down. Incidents in our classes have decreased, fewer students get in trouble, and now they understand that what they are doing will not help them in the long run." New rules and structures like morning meeting and advisory have fostered mutual respect and changed the way students interact with teachers. Students and staff promote a professional dress code by participating in "Bowtie Wednesdays", which has had an impact on conduct. As a result, a greater number of student athletes have passed all of their courses and are on Honor Roll, the classroom environment is more conducive to learning, students trust their teachers, and know that their voice is valued in helping to improve their school.
 - Each freshman is assigned an advisor to provide social emotional and academic support, and monitor student progress. Advisors review students' progress reports, report cards, and transcripts as well as support their social emotional growth through team building and problem solving activities. Students in grades 10-12 are assigned a counselor who with administrators review students' transcripts and progress towards graduation, while also supporting their social emotional growth. In addition, advisors and counselors meet individually with students, and administrators push into classes with a focus on behavioral expectations. Support for reading a high school transcript, understanding graduation requirements, and the college application process is also provided. Grade teams use a Kid Talk protocol to facilitate interventions for students in need of academic intervention. In addition, the Student Life Center provides students behavioral management counseling so that they can redirect their behaviors and establish positive relationships. As a result, students are well aware of the requirements for graduation and college readiness, and classroom and hallway incidents have decreased.
- School leaders' use a research-based framework to provide focused observation feedback to teachers with actionable next steps to elevate practice. (4.1)
 - Due to frequent observations by the principal and assistant principal as well as an analysis of students' work, teachers report coherence between feedback received from administrators and coaches and professional development. Support from colleagues through team meetings and a formalized Professional Pedagogical Partners (3Ps) program furthers teacher development and reflection while providing additional support to those new to the profession. Actionable feedback aligned to school wide and professional goals that each teacher sets in reference to the Danielson Framework for Teaching facilitates improved practice and development of a common definition and language of highly effective

teaching and practice. This enables teachers to better understand next steps to improve their practice.

- Teachers are provided with feedback noting their strengths, areas in need of improvement, and next steps. Actionable next steps are explained with specific attention to questioning, engaging students in critical thinking based discussion, providing access to English Language Learners (ELLs) and students with disabilities (SWDs), engaging students in vocabulary development, and creating a classroom environment conducive to learning. Examples of feedback provided to teachers following observations include: “[I]t is important to include visual references so that he can make connections to the given content” and “Incorporate collaborative work so that students can give each other feedback.” This feedback supports teachers in providing all students with entry points into the lesson as well as engaging students in discussion based on critical thinking. Observations and conversations during post observation conferences consistently focus on teachers’ progress in specific competency areas and the implementation of feedback resulting in their professional growth.

What the school needs to improve

- Increase the level of rigor in the curricula to consistently include Common Core aligned units and tasks that engage students in critical thinking and evidence based discourse to support higher order work products. (1.1)
 - The school is focused on creating a learning environment that supports student achievement, designing coherent instruction across grades and subject areas, and ensuring that all teachers are implementing the CCLS and the Citywide Instructional Expectations (CIE) shifts so that students meet college readiness targets. Curricula provides teachers guidance on planning learning activities that include multiple access points for SWDs, ELLs, and struggling learners through the use of visuals, graphic organizers, auditory supplements, student choice, scaffolding questions, and making lessons relevant with real world applications. Further, a coach and team leaders support teachers in developing standards aligned coherent curriculum and in creating CCLS aligned tasks and assessments so that students become college ready. Tasks in Sports Management courses generally facilitate higher order thinking, problem solving, and real world applications. Examples include students planning, organizing, and advertising the annual Celebrity Charity Softball Game at Cyclones Stadium. In this venture student apply their classroom learning to the real world, gaining experience in event planning, finance and management, and media relations. Students also directed and produced a film detailing the impact of Super Storm Sandy on the Coney Island community. However, questions and tasks that facilitate higher order thinking and writing are not yet incorporated across core content areas. This limits the school’s ability to cognitively engage all students in problem solving and higher order thinking to produce extended responses with evidence based discourse. This hampers the school in ensuring that students are college and career ready.

- Deepen the level of instruction so that lessons and tasks consistently engage students in critical thinking that extends opportunities for all students to learn and achieve at high levels. (1.2)
 - The school believes that students learn best by doing. Rigorous tasks and behavior are modeled for students so that they can then engage in the tasks independently or in groups. Professional development has included support for establishing an effective environment for learning and using Depth of Knowledge (DOK) and Hess's Cognitive Rigor Matrix to create higher order tasks and questions, to cognitively engage students in learning. However, not all teachers are providing students with appropriately challenging tasks or in higher order thinking through questioning and writing tasks. Student to student discourse, accountable talk, and extensions to support higher achieving students are also limited, thus limiting student achievement.
 - Lessons in most core academic areas are teacher centered. Although students are familiar with DOK and can identify levels of questions, they do not yet generate their own high level questions. As a result, not all learners are pushed to think, speak, and write at high levels, limiting self guided inquiry and reflection. Student writing and discussion are evident in all classes; however tasks are often limited to writing sentences, paragraphs, and brief essays of information. Writing tasks in core courses seldom require students to independently research or analyze information. Consequently, students are not consistently engaged or adequately prepared for Regents examinations.
- Use varied assessment data and standards aligned rubrics to analyze student performance in order to provide students with feedback and target instruction to areas of need. (2.2)
 - While the school recently implemented a uniform school-wide grading policy providing faculty with feedback regarding student achievement on exams, participation, and projects, students were unaware of the policy or how their achievement in various components of their class work impacted their grades. Although English teachers consistently use rubrics, not all rubrics are standards aligned. Further, this practice is not consistent across disciplines. This results in limited feedback to students about how to improve their work in order to bring it to the next level as well as teachers' ability to target instruction to students' areas of need.
 - Teachers assess student understanding through questioning, however limited use of varied types of assessments for understanding during instruction hampers awareness of students' needs and impedes teachers from making effective and targeted instructional adjustments. Moreover, limited opportunities for student self-assessment during daily instruction curbs student awareness of next steps in order to improve their work and impacts teachers' understanding of student progress and achievement.

Part 3: School Quality Criteria 2012-2013

School name: High School of Sports Management	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