

Quality Review Report 2013-2014

The HS for Innovation in Advertising and Media

K617

**1600 Rockaway Parkway
Brooklyn
NY 11236**

Principal: Adaleza Michelena

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Lead Reviewer: Aimee Horowitz

Part 1: The school context

Information about the school

The High School for Innovation in Advertising and Media is a high school with 321 students from ninth through grade 12. The school population comprises 87% Black, 8% Hispanic, 3% White, and 2% Asian students. The student body includes 7% English language learners and 20% special education students. Boys account for 66% of the students enrolled and girls account for 34%. The average attendance rate for the school year 2012 - 2013 was 86.2%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal's hiring, organizational, and scheduling decisions are aligned to the school's goals, facilitating growth in adult and student learning. (1.3)
 - A comprehensive data analysis and an evaluation of teacher practice, informed the focus on three overarching areas for improvement; improving student attendance, instruction, and assessment to increase student achievement. An assistant principal was hired to aid in improving instruction that is a literacy expert, skillfully provides actionable and granular feedback to staff, and shares in the school's instructional vision and has successfully used instructional technology to increase engagement of students in learning. As a result, teachers more regularly incorporate non-fiction text and literacy strategies that support college and career readiness into content area instruction. A network instructional specialist supports the math department in modifying and implementing the Common Core aligned curriculum while teachers in core disciplines are supported by coaches to meet instructional and school wide goals. To enable special education teachers to gain content area expertise, they are programmed to collaborate with content areas colleagues, thus enabling them to provide students with disabilities with more rigorous learning experiences. All special education teachers are additionally programmed by department and meet with content specialists to collaborate in planning. Accordingly, formative assessment results evidence an increase in students' use of relevant textual evidence in writing. Similarly, performance task results in math indicate an increase in the numbers of students justifying their reasoning. In addition, the school's attendance team has been restructured such that when students arrive late to school a personal intake is completed.
 - The restructured school schedule affords students additional instructional time and incorporates teacher team meeting time into the school day. Department teams meet three days per week to further develop Common Core aligned unit plans incorporating the instructional shifts. Grade teams meet twice weekly, review student work to assess skills and implement grade wide initiatives, thus ensuring horizontal alignment. As a result of analysis of measures of student learning assessments, each grade is implementing a strategy to target students' areas of need. Accordingly, Cornell note taking and annotation are routinely used in the 9th grade and the "Say Something" protocol in 12th grade that sets standards for student responses to text, thus improving cohesive instruction. In addition, accountable talk prompts are used across all grades. As a result of collaboration and the monitoring of student work, instructional practices have elevated leading to increased student engagement, accountable talk, and inclusion of college readiness skills in instruction. Observation reports and student work products indicate that students are consistently required to justify their responses in mathematics. Thus both the length and quality of students' responses has increased. On average, student work indicated that their responses have increased from one to five sentences with students using accurate mathematical language to justify their responses. In core content

classes, frequent exposure to annotation has created a habit of practice for students interacting with text, such that the majority of students no longer require prompts to annotate text.

- Frequent, strategic, and focused observation feedback aligned to the Danielson Framework provides teachers with actionable next steps resulting in improved practice. (4.1)
 - Administrators conduct frequent and focused observations that provide teachers with actionable feedback aligned to the Danielson Framework for Teaching, and teachers report that due to this feedback they “now understand and know where to go.” Further, there is coherence between school goals, teacher goals, and the specific recommendations teachers receive for next steps as noted in review of observation feedback and reports. Accordingly, teachers have increased their understanding of engaging and rigorous instruction and are improving their practice as they progress towards meeting their goals. A review of observations conducted this year indicates that while 100% of teacher were developing or ineffective in all competencies during the 2012-2013 school year, 70% are now rated at least at developing in using assessment in instruction and consider assessment as part of their practice. Additionally of the 65% of teachers who were ineffective in using questioning and discussion, 8% have progressed to effective and the vast majority of the remainder has progressed to developing.
 - Written and verbal observations provide teachers with feedback, noting strengths, weaknesses, and actionable next steps with specific attention to the use of formative assessment strategies, checks for understanding, and questioning to engage students. Follow up observations and conversations focus on monitoring teachers’ progress towards meeting individual and school wide goals. The use of the Danielson Framework, participating in the Teacher Effectiveness Pilot, teachers putting Framework components into their own words, and using the Framework to rate and norm practice and artifacts ensures that teachers understand the Framework. Feedback focused on implementing formative assessments and using the data to inform instruction, planning checks for understanding, questioning to engage students, and identifying missed opportunities for rigorous discourse coupled with teachers’ reflections, provides teachers with tools to assess current practices and identify their next steps, resulting in a clear understanding of their own needs and how to improve their practice. As a result of this feedback design, many teachers employ trackers to monitor the quality of student discussion and have students reflect on their learning and monitor their progress through self-assessments. As a result, 60% of teachers consistently employ a school wide formative assessment model and use the resulting data to inform instruction and provide feedback with respect to student growth in target skills such as using information from text to inform creation of a thesis.
- The school’s effective systems for self evaluation, review, and modification of curriculum, use of resources, and the quality of teacher team work ensure focus on improving student learning. (5.1)

- In conjunction with the math team, school leaders are piloting the use of a school developed protocol aligned to the Tri-State Rubric, a criterion based tool used to measure lesson and unit alignment to Common Core Learning Standards (CCLS) in Massachusetts, New York and Rhode Island, and to assess alignment of curriculum units to Common Core standards. Based on feedback, teachers collaborate and revise units and plan upcoming units. Using school developed Google tools, teachers regularly receive written feedback on lesson plans. School leaders track categories of feedback provided, using the data to target and design professional development. As a result, school leaders now meet with data-identified specific teachers for a cycle on lesson planning, first coaching the teacher in planning intentional tasks aligned to lesson objectives, observing, and then meeting with the teacher to evaluate student work resulting from the task. Further, professional development plans are routinely revised to include developing tasks to address students' skills and ensuring tasks are aligned to skills based lesson objectives.
- School leaders collect team meeting agendas and minutes and are provide written feedback on minutes. Leaders regularly join team meetings to assess effectiveness to determine needs and provide professional development. This has led to an increased focus on pedagogy and student achievement during team meetings; has helped teachers understand the value of teaming; and has resulted in productive "kid talk" as evidenced by specific and targeted action plans for students in need of support. School leaders use a tracker as well as a Google Advance folder for each teacher enabling them to easily reference and follow up on prior feedback, while also enabling each teacher to track his or her own progress. As a result school leaders are now able to make strategic decisions as to which leader will observe specific teachers or departments based on areas of expertise and the needs of staff. For example, the assistant principal will now observe Career Technical Education (CTE) teachers to ensure they are infusing the Common Core expectations of informational text and literacy into instruction.

What the school needs to improve

- Continue developing Common Core aligned units and data informed tasks that consistently include critical thinking skills, evidence based discourse, and higher order work products to cognitively engage all students. (1.1)
 - While some teachers plan Common Core Learning Standards (CCLS) aligned units of study that incorporate the instructional shifts and literacy standards, this is not yet consistent across disciplines. Select unit plans provide some guidance leading teachers to plan learning activities that include multiple access points for students with disabilities and struggling learners through the use of scaffolds, graphic organizers, Venn diagrams, student choice, and relevant real world applications. However, this is not yet consistent across all disciplines. Further, the accompanying tasks do not yet reflect questions designed at a high level, resulting in student tasks that generally lack rigor, thus minimizing the school's ability to cognitively engage all students in higher order thinking, problem solving, and forming arguments and refuting counterclaims. Thus, there is inconsistency in the depth of work students are engaged in and extended

responses and work products do not yet fully integrate the CCLS. This prevents all students from engaging in learning activities that ensure college and career readiness.

- Deepen the level of instruction so that lessons and tasks consistently provide access and engage students in critical thinking with rigorous and challenging tasks in order to improve student learning outcomes. (1.2)
 - In some classrooms students engage in tasks that challenge them to justify their responses, use multiple strategies to solve problems with applications for the real world, critique the reasoning of others, and develop academic language. In a math class, students had previously used the Frayer model, a visual vocabulary organizer, to exhibit their understanding of mathematical vocabulary used during a lesson on applying equations and inequalities in solving real life problems. During the lesson students justified their reasoning, confirmed or disproved the conclusions of others, and evaluated one another's responses using a rubric. However, not all students across subjects are actively engaged with tasks that require them to demonstrate their thinking. In a CTE production class students were to create a strategic plan for NFL Gospel Fest, an event students are creating a campaign for. Students sat in groups to list ideas as to how they could use social media to get the word out about the event. Students were not provided with actual models of strategic plans, could not explain what a strategic plan is or its relevance to the campaign, and were not required to justify why their ideas for publicity on social media would attract attention. The teacher routinely interrupted students and asked low-level questions. Students were not actively or cognitively engaged, were not required to defend their ideas or critique the responses of others, and did not meet the lesson's objective as they did not create a strategic plan. In another class, students were in groups and asked to read excerpts from *The Scarlet Letter* and respond to questions. However, many students could not access the text as no scaffolds were provided. The inconsistency in instructional practice prevents all students, including students with disabilities and English Language Learners, from engaging in challenging tasks and producing high level work that prepares them for college and career.
- Improve the use of assessment data to inform instructional adjustments, analyze student performance, target instruction to students' areas of weakness in order to apprise students of next learning steps. (2.2)
 - The school recently implemented a uniform school-wide grading policy providing faculty with feedback regarding student achievement on performance tasks, essays and writing, and participation and projects. Students are now aware of how their achievement in various components of their class work impacts their grades. However, rubrics are not consistently well aligned to standards, and the use of rubrics is not consistent across disciplines. In discussing work with students, many could not explain how their work was graded, whether a rubric was used, or what their next steps to improve their work would be. This limited feedback to students about how to better their work to bring it to the next level as well as teachers' ability to target instruction to students' areas of need prevents both teachers and students from acting upon assessment results to improve teacher practice and student performance .

- A focus this year is to increase access to actionable data teachers can use through structured formative assessment. While some teachers track the quantity and quality of student annotation and use the data to inform the next day's instruction and some have students reflect on their work and learning, in many classes checks for understanding or self-assessments were observed. As the use of ongoing checks for understanding and student self-assessments is inconsistent across the school, teachers are missing opportunities to inform revisions to instruction in order to meet the learning needs of all students. (c)

Part 3: School Quality Criteria 2013-2014

School name:	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 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?		X					
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the 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 supports 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 those expectations?			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 student 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 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?			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