



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

David A. Boody Intermediate School

Middle School K228

**228 Avenue S
Brooklyn
NY 11223**

Principal: Dominick D'Angelo

**Date of review: November 14, 2014
Lead Reviewer: Isabel DiMola**

The School Context

David A. Boody is a middle school with 1,280 students from grade 6 through grade 8. The school population comprises 9% Black, 27% Hispanic, 32% White, 30% Asian, and 2% other students. The student body includes 11% English language learners and 12% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 94.0%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Additional Findings	Proficient
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	Focus	Developing
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	Additional Findings	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Celebration	Well Developed

Area of Celebration

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

All teachers engage in inquiry-based professional collaborations that support analysis of classroom practice and assessments, and implementation of the Common Core Learning Standards (CCLS), embedding processes that allow teachers to have input on key decisions about curricula and teaching practice.

Impact

The work of the teacher teams has resulted in school-wide instructional coherence, improved teacher practice and student progress, and distributed leadership structures that affect learning throughout the school.

Supporting Evidence

- Inquiry teams across grades and content areas disaggregate data from multiple sources including Expeditionary Learning baseline and culminating assessments, I-Ready, School of One mathematics assessments, and Achieve 3000, as well as student work products to understand trends across the school, grades, content areas, classes and individual students. Planning documents, such as unit plans, lesson plans, team minutes and Individualized Education Plans (IEPs) evidence changes that align to data. For instance, in response to data that indicates students across the school are having difficulty providing evidence and analysis in their writing, units of study across all subjects now embed a process called MEAL, (main point, evidence, analysis, link) and strategic places to provide students with scaffolds and support in developing writing skills and meeting learning targets.
- Teachers collaboratively plan and design curriculum maps, units of study, and lesson plans that reflect alignment to CCLS and the instructional shifts in all subject areas and grades. Students have opportunities to engage in challenging tasks and demonstrate increased achievement as evidenced by improvement of at least one rubric level by most students on performance assessments in writing.
- The use of protocols to analyze data and study student work across grades allows for a vertical understanding of learning. Teams publish work on Google Docs allowing articulation of key findings and implications for strategic adjustments throughout the school. Teacher leaders, coaches, and supervisors monitor the work, identify trends, and analyze outcomes through the lens of pedagogic practice. For example, the analysis of student work by teams led to the school asking questions about practice, including “How are we engaging students?” and “Are our questions providing opportunities for critical thinking and meaningful discussion?” Thus, teachers develop scaffolds that, when implemented, provide English language learners and students with disabilities opportunities to demonstrate their thinking while engaging in higher order tasks.
- Teachers across content areas participate in the Teacher Leadership Institute facilitated by Teaching Matters, focusing on utilizing protocols and team-building strategies to support the school’s belief that teams should be teacher-led. The trained group of teachers turnkey their learning, allowing for a rotating schedule of facilitators for inquiry work, curricula review and revision, and developing learning opportunities for each other.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

The use of strategic entry points to provide access to all learners that fosters deep reasoning in student work products varies across the school.

Impact

Across the school teachers provide multiple entry points inconsistently. Thus some students, including students with disabilities, do not have daily opportunities in all subject areas to tackle challenging and engaging tasks that enable them to demonstrate higher-order thinking skills in their work.

Supporting Evidence

- Although lesson plans and unit plans list multiple entry points and scaffolds for students, teachers do not always incorporate the strategies into their lessons. As such, students at differing levels are given the same access points to the work allowing some students to deeply engage with the material and reach or exceed standards, while others including students with disabilities are frustrated and unable to make adequate progress. For instance, a 7th grade Social Studies class had all students reading the same document and answering the same series of question. During the summary class share-out, a few students were actively engaging in answering questions while others did not complete the task, with some having difficulty accessing the documents to formulate answers.
- A review of group work indicated that some students, including students with special needs were not active participants in the task, and rather observed or disengaged while another group member did the bulk of the work. In many instances there were no scaffolds or differentiated materials to ensure that all learners had appropriate access to the task.
- Some teachers use challenging questions to provide students with opportunities for rigorous engagement and to demonstrate higher order learning. For example, after looking at how the Earth and planets formed, an Earth Science lesson asks students to compare and contrast Earth's early life compared to Earth's life today. However, in other classes discourse is limited to a teacher-student cadence of discussion. For instance, in a 7th grade math class, students worked independently on a problem, then responded only to the teacher with the teacher repeating student answers or answering the questions she posed to the class.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

The school has created curricula across all content areas aligned to the Common Core Learning Standards and embedded tasks and activities that consistently promote higher order skills for all students.

Impact

The decision to purposefully focus on developing curricula that incorporates the instructional shifts is building coherence across classrooms that is embedding rigorous habits and higher-order skills that promote college and career readiness for all students.

Supporting Evidence

- Units of study across content areas integrate the Common Core Learning Standards and instructional shifts. Planned activities require students to engage in multi-step problem solving, argumentative writing, text-based response, and content specific vocabulary. An 8th grade English language arts unit provides students with the opportunity to demonstrate learning through an expository essay in which they compare two texts, make a claim, and an argument, and use relevant text-based evidence to support their point.
- Unit plans and lessons in all content areas incorporate academic tasks with multiple access points and scaffolds to meet the needs of all learners. For example, science and social studies planning documents incorporate the use of visual aids, tiered vocabulary, a variety of graphic organizers, sentence strips, and leveled text to provide access to all students, but application of scaffolds is not embedded to the extent that all students, including students with disabilities, can demonstrate their thinking within planned tasks consistently.
- Units of study across all content are building coherence in the development of how tasks are being planned to allow students demonstrate learning. For instance, a 6th grade math unit sets forth an inquiry process for students to discover the rule for adding two integers, embedding a writing task that requires them to document their thinking throughout the inquiry process and show how they uncovered the rule. Students share their findings orally to the class as well, thereby developing skills to communicate ideas

Findings

Teachers across content areas use common assessments, tracks student progress and make adjustment to curricula based on their findings.

Impact

The school's systems that monitor progress by looking at student work, analyzing data and incorporating assessments during instruction inform adjustments in unit and lesson planning to meet the needs of all learners.

Supporting Evidence

- Through data analysis, the School of One math program provides for daily assessment that informs daily grouping and methods of instruction. The program places students for a two-week period into rounds that focus on a specific skill set that the student's personal inventory highlights as being an area of need.
- The use of I-Ready, Achieve 3000, Expeditionary Learning module assessments, and pre and post assessments in content areas provides teachers with disaggregated data through item skill analysis, giving teachers the necessary information to plan lessons that meet the needs of all students.
- The science department designates Thursdays as Data Thursdays to look at student performance on common tasks and adjust units and lesson plans to align to the needs of students.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

High expectations are systematically communicated to the entire school community including teachers, students, and families. Professional development, parent workshops, and teacher feedback place students on a path of college and career readiness.

Impact

Structures that support high expectations across all constituencies establish a culture of mutual accountability in school-family partnerships that support students' achieving college and career ready skills and behaviors and among teachers for meeting school expectations on teaching and learning.

Supporting Evidence

- Articulation of high expectations includes the understanding that everything that “we do at the school we do for students.” Through faculty and team meetings, individual planning conferences, and professional development opportunities administration consistently sets forth the expectations of data driven planning, using a gradual release model of instruction, establishment of routines and procedures, differentiation of instruction, as well as collaboration and professional practices that align to the Danielson Framework for teaching. Professional development focusing on data driven instruction aligned to individual teacher data, and cycles of frequent classroom observations followed by effective feedback, peer inter-visitations, and inquiry teamwork reinforce school-wide expectations.
- Parent engagement activities build family capacity to participate in their children's education. During September's parent night, parents followed their children's schedule, heard teachers' expectations of the semester and discovered concrete methods of supporting student learning. For example, teachers explained that reading at home for a given period of time builds stamina and how asking what their children are doing in school demonstrates that parents believe that what is being done in school is important.
- Regular communication with parents includes a school website, Ed Line (an online system that parents can access), progress reports, phone calls, emails, and report cards, which all provide parents with a clear understanding of expectations and student progress.
- Parents report, “The school places a priority on ensuring that students are ready for high school, not only academically, but socially and emotionally.” A partnership with Council for Unity supports students in developing personal behaviors such as personal responsibility, determination and perseverance, and places a focus on anti-bullying and being a good citizen in preparation for high school and beyond.