



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Entrada Academy

12X384

**977 Fox Street
Bronx
NY 10459**

Principal: Jazmin Rivera Polanco

Date of review: November 7, 2014

Lead Reviewer: Timothy Behr

The School Context

Entrada Academy is a middle school with 288 students from grade 6 through grade 8. The school population comprises 14% Black, 83% Hispanic, 1% White, 1% Asian and 1% American Indian or Alaskan students. The student body includes 33% English language learners and 16% special education students. Boys account for 56% of the students enrolled and girls account for 44%. The average attendance rate for the school year 2013-2014 was 91.0%.

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	Developing
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	Developing
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	Celebration	Proficient
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	Additional Findings	Proficient

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders convey high expectations to support learning so that students and faculty can achieve success in meeting their goals.

Impact

Systems that substantiate high expectations establish greater consistency and responsibility to all constituents resulting in improved instructional coherence to best address the learning and behavioral needs of students. Additionally, teachers are receiving pedagogical support to strategically plan for instructional modalities that are best suited to meet student needs.

Supporting Evidence

- The administration's analysis of observational data using the Danielson Framework informs professional development to improve teachers' questioning and discussion techniques. This allows teachers to learn together and from each other. Teachers were also given Webb's Depth of Knowledge chart to inform instruction that reinforces school-wide instructional expectations.
- English language learner teachers provide workshops to their colleagues to address the school's instructional plan of providing multiple entry points, scaffolds, and intervention strategies for students.
- The principal reported, "Students will participate in lessons that feature focused, open ended questions." Across classrooms observed, students participated in peer to peer classroom interactions that illustrate collaboration to complete academic assignments. This peer interaction supports students to prepare for their next learning steps.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

The use of instructional strategies and the delivery of lessons inconsistently challenge thinking. Student work products reflect uneven levels of student thinking and participation.

Impact

Teachers can identify the academic strengths and areas for improvement of students in their classes. However, teachers do not consistently use this information to inform instructional strategies. Thus, most teachers present generic lessons and students exhibit uneven levels of engagement.

Supporting Evidence

- In a science class, the teacher used manipulatives to scaffold instruction and paired students based on compatibility. However, flexible student grouping, including English Language Learners (ELLs) and students with disabilities, based on skill specific need is not yet a consistent practice across classrooms.
- In classrooms visited, teachers are incorporating ‘I can’ objectives in their lessons and most students can cite what they are expected to learn. Across classrooms, targeted assistance to individual and groups of students is not yet a common practice.
- Some students state that they are able to understand their core content area studies because of performance tasks assignments. Nonetheless, a high level of student thinking is not yet an embedded practice in all classrooms.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Developing
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Findings

Curricula and academic tasks inconsistently promote rigorous habits. Lessons reflect uneven levels of planning to provide all learners, including ELLs and students with disabilities access to the curricula and cognitive engagement.

Impact

Units of study limit diversity of learners to engaging academic activities; thus, students' higher order thinking skills are hindered.

Supporting Evidence

- In an eighth grade math class, students worked on investigations that focus on numerical fluency skills to strengthen basic skills. However, across content areas, teachers have not yet consistently modified curricula and tasks to provide appropriate rigorous activities to meet the unique needs of students.
- The school supplemented the Scholastic Code X curriculum with content related newspaper articles in one unit for ELLs and students with disabilities. However, this unit refinement is not evident across subject areas.
- The school is not taking full advantage of technology and supplemental supports to enhance curricula, lessons, and tasks to maximize student performance. For example, there is no infusion of supplemental software in classrooms observed to support students' time-on-task skills and mastery of skills.

Quality Indicator:	2.2 Assessment	Rating:	Developing
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Findings

Assessment results to monitor student progress and inform curricular are inconsistently used for instructional adjustments. Teachers inconsistently check for understanding and provide opportunities for students to self-assess.

Impact

General data analysis hinders tailored instruction for targeted groups of students and academic intervention service supports. Across classrooms, assessment practices of checks for understanding and student self-assessment inhibits teachers to address the specific instructional needs of all students.

Supporting Evidence

- Social Studies teachers modify curricula to address students' strengths and shortcomings. However, they have not consistently developed common assessments to address these competencies. This analysis leads to a general identification of concepts and skills not attained.
- The school's assessment practices lead to minimal student growth on State exams. Seven percent of students met standards on the State English Language Arts Test and 4% met standards on the State Math Test. These results are below City and District averages.
- A review of the students' English Language Arts portfolios reveals that teachers inconsistently use formative data to adjust instruction and provide students with their next learning steps. Furthermore, across classrooms, the students use of rubrics to self-assess their writing is not yet a common practice.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

The majority of teachers are engaged in teacher inquiry teams that enhance teacher practice and promote student progress.

Impact

Teacher teams share responsibility of students and plan together resulting in a more coherent approach to teaching and learning for students.

Supporting Evidence

- The eighth grade teacher team meets weekly to plan collaboratively. They are currently reviewing the New York State English as a Second Language Achievement Test and Word Generation data to revise seating charts via ability grouping to address students' learning needs and provide differentiated resources to help students succeed in the classroom.
- Teachers and teams of teachers use Achieve 3000, the Measures of Student Learning Rubric, and the Positive Behavior Intervention and Supports (PBIS) data to set, monitor, and adjust student goals and plan instruction. These efforts have ensured that teachers are part of instructional changes that positively affect teacher practice and student learning across the school. For example, book clubs are formed to improve student reading stamina, comprehension skills and ability to reference to text-based evidence.
- Grade team leaders (GTLs) collaborate using the inquiry model focusing on the PBIS and Response to Intervention strategies prioritizing student engagement and learning. GTLs share best classroom activities and practices. Furthermore, they collaboratively emphasize appropriate behavior and theories of action to promote active involvement.