Quality Review Report

2014-2015

Roy Campanella High School
Brooklyn Occupational Training Center

High School K721

64 Avenue X
Brooklyn
NY 11223

Principal: Barbara Tremblay

Date of review: April 21-22, 2015
Lead Reviewer: Robin Cohen
The School Context

The Roy Campanella High School is an elementary/high school with 506 students from grade K through grade 12+. The school population comprises 43% Black, 20% Hispanic, 22% White, and 15% Asian students. The student body includes 31% English language learners and 100% special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2013-2014 was 85.0%.

School Quality Criteria

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

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher teams and leadership development</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

All teachers participate in highly developed collaborative inquiry–based Professional Learning Communities (PLC) that consistently look at teacher practice, examine student work and analyze data. Embedded leadership structures ensure teachers have input on key decisions about curricula and teaching practices.

**Impact**

The work of professional collaborations, the use of cohesive curricula, and sharing best classroom practices result in a collective commitment to increase student achievement and strengthen instructional capacity.

**Supporting Evidence**

- All teachers participate in Professional Learning Communities (PLCs). There are twelve PLC teams, organized according to grade band and similar student population that meet at least twice weekly to discuss and analyze student work products and multiple sources of data. Unique to the school are teams with a specific foci such as the: Culinary Program, Digital Media, Early Childhood K-2 Program (new to the school), Inclusion, Post-Secondary Preparation, Consumer Education, and Community-based Learning/Full Time Work-Sites.

- The school's curriculum team reviews and updates curriculum maps, culminating tasks, and scoring rubrics ensuring the implementation of the Common Core Learning Standards across all sites. PLCs ensure all tasks are rigorous and appropriately challenging, thereby encouraging higher order thinking skills. In addition, team members suggest collegial inter-visitations based on teachers’ stated areas of need that result in strengthened pedagogical practices. As a result, student work samples demonstrate consistent increases in writing stamina and 64% of classes have gained an initial baseline score in their vocational competencies by greater than 10%.

- Teachers take on leadership roles such as instructional coach, data specialist, and team leaders. Through the inquiry cycle, teachers choose an area of focus for a 4-6 week period where they discuss intervention strategies for identified students to improve instruction. PLC teams effectively implement systems to monitor a variety of student data and classroom practice that informs instruction leading to the achievement of goals for all students. Each team fills out the *Believe to Achieve - What are we looking for?* form that identifies the focus, desired outcomes, and next steps, in addition to areas of concern/growth, students that progressed/regressed, and strategies that worked and potential strategies to try. Within the PLC configuration, leadership structures are in place that drive their decision-making. During the Consumer Education Meeting, the focus was SANDI scores in writing and math. Specifically, students had difficulty with word problems and abstract thinking. The intended outcome was students’ ability to write a reflective essay about their community experience at the corner store. Potential strategies were: develop “mood charts” and visual prompts; implement a daily reflection journal. Staff articulated the belief that administration encourages staff collaboration.
Findings
The school uses common assessments and rubrics aligned to its curricula to determine student progress. Teachers check for understanding, providing actionable feedback.

Impact
School leaders and teachers have an ongoing understanding of the progress of all learners which informs instructional practices at the team and classroom level. However, meaningful teacher feedback resulting from student self-assessment and peer-to-peer assessment varies, thereby, limiting student awareness of their next steps.

Supporting Evidence
- SANDI assessments are administered twice yearly which measures students’ English language arts, math skills, vocational aptitude, identify student academic gaps, and are used to help generate Individualized Education Program (IEP) goals. In addition, teachers use their curricular specific pre-and-post assessments. Teachers use this data to identify students’ area of need, establish class-wide instructional foci, and form reading and math groups.

- In all classrooms visited, Student Learning Datafolios consist of student background data, formative and summative assessments, student work products from all content area subjects, and targeted academic/behavior intervention work samples, which are used to track achievement towards IEP goals. Teachers’ feedback is included on student work products; however, in some classrooms feedback did not vary in form, thereby, limiting some students’ awareness of their next learning steps. For example, in one classroom which included two students who were non-readers, the teacher did not use Picture Exchange Communication system (PECs) to provide meaningful feedback.

- The school’s Instructional Tracks use a variety of assessments aligned to their curricula to inform teacher planning and necessary student adjustments based on student outcomes. A review of teachers’ conference notes indicate that formative assessments lead to instructional adjustments, such as regrouping students, re-teaching concepts, and creating a visual timeline.

- The school-wide focus for 2014-2015 is the continued steady growth in Instruction, Domain 3 of Danielson’s Framework for Teaching. Teachers’ growth in their questioning and discussion techniques is evident in classrooms visited. However, teachers stated the need to focus on strengthening peer-to-peer assessment practices, thereby fostering interaction and collaboration amongst students. In addition, they stated that this practice would allow students to reflect upon their own work in relation to classmates’ work.
Additional Findings

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings
Strategic curricula decisions made by school leaders and staff have resulted in alignment to the Common Core Learning Standards and integration of the instructional shifts for all learners. Teachers use student work and relevant data to address achievement gaps, increase cognitive engagement, and support higher order thinking skills for all learners.

Impact
The school curricula decisions build coherence across grades and subject areas; promote student independence, academic achievement, and college and career readiness skills. Multiple access points are regularly planned to cognitively engage all learners.

Supporting Evidence
- The school made purposeful choices by creating a Curriculum Planning Committee to review programs aligned to the Common Core Learning Standards that would support their students in academics, social skills, and life skills. The goals of the committee are to break down the chosen curricula into accessible and manageable pieces and outline the skills and extensions for the various levels. In addition, where needed, find or create supplemental materials to support the different levels of students within each classroom. For example, the committee suggested Brain Pop should supplement the Unique curriculum for its highest functioning group of 12:1:1 students.

- The school created a 7 year progressive curricula plan based on students’ age (14-16, 16-18, 18-21), population grouping, instructional expectations, and transitional focus in addition to the school’s instructional focus of “Where are you going?”. This concept fosters a reflective attitude among students and staff, and addresses college and career readiness skills.

- Throughout all classrooms visited, rigorous habits are embedded into daily routines and emphasis was noted in content relevant to real life situations. Lesson plans in all content areas emphasize higher order thinking. The school’s Transition Curricula (Attainment) ensures the progression of skills. For example, Track A (14-16) focuses on “Explore Personal Skills, Explore Social Skills”, Track B (16-18) emphasizes “Budgeting and Community” while Track C emphasizes the “Workplace and Whose Future Is It”. In a grade 9 science class (12:1:4) students were learning about an invention that was pulling trash out of Baltimore’s Inner Harbor. Students watched a video from Scholastic News and the teacher consistently asked questions to assess if students understood the explicit and implicit information presented. Students divided into small groups, read the article “The Wheel that Eats Garbage” with adult support, and highlighted unfamiliar words.

- The school’s belief of assuring access for all learners is embedded in all lesson planning. Entry points for all students, including English language learner, is a collaborative decision-making approach that strategically focus on the individual elements of a lesson, while considering the learning styles of the students, their learning modalities, interests and readiness skills. For example, extra time was provided for some students to complete the task, while enrichment activities were provided for the others. In a grade 11/12 (8:1:1) classroom visit, students were reading “This is the Litter Monster”. Lesson objectives and materials were differentiated to support the three groupings. Students who completed the task worked on an enrichment activity creating their own environmentally safe book on a computerized program.
Findings
Across the vast majority of classrooms, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best as informed by Danielson’s Framework for Teaching. Teaching strategies tactically provide multiple entry points and high quality supports and extensions into the curricula for all learners.

Impact
Across all classrooms teaching practices support students to produce cognitively appropriate work products. Discussions at the team and school levels align the school’s belief system with the Danielson Framework and the instructional shifts.

Supporting Evidence
- Throughout the school there is a consistent belief that students learn best when they engage in activities that are functional and practical, hands-on, relate to their lives, and allow for higher levels of questioning and discussion. The school’s ADVANCE team promotes the Danielson’s Framework for Teaching as the foundation for best teacher practice. Teachers stated they are “active participants with the Office of Teacher Effectiveness and open their classrooms to the ADVANCE peer evaluators to conduct norming activities and observations”.

- Notebooks and journals, classroom and hallway bulletin boards show tasks that provide multiple entry points that offer students opportunities to engage in cognitively challenging activities that develop critical thinking skills. Clear scaffolds, such as teacher modeling, purposeful groupings, adaptive communication devices, sentence starters, visual cues and student centered work stations allows all learners a variety of pathways to complete tasks and demonstrate their thinking. For example, in a high school class (12:1:1) the focus of the lesson was to learn how to “shop on a budget”. Students reviewed the grocery’s circular, made a list of “necessities”, and calculated a 10% overage for additional expenses.

- Teachers motivate/urge students to apply their academic skills in the workplace, thereby, promoting critical thinking. Students demonstrate knowledge about the world of work, explore career options and relate personal skills, aptitudes and abilities to future career choices. The school provides pre-vocational training from the school-based worksites such as the: Corner Store, Coffee/Bake Shop, Food Service, Cosmetology, Print/Adaptive Design, and Maintenance. In addition, there are classes in Gardening, Photography and Jewelry Making.

- Certified English as a second language teacher (ESL) and speech teachers collaborate with classroom teachers to plan lessons. They supplement content area instruction by providing explicit academic language instruction to make content more accessible for English language learners. In a grade 11th/12th bilingual Yiddish class (12:1:1) students were learning to express their feelings and explain “why” they were feeling that way.
Quality Indicator: 3.4 High Expectations  Rating: Well Developed

Findings
High expectations are evident throughout the school organization via the use of the Danielson Framework for Teaching. The school has established systematic structures within a culture of positive attitudes that engages and informs all stakeholders leading to a path of college and career readiness.

Impact
Structures that support the school's high expectations result in a culture of mutual accountability for the entire school community.

Supporting Evidence
- High expectations are consistently communicated to all constituents through a variety of means such as the student and staff handbook, the Daily Buzz family communication notebook from teachers, and the school website. Administration articulates high expectations during post-observations, monthly faculty meetings, and conference days as stated by classroom teachers and paraprofessionals during class visits.

- School leaders provide professional development opportunities for staff, college and career learning opportunities for students. Parent workshops, linkages to service agencies, exposure to habilitation programs, and monthly social events for students and families. This fosters a culture of mutual accountability and high expectations for all members of the school community.

- Administrators have established strong social-emotional expectations for students, and the implementation of the Common Core Learning Standards, Career Development & Occupational Studies (CDOS) standards, and the Danielson’s Framework fostering best practices for staff. This has led to higher expectations for both students and teachers. In addition, worksite teachers participate in monthly inter-visitation visits in which teachers collaborate and analyze student growth towards career readiness. Worksite teachers created a self-assessment checklist for students to utilize and monitor their progress in acquiring the skills necessary to become independent and acquire gainful employment. In a high school class (12:1:1), the “higher order thinking” question was “Why is it important to be professional at all times while working in the coffee shop?” and “How can you adapt what you learn here to real life or future employment?” Students were divided into small groups of potential workers (cashiers, maintenance, waitresses, and chef’s) and each group had an adult facilitate a brief discussion on their job roles and responsibilities.

- Rigorous assessments allow the school to identify students who would benefit from a Least Restrictive Environment (LRE). Currently, 18 students are enrolled in and inclusion class at John Dewey High School. In addition, two students at Kingsbrook hospital (12:1:4), will be transitioning from hospitalized instruction to a District 75 school and two students to a community program (15:1).