Quality Review Report

2016-2017

The Gregory Jocko Jackson School of Sports, Art, and Technology

K-8 23K284

213 Osborn St.
Brooklyn
NY 11212

Principal: Keva Pitts

Dates of Review:
April 4, 2017 - April 5, 2017

Lead Reviewer: Michele Ashley
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

The Gregory Jocko Jackson School of Sports, Art, and Technology serves students in grade kindergarten through grade eight. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
<td></td>
</tr>
<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 Finding</td>
<td>Proficient</td>
</tr>
<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>Area of Focus</td>
<td>Developing</td>
</tr>
<tr>
<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>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### School Quality Ratings continued

#### School Culture

<table>
<thead>
<tr>
<th><strong>To what extent does the school...</strong></th>
<th><strong>Area</strong></th>
<th><strong>Rating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<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 Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

#### Systems for Improvement

<table>
<thead>
<tr>
<th><strong>To what extent does the school...</strong></th>
<th><strong>Area</strong></th>
<th><strong>Rating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<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>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Findings
Faculty and staff align the school’s approach to culture building, discipline and social emotional learning to their TIGER values and Focus 5 principles and structures are in place so that students are known well.

Impact
A structured theory of action and personalized supports result in a safe and inclusive environment in which students are celebrated and have a voice and personalized guidance and supports impact students’ academic and personal behaviors.

Supporting Evidence
- All faculty and staff participate in a weeklong training on the Focus 5 principles designed to give all community members an understanding on how a cooperative learning environment provides common tools and a common language to support their approach to culture building, discipline, and social-emotional learning. Administration, teachers, and paraprofessionals participated in the training and use the tools and language of the program to support students in applying their Focus 5 which include Body, Voice, Imagination, Concentration, and Cooperation. The training provided teachers with the structure and lessons to engage students in Cooperative Challenge activities and Concentration Circles which use games to build students’ capacity to focus and concentrate. Walking through halls and visiting classrooms, teachers and signage consistently remind students to “Be the Boss of their brain” and body.

- Faculty and staff align social-emotional learning and positive behavior incentives to the TIGER values of Trustworthiness, Integrity, Generosity, Empathy and Respect and reward student demonstrations of these values daily. Students receive awards and celebrate with their peers at the monthly Tiger Talk assemblies. During an Elementary Division (grades three to five) Tiger Talk assembly the dean called students up to receive certificates and accolades from teachers and peers as their names and TIGER accomplishments were displayed on the auditorium screen. During the Tiger Talk assembly, students cheered for their classmates, rising to their feet to support peers as they moved to the front of the auditorium to collect their awards.

- The Student Success Summit team comprised of the family worker, attendance teacher, community school director, school counselor, and the principal, meets bi-weekly to review student academic and social data. The team provides at-risk students with follow-up services and family support as well as assigns Success Mentors to students identified as chronically absent or at risk. Success Mentors check-in with students daily and provide emotional or academic support as needed. A comparison of overall attendance from 2015 to 2016 demonstrates an increase in attendance rates from eighty-nine to ninety-two percent.

- Students participate in the resolution of incidences through Parent Student Contact forms and Behavior Reflections. Using these tools, students write descriptions of the reasons for their behavior, how it makes them feel, how their behavior affects others, and possible consequences. A comparison of Office of Safety and Youth Development data from March 2016 to March 2017 provides evidence that both the number of incidents and principal suspensions have decreased significantly. A seventy-three percent decrease in the number of incidents and a sixty-seven percent decrease in principal suspensions comparing March to March data. Faculty aligns student improvements in attendance, as well as academic and personal behavior to their unified approach to culture building.
Findings

Across classrooms, teaching practices are becoming aligned to the school leadership and faculty articulated belief that students learn best through explicit instruction and engagement in conversation. Although teachers in some classrooms use explicit instruction and engage students in peer-to-peer discussions, these practices are not yet consistent across classrooms.

Impact

Limited use of direct instruction and engagement in learner discussion result in uneven levels of student thinking and participation, and limits students’ opportunities to share their thinking and produce meaningful work products.

Supporting Evidence

- School leaders and faculty shared an articulated belief that students learn best through the use of direct instruction and the engagement of students in meaningful discussions through accountable talk. During an English Language Arts (ELA) lesson, the teacher modelled how to closely read question prompts and use text evidence to support a claim. The teacher displayed a copy of the student graphic organizer on the interactive white board and completed the We Do section as a model, highlighting where in the text evidence was found. Students in this class answered the independent prompt questions and identified supporting details from the text. The clarity of expectations provided during instruction allowed students to effectively begin their tasks. The direct instruction, modelling, and level of clarity provided in this lesson was only seen in a few of the other classes visited.

- In a math classroom on performing transformations, the teacher used the interactive white board to model and provides examples before sending students to work independently. The teacher prompted students with questions to help them clarify and share their thinking to define academic vocabulary words including differentiation, reflection, dilation, and rotation. Students responded to one another freely to clarify and refine their classmate’s definitions and providing examples as needed. Although similar opportunities to engage in high-level discussions were observed in a few classrooms, this practice is not yet consistent across grades and content areas, limiting students' opportunities to share their thinking and participate at high levels.

- In a math lesson, the teacher provided students with a mini-lesson on time however, the lesson lacked direct instruction on how to determine time on an analog clock. The teacher sent students off to work in small groups to discuss and complete the task. Without direct instruction and a model of expected performance, students could not support one another to accurately tell time to the nearest minute. This teacher did not clear up student misconceptions around the placement of the hour hand and this misconception led groups of students to an incorrect response. Although the teacher provided an opportunity for students to share, a lack of clarity limited students' capacity to demonstrate high level thinking in their discussions and work products.
Additional Finding

**Quality Indicator:** 1.1 Curriculum  
**Rating:** Proficient

**Findings**

School leaders and faculty make purposeful decisions to ensure that curricula are aligned to Common Core Learning Standards and integrate academic vocabulary into plans. Most lessons and units plan for access using graphic organizers, prompts, and varying levels of teacher or student support.

**Impact**

The integration of vocabulary and alignment to Common Core Learning Standards build coherence across grades and content areas. Teachers consistently plan for access for a diversity of learners.

**Supporting Evidence**

- School leaders and faculty have selected Common Core aligned curricula across all content areas and use Teachers College Writing, *GO Math!, Passport New York,* and *Glencoe New York* from kindergarten to grade eight to build coherence. Across most lessons reviewed, teachers align learning objectives to identified Common Core Learning Standards. A social studies lesson on World War I identifies the corresponding social studies learning targets for chronological reasoning, comparison, and contextualization, as well as corresponding grade level Common Core reading standards.

- Teachers across grades and content areas have also integrated academic vocabulary into lesson and unit plans. A math lesson included plans to introduce the terms transformation, translation, congruent, similar, and orientation. A social studies lesson included the terms liberation, covenant, moral, mobilized, territorial, controversy, and arbitration. A science lesson included plans to introduce the terms, revolution, and rotation and to share the Spanish translation revolucion and rotacion.

- Most lesson plans reviewed included plans to provide access for all students, including English Language Learners (ELLs) and students with disabilities, using translations, differentiated graphic organizers, small group work, and varied levels of support. For example, a math lesson included plans to “differentiate student assignments by group.” This lesson also included a reteach lesson for struggling learners and challenge questions for advanced learners. In this lesson, the teacher identified groups one and two as approaching standard, groups three and four as on level and group five as advanced based on “progress monitoring during the last few lessons.”

- Teachers use student work and data to revise ELA and math unit plans on a six-week cycle. At the end of each cycle teachers meet on the grade to review pre-, post-, and interim-assessments, successes, and challenges. Teachers share revisions to content, sequence skills, resources, and supplemental materials. Teachers use a common teacher reflection tool to record their revisions. A review of reflection tools demonstrates that teachers use the tool to regularly revise Common Core standards addressed, pacing, content, and resources. An ELA revision tool states that teachers will add support materials which include *Reader’s Notebook* tiered for ELLs and on-level students. A math revision tool recommends additional time to review basic math skills and math vocabulary as well as the use of additional videos to support visual learners.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across classrooms, teachers use and create genre-specific rubrics and grading policies that are aligned with the school’s curricula. Faculty use baseline, pre- and post-unit assessments to determine student progress toward goals.

Impact

Teachers use assessment data to adjust curricula and instruction as well as use rubrics and glows and grows to provide all students with actionable feedback on their achievement.

Supporting Evidence

- Across classrooms, teachers use content specific rubrics to provide students with feedback regarding their academic performance. Across content areas rubrics assess student performance on a scale from one to four with a level one indicating below grade level standard and a four indicating above grade level standard. Content rubrics align to tasks and genre specific standards of performance in selected categories. A Lab Report Rubric includes the following categories, Drawings and Diagrams, Components of Report, Summary, Scientific Concepts, Conclusion, and Appearance/Organization. An Informational Writing Rubric includes categories for Lead, Transitions, Ending, Organization and Elaboration, Craft and Spelling.

- Teachers also provide students with verbal and written glows and next steps (grows) that highlight student strengths, challenges, and next steps to improve their performance as they align to rubric expectations. One teacher’s glow on an opinion piece highlighted the writer’s organization of reasons and use of evidence to guide the reader from one claim to another. This teacher also included a grow, noting that the student needed to work on their lead paragraph to engage the reader.

- Faculty and staff use common assessments to determine student progress, adjust unit plans, plan reteach, and small group instruction. Teachers use benchmark writing assessments, beginning and end of unit or chapter assessments and ELA and math beginning, middle, and end-of-year assessments to identify trends in learning and make adjustments to instruction. A review of assessment data revealed that students across grades and content areas struggled with indirect questioning and academic vocabulary. Based on this data teachers plan questions in advance and consistently introduce genre and content specific vocabulary.

- Across most lesson plans reviewed, teachers included planned questions and plans for differentiated instruction based on student work or assessment data. A math lesson included key Webb’s Depth of Knowledge questions ranging from level one to level three. Questions included but are not limited to “What patterns do you see?” and “Develop a rule to explain this situation?” A science lesson included plans for differentiated groups including ELLs, Tier 1, Tier 2, and Tier 3 and students with disabilities. The science plan identified students assigned by name as well as included differentiated tasks and vocabulary support for each group as needed.
### Additional Finding

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<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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#### Findings

School leaders and staff consistently communicate with families via phone, progress reports, and workshops. Teacher teams and staff establish a culture for learning that communicates high expectations for all students.

#### Impact

Clear expectations and ongoing feedback help families understand their child’s progress and prepare students for their next steps learning on path connected to college and career readiness.

#### Supporting Evidence

- Parents interviewed report that administration and faculty consistently communicate with parents to keep them informed of their child’s progress and share ways they can support their child at home. A review of parent workshop agendas and sign-in sheets demonstrated that the school leaders combine school events with opportunities for parents to receive information regarding their child’s progress, resulting in improved parent engagement and participation. For example, a flyer on Family Paint Night also included a special guest speaker on anti-bullying. A review of attendance data for the Title 1 Family Meetings for 2015, 2016, and 2017 demonstrated that attendance increased from ten, to twelve, to thirty-one parents respectively.

- Parents are also engaged in their child’s learning via progress reports, Parent Contact Logs, and Parent Meeting Resolution forms. Parents receive attendance and progress reports that help them monitor their child’s progress and compare their child’s attendance performance month-to-month and year-to-year. Parents of students who are at-risk for attendance receive congratulatory letters from the Student Success Summit team when student attendance improves. Parents also complete a Parent Meeting Resolution form after meeting with faculty to resolve a school incident or issue. Using the form, parents have an opportunity to share their understanding of the problem, findings, and resolution as well as indicate if they are or are not satisfied with the outcome of the meeting.

- Teacher teams and staff align academic expectations to rubrics and the school’s core values. Throughout classrooms and hallways students are encouraged to “Be the Boss of their Brain!” This mantra aligns to the Focus 5 that reminds students they are in control of their brain and can use concentration and collaboration to improve their learning and behavior. Students interviewed shared that Focus 5 techniques help them to focus and make better decisions. One student stated that the techniques help him to control his body and improves his listening and concentration.

- Faculty support students through the high school admissions process and consistently expose students to colleges and careers via college trips, Career Day, and College Awareness days. All grade eight students, except one, received an offer in Round 1 of the New York City High School Admissions process. The last Friday of every month is College Awareness Day on which faculty, staff, and students wear college gear and share information about colleges they or someone they know attended. Students ask teachers questions about the colleges they are representing and participate in college awareness activities. Students also visit New York City college campuses each year. According to the 2015-2016 School Quality Snapshot, eighty-one percent of this school’s former grade eight students earned enough high school credit in grade nine to be on track for graduation.
### Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

#### Findings

The majority of teachers are engaged in structured inquiry based collaborations on grade level teams. Distributive leadership structures are in place via teacher participation on a variety of school level teams.

#### Impact

Professional collaboration and opportunities for teacher leadership have strengthened teacher instructional and leadership capacity so that teachers have a voice in decisions that affect student learning.

#### Supporting Evidence

- The majority of teachers are engaged in structured inquiry-based collaborations on grade level teams. Teachers meet weekly to use protocols and schoolwide templates to analyze assessment data and review student work samples. Teacher across grades use the Atlas Protocol to discover what students understand and how they are thinking alongside work samples and content based rubrics to look at student work. Teachers create agendas and take notes at each meeting to record teacher work. During a grade four meeting, teachers used the Atlas protocol to analyze student samples of an on demand writing task. During this task teachers identified trends and next steps for instruction which include the introduction of a student checklist and provision of transitional words.

- Leadership and teachers shared that teachers have added new practices to their instruction based on teacher team work. Teachers shared that based on the analysis of student work, teachers across grades identified students for small group instruction and plan reteach lessons based on student trends in learning. A review of lesson plans provided evidence that teachers are using data analysis to plan reteach lessons and assign students for small group instruction. A review of Advance data reveals individual improvements in teacher practice in Domain three of the Danielson Framework for Teaching.

- Distributive leadership structures are in place that provide teachers opportunities to build leadership capacity on a variety of teacher teams including grade and division, Arts Leadership, Student Success Summit, Learning Partners, Curriculum Mapping, Testing, and School Cabinet. Participation on these teams provides teachers with the opportunity to share their voice in key decisions that impact student learning including curricula selection and revision as well as the development of meeting protocols and data analysis tools.

- A review of meeting logs demonstrated that teachers on a variety of teams use their findings to identify next steps for learning. A Middle School Division (grades six to eight) log included plans to include the explicit teaching of finding text evidence and the use of mentor texts and student samples as exemplars.