Quality Review Report

2016-2017

Food and Finance High School
High school 02M288
525 West 50th St.
Manhattan
NY 10019

Principal: Roger Turgeon

Dates of Review:
May 18, 2017 - May 19, 2017

Lead Reviewer: Tracie Benjamin-Van Lierop
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

Food and Finance High School serves students in grade 9 through grade 12. 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>
</tr>
</thead>
<tbody>
<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>Additional Finding</td>
<td>Proficient</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>Area of Focus</td>
<td>Developing</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</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>Additional Finding</td>
<td>Proficient</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>To what extent does the school...</th>
<th>Area</th>
<th>Rating</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>Area of Celebration</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>Proficient</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>Developing</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>Developing</td>
</tr>
</tbody>
</table>
Findings

There is a short list of clear, focused school-level goals and action plans apparent in the Comprehensive Educational Plan (CEP) and other planning documents. Goals are tracked for progress and adjusted to drive efforts to accelerate student learning and foster social-emotional growth.

Impact

School leaders involve and communicate with the school community, including teachers, families, and students. School improvement plans and decision making processes are understood and supported by the entire school community.

Supporting Evidence

- School leaders, teachers, families, and students have input in the creation of the school’s goals and action plan. The school action plan includes the goal, the connection to the Framework for Great Schools (FfGS), action steps, timeline, person(s) responsible, benchmark, and evidence of progress and success. For example, one of the goals for the current school year is to re-establish grade level teacher teams in September with the responsible persons identified as the principal, assistant principal and the members of Pantry, a group of teachers, staff, and administrators who ensure faculty voice is included in the building and share the action plan and initiatives for the school community. The benchmarks set for re-establishing the teacher teams included selecting team members for each grade level team, identifying a teacher leader for each team, and establishing a vision for teacher teams and setting long term goals for each team. The evidence of this goal is that all teachers are assigned to teacher teams, all teachers select a performance indicator for students and assign each student a performance level, and each team receives professional development and support on the creation of student goals that are specific, measurable and actionable. The goals are then established with students, utilizing academic and behavioral performance data to form a data cycle whereby goals are tracked.

- School leaders and faculty reviewed Regents exam results and credit accumulation data, specifically for students performing in the lowest third academically, to inform many of the goals in the action plan. Collectively, the school community realized that graduation rates have been consistently above the City average. However, while the school’s four-year graduation rate is 88 percent, the college and career readiness index rate is 23 percent. The college and career readiness index shows the percentage of students in the school’s four-year cohort who have graduated with a local, Regents, or Advanced Regents diploma and have met The City University of New York (CUNY) standards for college readiness in English Language Arts (ELA) by scoring 75 or above and in math by scoring 80 or above on the respective Regents exam.

- A review of Pantry agendas and minutes show the discussion of goals the leadership team and faculty discussed before finalizing the action plan and sharing it with the staff. One of the norms included in every meeting prior to sharing the final plan states, “The team is going to be working and developing plans to address items. It is important that these ideas are fully developed prior to being shared out.” Another norm included, “Focus on problem solving and students – This is not meant to be a complaint session, the team must remain focused on addressing problems for the benefit of the students.” Throughout the minutes, the inclusion of parent and student voices are key factors and some of the strategies for ensuring that the school community has a voice included a suggestion box and a shared Gmail school calendar with relevant updates. The majority of parents acknowledged the goals of the school and being invited to share their thoughts about how they thought the school could improve.
Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Developing</th>
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Findings
Teachers are developing their use of common assessments to measure student progress toward goals across grades and subject areas. Across classrooms, teachers’ assessment practices inconsistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact
Assessment results are inconsistently used to adjust curricula and instruction. Teachers inconsistently make effective adjustments to meet students’ learning needs.

Supporting Evidence

- The faculty administers beginning and end-of-year assessments. For the current school year, mid-year assessments were not given to students as the administration is looking to develop more common assessments that are aligned to the State standards to provide a clearer sense of student performance throughout the school year. Currently, the use of common assessments, other than the use of previous Regents exams or Advanced Placement (AP) exams by some departments, is not schoolwide.

- School administrators review Regents data with teachers based on January and June results by cohort and sub-group status, including English Language Learners (ELLs) and students with disabilities, across content areas. However, the process of how data is used to adjust curricula and classroom instruction schoolwide is not clear, as evidenced by a review of curricula and classroom observations. Administration states that this is an area teachers are working on this year and is included in the school’s action plan. Teacher checks for understanding using questioning, exit slips, and checking in on students throughout the lesson are one of the school’s instructional foci. “This is critical and this is where we believe we will have the biggest impact”, stated the principal.

- In all culinary classrooms visited, teachers asked questions during the lesson to inform their next instructional moves. Students observed in these classes were all aware of their own next learning steps and self-assessed their work in addition to seeking assistance from a peer or teacher whenever needed. Students used checklists and in one class where students were charged with making pasta primavera and blackberry cobbler, a student realized she was missing a necessary ingredient based on the appearance of the dish and the missing checkmark on the list as she assessed which boxes had been filled on the checklist.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts. Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills.

Impact

The faculty makes purposeful decisions to build coherence and promote college and career readiness for all students. Curricula is accessible for a variety of learners, however, demonstration of student thinking is not yet embedded in a coherent way across grades and content areas.

Supporting Evidence

- Teachers acknowledge that students learn differently, so they include various learning styles, purposeful groupings, and scaffolds in unit and lesson plans, as evidenced in an interdisciplinary global history and ELA unit on absolute power and Macbeth by Shakespeare. Some of the essential questions in the unit included “How can our study of Shakespeare teach us about ourselves and the world around us?”, “How does power corrupt people?”, “How does blind ambition impact political behavior?”, and “How can appearances be different from reality and what influences our perceptions?” Universal Design for Learning strategies included in the unit encompassed the original text version, comic versions, and the visual artistic representation of the text along with multiple film clips of Richard III and Macbeth. Student groupings in the lesson plans were formed based upon student learning style surveys, which then informed station activities and project evaluation options.

- Achieve 3000, a digital program with a wide variety of content and reading levels, has been a curricular resource that teachers and the leadership team have found to be an impactful supplement to the curriculum, particularly for students with disabilities, who comprise 16 percent of the school’s population. In addition, the incoming ninth grade students are entering the school with lower ELA levels than in previous years. The average incoming proficiency levels are between low and mid level 2 in both ELA and math.

- The culinary arts curriculum focuses on preparing students either to work in the industry immediately following graduation or enter into a postsecondary culinary program. In a culinary exploration unit on cooking methods and product utilization, student learning objectives included being able to identify which foods are to be saved after service or a function, student assessment of how foods would be saved, creation of dishes to utilize food items, and demonstration of proper storage techniques. The unit included the materials to be used, group assignments and differentiated instructional strategies, assessments such as station set-up, a “mise en place” checklist, proper plating and saucing, and preparedness.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best. Student work products and discussions reflect high levels of student thinking and participation.

Impact

The Danielson Framework for Teaching and the instructional shifts inform teacher practice and meet the needs of students. Although most student work products and discussions reflect student engagement, student ownership of their own learning was only evident in the culinary classes.

Supporting Evidence

- High quality questioning and discussion have been primary instructional foci and are how school leadership and teachers believe their students learn best. Purposeful groupings are also reflected in how students are expected to engage in discussions with each other and complete work products. As evidenced in an ELA class centered on the essential question, “How do we endure in the face of adversity, tragedy and conflict?” students continued their discussion from the previous day’s lesson on central idea, figurative language, and author’s purpose within their groups. Some of the poems used in the lesson were “Million Man March” by Maya Angelou, “The Negro Mother” by Langston Hughes and “If” by Rudyard Kipling. Students recorded responses to the discussion questions on chart paper in preparation for their group presentations the following day. Students were also responsible for assigning roles to their respective group members. The majority of the groups worked in collaboration with the assistance of the English as a New Language (ENL) push-in teacher and the content teacher. There were some students who were not participating fully in the lesson and needed additional teacher support to re-focus their thinking.

- A US History class focus question that was asked of students was, “How will America rise or fail to be a diverse nation?” This question led to student-to-student discussion, questioning of each other, and adding to each other’s thinking using the supplemental assigned text as a reference. The use of visuals and political cartoons aided in student interpretation of the lesson’s objective as observed in some of the student pairings as they worked on their document based questions and a case study on the Sacco and Vanzetti case. Some student pairings did not work collaboratively and the quality of their work products varied compared to those pairings who did work together.

- In the culinary exploration classes, students demonstrated ownership of the learning objectives and in all group assignments observed, they worked collaboratively on food preparation, presentation of their work, and discussion with their group mates. Teachers facilitated their lessons and allowed students to guide the direction and pace of the lesson while staying aligned to the lessons’ objectives.
Additional Finding

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

School leaders consistently communicate high expectations to the entire staff. Faculty consistently communicates to students expectations that are connected to a path to college and career readiness.

Impact

Training is provided to the staff and there is a system of accountability to meet the expectations, however, the faculty is working to develop a culture of mutual accountability. Ongoing feedback is provided to help families understand student progress toward meeting post secondary expectations.

Supporting Evidence

- High expectations are non-negotiable for the School Leadership Team (SLT) and are messaged to the staff via email, in-person, staff-wide meetings, and professional development. Two of the areas the leadership team have placed emphasis on this school year have been on the development of teacher teams and teacher utilization of data. According to the principal, teachers have worked with data in the past but not to the extent that they are using it now. In review of the professional learning calendar for the school year, the beginning of the year included sessions presented by the principal on data driven instruction, using assessment data for planning, and using high levels of questioning.

- This year the SLT, which has a new member, has impressed upon the staff that the entire school community must work together to collectively improve student scholarship data, specifically for the lowest third performing student group. Teachers and administrators stated that there was a culture in the school whereby teachers worked independently and there has been a noticeable shift in teachers coming together. For example, there was a need for support in working on global history curricula, and teachers from ELA and social studies came together to create interdisciplinary units.

- Letters, emails, phone calls and the on-line platform PupilPath are all forms of communication used to keep families abreast of their child’s academic performance. Parents report finding Curriculum Night and notices regarding students who are in need of academic intervention services to be invaluable. Most of the parents interviewed attested to feeling supported by teachers and administration and believe their children are as well. However, there were a few parents who felt that some teachers do not understand how to educate their children from an academic and social emotional perspective. When a parent was asked if this concern had been brought to the attention of school leadership, the response was “No, I have not.”
**Findings**

The majority of teachers are engaged in structured professional collaborations on teams that are building toward connecting their work to school goals. Teacher teams are beginning to analyze assessment data and student work for students they share or on whom they are focused.

**Impact**

The use of an inquiry approach is developing across the teams. The work of teacher teams does not typically result in improved teacher practice or progress toward goals for groups of students.

**Supporting Evidence**

- There has been an increased focus on the work of using teams to support teachers and student achievement. The school's teams are comprised of teachers from various grade levels, content areas, and by members of the Pantry team, which includes a faculty member from guidance, each department, and administration who review scholarship and behavioral data. However, during an observation of the School Implementation Team, teachers discussed a student with a disability who struggled with some of his academics and his behavior in certain classes. The focus of the meeting centered on social emotional supports and rather than the academic inquiry process. The assistant principal who is a member of this particular team made efforts to re-focus the meeting by asking for a timeline of when supports would be implemented and how this information would be communicated to the appropriate faculty member.

- Based upon the opportunity to work collaboratively in teams, teachers stated they have grown professionally in their use of promoting accountable talk with their students. A teacher commented, “I was able to step back slowly. In September, I needed to be more involved and now my students are taking over the conversation.” Another teacher reflected on her growth of using purposeful grouping during lessons and seeing improvements in student relationships and discussion levels whereas a special education teacher identified that questioning levels and appropriate rigor levels continue to be areas of growth for some teachers.

- Inquiry work at the teacher team level across contents and grades has a renewed focus this school year. There was limited evidence of consistent analysis of student work for groups of students across departments and this continues to be an area that teachers and administrators build upon and memorialize.