Quality Review Report

2018-2019

P.S. 36
K-12 all grades 75K036
2045 Linden Boulevard
Brooklyn
NY 11207

Principal: Kevin Lenahan

Dates of Review:
March 28, 2019 - March 29, 2019

Lead Reviewer: Sonja Webber-Bey
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


School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>To what extent does the school...</td>
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</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>Additional Finding</td>
<td>Well Developed</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>
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</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<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>
</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>Area of Celebration</td>
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### Systems for Improvement

**To what extent does the school...**

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<tr>
<th>Area</th>
<th>Rating</th>
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<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>
</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>
</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>
</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>Area of Focus</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>
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</tbody>
</table>
Findings

School leaders create an elevated level of clear expectations for all staff, evidenced through both written and verbal structures, such as a staff handbook, monthly newsletter, and ongoing professional learning experiences. Consistent communications persistently engage families.

Impact

A culture of mutual accountability for achieving known high expectations is supported by professional collaborations and training, guided by the Danielson Framework for Teaching. Families play an integral role in ensuring student progress toward expectations on their path of college and career readiness.

Supporting Evidence

- A staff handbook is distributed each year at a professional development (PD) session for all staff from all sites that articulates school expectations for professionalism, instruction aligned to the Danielson Framework for Teaching, and matters concerning communication. A calendar of events, assessments and Positive Behavioral Interventions and Supports (PBIS) measures are distributed. As school begins, teachers receive additional training on managing paraprofessionals, and on student behavioral management. One teacher shared, “There are staff meetings once a month in the evenings at each site, and administrators come from the main site and bring updated or current information to disseminate.” School leaders publish a monthly newsletter that is emailed to staff at all of the sites. It reinforces instructional priorities, like lesson-specific paraprofessional-learner assignments, and provides space to celebrate instructional successes, such as photo evidence from each of the sites as black history month was celebrated by teacher-paraprofessional teamwork supporting students’ multiple competencies (speech, song, visual arts, dance, theatric, essay and discussion) and thus, contributing to a culture of mutual accountability for student learning.

- Staff communicates with families to collaborate on Individualized Education Plan (IEP) updates, student progress towards achieving school expectations, status within the PBIS system, articulation to different settings, and headway connected to a path to college and career readiness. The school has an open-door policy that encourages parents to come to their child’s assigned site where staff such as the parent coordinator, counselors and assistant principals are available to provide information and resolve concerns. One parent remarked, “This school translates all critical school documents, and provides interpretations during meetings and events, whenever it’s needed.” Another parent shared, “My son and I had staff and counselors help put our lives together after a family upheaval. My son stayed at the school throughout, and when I returned, they welcomed me back.” Furthermore, use of ClassDojo allows parents to directly contact teachers and counselors, including their feedback from photos and videos streams sent, that support daily behavioral assessments on such elements as cooperation and stays on task thus, helping them to understand their child’s progress toward achieving school expectations.

- Development of a challenging, appropriate IEP for each individual student is one of the highest expectations met through the collaboration of a myriad of school professionals and the families. Mandated timeframes are monitored by counselors and school leaders, and by parents. IEP benchmarks and service provider reports go home with report cards. Any student with a crisis paraprofessional has a progress monitoring report shared with parents for any suggested revisions. Students that are ready to move into a less restrictive environment are recommended to families, and a transition plan is developed. A parent interviewed recalled, “Another school my son was sent to, he didn’t like. We came here and he loves it. All services are constant, and he has come a long way.” Another parent met with staff to discuss her son’s interests and strengths, and possible occupation choices as the family was trying to match a high school for his next level experience. The ongoing feedback and effective communication establish a successful partnership with families to support student progress.
## Findings

The majority of teachers engage in structured professional collaborations, systematically analyzing data and student work for students they share or on whom they are focused.

## Impact

Team work supports the achievement of school and student goals and Common Core implementation through the strengthening of teacher capacity, but has not yet systematically shared improvements to build schoolwide instructional coherence and student mastery of goals across sites and subjects.

## Supporting Evidence

- The school has a school-based option structuring six half days of PD which brings staff together from the six sites. To embed a unified vision of how the IEP forms the basis for setting high expectations for all students, groups of participants collaborate through an inquiry-based approach, supported by use of protocols, and examine IEP goals aligned to the Common Core and the Career Development and Occupational Studies (CDOS) Resource Guide. This results in clarification of the implementation of the Common Core, including its instructional shifts by designating individual student appropriateness based on the vertical meaningful progressions of the Dynamic Learning Maps Essential Elements (DLM EEs); however, schoolwide instructional coherence is not yet evident across all subjects.

- The principal drives inquiry-based investigation of alternate curriculums to bring into the school, while meeting unit coordinators and teams of teachers. With the opening of a new site this year that incorporates classes for the hearing impaired, the school team researched, then decided to utilize the Orton-Gillingham approach during literacy instruction. One team collaborated on best practices to support the social-emotional challenges of the autistic students, resulting in a ‘sensory hallway’ where transition movement becomes a series of activities taped to the floor, driving students’ attention to move forward and eases the distractions from a routine procedure. An elementary team, at one site, engaged in a structured, inquiry-based alliance to develop a ‘rainbow editing’ format for use in their kindergarten through second-grade classes. Fundamental convention skills are color coded by grade, inclusive of code cards so individual students can move to the next level of skills when appropriate. While these kinds of collaborations have focused on improved student learning, there are missed opportunities to build schoolwide instructional coherence across sites.

- The PBIS team includes representatives from the teachers, paraprofessionals and counselors. They use behavioral data to analyze trends and patterns among grades and groups of students, then collaborate on structures, routines and research-based approaches that will support teaching and learning. During the observation of one of their meetings, data was presented about the frequency of behavioral incidents during identified timeframes. For example, ten o’clock in the morning, during reading and writing periods, incurred the highest number of incidents across that site. It was reported that incidents at that time spike on Wednesdays and are lowest on Thursdays. Additionally, the sixth grade had the most incidents reported for the focused timeframe and third grade had the lowest. The team recognized that a particular class schedule was challenging one of the five school days each week, and determined to support the teachers and paraprofessionals of that class in designing five-minute breaks during transitions to energize and refocus the students. Feedback graphs from a staff survey and several incentives of the PBIS program were also addressed thus, targeting areas of teacher practice and progress toward goals for some groups of students; however, shared improvements in teacher practice and mastery of goals for groups of students is not yet evident.
### Additional Finding

#### Quality Indicator:

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<thead>
<tr>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Curricula is aligned to the Common Core or content standards, and teachers make purposeful decisions that emphasize rigorous habits, such as explain, compare, apply and infer, and engage students in appropriate academic tasks across grades and subjects.

**Impact**

School leaders and teachers are building coherence across the curricula, making it accessible to a variety of learners, as they promote college and career readiness for all students.

**Supporting Evidence**

- Curricular choices are purposely aligned to key standards and integrate instructional shifts. Math choices include *GO Math!, IXL* and *Equals* that feature individualized instruction, as well as specially designed lessons for alternate assessment students. Adapted District 75 units of study, along with *A - Z* and *Handwriting without Tears* are used for literacy. A teacher commented, "In *A - Z* curriculum, you can log in to see each student’s responses, you get a percentage, and highlight of what skill they need". For example, in a lesson plan for a bridge kindergarten to second grade self-contained class, the teacher wrote that students will read an *A – Z* story, *Anna and the Dancing Goose*, on ebooks, then sequence events and respond to varying levels of Depth of Knowledge (DOK) questions. The science and social studies programs, in kindergarten through eighth grade sites, follow the Department of Education (DOE) scope and sequence units, with adaptations, such as strategies for non-verbal students, when appropriate. Sites serving high school students have access to general education standards-based courses for some, and specially designed career development and vocational programs for others, as appropriate.

- Instructional shifts such as vocabulary, fluency and text-based answers are addressed uniquely for the extensive range of abilities and diversity of the school’s students, using approaches such as those of Hilde Tobi promoting inquiry-based science education, and use of Mayer-Johnson picture symbol sets to augment alternative communications. For instance, for a third and fourth grade bridge, self-contained class, the Science, Technology, Engineering and Math (STEM) teacher designed a lesson plan that would include sets of partners using materials to investigate gravity and air resistance by constructing a parachute that could safely carry an egg to the floor when dropped from above the teacher’s head. The lesson also includes displaying picture cards of parachutes, as well as to show a video clip of parachutes in action and information on how they work. The English as a New Language (ENL) teacher infuses plans for teaching English Language Learners (ELLs) with such strategies as Total Physical Response (TPR), the Language Experience Approach (LEA), and protocol-based direct instruction of vocabulary to consistently emphasize rigorous habits and higher-order skills, as appropriate for each student.

- Students on the high school levels who use CDOS standards, as reviewed in the 2018-2019 Curriculum Scope and Sequence, focus attention to skills that promote career readiness. For example, Standard 2 of CDOS states that integrated learning students will demonstrate how academic knowledge and skills are applied in the workplace and other settings and thus, have tasks planned by teachers which may be coordinated in specially designed environments, where hands-on experience can be employed. For instance, one classroom is set up to mirror a home, enabling teachers to train assigned students in housekeeping and living skills with a goal of self-regulation and appropriate level of independence. Unit learning targets are formed into “I can” statements, such as in Unit 6 for safety which includes “I can identify dangerous objects or situations in an environment” and “I can identify when another person is injured or sick”. High school inclusion students merge into host-school general education classes and follow a rigorous plan for Regents instruction to support them in preparing for the State exam and toward a path to college.
Findings
Teaching practices reflect the coherent set of beliefs that students learn best when student strengths and achievements are recognized and celebrated. Use of high-quality, varied scaffolds, with paraprofessional support, provide multiple entry points and extensions into the content and tasks.

Impact
Across the majority of classrooms, all learners, including ELLs and students with disabilities, are appropriately challenged, demonstrate a range of higher-order thinking skills and produce meaningful work products.

Supporting Evidence

- In a science classroom, teacher prompts led students in a step-by-step sequence to mix environmental materials to form heart shapes, then brushed a mixed glue solution across the surface, and finally firmly placing seeds on top. Some students verbalized vocabulary definitions and answers to a series of questions, identifying materials, recalling the order of the sequenced activity, and sharing knowledge about the elements needed for seeds to grow. Additionally, in a math class, the teacher used an "I do, we do, you do" strategy to involve students in multiplication and division word problems. An essential question was posed for a turn and talk about how multiplication and division can solve problems. The teacher then conducted a think aloud while solving a model problem. She reviewed a circle clue words, underline key words, box the key words, evaluate/eliminate, and solve (CUBES) strategy protocol. Groups then created their own differentiated real-world word problems, along with appropriate solutions, and finally shared strategies aloud. In other classes, students used sounds and motions while identifying words in vowel word groups following the Fundations' protocols, used shape manipulatives to analyze color, size, sides, corners, and vertex in sorting tasks, and used markers on individual whiteboards to spell out word family affiliates after listening for verbalized phonics clues. Teacher teams across sites monthly embellish entry points by a designed schoolwide mainstreaming schedule for individual students strategically directed to most appropriate learning situations period-by-period. These practices are representative of a belief of scaffolded engagement for all learners, so that meaningful work products are produced.

- Various supports aid students to remain on task and transition from one activity to the next. Students participating in a video debate forum, followed a specific routine embedded in their speaking, listening, collaboration, response cycle, requiring them to locate text-based evidence to present as they stayed on task. A paraprofessional moved throughout a math class giving stickers for participation and attention-to-task completion, while the teacher wove student and staff names into her real-world problem solving which caused students to heighten their social-emotional investment in the learning. In a kindergarten-to-grade-two hearing impaired class, students and teacher wore electronic communication assistive devices to facilitate communications between them. One student got up during rug activities to check the teacher’s device to ensure it was working properly. Other students were monitored by a paraprofessional as they manipulated their devices out of a storage container, checked batteries, and independently turned the devices on prior to hanging them around their necks thus, demonstrating growth of their personal behaviors.

- Across the sites, teachers and paraprofessionals alike, monitored students, provided individualized supports, and engaged students with differentiated materials and tasks so that they could all participate in appropriately challenging assignments. For example, in two classes, teachers led a review of reading and writing strategies in preparation for State exams. After modeling, students were either paired or worked individually to write short-response claims, with supports such as paraprofessional guide, rereading prompts, graphic organizers, anchor chart sentence starters, transition word table-top cards, checklists, and sticky notes for annotating texts, resulting in all students producing meaningful work products.
## Additional Finding

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

School leaders and teachers articulate clear reasons for assessment choices and grading policies that are aligned to the curricula, such as a schoolwide rubric, and are analyzed to determine student progress toward goals.

### Impact

Students receive actionable feedback from teachers regarding their achievement and task outcomes. Teachers use learning experiences, student work products and data to drive curricula and instructional adjustments.

### Supporting Evidence

- There is a schoolwide rubric that is adopted by individual teachers as appropriate for the students in their class, per the school’s instructional focus, with considerations that include students’ level of independence, communication, participation and accuracy in completing performance tasks. For example, on an English Language Arts (ELA) bulletin board, student work products had summary sheets attached that identified State standards addressed, described the learning targets associated with the product, and included written teacher comments on a scaled table organized by independence level of outcome, such as beginning, attempting, supported, independent. The possible strategies used by the students were highlighted amid a list, such as, graphic organizer, visual prompt, writing prompt, modified text, and checklist, and teachers wrote next steps for each student. One sample from a grade-four student indicated that she had completed her work with support, had a teacher comment noting that during multiple choice selections, the student underlined answers in the text before choosing her answer. The next steps suggested mentioned a teacher-student collaboration to practice use of **Question, Answer it, Prove it, Explain it, Extend (QAPEE)**, a writing strategy for short responses. On a first grader’s summary sheet, a teacher indicated a task involving identification of digraph blends, and commented to the student, “Good Job! We will continue to work on this until you can do it independently”. Early childhood teachers organized a vertical progression of editing skills called Rainbow Editing. Elements of editing, such as capitalization, punctuation, indentation and transition words are each assigned a color on a rainbow graphic individualized card, distributed to individual students based on need, some noting one or two areas to attend to, others noting three or four editing chores. The students utilize the cards as a rubric to determine what next needs to be done to improve their work. Practices such as these are seen across the school thus, providing actionable feedback to students regarding their achievement.

- Baseline assessments and ongoing benchmark assessments guide alignment of instruction with the school’s curricula, based on the individual needs of each student, such as those presented in **GO Math!** Use of formative, curriculum-based learning projects and summative assessments inform instructional groupings, lesson planning and progress monitoring. For students participating in standardized assessments, teachers administer Scantron and Fountas and Pinnell in cycles, as appropriate, resulting in some students being recommended for less-restrictive environments.

- School staff collaborated this year on an all-schoolwide grading policy, inclusive of 60 percent of the students eligible to participate in the New York State Alternate Assessment (NYSAA), which is designed to demonstrate students’ critical thinking skills, through the projects they create and complete, either independently or in a group. Annually, all alternative assessment students are assessed by the Student Annual Needs Determination Inventory (SANDI) and with the Functional Assessment Screening Tool (FAST). The counselors and service providers are an integral part of the ongoing formative and summative assessments throughout the school, meeting with teachers daily, and meeting with school leaders during bi-weekly cabinet meetings to adjust curricula and instruction, such as the themed-based writing project celebrations introduced this year.
**Additional Finding**

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Well Developed |

**Findings**

Ongoing cycles of focused classroom observations and analysis of learning outcomes, and effective follow-up support, lead teachers to understand their strengths and challenges, and accurately capture next steps using the Danielson *Framework for Teaching*.

**Impact**

School leaders have a strategic, articulated plan of action in place to elevate school-wide instructional practices that aligns with teachers’ professional goals, and provides support such as peer coaching for professional growth and reflection.

**Supporting Evidence**

- School leaders have organized their cycles of observation by sites. Assistant principals format strategic schedules, based on teacher-selected formal or informal design, which allows them to observe every classroom at their site. Each year, the principal conducts the observations of those teachers applying for tenure, and observes other teachers upon request that are seeking another lens on their professional performance.

- New teachers receive a mentor that targets coaching for autism awareness and appropriate teaching strategies at the early childhood and secondary school levels. Approval for staff to attend District 75 trainings increased this year, as has the number of intra- and intervisitations throughout the school sites. Each intra-visitation and each intervisitation requires teachers to complete a notetaking form that is reviewed by school leaders to discern where to assign further support. School leaders monitor district coach logs and the Advance dashboard persistently, and meet with the PD committee monthly to determine next steps for elevating schoolwide instructional practices.

- Of the teacher goals reviewed, most expressed that questioning and discussion is an area in which they have room to grow. Guided by this and one of their Comprehensive Educational Plan (CEP) goals, school leaders offered feedback to teachers on questioning and discussion techniques, hoping to influence a three percent gain on ratings of effective, as indicated using the Danielson *Framework for Teaching* rubric. A review of the Measures of Teacher Practice (MOTP) detail report shows examples of teachers rated early in the year, on 3b-Using Questioning and Discussion Techniques, who have grown from ‘developing’ to ‘effective’ on mid-year evaluations. One teacher shared, “Coaches met with me in a series of exchanges, always giving suggestions. During the beginning of the year, I observed classes using the behavior matrix, then, later, I observed how teachers were implementing strategies, such as questioning or how they structured their student discussions.” At a mid-year school leaders' cabinet meeting review of data from the Advance system, staff recognized there had been a fourteen percent increase in this area of professional growth already. One teacher remarked, “The school sets me up at the beginning of the year with guidelines. After we’re observed, we get feedback, and learn how to approach other staff members for support.”

- School leaders accurately capture teaching strengths and challenges, and designs next steps using the Danielson *Framework for Teaching*. Referencing their CEP goals as a driving force across school sites, strategic accounting of the PD days is memorialized, that is, the faculty conferences, the PD committee sessions, and when in the monthly administrative newsletter each goal is reviewed, shared, and/or discussed thus, articulating clear expectations. Their CEP Effective School Leadership goal was to increase opportunities for teachers to modify instructional materials, which did increase by ten percent, half way to the twenty percent goal by February. As of mid-year, all goals were met or surpassed, resulting in an elevation of schoolwide practices stimulated by persistent reflection.