Quality Review Report

2018-2019

P.S. K721 - Brooklyn Occupational Training Center

High School 75K721

64 Avenue X
Brooklyn
NY 11223

Principal: Barbara Tremblay

Dates of Review:
April 4, 2019 - April 5, 2019

Lead Reviewer: Kimberly Bradley
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>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</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>Well Developed</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>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>Well Developed</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>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>Well Developed</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 schools instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
<td>Well Developed</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>Well Developed</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>Well Developed</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>Area of Celebration</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>
## Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>5.1 Monitoring and Revising Systems</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

### Findings

School leaders and faculty purposefully evaluate data on student performance and behavior, credit accumulation and certification, and Individualized Education Program (IEP) goals and make curricular and instructional adjustments based on student needs. Faculty evaluates and adjusts available resources, professional development (PD), and team practices to support student mastery of goals.

### Impact

Strategic and consistent evaluation and adjustments have increased the coherence of policies and practices across the school, with particular attention to the Common Core Learning Standards and supporting the specific learning needs of each student.

### Supporting Evidence

- An analysis of documents, including curriculum maps, calendars, and minutes and agendas from various team meetings, provides evidence of the structures in place that support the tracking of individual and schoolwide student performance data and ensure coherences across the school’s seven-year instructional continuum. Because students are assessed not only on the Common Core but also on the New York State Alternate Assessment (NYSAA) and Student Annual Needs Determination Inventory (SANDI), staff have developed curricula documents that demonstrate alignment across assessments, identifying focus skills and standards. According to school leaders and staff, alignment of the curricula and identification of common assessment standards have resulted in a more coherent curricula that supports students in earning more credits, increasing promotion rates. A review of school data demonstrates that there has been an increase in annual student promotion and graduation rates.

- Leadership and faculty continuously evaluate student behavior and individual achievement of goals. Student IEP goals are reviewed, tracked for progress, and adjusted based on mastery or additional student needs. All faculty adhere to a schoolwide process that combines input from related service meetings, pupil personnel team meetings, and faculty to make formal recommendations for re-evaluation of students, moving them to the Least Restrictive Environment (LRE). School leaders also analyze the Online Occurrence Report System (OORS) data to monitor incident levels and suspensions and have made intentional decisions to train over 57 staff members in restorative practices and crisis intervention. As a result, there has been a consistent decrease in the level of infractions as well as a 38% decrease in the total number of occurrences over the past three years.

- Leadership and faculty continuously analyze teacher performance data, teacher team notes, and intervisitation feedback. Leadership tracks performance ratings, discusses observations to norm their practices, and monitors teacher growth. Leadership analyzes teacher content knowledge and makes purposeful decisions to hire staff with career and content knowledge. Leadership and faculty develop PD topics and individual teacher support plans based on data trends. For example, a review of data revealed teachers needed support in the areas of student engagement and the use of higher-order questions in classrooms across the school. Consequently, the schoolwide PD calendar includes workshops on data analysis, questioning, integrating math skills, best practices for supporting students with complex communication and social needs, and engaging students in learning through differentiation, ensuring that resources are used to assist teachers in supporting student mastery.
Findings

Across the vast majority of classrooms, teaching practices are aligned to the curricula, reflecting a coherent set of beliefs that students learn best when presented with direct instruction. Across these same classrooms, teaching strategies strategically provide multiple entry points and high-quality supports for groups of students.

Impact

Teaching practices reflect school beliefs. These include that students learn best when instruction addresses the individual needs of each student and when strategies ensure that all learners are engaged in appropriately challenging tasks.

Supporting Evidence

- In a transitional bilingual math class, students were working individually or in small groups as they collected data and charted the results. As part of the guided practice, the teacher modeled how to take a tally by asking the class if they preferred apples or oranges and then collecting the data and categorizing the results by two groups, boys and girls. Students then practiced recording a tally of a set of data by completing a categorical data chart while incorporating teacher-identified content and academic vocabulary words, such as tall, count, more, and less, into their discussions. After practicing, students then walked around and collected data about whether their classmates preferred chicken or hamburgers, using the data chart they had practiced with earlier. Thus, through the shared belief about the use of direct instruction, guided practice, and then independent practice, students had opportunities to learn from the teacher and from each other.

- During a lesson in the school’s coffee shop, students were learning workplace skills that they can apply as they learn to work independently and with others. Some of these skills include wearing appropriate clothing and gloves when working in the kitchen and handling food, following hand hygiene procedures, and knowing how to sign in and out. During the lesson, students were preparing the coffee shop for customers, restocking the snack and utensils cart, folding napkins, and ensuring the cleanliness of the serving and sitting area. Some students took the mobile coffee cart downstairs to visit classrooms and offices to sell drinks and snacks to students and staff. Students could choose the job they would like to do for the day, such as working the cart, barista, sales, food prep, maintenance, and cashier. For each job, there is a detailed checklist that students follow to ensure that tasks are completed, such as checking and replenishing the items that need to be on the cart before visiting classrooms. Afterwards, students are asked to reflect on how they can adapt what they learned to other employment experiences. This lesson demonstrates the use of multiple entry points and that all students are engaged and supported in their learning.

- For the opening activity in a reading lesson about the ocean, students participated in a whole class discussion and brainstormed a list of items that have shells. After recording the suggested items on a circle map, students watched a video about diving for pearls. Afterwards, they discussed why an animal needs a shell and what kind of equipment was needed for pearl diving, with non-verbal students using communication devices. A math lesson focused on identifying and understanding the concept of giving more had students utilize math manipulatives to help them understand the concept. Based on the needs of each student, various adaptive devices were used, such as visuals and manipulatives. The adults in the room were strategically assigned to work with groups of students based on their identified needs. Across classrooms, there was evidence of multiple entry points and support to ensure the engagement of all students in appropriately challenging tasks.
Additional Finding

**Quality Indicator:** 1.1 Curriculum

**Rating:** Well Developed

**Findings**

Curricula are aligned to Common Core and strategically integrate the instructional shifts. Academic tasks are embedded in a coherent way across grades and subjects, supporting the school’s focus on addressing the needs of all learners to demonstrate their thinking as they prepare for independence.

**Impact**

Curricular alignment to the Common Core and instructional shifts results in coherence across grades and subject areas, promoting independence for all learners. Academic tasks are designed to provide students with multiple opportunities and methods to demonstrate their thinking.

**Supporting Evidence**

- Courses, lesson plans, unit plans, and curriculum maps reflect full integration of the instructional shifts embedded in Common Core across content areas. Curricular documents also demonstrate curricula alignment between the Common Core, the New York State Alternative Assessment, and the Student Annual Needs Assessment (SANDI). For example, lesson plans in English emphasize the use of text-based evidence and drawing inferences. This was evident in reading lessons that required students to make connections to their previous learning as they read multiple texts related to the themes of 20,000 Leagues Under the Sea. The mathematical instructional shift of application appears in a lesson on understanding the concept of proportional relationships, requiring students to identify and explore the concept of more by looking at visuals of different items through a picture walk and determining which group has more. Specific learners who were identified by name in the lesson plan received differentiated supports to demonstrate higher-order thinking skills.

- Lesson plans consistently challenge students to utilize rigorous habits in the course of instruction. Learning objective statements in lesson plans include, “Students will be able to use their learning to define and describe the concept of recycling, explain the importance of recycling and identify items that can be recycled.” Additionally, students are to share their thinking as they engage in class discussions. Lesson plans consistently detail high-level questions. Examples of higher-order questions found in curricular documents include, “Why is it important to maintain professionalism at all times while working in the coffee shop?”, “What else can you get from tallying results? Is this a fair or unfair process, please explain,” and “How do you know which group has more? How do you know?”

- A review of curricular documents demonstrates academic tasks that promote post-secondary readiness and offer differentiation for all learners to demonstrate their thinking. A Practical Assessment Exploration System lesson outlines the employee work procedures used by students as they practice clocking in, getting their job assignments for the day, and getting their job boxes containing the materials they will need for their assignment. A reading lesson asked students to participate in a discussion of academic and content vocabulary words, practice improving social skills by taking turns with a peer, and remain focused as they worked on matching identical pictures and words to a sample. The lesson plan outlines how the adults in the room will provide verbal and/or gestural prompts and give more or less intrusive prompts, depending on the needs of each specific student. Lesson plans include modifications for students with IEPs and English Language Learners (ELLs), with supports for specific students noted by name in the lesson plan, including color coded notes, graphic organizers, and translation of materials. Such specific supports ensure that curricula and academic tasks across grades and content areas provide opportunities for all students to demonstrate their thinking.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings

Across classrooms, teachers use assessments, rubrics, and checklists aligned with the school’s curricula to determine student progress toward academic and behavioral goals across grades and content areas.

Impact

Students are supported in their academic and behavioral progress through actionable feedback, such as comments on student work products and reflection sheets, and the teachers’ use of assessment results in making adjustments to curricula and instructional decisions.

Supporting Evidence

- An examination of rubrics and checklists indicates alignment with the school’s instructional focus. One rubric used to evaluate a unit assignment on communication focuses on the criteria of communication, the written assignment, engagement, and teamwork. A checklist is used by a math teacher to monitor the progress of students on specific skills, such as matching objects by color, sorting objects by colors, and identifying primary and secondary colors. Each day a particular skill is observed, and the teacher records whether each student is emerging, progressing, or showing mastery in that area. Another rubric evaluates students’ ability to focus on the task, interaction with peers, and level of communication of thoughts, ideas, opinions, wants, and needs. Rubrics also utilize colors and visuals that communicate students’ progress in ways that are accessible to them. Consequently, students are supported in their academic progress towards goals across grade levels and content areas.

- Evidence of teacher feedback on student work includes actionable next steps. One example states, “The student needs prompts to focus. When focused, she is able to sort glue and paste items in appropriate areas. Would like her to need less prompting to focus.” Another example states, “I want you to continue to focus on communicating with your classmates.” A final example states, “Great job using the circle map and I love how you took the initiative to get started on the task. Next time help a peer.” Students shared that at the end of each day they complete “The Daily Buzz,” a reflection handout where they identify what they learned and something they want to learn tomorrow. This handout also contains feedback from the teacher and is sent home daily to inform families about their children’s daily progress. As a result of feedback from teachers, students can articulate the next steps they need to take to achieve progress.

- Common teacher-developed assessments are administered and analyzed throughout the year. These include SANDI and the NYSAA, as well as formative assessments. All teachers are required to maintain a Gold Standard of Assessment folder for their students over the course of the year that include copies of student work, results from formative and summative assessments, and spreadsheets that capture data about each student’s progress or regression on a standard. These folders were visible across the vast majority of classrooms, and teachers spoke of the regular use of the data folders when monitoring the progress of their students and making adjustments to curricula and instructional decisions. Some of these include moving students to a less restrictive environment and transitioning students to a standardized assessment track.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings
School leaders consistently communicate high expectations to staff and students around preparing students for independence and their next transition. Teacher teams and staff establish a culture for learning that supports students through clear, focused, and effective feedback.

Impact
Communication and PD around high expectations result in a culture of mutual accountability for leaders and staff. Students are prepared for the next level and own their educational experiences.

Supporting Evidence

- School leaders consistently conduct classroom observations and provide feedback, with a focus on designing coherent instruction and student engagement. Leaders utilize the Danielson Framework for Teaching as the standard for professionalism and high expectations for instruction. Teachers also participate in intervisitation, utilizing the 3-2-1 protocol as they collect and share low inference notes. School leaders also communicate expectations through faculty meetings, principal memos, emails, and individual goal-setting meetings with staff members. The school staff is organized in teams referred to as quads that share a common group of students and meet at least four times a week to monitor the progress of their students. These meetings create mutual accountability among teams for specific outcomes, with all participants having responsibility for shared goals around increasing student achievement.

- School leaders consistently communicate high expectations for teaching and learning through regular PD trainings around best practices aligned to the Danielson Framework for Teaching. This takes place through PD Fridays, with sessions led by staff members and school leaders. An observed PD session focused on the analysis of recent SANDI/FAST data. The meeting began with a whole group data/inquiry concept map activity and then transitioned to staff members splitting into content areas and continuing their item analysis, determining which students scored at proficient, basic, and below basic levels. The session ended with a staff reflection and an exit ticket. Specific training sessions were held on other Danielson components, such as student engagement, questioning strategies, assessment, and progress monitoring. PD sessions include online surveys providing opportunities for staff feedback that school leaders use to guide decisions for future PD. These communication and support structures provide an opportunity for mutual accountability between school leaders and staff, as measured through Advance reports, teacher feedback, and PD surveys.

- All students, including students with IEPs and ELLs, benefit from frequent feedback and guidance in which students receive individualized supports and develop workplace skills as they work toward independence. Students positively described their use of “The Daily Buzz” reflection form, where teachers provide feedback to students on their daily reflections. These forms also go home each day to parents. These are used by teachers and students to develop daily and longer-term goals to work on, such as being organized or referring to details and examples in a piece of text. The school offers a work experience learning program that provides community-based internship opportunities in a range of careers, including child care, retail, maintenance, entertainment, food service, and healthcare. During meetings with students, they referenced these opportunities as an example of how the school is supporting them in their development of life skills. Parents shared they appreciated the structures in place to support the growth of their children and to ensure that they developed the skills to live independently as much as possible after leaving the school.
Findings
The vast majority of teachers are engaged in inquiry-based, structured professional collaborations through the school’s quad structure. Across the school, quads meet on a consistent basis to analyze assessment data, student work products, and to share teaching strategies.

Impact
Teacher engagement in professional collaborations has strengthened their instructional capacity and promoted implementation of the Common Core and instructional shifts. Systematic analysis of student data and work products has resulted in mastery of goals for groups of students, such as moving students to a less restrictive environment or transitioning to standardized assessments.

Supporting Evidence

- Teacher teams are organized by quads, sharing specific groups of students and having common planning time, which helps to support their work around instructional planning, reflection of student learning, and refinement of best practices. Teams meet four times a week to monitor the progress of their students toward meeting individual and schoolwide goals and expectations, using a cycles of learning document to guide them through the process. Teachers are also involved with other teams across the school, including the curriculum team, multilingual team, data team, NYSAA team, and SANDI team. These teams include representatives from the different quads across the school and focus on collecting and analyzing student performance data and sharing best practices. Teachers spoke of the work of the curriculum team and the videos they have developed for the staff to help explain the alignment of different assessments and their connection to the Common Core. Teachers also shared their opportunities to participate in intervisitation and either present or participate in PD. These structures and opportunities for professional collaboration within quads and across the school have resulted in strengthened instructional capacity.

- During an observed quad team meeting, teachers examined student progress using Docs Plus, a software program that provides tools and supports to allow students to write more independently. The team is part of the district pilot to field test the software and identify how to best use the software to support students. Members of the team brought examples of student work that incorporated the use of the software and observed that some of the students who had struggled with writing and had handwritten their responses in the past were now working on sentence construction with the assistance of the software. Teachers also shared that the features of the software allowed for customization to meet the needs of individual students. Some next steps identified by the team included looking at the sequencing of writing, working on each paragraph individually, and perhaps providing more sentence frames. Members of the observed team reported that incorporating the software has improved the fluency of student writing.

- A review of quad team agendas and minutes show evidence of teams’ reviewing student work and analyzing their progress toward meeting goals. At the beginning of the year, teams worked on the development of individualized student schedules and structures for students to use at independent stations. Some of the data reviewed include individual behavior and instructional goals for students, pre-assessment data, and SANDI/FAST data. This data is accessed by team members electronically and teams regularly analyze test items by content standard and skill evaluated. A review of teams’ analysis indicates that there has been improvement in the scores of students on the SANDI assessment in math and reading.