

Quality Review Report 2011-2012

Chelsea Career and Technical Education High school

High School M615

**131 Avenue of the Americas
Manhattan
NY 10013**

Principal: Brian Rosenbloom

Dates of review: March 19-20, 2012

Lead Reviewer: Melissa Silberman

Part 1: The school context

Information about the school

Chelsea Career and Technical Education is a high school with 454 students from grade 9 through grade 12. The school population comprises 28% Black, 62% Hispanic, 2% White, and 7% Asian students. The student body includes 6% English language learners and 18% special education students. Boys account for 65% of the students enrolled and girls account for 35%. The average attendance rate for the school year 2010 - 2011 was 81.8%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Curricula are written so that academic tasks are engaging, rigorous and offer differentiated learning opportunities for a diverse range of learners, leading to rigorous classroom discussions and meaningful student work products. (1.1)
 - Staff is working to integrate and embed Common Core Learning Standards (CCLS) across subject areas with an emphasis on teacher designed tasks assessments and follow up tasks based upon CCLS-aligned tasks. This work results in a variety of tasks that reflect integration of CCLS and high quality student work, such as assessments that allow students to use multiple approaches to problem solving. English language arts staff is going granular in curricular design by utilizing baseline assessments to determine which students need more support. Teacher teams regularly use student work and protocols to refine units and tasks based upon the results of these assessments. Consequently, this work has improved students ability to write argumentative essays with coherent text based evidence that backs up student claims. As a result, all students can speak to how their schoolwork challenges them to meet the rigorous demands of college, career, and beyond.
- Across all classrooms teacher practices include routines and strategies that reflect a coherent set of beliefs about how students learn best, providing multiple entry points for a variety of learners for academic success. (1.2)
 - Teachers across disciplines consistently articulate that students learn best when given choice about learning activities, engaging in collaborative group work. Classroom visits confirmed this approach, as evidenced by self- selected student groupings, student generated questioning, and student centric discussion across classrooms. This resulted in observable high levels of student engagement. Furthermore, lesson plans and classroom visits consistently reflect standards based objectives, real life learning opportunities and technology assisted learning that pushes students to think deeply to support their academic conversations. As a result, student work products evidence a general level of student understanding of standards based concepts across grades and subject areas.
- School leaders make strategic organizational decisions that support the school's instructional goals and help meet student learning needs. (1.3)
 - The school leadership has prioritized updating all classrooms with Smart Boards and integrating technology into teaching and learning. Effective and thoughtful use of the school budget allowed for the allocation of professional development services provided by external vendors such as Epic, Heart of Change and Teaching Matters. These decisions are well aligned to the school's instructional goals and resulted in significant impact on students' ability to produce meaningful work such as student created travel brochures based upon classic texts including "Lord of the Flies." Furthermore, the principal strategically programmed teaching

schedules to assign an effective teacher in every content area to teach Advanced Placement courses resulting in a college aspiring culture as evidenced by seven different Advanced Placement courses being offered to students.

- School leaders and faculty maintain a nurturing and positive learning environment that supports students in achieving their personal and academic goals. (1.4)
 - The school has created “Move to the Right” charts, a student academic progress chart that is enthusiastically utilized by all members of the school community to monitor, celebrate and encourage student academic and personal growth. Nurturing staff encourage student voice and dialogue as evidenced by a weekly student produced newsletter that provides students with space to discuss issue important to the school community and engage in age-appropriate dialogue with the adults at the school, resulting in a nurturing environment. Consequently, students interviewed articulated that they love coming to school, the school supports their learning and they feel their voices are heard.
- The principal leads his staff in developing, collecting and utilizing a variety of data to providing a clear overview of the school’s strengths and areas for improvements, contributing to improvements in teaching and learning. (2.2)
 - The teaching staff creates their own assessments, yielding data that is organized using “Over and Under” charts, a school designed tool to review outcomes and determine next steps. Instructional responses to this data include, enrichment, remediation, review of course sequences as well as modifications to curriculum units and instructional practices, resulting in a reflective creative use of data to support next steps for school improvement. Furthermore, teachers consistently use ongoing comprehension checks, during the delivery of daily lessons across classrooms. Most teachers utilize strategic ongoing questioning to ensure all students are able to follow the lesson at hand, other teachers move from one lesson component to the next utilizing student discussion, journal entries, and exit slips as tools for comprehension checks, allowing for timely adjustments to lessons that ensure student engagement.
- School leaders engage in the teacher observation process to provide research-based, actionable feedback that improves teaching practices and result in professional growth. (4.1)
 - The principal and assistant principals conduct observations of teaching staff using a research-based rubric that helps express shared expectations for teacher practice. Student data and analysis of their work, and feedback from frequent observation cycles, support identification of teacher strengths, and areas of weakness, and next steps, using a common language that aligns with Danielson framework for instruction. This process helps identify progress towards academic goals and leads to revisions, informing school leaders’ decisions for teacher assignments, tenure, and retention, improving teacher practice and student achievement as evidenced by student work and teacher feedback artifacts.

What the school needs to improve

- Fortify systems and structures for providing guidance and advisement supports to high-need students so that college and career readiness can be achieved for all. (3.4)
 - While staff and school leaders consistently express high expectations to students and families through recognizing and encouraging student achievement with honor roll programs, and Advanced Placement course work, systems and structures for providing guidance and advisement supports to students have yet to be fortified to fully ensure high-need subgroups achieve college and career readiness at the same rate as their more successful peers. In the absence of such fortified systems, the student progress that has been achieved so far through the hard work of the school community cannot be maximized.

- Deepen existing school structures to maximize opportunities for job embedded professional development and school-based leadership towards increasing adult capacity that improves teaching and learning. (4.3)
 - The school consistently provides adult learning opportunities that are aligned with school goals and needs of staff. Professional development structures allow teachers to regularly engage in reflection connected to specific student outcome and shared instructional goals. Furthermore, the school has recently implemented instructional rounds as a protocol with the support of an external provider. Due to the emerging stage of leadership development, the school's approach to building adult capacity has yet to include all staff members to develop and practice leadership as part of a data informed effort. This minimizes the school's capacity to develop effective succession plans for key teachers and administrators in the school.

- Further strengthen staff's capacity to maintain the school's inclusive and respectful culture and to accelerate and celebrate academic engagement and success as well as social emotional growth. (4.4)
 - The school has developed external partnerships with industry partners such as Cisco, and Epic Theater Company to consistently provide academic and real world learning opportunities both in and outside of the school. Internal capacity of the school community allows students to experience support services such as transcript advisement and Pre- SAT support. Weekly grade level teacher team meetings are devoted to "Kid Talk" once a month. Using an inquiry process, this particular meeting is facilitated by the guidance counselor in order to inform teachers of the challenges being faced by their students, gather information and observation of such students, and suggest mechanisms teachers can use in the classroom to support the student. Although academic performance is addressed along with social/emotional concerns, there are no specific workshops offered to teachers aligned with their needs and personal choices to support their ongoing professional development in an effort to

celebrate academic engagement and success as well as social emotional growth.

- Expand action planning through establishing interim goals and benchmarks for all plans so that the processes are transparent and inclusive in ways that lead to genuine ownership of goals by all faculty. (5.3)
 - The school has clearly articulated long and short range plans for both instructional and operational goals. There is evidence of strong buy-in and support for articulated school goals across the community. However, teachers are not able to clearly articulate the agreed upon measures of success for evaluating the effectiveness of their plans towards meeting the school wide goals. Although teachers and teams as well as administration track data closely aligned to their goals, the information is not completely understood by all members of the faculty. Therefore school wide efforts are not fully leveraged for specific next steps to ensure that ongoing processes are transparent and inclusive in ways that lead to genuine ownership of goals by all faculty.

Part 3: School Quality Criteria 2011-2012

School name:	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
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?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?			X	
Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.				
<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X	
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?			X	

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X	
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X	
4.4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X	

Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X	
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X	
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X	

Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed