

Quality Review Report 2012-2013

P.S. K140

75K140

**141 MACON STREET
BROOKLYN
NY, 11216**

Principal: Roderick Palton

**Dates of review: Apr 30, 2013
Lead Reviewer: Barbara Joseph**

Part 1: The school context

Information about the school

P.S. K140 is a K-8 school with 265 students from kindergarten through grade 8. The school population comprises 69.0% Black, 24.0% Hispanic, 2.0% White, and 0.0% Asian students. The student body includes % English language learners and 100.0% special education students. Boys account for 81.0% of the students enrolled and girls account for 18.0%. The average attendance rate for the school year 2011 - 2012 was 87 %.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- School leaders maintain a supportive culture for learning that communicates high expectations for achievement to staff and students, with a vision toward shared responsibility. (3.4)
 - School leaders consistently express their high expectations that staff work collaboratively to improve student outcomes. The school uses the Danielson Framework for Teaching (FfT) and utilizes the language and critical attributes of the framework to establish a coherent understanding of what good teaching and learning looks like for students across a continuum of cognitive abilities. The use of the FfT also informs ongoing professional development for teachers, paraprofessionals and related service providers. Professional development focuses on the implementation of the Citywide Instructional Expectations (CIE) and takes place after school, on weekends and on Tuesdays from 2:00pm to 2:50pm, when students are dismissed early. Designing coherent instruction is a priority area for administration to support staff's professional development. This can be seen in the work that is being done across all sites to connect Individual Educational Plan (IEP) goals with grade level standards-based curriculum across all content areas, through the development of scaffolded performance tasks and task-specific rubrics. Teachers report that they feel supported by the administration and that there is a positive change in the school culture that supports increased academic expectations. Teachers stated that they are benefiting from the ongoing collaboration and the sharing of instructional ideas and expertise. This system of mutual accountability across the school community has resulted in a 10% increase in literacy proficiency this year from baseline data as measured by Fountas and Pinnell for students in standardized instruction.
 - Over 50 % of the school's population is students with severe emotional challenges. Staff, students and administration work collaboratively to implement a school wide Positive Behavior Instructional Support Plan, entitled, "REAL", *Respectful, Engaged, Accountable Leaders*, to establish expected norms across all classrooms and instructional settings. Daily point sheets are discussed with students during class time and sent home on a daily basis for parent / guardian review and signatures. Students express their behavioral goals and next steps in developing coping skills to reduce their inappropriate behaviors. Tier 2 and 3 behaviors are reviewed on a monthly basis at the Pupil Personnel meetings at each site facilitated by the school's guidance counselors. Functional behavior assessments are conducted in order to design individual behavior intervention plans and leverage the implementation of school wide strategies to decrease behaviors that interfere with learning. As a result of these meetings, "Active Supervision" has been implemented at recess after lunch by staff organizing, facilitating, and supervising structured team sports. Administration's mantra, "Yes we can if we expect it," is resulting in a school wide emphasis that believes there is inter-connectedness between academic and personal behaviors to promote student achievement. Teams focus on designing academic tasks that help all students meet the expectations of the Common Core Learning Standards (CCLS). For example students receive ongoing feedback as well as ideas for supporting scaffolds, such as the use of graphic organizers, to complete writing tasks to help them move to the

next level resulting in more meaningful work products that meet the expectations of the CCLS. The impact reflects that 7% of students with significant emotional challenges are moving to a less restrictive environment.

- Teacher development is supported by a research based, common teaching framework to ensure that all teachers receive frequent feedback to promote professional development and improve student outcomes. (4.1)
 - The school is in its first year of participation in the Teacher Effectiveness Pilot (TEP) which utilizes the Danielson Teaching Framework for observations and provides teachers with specific, actionable feedback. Classroom observations are conducted by school leaders with all teachers receiving three informal and two formal observations during the school year. Student work and data is reviewed as part of the observation process to inform teachers' need to support student growth. Feedback is put onto ARIS allowing teachers to view ratings and next steps that were discussed at post observation conferences. Teachers are progressing by using the low inference data collected as a result of the feedback from observations reviewed and during midyear conversations around areas of strength and areas in need of growth. As a result of reviewing observation data, the administration found evidence to indicate that there was a need to provide professional development in creating measurable learning objectives and incorporating questioning into daily lessons. Early dismissal on Tuesdays, which was approved through a School Based Option (SBO) vote, enables weekly professional development to be provided to all staff, including paraprofessionals, on pertinent topics including specific areas of need as identified through observation data. As a result of these ongoing practices to strengthen teacher practice, overall understanding of how to write measurable professional goals has improved. Teachers are now incorporating appropriate questioning into their daily lessons, moving them from "developing" to "effective" on the Danielson rubric and teachers report that the feedback has been beneficial as they feel prepared and supported to implement the new teacher evaluation system, as well as their professional goals.
- Teachers work in structured collaborative teams using an inquiry approach to plan and adjust curriculum and instruction and monitor student progress with a willingness to learn from each other, to strength student achievement. (4.2)
 - The majority of teachers are engaged in authentic and structured inquiry based professional collaborations. At each site, teachers have two periods a week built into their schedules for teacher team meetings, one of which is dedicated to looking at student work and other relevant data around a group of students within the same ratio and similar learning needs. Teachers maintain Inquiry Team Binders across all sites and enter their inquiry goals onto ARIS. A consistent protocol is used to look at student work across all sites. Student work is graded using common core aligned rubrics. Teachers state that they meet on weekends and after school to engage in inquiry work, leading to an increased sharing of teaching practices, establishing peer support and improving student outcomes which have impacted their professional growth. For example, in response to an analysis of Picture Exchange Communication Systems (PECS) data, the Assessment of Basic

Language Literacy Skills (ABLLS) data and SANDI data the 6:1:1 teacher team are using a variety of self-regulation strategies in collaboration with students' occupational therapists to promote the initiation of requesting desired items using a picture exchange communication system across instructional environments. This has resulted in a 5% increase in targeted communication skills for students in alternate assessment programs.

What the school needs to improve

- Continue to develop coherent curricular opportunities for all students to engage in targeted learning experiences aligned to the Common Core Learning Standards (CCLS), which result in increasing levels of achievement. (1.1)
 - With support from District 75 and prioritizing recommendations made in last year's Quality Review, school leadership and the curriculum team continue to develop and revise curriculum maps driven by select core programs, aligned to the CCLS to accommodate a diverse student population in standardized and alternate assessment programs. While respective units of study and academic performance tasks are designed by teacher teams to promote higher order thinking for all learners across a range of cognitive abilities, they do not consistently highlight specific skills and sub skills around which to structure planning. As a result, the planning and refinement of instruction using student work and data is inconsistent across classrooms. Consequently, this hinders the school's ability to close the achievement gap across all student groupings.
- Ensure that a coherent set of beliefs around effective student learning is embedded across all classrooms in meeting a range of student needs resulting in high levels of work for all learners. (1.2)
 - The school continues to develop pedagogical practices aligned to curricula and reflecting a belief about how students learn best as informed by a research based common teaching framework. There is some emphasis on differentiated lesson planning to provide multiple entry access to learning based on student specific needs. The school has provided teachers with a lesson plan format which must include measurable objectives, paraprofessional responsibilities, differentiated groupings based on a pre – assessment of students and opportunities for student discussion using strategies such as think -pair share, turn and talk and peer editing. However, during classroom visits there is not yet evidence of a consistent and unified manifestation of all these practices during planning and instruction across all classrooms for all student groupings. For example, in some classrooms students are grouped holistically without the appropriate differentiation of materials to provide access to learning. While in others, teachers used data to inform their groupings and provide materials that are customized to meet individual learning targets. This inconsistency limits high levels of student engagement, thinking and meaningful work products by all students.
- Extend the process in which data is collected, captured and analyzed to provide a profile of students' skill needs as well as progress in order to better adjust curriculum and instruction to accelerate student progress. (2.2)
 - A variety of common assessments are utilized by staff to determine baseline formative and summative data points for various student groups

based on cognitive ability. A combination of Fountas and Pinnell, Acuity, SANDI, ABLLS and other assessments built into core curricular programs, such as the Unique Learning System for students in alternate assessment are used across the school organization. Additionally, teachers maintain student portfolios and a *Work Sampling System* for early childhood classes is in its developmental stages with targeted students, to track learning and developmental progress over time. However, consistency of data analysis and ongoing classroom checks for student understanding across all student populations to capture specific and ongoing sub skill trends and gaps in learning is limited. Thereby impacting the ability of staff to make better informed instructional decisions at the classroom and teacher team levels. Consequently, this hinders opportunities to meet the needs of individual students and student groups in a more timely and effective manner.

Part 3: School Quality Criteria 2012-2013

School name: P.S. K140	UD	D	P	WD			
Overall QR Score		X					
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		X					
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?		X					
School Culture							
<i>To what extent does the school...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?		X					
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			X				
Systems for Improvement							
<i>To what extent does the school...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?			X				
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?			X				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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				
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?		X					
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed