

Quality Review Report 2012-2013

**Roy Campanella High School
Brooklyn Occupational Training Center**

**High School 721
64 Avenue X
Brooklyn
NY 11223**

Principal: Barbara Tremblay

Dates of review: January 14 - 16, 2013

Lead Reviewer: Victoria Armas

Part 1: The school context

Information about the school

Roy Campanella High School/Brooklyn Occupational Training Center is a high school with 492 students from grade 9 through grade 12. The school population comprises 43% Black, 20% Hispanic, 22% White, and 14% Asian students. The student body includes 31% English language learners and 100% special education students. Boys account for 59% of the students enrolled and girls account for 41%. The average attendance rate for the school year 2011 - 2012 was 87.0%.

Overall Evaluation

This school is Proficient.

Part 2: Overview

What the school does well

- The school offers a curriculum that is Common Core Learning Standards aligned and includes a range of learning experiences meeting the needs of its diverse student population, resulting in effective career readiness. (1.1)
 - The school utilizes the Common Core aligned Unique Learning System curriculum, which is designed for special learners with diverse needs. Focus standards that are aligned to the Citywide Instructional Expectations, include the use of informational text selected to support the functional life skills needed by students. This was evident in curriculum that identifies a monthly theme that is integrated across content areas. For the month of January, 'energy' was in lessons observed throughout the school and in student work on bulletin boards that showed connections between readings and activities. Students during a math lesson were creating bar graphs based on data collected from an activity called Mighty Milers, allowing students to tally their laps around the track relative to exercise and personal energy levels. Vocabulary across classrooms supported the understanding of energy, and was reinforced with visuals and tasks to connect content with hands-on experiences.
 - Student work products, data collected through Student Annual Needs Determination Inventory (SANDI), careful daily monitoring by teachers, and student self-assessments on checklists, are continually utilized to refine units, lessons, and tasks, to meet needs and support the school's practice of departmentalized student groupings according to student's skill levels in math. Curriculum is also aligned to support career readiness through on-site job experiences at partnership sites including the Veteran's Administration Hospital and Sephardic House. This leads to graduates who are supported to reach their potential, are career ready, and able to sustain themselves in the real world as evidenced by 50% of students participating in vocational experiences.
- Common rubrics and assessments aligned to standards and curricula are utilized across the school to inform practice. (2.2)
 - Common assessments are part of the Unique Learning System curriculum and are utilized and adapted within classrooms relative to the analysis of students' outcomes. In addition, the school designed a common English language arts rubric that is CCLS aligned to the school's selected standards, which supports a coherent understanding of student work and serves as a model for District 75 schools. When suitable, teachers conference with students to help them understand their performance and needed next steps. The majority of teachers maintain a data binder, which includes SANDI skill levels, individualized education plan goals, progress, outcomes on common Unique Learning System assessments, behavior information, and anecdotal notes. A quad structure allows teacher teams organized around students' programmatic placements to analyze this information. Furthermore, units of study and content area lessons are adjusted by these teams to provide further support according to students' trends and identified needs. This results in

instruction that integrates content and is correlated to student's individualized education plan goals.

- Assessment practices include the use of student learning portfolios utilized to capture and document progress. Students were proud to share examples of their work from portfolios and discuss their learning articulated on self-assessed checklists. This included writing booklets on citizenship and community service related to actual service projects they carry out in the community that included personal reflections on their work. Checks for understanding observed during lessons include checklists, thumbs up, restating learning, and documentation on how students attend to tasks. The analysis of student work during quad meetings, ongoing checks for understanding throughout lessons, and student self-assessments, allow teachers to adjust instructional decisions at the team and classroom level.
- The school's high levels of collaboration, respect, and mutual trust, allow all constituents to be deeply committed to successfully support the academic and social-emotional needs of students. (1.4)
 - The school's established teams of educators in a Quad structure, including teachers from similar programmatic settings, a guidance counselor, related service providers, and an administrator, who meet weekly to discuss students' academic and personal progress, as well as support each other's instructional practices. Additionally, the school's pupil personnel team meets regularly to discuss student behavior and social-emotional needs and develops plans that are shared with relevant constituents, including families, to support student progress toward school goals. A school wide behavior plan and code of conduct that is in place throughout the building, and well known by students and educators, is evidenced by respectful interactions in all settings and a safe environment in hallways, classrooms, and vocational areas, within the building and at off-site locations. The school's student council is very active, and members serve on the school leadership team (SLT) and District 75 Superintendent's Student Advisory Council (SSAC). As a result, students have produced public service addresses (PSAs) in the form of videos to inform the student body of policy changes at the school including the "Grab and Go" breakfast and the addition of a salad bar to cafeteria options.
 - As the school is such that no classroom has more than 12 students with no less than two adults present, students are well known and adults are well aware of students' needed guidance and related services supports. Parents stated that the school "will do anything for their children" and that "the principal knows every child individually". Families indicated that administrators and teachers are approachable and they feel they are kept abreast of their children's achievements through personalized communication via telephone and written formats, as well as numerous, helpful workshops provided by the parent coordinator. Attendance is carefully monitored and there are phone calls to families after a student's second consecutive absence. Charitable work and community service are important components in the school and support students' social emotional learning and developing empathy. Students and staff affected by Hurricane Sandy were identified through a survey and supported by 300 to 400 meals made daily by the school, as well as a laundry service.

Students in one class make and deliver sandwiches weekly for the Salt and Sea Mission. As a result of an effective programs and processes, 91.5% of graduates will transition to appropriate settings upon graduation.

- School leaders provide effective feedback from the strategic use of frequent cycles of classroom observation coupled with the provision of high quality professional development to continuously support teacher growth. (4.1)
 - The school, in its second year of participation in the Teacher Effectiveness pilot (TEP), uses protocols aligned to the Danielson Teaching Framework for observations and feedback. Via strategic cycles of classroom observations, school leaders work with participating TEP teachers and conduct two partial observations and one formal observation per semester, followed by the review of the teacher's corresponding student work and data. Using ARIS to input all data from feedback sessions provides for transparency of the process enabling teachers to view ratings and next steps established during post observation conversations with administrators. Additionally, new teachers who are provided with a mentor and supported through intervisitations, weekly team meetings, and a professional development plan, stated that they felt well supported by colleagues and administration.
 - Learning plans, which include a self-assessment, goal setting, developmental actions, measures of progress, resources, and supports needed, as well as anticipated student outcomes, are developed by teachers and reviewed with administrators during mid-year conversations resulting in a clear path for development and support. Professional development is provided weekly by the school, the network, and the district and is designed according to trends found in observation data, teacher goals, and school wide initiatives. As a result, to date there is a 15% overall increase in the highly effective rating category received by teachers for all competencies as evaluated during classroom observations since September 2012.

What the school needs to improve

- Enhance instructional practices so that lesson delivery is sufficiently differentiated to expand higher order thinking and offer suitable challenges for all students. (1.2)
 - The school believes that students learn best when able to explore and experience what is being taught via community interaction, which is fully supported by all aspects of the school program and curriculum. The Unique Learning System designed to help teachers deliver instruction to students with significant cognitive delay offers differentiated tasks that are CCLS aligned with a parallel transition curriculum and prepares students with disabilities for adult community living. Students engage in preparation for career readiness through real life experiences at job sites within the school and off campus. Additional programs to enhance student learning are evident such as the Getting Ready to Learn yoga program, 3D World/Second Life and travel training. Lessons are delivered through the reinforcement of routines and are well scaffolded to provide access to learning. This was evident via the use of visual

supports in many classrooms, graphic organizers, and support by para-professionals. Questioning strategies are consistently utilized and are being improved by the work of the TEP. Although levels of differentiation are provided in lessons across the school, in a few classrooms not all students were suitably cognitively engaged or challenged by appropriate content, nor were they using relevant technology to demonstrate higher order thinking in their work. This results in missed opportunities for all students to be exposed to extensions to their learning to strategically support their progress to higher levels of achievement.

- Improve interim monitoring of school wide goals to adjust and focus teacher practice in order to accelerate student progress. (3.1)
 - The principal promotes a school wide vision that supports functional skill building and student independence. The extensive use of surveys provides input toward goal setting from all constituencies. The SLT, parent teacher association, and student council, are very active and effectively support the communication of the school's improvement processes. Focus groups have been established to discuss and pilot initiatives such as the use of SANDI assessments. Four goals and action plans have been articulated in the Comprehensive Educational Plan and other school planning documents. Two goals include improvement in teacher effectiveness on the Danielson competencies, and a 10% decrease in incidents. Data is collected regularly for these two school goals from ARIS, TEP, and the School-Wide Information System (SWIS) for incidents. This data is showing good progress toward these goals with adjustments implemented in professional development plans and student behavior supports. Two instructional goals include a 5% increase in ELA proficiency, and one level of increase on communication skills for students at work/study sites as evidenced by SANDI, CCLS task outcomes, vocational and Quad teacher team anecdotal information. Although some data is being collected toward these latter instructional goals, interim information on progress relative to both of the goals is limited, thus hindering the school's ability to fully understand its progress toward the attainment of all goals and leverage changes in instruction to strategically accelerate student learning.

Part 3: School Quality Criteria 2012-2013

School Name: Roy Campanella High School Brooklyn Occupational Training Center		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