



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**P.S. 368K**

**Elementary-Middle-High School K368**

**70 Tomkins Avenue  
Brooklyn  
NY 11206**

**Principal: Joycelyn Nedd**

**Date of review: March 31-April 1, 2015  
Lead Reviewer: Robin Cohen**

## The School Context

P.S. 368K is an elementary-high school with 234 students from kindergarten through grade 12. The school population comprises 56% Black, 35% Hispanic, 8% White, and 1% Asian/Native Hawaiian students. The student body includes 8% English language learners and 100% special education students. Boys account for 81% of the students enrolled and girls account for 19%. The average attendance rate for the school year 2013-2014 was 83.0%.

## School Quality Criteria

| <b>Instructional Core</b>  |                            |                       |
|--|----------------------------|-----------------------|
| <i>To what extent does the school...</i>   | <b>Area of:</b>            | <b>Rating:</b>        |
| 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   | <b>Celebration</b>         | <b>Well Developed</b> |
| 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 | <b>Additional Findings</b> | <b>Well Developed</b> |
| 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   | <b>Additional Findings</b> | <b>Proficient</b>     |
| <b>School Culture</b>  |                            |                       |
| <i>To what extent does the school...</i>   | <b>Area of:</b>            | <b>Rating:</b>        |
| 3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations  | <b>Focus</b>               | <b>Proficient</b>     |
| <b>Systems for Improvement</b>   |                            |                       |
| <i>To what extent does the school...</i>   | <b>Area of:</b>            | <b>Rating:</b>        |
| 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning   | <b>Additional Findings</b> | <b>Well Developed</b> |

## Area of Celebration

|                           |                       |                |                       |
|---------------------------|-----------------------|----------------|-----------------------|
| <b>Quality Indicator:</b> | <b>1.1 Curriculum</b> | <b>Rating:</b> | <b>Well Developed</b> |
|---------------------------|-----------------------|----------------|-----------------------|

### Findings

All curricula are aligned to Common Core Learning Standards and purposefully integrate the instructional shifts. The school continues to deepen, expand and refine their curriculum maps and units of study to ensure a range of learning experiences, cognitively appropriate and challenging, engaging all students in academics and life skills.

### Impact

The school's curricula decisions build coherence across all sites and promote student engagement, independence, academic achievement, and college and career readiness skills for all learners.

### Supporting Evidence

- The school makes purposeful choices about curricula based on student performance and periodic assessments such as Students Annual Needs Determination Inventory (SANDI) and Formative Assessment of Standards Tasks (FAST). These assessments are designed for students participating in alternate assessment. Based on feedback from previous Quality Review (2012-2013), an area in need of improvement was "make instructional adjustments for students who take alternate assessments and are cognitively delayed functioning at an extremely low level". The school has invested in Core Curriculum Solutions, for both their elementary and secondary school. As a result of the aligned curricula, SANDI data shows growth in the 3 key subtests of Reading, Writing, and Math for 100% of all alternate assessment students. In addition, 75% of students show growth in all subtests of FAST from fall, 2014 to spring 2015.
- For students participating in standardized assessment, Scantron Edperformance series from fall, 2014 to winter, 2015 assessments show, for the elementary school, 72% show scale score growth in reading, 73% in English language arts, and 61% in math. The middle school scale score growth is 57% in reading, 55% in English language arts, and 51% in math. The high school scale score growth is 75% in English language arts and 73% in math.
- Across grades and subject, teachers write Units of study and emphasize strategies such as developing text-based responses, building academic vocabulary and application to real world situations. For example, in a middle school classroom for students with autism, students were engaged in a math lesson applying computational skills to real life situations and word problem formats. The essential question posed was "Why is it important to know the price of an item to be purchased"?
- The school is very vigilant in their planning and refining of curriculum maps and units of study. These documents are organized by grade bands, academic content area, and the school's created student body groupings (instructional levels, yellow, blue, and red). The design of the unit plans includes the essential questions, standards addressed, learning objectives, order of lessons, and culminating tasks with suggested assessments. The school developed rigorous culminating tasks within the unit plans and is based upon the differentiation of individual students' needs and IEP goals, which were developed through SANDI assessments. In addition, the school-based coach is the Attainment liaison and assists teachers in the implementation of the curricula.

## Area of Focus

|                           |                              |                |                   |
|---------------------------|------------------------------|----------------|-------------------|
| <b>Quality Indicator:</b> | <b>3.4 High Expectations</b> | <b>Rating:</b> | <b>Proficient</b> |
|---------------------------|------------------------------|----------------|-------------------|

### Findings

High expectations are consistently communicated to the entire staff via the use of the Danielson Framework for Teaching in trainings, professional development opportunities, and observations. Student progress updates and workshops offered, keep families apprised of student advancement towards college and career readiness.

### Impact

Structures that support the school's high expectations build buy-in, academic and personal growth, amongst staff and students, however, additional parental involvement is needed.

### Supporting Evidence

- The student, parent, and staff handbook, memos, and the regular use of Danielson's Framework for Teaching, reinforce school-wide expectations for teaching and learning. Frequent classroom observations, inter-visitations, and feedback from classroom visits hold staff accountable for meeting expectations. In addition, the school partners with Arts Program/Orpheus Chamber Music, Brooklyn Academy of Music, Service Learning-Bottles for Haiti, and Urban Advantage. In addition, the school's Debate Team was invited to participate in the Harvard National H. S. Invitational Forensics Tournament in Cambridge, Massachusetts.
- Parent workshops provide information on the importance of academic expectations to meet the Common Core Learning Standards, post-secondary preparation, and financial aid planning. The school stated that six parents who are part of the school leadership team (SLT) are actively involved with school issues. However, based on attendance at workshops, and other opportunities for participation, contribution, and connection, the school reported that only 2.5% of parents are actively involved.
- During the parent meeting, attendees shared that teachers and related service providers offer guidance and support and regularly send updates on their child's progress via notes, phone calls, email outreach, and report cards. However, parents also stated that "the same small groups of parents do all the work, only a small percentage of parents continue to provide input in school affairs".
- In addressing Citywide Instructional Expectations (CIE), the traditional parent/teacher conferences were replaced with student led conferences. Classroom teachers stated "they (the teacher) still facilitated the meeting, but the students were in charge of the conference". Students had to support/defend their work which has created student accountability and preparation for college and career readiness skills.
- High expectations for classwork and behavior are demonstrated by teachers as seen during classroom visits. Teachers model social/behavioral skills such as asking appropriate questions, taking turns, giving and receiving feedback. From July 1, 2014 to the present 40% of students moved to a Least Restricted Environment (LRE). The school anticipates LRE placement for 2015 grade 8 graduates to be 42%. The school, administrators and staff, created a Student Contract which provides the criteria, both academically and behaviorally for students to apply for movement to LRE.

## Additional Findings

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Well Developed**

### Findings

Teaching practices across the vast majority of classrooms reflect an articulated set of beliefs about how students learn best as informed by the Danielson's Framework for Teaching. Lesson plans are well designed with student specific supports to ensure all learners have the opportunity to produce cognitively appropriate and meaningful work products.

### Impact

Across all classrooms, the unified common core aligned curricula have fostered wide-spread teacher collaboration, produced a coherent set of beliefs in how students learn best, and teaching practices to improve students' outcomes.

### Supporting Evidence

- Teaching practice across classrooms visited reflects the consistent use of adequate scaffolds, interactive activities and lesson adaptations to challenge and push the thinking of all students and different populations. Teachers use Universal Design for Learning (UDL) methodology in designing their lessons and instructional activities. Student work products, writing notebooks, and bulletin board displays provide consistent evidence of high quality work. In addition, teachers create Professional Growth Plans identifying pedagogical areas for improvement from a self-assessment form based on Danielson's Framework for Teaching. For example, one teacher wrote "Using assessment in instruction" and another teacher wrote "Demonstrating knowledge of outside resources".
- Direct teaching of academic vocabulary was seen in all classrooms visited. In addition, teachers demonstrated strategies such as, highlighting important details in a story or an article they were reading, modifying the lesson using symbolic text, and using narrative tools such as thinking maps. In a first/second grade class for students with autism (8:1:1), students used the double bubble thinking map to demonstrate the "comparing and contrasting of Sparta and Athens. Students worked in small groups discussing and/or using Picture Exchange Communication (PEC) symbols and Augmentative Alternative Communication (AAC) devices as to where they would rather live.
- Teachers use daily formative assessment data as well as student self-assessment to determine progress and make instructional adjustments. In addition, teachers confer with students to communicate and/or provide written remarks as to what the student did well. This practice allows teachers to provide students with their "next steps" and their progress in mastery of learning objectives. For example, in a fourth grade class for students in standardized assessment (12:1:1), the students evaluated themselves using a rubric, then the teacher provided feedback as to the students' rubric score. The teacher wrote "Your essay showed that you understood the question. Next time you should use another detail from the text to show similarity such as the Earth Mother, The Birds, and The Far Winds".
- The school stresses the push-in model for related service providers. Classroom teachers collaborate with speech teachers developing more cognitively challenging questioning techniques. In a high school class for students with autism (6:1:1), the learning target was to have students express their emotions to others in a poem. The speech teacher asked the students to "Describe how you think he feels" and "Can you predict what will happen next?"

**Findings**

The school uses common assessments, rubrics, and ongoing checks aligned to its curricula, to analyze student work, monitor student understanding, and provide actionable feedback.

**Impact**

School leaders and staff have an ongoing understanding of the performance and progress of all learners that effectively inform instructional practices at the team and classroom level. The use of varied assessment data aids in adjusting curriculum and classroom practices, thereby, increasing student growth.

**Supporting Evidence**

- In all classrooms visited, Student Growth Portfolios include student profile, his/her goals, sensory profile (if applicable), targeted behavior from the school-wide Positive Behavior Intervention Support (PBIS) system, formative and summative assessments including Level 1 vocational data, and the students' Academic Intervention Supports (AIS) records. Samples of student work are maintained to provide evidence of student mastery of their Individual Education Plan (IEP) goals and objectives. These portfolios are an integral tool used by all teachers to collect and plan instruction and close the educational achievement gap.
- The school's instructional focus is to improve student performance by providing rigorous AIS services. The school has an extensive AIS plan in place to meet the needs of students with severe disabilities to improve foundational literacy skills to access all content areas, as well as math intervention. The school-based coach supports teachers with providing the "AIS" words of the week and created vocabulary games for teachers to use with their students. The school has a dedicated AIS period where students are grouped by academic needs addressing specific skills. In a middle school class for students in standardized assessment, the focus of the lesson was to identify what is Readers Theater and demonstrate how "reading with fluency and expression will affect the level of comprehension". The teacher modeled the importance of fluency and expression, and then the students were given the "Great Kapok Tree" script to choose the part that they related to.
- In classes visited, paraprofessionals are integral participants in data collection during instruction. This data along with student self-assessment are used to guide instructional practices and determine student groupings. Ongoing checks for understanding include pre-planned questions for paraprofessional use during small group instruction.
- Unique to the school, are teachers evaluating the lesson taught and the student learning by providing feedback to them-selves. For example, in a kindergarten to second grade classroom for students in a standardized assessment (12:1:1), students were learning about fables and how to answer questions that require making interpretations and judgments. After the story "the Maid and the Milk pail" was read the teacher asked specific questions. The teacher wrote on her lesson plan "X had a hard time understanding what was meant by making a prediction. He kept telling me what was in the picture and what was happening". "Y had no problem and used his imagination and included details".

|                           |   |                |                       |
|---------------------------|---|----------------|-----------------------|
| <b>Quality Indicator:</b> | <b>4.2 Teacher teams and leadership development</b> | <b>Rating:</b> | <b>Well Developed</b> |
|---------------------------|---|----------------|-----------------------|

### Findings

All teachers are engaged in inquiry-based/teacher teams that have provided opportunities to collaborate on planning for instruction and curriculum development. Embedded leadership structures ensure teachers have input on key decisions about curricula and teaching practices.

### Impact

Professional collaborations continuously strengthen teacher practice; promoting standards based instruction and increases in student progress both academically and behaviorally. Teacher teams inform decisions regarding curricula, pedagogy, academic and behavioral intervention ensuring a shared commitment to attaining school goals.

### Supporting Evidence

- Teacher teams meet at least twice weekly and are grouped according to grade bands, academic content areas, and student populations. Teacher teams use student work samples and focus on the rigor of the tasks, how lessons are differentiated to include all learners and the level of questioning used by teachers. The teams use the Bondi protocol to guide teachers in discovering what students understand and how they are thinking. The school's data specialist and school-based coach participate in the teacher team meetings and provide professional development such as: Unit Planning Plus, Questioning and Discussion with Literacy, Lesson Planning, and State of the School – describing the demographics of the organization.
- During the PBIS inquiry team meeting, teachers looked at the Online Occurrence Reporting (OORs) data and the School Wide Information System (SWIS) data. These reports revealed a significant decrease in Level 4 and 5 infractions. There is a 60% decrease in Level 4 infractions and a 72% decrease in Level 5 infractions. In addition, team members suggested they conduct Learning Walks to see how effective the point system is being implemented in each classroom. In addition, a discussion developed focusing on if students should earn points for bus arrival and dismissal.
- Units of study are created within the collaborative team meetings. The school's coach looks at all units of study to ensure all expectations are met. For example, the coach's feedback for a particular unit stated "You have demonstrated a complete and total understanding of the purpose of the Unit Plan, the role of Essential Questions, and the need for comprehensive attention to the Common core Learning Standards. In addition, you have shown a belief in your students' abilities to achieve a variety of objectives that challenge them and promote their intellectual growth and development".
- Staff members verbalize how they are active members of the school community and their input is listened to by administration. For example the school has a Measure of Student Learning (MOSL) committee that was charged with selecting appropriate assessments for students in standardized assessment and alternate assessment. Leadership structures are embedded within the school's day to day operation. Teachers serve as mentors, coaches, content specialist, and liaisons between the school and community partners.