



# Quality Review Report

## 2014-2015

**Jim Thorpe School**

**P.S. 370  
75K370**

**3000 West 1st Street  
Brooklyn, New York 11224**

**Principal: Susan Goldberg**

**Date of Review: December 15-16, 2014  
Lead Reviewer: Arthur Fusco**

## The School Context

P370K is a K-12 school with 260 students from kindergarten through grade 12. The school population comprises 44% Black, 25% Hispanic, 20% White, and 11% Asian students. The student body includes 21% English language learners and 100% special education students. Boys account for 80% of the students enrolled and girls account for 20%. The average attendance rate for the school year 2013-2014 was 83.20%.

## 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>Focus</b>	<b>Proficient</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>Proficient</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>Celebration</b>	<b>Well Developed</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>3.4 High Expectations</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

School leaders and staff consistently maintain a mutual culture for learning, which is aligned to the use of the Danielson's Framework for Teaching (FfT) that communicates high expectations for achievement with a clear vision towards shared responsibility with the entire school community.

### Impact

School leaders embedded systems of accountability for staff and students and teachers' exemplary work in professional learning communities, with a shared responsibility for families necessitate high levels of student engagement, improved teaching practices and increased parental involvement.

### Supporting Evidence

- The administration provides staff with a handbook that emphasizes P370K's belief system, *what does student engagement look like*, and reinforces school-wide expectations on staff's roles and responsibilities in achieving student success; in a safe environment. Lessons focus on student interests, and teachers employ supports and strategies including modeling, visual supports and repetition.
- Parent/Guardians indicated that the teachers are in constant communication with them via the communication books, report cards, Individualized Education Plan (IEP) meetings, Parent-Teacher Conferences and email exchanges to share and discuss goal setting and the child's progress. Teachers generate weekly and/or monthly newsletters to illustrate student work and successes, and highlights on the school's curricula expectations.
- Parents shared that once a month, each class conducts a "Sit in your Child's Seat" program. Parents/guardians are encouraged to sit along with their child for one hour during class time to gather instructional strategies, so the parents/guardians may be able to reinforce the skills with their child at home.
- School leaders have generated a monthly Advance observation calendar to ensure a consistent and fluent flow of observations. In addition, the Advance Observation Dashboard and Tracker are used to drive professional development to support teachers in meeting the Danielson's Frameworks for Teaching (FfT) components for improved teaching practices.
- Transition Coordinator and teachers have completed a "Career Plan" for every student within the organization that incorporates career interests, student goals and parental input to assist families in understanding the path to college and career readiness. Parents shared that the school conducts a yearly Transition/Career Day that focuses on career exploration and next steps. School has business partnership with Goodwill and VA for student participation with work-site experience.

## Area of Focus

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Proficient**

### Findings

Although the school is building coherence in curricula through alignment to the Common Core Learning Standards (CCLS) and an emphasis on rigor, the instructional shifts and higher-order thinking tasks are not yet strategically integrated into all subjects for all learners.

### Impact

The school's design in integrating instructional shifts and content standards across all curricula are not yet embedded in a coherent way across grades and subjects so that high level tasks challenge all students to demonstrate their thinking in all subject areas.

### Supporting Evidence

- Units of study for ELA are broken down into grade bands and integrate the instructional shifts seamlessly by requiring students to cite evidence from texts, find key ideas and supporting details and provide a balance of informational and literary texts in ELA. In addition, supplemental ELA units are available that provides additional essential questions, vocabulary and learning objectives connected to the curricula.
- Teachers work in teams to plan units of study to create curriculum maps for ELA using summative and formative data that provide a roadmap for the units of study with a school wide focus on text-based evidence for literacy. The reviewer observed in the lesson plans, teachers using the same lesson plan template that focuses on previous student learning, instructional strategies, differentiated tasks and essential questions.
- Student work products observed in the students' ELA portfolios demonstrate a steady infusion of higher order thinking skills. Students used a concept web as a tool to complete a reflective essay.
- Some academic tasks required students to complete a low level worksheet. In a social studies task on the French and Indian War, students had to record a true or false response to a series of questions, while in another activity, they had to complete a word puzzle from a word bank.
- In the mathematics curriculum, the shift of focusing on fluency to the application of real word problems is evident. For example, the elementary curriculum map for the unit on investigations in number and data, with applications to time telling and money promotes college and career readiness.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

The school has a consistent and articulated set of beliefs on how student learn, including the use of questioning and differentiated grouping to foster students to be actively engaged in tasks.

### Impact

Consistent attention to beliefs and teaching practices through hands-on, real-life experiences result in high levels of student engagement and improved student learning.

### Supporting Evidence

- Teachers shared that they are expected to use a wide range of teaching strategies to build on the Webb's Depth of Knowledge (DOK). For example, a teacher was using question boards with students that had limited communication/verbal skills during Activities for Daily Living (ADL) lesson.
- Across classrooms, groups of students were working in small groups using various types of graphic organizers including Venn diagrams, KWL charts, and mapping to capture and gather their thoughts. For example, in one class during a social studies lesson, students were discussing and identifying what Native Americans needed to survive during a specific time period in History. Another group in the same class was using the Venn diagram to organize their thoughts and were identifying and discussing the similarities and differences in living at that time period compared to the present time in New York City.
- During a classroom visit, a teacher guided her students in using picture symbols in an informational text format. The teacher then asked questions, had a class discussion where students turned and talked, and the lesson concluded with the students generating a list of facts related to the topic on "Best Friends".

**Findings**

The school uses assessments to analyze and monitor student progress and provide students with actionable feedback.

**Impact**

Across classrooms, students self-assess and teachers use rubrics and ongoing checks to allow instructional adjustments to classroom practices that improve student achievement.

**Supporting Evidence**

- Teachers use pre and post assessments for all subject areas that are aligned to the schools' curricula. In addition, teachers gather a variety of formative and summative data through the use Scantron, Fountas and Pinnell, SANDI and FAST assessment benchmarks to assist them in improving students' outcomes.
- During the classroom visits, teachers were observed using various checks for understanding including class discussions, teacher questioning specific to the tasks and conferring notes. Classroom teachers indicated that they use the checks for understanding to better guide them in making adjustments to their lesson planning and instruction. As evident in some of the lesson plans, teachers incorporated additional teaching strategies to increase student achievement, such as, the use of color-coded steps for visual prompting and use of bubble maps for categorizing and organizing.
- Early childhood and elementary grade students use the "Glow and Grow" feedback system. This pre-prepared strip consists of a yellow colored "Glow" light bulb and a green "Grow" plant. This innovative strip has space for the teacher to indicate what the student is doing well and what is needed for the student to move to the next step.
- Teachers create skill-specific tracking forms where levels of progress are monitored and documented. Classroom teachers were tracking for their third grade students, to identify the author and title page of a book (based on the foundational skills from SANDI) and read 10 survival signs/symbols (based on Informational skills from SANDI).
- Across classrooms, teachers provide students time to self-monitor and self-assess by using the student self-assessment sheet. During the small student group meeting, students indicated their participation in the development of the some of the classroom rubrics. The students spoke about how their teachers' discuss high expectations. In addition, the students indicate that the feedback they receive on their work "Helps them to do better."

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

Teachers are actively engaged in inquiry-based professional learning teams' collaborations and consistently examine student work and assessment data to enhance school-wide practices.

### Impact

Highly developed professional learning teams collaborate continuously to strengthen cohesive instructional practices and monitor the mastery of goals for groups of students to improve overall student learning.

### Supporting Evidence

- All teachers are members of Inquiry Teams that are organized into three categories including the Instructional Core, Assessment and Culture. The teams focus on integrating the instructional shifts into the Common Core Learning Standards (CCLS) and then uniformly infuse them into the lesson planning and classroom instruction.
- The Inquiry Teams meet weekly and use the Tuning Protocol when analyzing student work. Each teacher completes an Individual Monthly Action Plan (I-MAP) that addresses the changes made to the teacher's practice and the impact it had on the students. During an inquiry team meeting, a first grade teacher indicated that one of her I-MAPs was to use a kinesthetic approach in teaching equal, more than and less than to her students. The teacher stated that five of six students in her alternate assessment class were able to move from emerging to supported within a four-week period based on SANDI data.
- Through creative scheduling, the school was able to arrange common planning periods at the beginning of each day for all teachers throughout the organization. During these common planning periods, school leaders conducted professional development for staff to reinforce Webb's matrix with Danielson's FfT with a focus on questioning techniques.
- Teachers shared that the school created a school-wide Drop Box. Teachers go into the Drop Box to review teams' minutes, curricula, and targeted strategies for specific skills to build a greater of coherence of effective teaching practices across the sites for positive student outcomes.
- Teachers on the Student Annual Needs Determination Inventory (SANDI) Inquiry Team share that they consistently reflect on student's learning to identify gaps in the acquisition of targeted skills that have been determined by SANDI and identified in the student's Individualized Education Plan (IEP). Students were sub-grouped in four different levels based on the SANDI Reading Score from these areas, Foundational, Reading for Information Skills and Literature Skills. Compared to SANDI data from November 2013, the reading scores have improved by 8%.