

Quality Review Report

2014-2015

PROGRESS High School for Professional Careers

High School K474

**850 Grand Street
Brooklyn
NY 11211**

Principal: William Jusino

Dates of review: April 20, 2015

Lead Reviewer: Karen Watts

The School Context

PROGRESS High School for Professional Careers is a High School with 1098 students from 9 through grade 12. The school population comprises 35% Black, 63% Hispanic, 1% White, and 1% Asian students. The student body includes 15% English language learners and 18% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-14 was 78.4%.

School Quality Criteria

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

Area of Celebration

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
---------------------------	---	----------------	-----------------------

Findings

All teachers collaborate with colleagues in subject and grade-level teacher teams facilitated by teacher leaders who work to build teacher capacity as well as participate in the instructional cabinet to promote shared decision making at the school.

Impact

There is coherence in instructional practices throughout the school and student achievement is increasing.

Supporting Evidence

- All teachers collaborate with colleagues in subject and grade-level teacher teams facilitated by teacher leaders who build teacher capacity through sharing of best practices, while providing ongoing support through trial and implementation. Teacher leads also participate in the instructional cabinet monthly meetings to promote shared decision making at the school. The assistant principals work with the teacher leads for follow through on next steps to see outcomes.
- There is a distributed leadership structure in place that enables the identified teacher leaders and mentors to participate in cabinet meetings. Teacher leads meet together to take ownership of their practices which then helps them to guide their colleagues through professional learning experiences that include inquiry on data from common assessments, learning labs, and weekly walkthroughs. Teachers communicate via Google Drive but also the team leads share monthly findings at faculty conferences.
- During the teacher meeting, teachers stated that they had time to plan together and thought their professional learning sessions were supportive of their growth as professionals. Teachers lead professional development around the school's needs, such as ensuring alignment between the school's instructional focus and classroom practices. For example, teacher inquiry centers on the use of writing templates for thematic and document-based-question essays as a scaffold for students in need of such support. They stated that the principal appreciates their work and listens to suggestions and determines what is best for the school.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Across classrooms teaching practices are aligned to the Common Core Learning Standards, and are informed by discussions at the team and school levels and support the school's belief that students learn best in a welcoming environment and when they are actively engaged in appropriately accessible academic tasks.

Impact

Across classrooms there are coherent instructional strategies around the instructional shifts and students develop higher order thinking skills that are evident in their work products.

Supporting Evidence

- Student centered lessons were observed across classrooms that engaged students with discussions and careful scaffolding that addressed the needs of all learners. This was done with the use of graphic organizers and with culturally relevant curricula with real world connections. For example, in the Economics course, materials were translated into Spanish to accommodate English language learners (ELLs).
- The instructional focus is visible in instruction. For example, the lesson for United States History included the school's focus on close reading of seminal documents, as well as required students to justify their thinking and discuss opposing viewpoints with their group members in support of the way students learn best. The English language arts (ELA) lessons also addressed close reading, which shows alignment between content areas.
- In economics, students were required to evaluate the school's mission statement and incorporate mission statements and subsequently develop a mission statement for a business they had to create. This activity was accessed through a variety of strategies including: think pair share, instructional grouping, graphic organizers, and critique with mission statement rubric. The instructional shift of "knowledge in the disciplines" was attained through student use of economic and business terminology as evident in the mission statements critiqued and produced.

Additional Findings

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

Curricula planning documents are purposefully aligned to the Common Core standards and evolve based on continuous review of student work to provide access for all students including students with disabilities and English language learners.

Impact

Curricula and academic tasks are planned to create a coherent instructional environment that integrates the instructional shifts and promotes students' college and career readiness.

Supporting Evidence

- Review of curricular documents revealed an alignment to the Common Core Learning Standards and instructional shifts for all content areas. For example, the English 9 map had texts of varying complexity and included both fiction and non-fiction. Academic vocabulary was referenced and students had created persuasive essays citing evidence from the sources read during the unit. Academic vocabulary was provided on all curriculum maps. Maps are designed to promote college and career readiness.
- Curricular documents evolve based on a continuous review of student work to ensure there is access for all learners and list numerous strategies from Universal Design for Learning Principles and provide task options for the summative assessment. In an ELA 10 unit on Latin American Literature, students are given the option of three summative tasks (1. Create a visual representation; 2. Write a personal critical lens essay requiring the citation of evidence in support of a claim; 3) Write a comparative analysis of three stories citing evidence to support claims). Tasks are refined to ensure access to CCLS by all learners.
- During the teacher meeting, teachers discussed the implementation of Common Core learning Standards and college and career readiness in their lessons. Teachers spoke strongly about the collaboration within their community to align their lessons and units. Unit Maps across grade level and subjects adhere to Universal Design for Learning concepts that support rigor and multiple means of expression.

Quality Indicator:	2.2 Assessment	Rating:	Well Developed
---------------------------	-----------------------	----------------	-----------------------

Findings

The school's assessment practices include common assessments that measure student progress towards mastery of power standards as well as self and peer assessments that give immediate feedback to students on their progress and allow teachers to adjust instruction to meet student needs.

Impact

Teachers adjust their instruction to address the learning needs of all students including SWDs and ELLs and students their next learning steps to mastery.

Supporting Evidence

- In the Economics class students were provided with critique rubrics for mission statements. The school's assessment practices include common assessments, which teachers collaborate on to design and modify. These measure students' progress towards mastery as well as student self and peer assessments, which also give immediate feedback to students on their progress, and allow teachers to adjust instruction to meet student needs.
- There is a school wide grading policy in place as well as a work folder protocol. Students are expected to complete culminating tasks, which are graded with a rubric and students are given next steps with Glow and Grow protocol to guide them in their path to mastery. Grading policies are customized to address student and sub group needs.
- Through ongoing examination of student work products teachers identify specific instructional responses to data, which include re-teaching content, changing instructional strategies to meet the needs of all students, and developing more challenging tasks. For example, the Inquiry Team identified annotation as an instructional strategy to support students in identifying a text's main idea, and locating evidence to be used in the writing across all subject areas. The annotation protocols also addressed identified weaknesses in students' ability to interpret and carry out task instructions. This is part of the inquiry cycle where teams follow a protocol to identify student successes, weaknesses and gaps in their work. Data from Skedula informs this inquiry work, which is all shared on Google Drive.

Findings

School leaders and faculty foster a culture of learning through the communication of high expectations for students linked to pathways to college and careers providing guidance and advisement supports to students and their families as they progress towards these expectations.

Impact

Students feel supported on their journey through high school, are confident in their preparation for the next level, and optimistic about their postsecondary options.

Supporting Evidence

- Students feel supported on their journey through high school and are confident in their preparation for the next level. They are optimistic about their postsecondary options. The school has a partnership with Mercy College that provides juniors and seniors with the opportunity to earn college credits for rigorous classes they are taking at Progress High School. There are numerous rigorous college ready course offerings, such as Advanced Placement, and partnerships with local hospitals to support the pre-med program.
- Teacher mentoring pairs first year teachers with veterans to foster professional growth that results in improved student learning outcomes. Teacher mentors provide mentees with ongoing support around classroom management, curricular development, and instructional delivery. Teachers engage in joint work and reflective dialogue. There is a commitment to on-going work, implementing new learning, and documenting the growth of staff and students. The school's program is created to allow teachers three hours of weekly professional development to address student needs.
- The school disseminates a monthly professional newsletter to the staff that includes the school's instructional focus, how students learn best, school goals, and upcoming events. To partner with parents in the support of students for college and career readiness, the school shares and promotes high expectations via School Messenger, parent meetings, open houses, parent workshops, PupilPath progress reports. There are numerous celebrations of teacher and student achievement, such as a Teacher Professional Development Recognition Day, and the National Honor Society. There is a successful performing arts and afterschool program to support student talents and interests.
- During the student meeting, students expressed they had a strong work ethic and discussed the work they did in class such as argumentative essays and annotating. They stated that they can email teachers through PupilPath message them and ask questions. Teachers approach them after class and provide progress reports. Teachers are available after school and on Saturdays for make-up work, Regents exams preparation and tutoring and are also available during lunch. The school is in constant contact with their parents.