



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

Lewis and Clark School

P12X

**2555 Tratman Avenue
Bronx, NY 10461**

Principal: Kuvana Jones-Sanders

Date of review: January 8 and 9, 2015

Lead Reviewer: Ketler Louissaint

The School Context

The Lewis and Clark School is a Special Education school with 256 students from 6th through 12th grade. The school population comprises 35% Black, 58% Hispanic, 3% White, and 2% Asian students. The student body includes 31% English language learners and 100% special education students. Boys account for 72% of the students enrolled and girls account for 28%. The average attendance rate for the school year 2013-2014 was 84%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</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	Proficient
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	Celebration	Well Developed
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	Focus	Proficient
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	Additional Findings	Proficient

Area of Celebration

Quality Indicator:

1.2 Pedagogy

Rating:

Well Developed

Findings

The school's belief that students with disabilities learn best through small group, differentiated, customized instruction, and positive interactions with their teachers is evident across the majority of classes. Additionally, the supports and extensions made to the curriculum increase student learning.

Impact

Teachers across the school incorporate the school's beliefs about effective teaching and learning in their lessons. Additionally, they collaborate with paraprofessionals and related service providers to further support student learning. They use a variety of instructional strategies that result in increased outcomes for all students.

Supporting Evidence

- Teachers across classrooms of students with Autism Spectrum Disorder use structured teaching via TEACCH (Treatment and Education of Autistic and Communication-handicapped Children) methodology to help students connect with their environment and thus better attend to their educational needs. In a 9th grade class, the teacher uses a Velcro system to schedule daily activities for students to follow. Students move the activity card from the board to their desk as they move through the day.
- The school provides students with a safe and nurturing environment to learn. Students who need time to refocus or need a quiet corner work at their workstations assisted by classroom and Individual Educational Plan (IEP) paraprofessionals. Related service personnel push into the classrooms to support students in their natural environment. Students interact with each other through purposefully designed interactive activities.
- Praises and encouragements are built into lessons. Students are afforded a variety of media to access the curriculum. Instructional strategies such as, hands-on activities, scaffolding, use of the Smart Board and I-pads increase students' interest in the lessons and push their thinking. Students' efforts are validated. Celebration is ritualized. In a social studies class, students cheered their classmates with hurrahs every time they answered a question correctly.
- Teachers utilize the Workshop Model to facilitate differentiation of instruction. Additionally, they group students according to their academic strengths to further expand their learning. In one classroom, students were answering DOK level 2 questions about hygiene habits. On the same floor, in a social studies class, students were making and supporting claims about qualities of heroes. In an ELA class, a student was writing a persuasive essay to support why he should be allowed to be a chef in the school culinary arts program.

AREA OF FOCUS

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

Although the school uses common assessments and teacher made assessments across classrooms, consistency of checks for understanding and peer assessments were not evident across the vast majority of classrooms.

Impact

As part of their underlying belief that assessment is organic to teaching, the school has created a variety of trackers to monitor students' academic and behavioral progress. However, this exercise is not implemented in the majority of classes and the lack of consistency caused missed opportunities for students to monitor their progress.

Supporting Evidence

- Across the school, Student Annual Needs Determination Inventory (SANDI) and Formative Assessment System for Teachers (FAST) assessments that are aligned to the Common Core Learning Standards are used as baselines, pre-test and post-test. The results are used by administrators for classroom placements and by teachers to group students and drive instruction.
- At 12X, students are assessed for readiness and interest, which inform their learning profile. The school utilizes an Individual Educational Plan (IEP) tracking form to monitor students' progress toward the achievement of their IEP goals. Teachers, Paraprofessionals and the school's Assessment Coordinator analyze data gleaned from SANDI to create IEP goals for their students and to identify target areas to incorporate in their lessons.
- In classes across the school, assessment and instruction are interwoven to accelerate student learning. One teacher described this process as the engine that drives instruction. In a 9th grade science class, a teacher used essential questions at the beginning of the lesson to check students' prior knowledge and used exit slips, with words and with pictures, at the end of the lesson to evaluate student overall learning.
- Across classrooms visited, teachers use rubrics with post-its to give students actionable feedback. Although some of the feedback rightfully duplicates the wording of the rubric, other feedback was not written in student voice, thus limiting students' ability to heed and implement teachers' recommendations and next steps.



Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

The school uses the District 75 Alternate Assessment Curriculum Framework that is aligned to the Common Core Learning Standards to support the learning of all students, and coherently incorporates academic tasks to afford students opportunities to demonstrate their thinking.

Impact

The school combines traditional educational methodologies with adaptations and modifications to give each student the opportunity to seek college and career readiness. Students are involved in academic and vocational experiences that prepare them for careers and the world of work.

Supporting Evidence

- Consistent with the Instructional Shifts, the curriculum has been refined to include the Structured Methods in Language Education (SMILE) and Equals, (a Pre K-12 program that provides mathematic instruction for educators that work with special needs students, and developed for youngest math learners) to support and expand early and intermediate learners’ reading and math fluency and application. In the Adaptive Design class, students use mathematical concepts and measurements to design and make adaptive furniture and instructional equipment to serve students with disabilities.
- *Thinking Maps* is used across contents and student populations. They afford students the opportunity to organize and categorize information while making their thinking visible. In a class of students with intellectual disabilities, while establishing a claim identifying what makes a person a hero, students used a Bubble Map and journal writing to support their thinking and organize the process.
- Teachers Writers Collaborative program is used across classes to enrich the literary experience of students and to help them develop creativity in their writing. The school’s curriculum also integrates the CDOS, Career Development occupational Studies, to ensure that students receive all the necessary social skills and vocational training to prepare them for life in the community. At 12X, students follow a business model where they are afforded school-based internship opportunities that introduce them to volunteering and competitive employment.
- The school uses an integrated approach to social-emotional growth and academic learning to facilitate a positive movement toward meeting the Common Core Standards for career readiness. Classes participate in Get Ready to Learn, a yoga based program that promotes learning environments that are calm, safe, and comfortable, thereby preparing students to be physically, emotionally, and cognitively engaged in the day’s learning.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders articulate their expectations clearly and through multiple ways. Teachers, paraprofessionals and related service providers share a common responsibility to keep students learning in a safe environment. The school efficiently partners with families and empowers them with information to help them extend their children’s learning beyond the walls of the school.

Impact

School-wide expectations are reinforced by all stakeholders using a shared language and a common vision. Supports to families are strong and reflect their identified needs. Additionally, they foster trust and stronger partnerships with families and expansion of learning for students.

Supporting Evidence

- The school takes a pro-active approach in dealing with families. Parents at the meeting expressed that the school tries its best to address their concerns and to keep them informed about their children’s progress. A parent at the meeting stated that the Parent Coordinator is always there for them and provides them with workshops that equip them with additional knowledge and skills to manage their children’s disabilities at home.
- Teachers use the Extended Day on Tuesdays to exclusively communicate student progress with parents and share with them success stories about their children. One parent stated with relief that she was encouraged that the school does not only call when there is something wrong but actually does call to share good news. During the leadership meeting, a school leader stated that “every student enters the school with wrapped gifts that we must help them unwrap and dreams that must be turned into goals.” This belief permeates the school and serves as a call for action for all, he added.
- The school expects every student regardless of his or her disabilities to reach for his or her potential. As their motto indicates, they expect students to fly high as eagles. Students in the culinary arts have access to a curriculum that includes food safety, sanitation and resource management. Additionally and more importantly, they are introduced to a career in the culinary arts.
- Student development and self-advocacy are part of the school’s plan to successfully transition students into independent living in their community. The school places their focus on student development. Students have created individual charts entitled: “What I am working for” to help them concentrate their efforts on their academic and behavioral goals.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

Professional collaborations are exemplified through team meetings and classroom partnerships. Teachers and related service providers routinely analyze student work products and behavioral data to better support students and make adjustments to their instruction.

Impact

Stakeholders at the school have grown to support one another to achieve the school’s goals. Collaborations among teachers, paraprofessionals and related service providers foster cohesive practices throughout the school and increased student outcomes.

Supporting Evidence

- Teacher teams meet several times a week to develop their pedagogical practices and look for additional ways to implement the CCLS Instructional Shifts in their curriculum maps, unit plans and daily lessons. They discuss instructional strategies that are most effective for students and use the learning acquired in the meetings to refine their delivery of instruction to increase progression of student learning goals. .
- Professional collaborations facilitate a shared commitment to students’ emotional and academic growth. A new teacher stated at the teacher team meeting that he regularly visits a colleague’s classroom to learn how to create Structured Teaching schedules to support his students with autism. He also indicated that the teacher team helps him look at his practice with a different lens.
- Teachers at the teacher team meeting shared that they collaborate well together and regularly exchange materials, resources and lesson plans. They also stated that they conduct lots of inter-visitations to learn from one another’s practices. “These meetings build up our morale and confirm that what we do is important. And that makes a world of difference and causes us to want to do more,” one teacher shared.
- The school’s PBIS, Positive Behavior Intervention Support Team is instrumental in helping students manage their behaviors. Additionally, the school has contracted with the School-wide Information System Company (SWIS), to help them monitor student behavior and school incidents and occurrences. During the “observation” team meeting, teachers took time to analyze last month’s behavioral SWIS Dashboard data, looking for referrals by time, referrals by location, spikes in behaviors, and recidivism. They planned to share the data and the observable patterns and trends in student behavior with the rest of the school for further actions.