

Quality Review Report 2010-2011

Manhattan Occupational Training Center

75M721

**250 West Houston Street
New York
NY 10014**

Principal: Antoinette Bello

Dates of review: May 23-24-25, 2011

Lead Reviewer: Mary Barton

Part 1: The school context

Information about the school

P.S. 721 is a high school with 233 students from grades nine through grade twelve. The school population comprises 33% Black, 53% Hispanic, 6% White, and 7% Asian students. The student body includes 38% English language learners and 100% special education students. Boys account for 61% of the students enrolled and girls account for 39%. The average attendance rate for the school year 2009 - 2010 was 85.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school provides a safe, caring environment where students are engaged in learning and appreciate the support they receive for personal and academic development.
 - Attendance and behavior data are studied to sustain the very respectful and calm tone of the organization. The principal and attendance team have looked at attendance statistics over the last year and have instituted incentives, including a special field day and sports programs. Attendance has increased, particularly in the spring months, enabling students to have a more complete educational experience.
 - Students stated that their accomplishments are celebrated. They indicated that the school holds quarterly “shout out” assembly programs where students have the opportunity to share their learning in front of an audience as well as an annual school wide Best Practices fair. Students also stated that the school has a Principal’s Student Advisory committee (PSAC) where representatives of the various school sites meet monthly. A student stated that “they help the principal run the school.”
- Students are well supported with external partnerships that provide them with the skills needed to become productive members of the work force.
 - A major focus is in transitioning students to the world of work. To that end, there are partnerships with 23 external work sites including the VA Hospital, the New York Public Library, and CVS and six in house job training programs. Students are strategically assigned to sites and their progress is supported and monitored daily to assure success.
 - Recognizing that behavior has a significant impact on learning and performance, faculty has been trained in, and use, the Positive Behavior Intervention Supports (PBIS) program with students. Using a rubric and a logo designed by a student, the program was renamed STARS with attributes attributed to each letter that are posted in every classroom at all sites. Faculty and students are fully involved in monitoring student point accumulation. This system has resulted in improved student behavior as tracked by a internal system as well as OORS statistics.
- School leaders provide differentiated support for teachers in order to meet their specific needs resulting in the improved performance of teachers.
 - One of the school’s CEP goals was to further implement differentiation of instruction as measured by teacher observation feedback and their advancement on the Continuum of Teacher Development of the Professional Teaching Standards. Feedback from observations is directly tied to these standards. In addition, the principal meets with each teacher three times yearly to discuss their progress toward meeting the goals established at the start of the year. They receive differentiated support from the administrators and the coach. The result is additional focus on individual student needs as well as improved teacher performance.

- The school has created a broad standards based curriculum that supports learning in key areas so that students will be fully equipped for life after high school.
 - Academic and functional curriculum maps were developed in content area subjects after a review of student work and data. They incorporate math skills related to money and relational social skills so that students are prepared for the world of work. An emphasis on key reading skills has led to significant gains in sound and word assessments.
- Inquiry teams engage in systematically studying problems of practice, driven by data, resulting in the sharing of instructional practices and resources as well as improved student outcomes.
 - Again, in recognizing behavior has a significant impact on student learning and performance, the work site teachers implemented a social skills inquiry team. The team looked at data collected from PBIS and the work sites in studying respecting personal space. The team reported that students are respecting personal space showing baseline and interim data. Students also voiced recognition of the importance of this skill in their work sites. Modifications to the school's curriculum have been made as a result of this study.
 - Teacher teams were established this school year to look at specific areas of need that were indicated from the school survey and from data collected internally. A science hands-on team, a social skills team and a team looking at pilot programs in the school (i.e. SMILE program) were instituted this year to focus on needs indicated by parents, teachers and students. The work of these teams has positively impacted on the creation of and modifications to curriculum.
- The principal makes informed and effective organizational decisions to support improvements in learning in order to meet student's needs.
 - Teachers meet in bi-weekly cohort meetings to look at specific student academic work and share instructional strategies, as well as behavioral strategies, resulting in teachers being able to more effectively meet student needs.
 - In looking for new initiatives to increase student progress, the school partnered with District 75 to implement the Structured Method in Language Education program (SMILE). A district coach provided training and support to participating teachers. Through benchmark assessments, students have increased ELA skills, a CEP goal communicated to the school community for the school for the school year.

What the school needs to improve

- Deepen differentiation of instruction so that all lessons engage students and offer suitable challenge at their level, including effective questioning that elicits higher order thinking and extends learning.

- In most classrooms visited, students were engaged in learning using communication devices, manipulatives and other technology to enhance learning. However, in a number of classrooms, questioning was on a literal level not allowing students to stretch their thinking. There were opportunities missed for students to gain further insight into what they were learning as a result.
- While differentiation of instruction occurred in some classrooms visited, it did not take place in all classrooms. Students in the classrooms where it does not occur are grouped for instruction generally but are working on the same task. By using the same task, students are not able to have their individual needs met resulting in lost opportunities to meet them at their specific entry points.
- Improve the setting of measurable outcome-based long-term and interim goals to support further differentiation.
 - While goals are set for all students, there is an inconsistency in supporting students with differentiated tasks and instruction as well as using the assessments available to teachers to measure progress at intervals on said goals and to accelerate mastery of the particular goals. The result is in students not being met at their particular entry points.
- Leverage existing examples of formative and performance based assessments so that they can specifically support individual student growth and classroom practices.
 - The school has piloted the Student Assessment Needs Determination Inventory (SANDI) this school year and administered Brigance and classroom level assessments while submitting data collection sheets to the administration monthly. However, there is an inconsistency in the ways the data from these assessments is used to individualize student instruction. This results in some teachers not meeting students at their specific entry points in order for them to make progress.
- Expand the use of data analysis to evaluate and revise processes and programs within the school that lead to effective professional collaboration.
 - The school routinely checks in on the progress of teacher teams, mentoring programs, and other professional growth opportunities. While evaluation of these structures has led to some successful changes, there is not a strategic process in place to evaluate each program, team, or teacher based on an analysis of student achievement data to better inform future decisions.

Part 3: School Quality Criteria 2010-2011

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|---|-----------|----------|----------|-----------|
| School name: Manhattan Occupational Training Center—M721 | UD | D | P | WD |
| Overall QR Score | | | X | |
| Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions. | | | | |
| <i>To what extent does the school regularly...</i> | UD | D | P | WD |
| 1.1 Design engaging, rigorous and coherent curricula, including the Arts, 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, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products? | | X | | |
| 1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs? | | | X | |
| 1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults? | | | | X |
| Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time. | | | | |
| <i>To what extent does the school ...</i> | UD | D | P | WD |
| 2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level? | | | X | |
| 2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level? | | X | | |
| 2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends? | | | X | |
| 2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes? | | | X | |

| Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning. | | | | | | | |
|--|-----------------------|----------|-------------------|-----------|-------------------|-----------|-----------------------|
| <i>To what extent does the school ...</i> | UD | D | P | WD | | | |
| 3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community? | | | X | | | | |
| 3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support? | | | X | | | | |
| 3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level? | | | X | | | | |
| 3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community? | | | X | | | | |
| Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs. | | | | | | | |
| <i>To what extent does the school...</i> | UD | D | P | WD | | | |
| 4.1 Use the observation of classroom teaching 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 | | | | |
| 4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes? | | | X | | | | |
| 4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students? | | | | X | | | |
| Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning. | | | | | | | |
| <i>To what extent does the school...</i> | UD | D | P | WD | | | |
| 5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school? | | | X | | | | |
| 5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school? | | | X | | | | |
| 5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time? | | | X | | | | |
| 5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies? | | | X | | | | |
| Quality Review Scoring Key | | | | | | | |
| UD | Underdeveloped | D | Developing | P | Proficient | WD | Well Developed |