

Quality Review Report 2010-2011

The Mickey Mantle School

M811

**466 West End Avenue
New York
NY 10024**

Principal: Barry Daub

Dates of review: April 11-12-13, 2011

Lead Reviewer: Mary Barton

Part 1: The school context

Information about the school

P.S. 811 is an elementary and middle school with 356 students from Pre-Kindergarten through grade 8. The school population comprises 40% Black, 45% Hispanic, 1% White, and 1% Asian students. The student body includes 12% English language learners and 100% special education students. Boys account for 78% of the students enrolled and girls account for 18%. 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

- School leaders make strategic decisions focused on providing opportunities for teachers to meet the learning needs of the students.
 - With improving the progress and performance of standardized assessment students being a major focus this school year, the principal has allocated funding to support coordinators at each site. These coordinators work with teachers to improve instruction and mentors additionally work on instructional needs for new teachers. This focus has resulted in improved performance of teachers as evidenced in walkthroughs and student work.
 - Uninterrupted 90 minute ELA and Math blocks have been scheduled for standardized students at the P.S. 101 and P.S. 149 sites and an uninterrupted 90 minute ELA block is in place for standardized students at the main site. Students receive intensive instruction in these subjects resulting in progress as measured by benchmark assessments.
- The principal and staff work as a unified team to create a calm, respectful and orderly environment for learning to take place.
 - The school utilizes an internal reporting system to keep specific track of student occurrences as well as the time of day and activity occurring. This reporting system has informed school leaders and teachers of specific information leading to modifications in literacy instructional time and structure. Some students now have customized literacy instruction across classrooms leading to increase of reading levels.
 - Considering the nature of the students' disabilities, the school instituted Project Empowerment, a school wide positive behavior support system which enables students to experience success. Students are asked to self regulate and demonstrate increased positive behavior over time. With expectations that are communicated consistently across the school, students are supported for positive behaviors earning "Mickey Mantle dollars" or points to trade in for age appropriate items. This program has resulted decreases in specific incidents measured by internal data
- Differentiated professional development opportunities for teachers are provided in order to meet their specific needs resulting in the improved performance of teachers in the classroom.
 - With the school's population being restructured at the start of 2010-1, there was a shift in teacher assignments throughout the organization. With a total of 26 untenured teachers across the three sites, the school's assistant principals, coaches, coordinators and mentors devised a plan in which coordinators and administrators worked with each of the new and newer teachers on their specific needs resulting in a focus on pedagogy for each teacher at their entry point. Supervisors conduct both formal and informal observations with specific feedback related not only to teacher pedagogy but to room environment and student engagement. Informal feedback

sheets were also developed by school supervisors to give teachers more frequent feedback to support their next steps.

- Effective student support services and collaborations provide students with a wide range of opportunities to grow academically and socially.
 - The school has a culinary program with a working café. Students learn social studies through the creation of meals themed to specific units. Particular students, who must show that they exhibit positive behaviors that are tracked internally, take orders from school staff and deliver orders. This program has resulted in the development of self confidence in students as well as skills needed to perform a job in the work place.
 - The school provides extensive professional development for faculty in behavior modifications through the employment of a PBIS coach. The coach works with teachers on consistent strategies to employ with individual students across all sites including the use of a “Mood Meter” to check in several times a day. Students spoke of the program and stated that “teachers really know how they feel and help them.”
- The school uses a wide range of assessment data to identify strengths and areas of need that create a clear picture of each student and intervention strategies to address those needs.
 - Teachers use assessments such as DRA and QRI to take reading inventories and assess what level students are on. Instruction is customized as evidenced through the use of a program where teachers work with students to create a plan for each student using the data to set student goals and meet the students’ specific needs.
 - Teachers use periodic assessments, as well as other assessments, to identify the needs of specific students and target them with AIS support. Each site has a designated program in which cluster teachers work with students in areas around reading comprehension and tiered words targeting specific needs gleaned from assessment data. Focus Fridays and Wisdom Thursdays are designated as the time for specific teachers to work with assigned students to improve performance and progress.
- School leaders emphasize key standards to respond to identified areas of need and promote student achievement.
 - A careful analysis of the 2009-2010 ELA math exams led the administration to pilot new programs that support reading and writing for information and understanding. As a result of this targeted curriculum, the school has seen an increase in reading levels and comprehension testing across grades in formative and summative assessments.

What the school needs to improve

- Extend and expand communication and collaboration with parents to increase their capacity to assist in their children’s learning and to enable them to track progress towards attaining goals.

- While teachers communicate with families through the use of the communication book on a daily basis, formal progress reports do not go home between report card cycles to inform families of student academic progress. As a result, parents of standardized students do not have a complete picture of their children's progress and ways to help.
- Some students were able to communicate ways that they are involved in reflecting on their learning. Others reported that they do not reflect on their learning in their classrooms. This inconsistency does not allow all students to take ownership of their learning and look at ways for improvement.
- Explore ways to increase parent engagement so that parents are partners in student learning as well as being actively involved in the school community.
 - While the school has promoted its expectations to parents through written notices and morning workshop offerings, the participation is low at these events. With limited avenues for attendance, all parents are not able to obtain needed information to help their children both academically and emotionally. In addition, there is little parent involvement at the school within the PTA or on the school leadership team. As a result, parents are not able to function as full partners with the other constituencies of the school community and have a limited say in school decision making.
- Develop systems for evaluating the effectiveness of assessments with the expectations of the Common Core Learning Standards in mind as they are integrated into curricula and instructional practices.
 - While several forms of assessments are in place for students, the school leadership is developing structures to evaluate the effectiveness of assessment practices. The school needs to structure assessments and tasks so that they align to the Common Core Learning Standards in order for students to meet these more rigorous standards
 - While school leaders share information on student behavior, attendance and academics with families on an as needed basis, school leaders need to evaluate the ways that performance data is formally shared with families so that there is a consistency across the sites.
- Deepen differentiation of instruction so that all lessons engage students and offer suitable challenge at their level to extend learning.
 - While early childhood and elementary level students were commonly engaged in differentiated tasks and grouping including guided reading and use of math manipulatives, middle school students did not seem to be afforded the same opportunity on a consistent level. This lack of consistency does not afford these students to be met at their entry points in order to make progress.

Part 3: School Quality Criteria 2010-2011

School name: P.S. 811—The Mickey Mantle School	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