

Quality Review Report 2012-2013

The Montauk School

20K223

**4200 16th Avenue
Brooklyn
NY 11204**

Principal: Andrew Frank

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Lead Reviewer: Karina Costantino

Part 1: The school context

Information about the school

I.S.223 is an intermediate school with 850 students from 6 through grade 8. The school population comprises 10% Black, 28% Hispanic, 12% White, and 49% Asian students. The student body includes 40% English language learners and 13% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2011 - 2012 was 95.25%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school aligns all curricula to the Common Core State Learning Standards in a rigorous purposeful environment where all students become independent learners. (1.1)
 - Using a collaborative approach among staff, the school implements a researched-based curriculum that enhances academic, cultural and social outcomes for their students, with a focus on building literacy skills. Examples of this are students monitoring their own progress, organizing and prioritizing their work, and being aware of next steps. In addition, in order to build a spirited curricula , the school offers a number of enrichment activities, such as ballroom dancing, spirit club, chorus, band, advanced art, chess, filmmaking, robotics, storytelling and comic strip art. The school enjoys a partnership with the New York Road Runners and high performing students take part in enrichment in 6-8th grade in Math, English language arts (ELA) and English as a second language (ESL), as well as 8th grade science. The Montauk school has an exceptional Art Program aligned to the standards with a strong literacy base. The school is currently in the process of planning an Art Fair for May. Students are choosing not only select pieces of their work, but also how that work evolved throughout the year. The impact of such an approach has enabled 15 students to gain acceptance into specialized Art schools.
 - The school has achieved a great deal of success with their English language learners (ELL's), through using Achieve 3000, a program that supports the ELL population in learning the same content aligned to the Common Core Learning Standards (CCLS), but entering at their point of understanding. To that end, students have made significant gains, with 10 students exiting the school's "Welcome Class" across the 6, 7th and 8th grades. In addition, 13 students passed out of the NYSESLAT (New York State English as a second language Assessment Test) in 6th grade, 8 in 7th grade, and 21 in 8th grade. In addition, for the first time a general Education 8th grade class will be taking the Integrated Algebra Regents. Achieve 3,000 is also used for special needs students, using the same approach in giving them the same content at their entry level of understanding. Teachers also utilize Depth of Knowledge in their classrooms to formulate their questioning to push all students' thinking. This has resulted in eight Montauk students moving to least restrictive environments, closing the achievement gap for this sub-group.
- Teacher practice is aligned to the CCLS curricula, and the school's belief on how students learn best, meeting the needs of all students to produce meaningful work products. (1.2)
 - Using the Danielson Framework to scaffold questioning among students during the lesson, teachers push all students' thinking in this way across classes, to support the school's belief on how students learn best. This was evidenced in the 12.1.1 special education class where students were engaged in a spirited discussion involving heroes, answering the

question; “Are heroes made or born?” Using rigorous vocabulary and phrases such as “Necessity is the mother of invention”, students responded by indicating that “if you are faced with a particular situation you might respond in a particular way to survive and that may be considered heroism.” In addition, a student indicated that a strong value system would likely create heroes. Students in this class were also using Mensa for Kids as they began to write an informational essay. This program is for gifted children that have emotional concerns. In a Math class, students with IEP’s were interacting with the SMARTboard as they demonstrated parallelograms. The special education teacher support service (SETSS) teacher pushed into the class to assist special needs students using tactile strategies to identify parallelograms. As students demonstrated the properties of the parallelogram, the teacher would push student’s thinking to indicate why an answer was accurate or not, resulting in rigorous discussion for special needs students.

- The principal makes strategic organizational decisions to support the school’s instructional goals around technology and the use of time, to meet students’ learning needs as evidenced by student work products. (1.3)
 - The principal has provided an interactive education for all students and to that end, every classroom has a SMARTboard and tablets. In order to engage students in their area of interest, the school offers enrichment classes after school in a number of areas, in order to offer a project based learning application. This provides students with a practical application of what they learn in class, offers choice and increases student outcomes which are evidenced by the consistent improvement in literacy and math on the school’s New York City Progress Report as a triple “A” school.
 - Teacher Teams are provided time weekly to meet in content areas, where they evaluate student work and design tasks to improve student outcomes. In addition, department chairs meet weekly with the administration in an instructional team meeting which tracks coherence among grades, share strategies and results in providing a rigorous learning environment for all students, which is evidenced by the increase in student progress from “C” to “B” on the 2011-2012 Progress Report.
- Leadership uses observations to accurately capture strengths and next steps for teacher development, which leads to improved student performance. (4.1)
 - The administration uses the same template to observe all teachers, providing effective feedback to each teacher in a timely fashion. The principal and assistant principals observe teachers informally on a weekly basis. Support is then given through the coach, inter-visitations to classrooms, the assistant principals in charge of special education and English language learners. Using the Danielson Framework, this year’s focus is questioning and discussion during the lesson. Feedback is provided to all teachers around this focus in order to improve professional growth. In every classroom, teachers are using evidence of Depth of Knowledge (DOK) and students are involved in commenting on each other’s answers, resulting in rich discussion among all students.

What the school needs to improve

- Align grading policies with the school's key standards and further encourage student self assessment in order to better understand student strengths and needs as well as adjust instruction accordingly. (2.2)
 - The school uses the Department of Education's Report Card and has not yet provided grading policies that are in alignment with the new state Common Core State Standards. Therefore, the Report card does not accurately reflect how the students are progressing in key standards the school has selected thus impacting the school's ability to measure student growth and understanding in those areas.
 - Although teacher teams discuss common assessments to discuss what is taught, how it is taught, and monitor progress toward student goals, this process is not consistently used across the school to inform decisions around adjustments to instruction and curricula. Consequently, this limits opportunities for all teachers to track students' mastery toward goals and impacts their ability to make effective adjustments to meet all students' learning needs, for consistently improving academic outcomes.
- Create a process to regularly evaluate the effectiveness of teams and assessments in order to inform parents and adjust the quality of all decisions in response to student learning needs and the CCLS expectations. (5.1)
 - Although the principal and his instructional team discuss teacher team progress, currently they do not regularly have a system in place to monitor teams, not only for progress but also for effective time management to improve student outcomes. Consequently, information needed to consistently inform decisions on how to improve team effectiveness and student mastery is lacking.
 - While the school sends home report cards three times a year, they do not regularly send home benchmark assessment results, such as Acuity at select times during the year. As a result, families are not consistently informed of their children's progress toward meeting the demands of the CCLS across all subgroups, in order to support them towards their desired June goals.

Part 3: School Quality Criteria 2012-2013

School name: The Montauk School	UD	D	P	WD			
Overall QR Score			X				
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?			X				
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?		X					
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?			X				
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			X				
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?			X				
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?			X				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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				
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?		X					
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed