

Quality Review Report 2012-2013

P.S. 226

75M226

**345 East 15th Street
Manhattan
NY 10003**

Principal: Rachelle Klainberg

Dates of review: May 7-9, 2013

Lead Reviewer: Sheryl L. Watkins

Part 1: The school context

Information about the school

P 226 M is an elementary to high school with 322 students from pre-kindergarten through grade 12. The school population comprises 37% Black, 46% Hispanic, 11% White, and 6% Asian students. The student body includes 17% English language learners and 100% special education students. Boys account for 81% of the students enrolled and girls account for 19%. The average attendance rate for the school year 2011 - 2012 was 89.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Purposeful and targeted learning opportunities support the research-based framework used for observations that ensures high levels of pedagogical growth. (4.1)
 - Administrators have completed five cycles of short teacher observations for veteran staff and six rounds for new teachers, as well as formal observations that are directly tied to the Danielson framework. Staff generated professional goals gleaned from the framework early in the school year. For example, teacher goals often address their desires to continue building questioning strategies. Feedback provided to teachers based on observed lessons targets evidence of the specifically identified framework competency, notes progress towards stated goals, and offers clear actionable next steps for improvement such as provide activities that connect to real life experiences or ensuring that all students can respond to questions. Continuous cycles center specifically on selected competencies which are supported through professional development such as designing coherent instruction, using questioning and discussion techniques, and using assessment in instruction. Teachers are required to engage in deep reflection of the practices demonstrated, and share their estimation of the rating, and formal observation documents consistently demonstrate follow up on previous feedback, with the addition of evidence and expected next steps in the school's chosen Danielson competency areas of planning and preparation, classroom environment, and instruction. Professional learning opportunities that ensure ongoing growth include, but are not limited to intervisitations within a site, visits to colleagues across sites, and specific intervention plans for those most in need of improvement. As a result of this continuous cycle of observation and support, 70% of teachers demonstrate ratings of highly effective or effective for cycle five as compared to 38% for cycle 1.
- The well-established culture of mutual trust and accountability ensures a calm and orderly environment dedicated to student success and results in high levels of student academic and social emotional growth. (1.4)
 - The school's theory of action to support its' cohesive culture across multiple sites is grounded in CHAMPs, where all community members are 'caring, hard-working, appropriate, motivating and positive.' Staff consistently model these character attributes. Students who consistently demonstrate behaviors reflective of the CHAMPs matrix are rewarded with their choice of a Friday afternoon recreational activity. In addition, strategic professional development for all staff members to support the understanding and implementation of the school's behavior matrix, along with a student support continuum makes certain that a targeted, proactive plan is implemented for specific students based on individual needs. Furthermore, parents are invited to join their children in classes once a month so that they have first-hand knowledge of school practices and the tools to support their children at home. Behavior prevention plans identify the conduct in need of decrease, the recognized triggers, and the replacement behavior desired. Predominantly focused on the very high

number of incoming early childhood students, this dedicated focus on ensuring academic and social competencies are met as evidenced in a 50% decrease in suspensions, and a 15% reduction in reportable incidents in the Department of Education's on-line occurrence reporting system.

- The principal makes astute and effective organizational decisions which cement the focus on learning outcomes that are demonstrated in high levels of student engagement. (1.3)
 - The principal secured the services of two retired specialists to work in the areas of autism and math to support the large number of new staff in meeting the needs of students. In addition to individual and group support related to creating an engaging learning environment, they work with teams of teachers ensuring the integration of the Common Core Learning Standards (CCLS) into all units of study. Time has been strategically designed to allow teams of teachers to meet at least twice a week to analyze student work build a repertoire of instructional strategies and interventions and ensure coherence of the school's curriculum. In addition, once a month, cluster teachers, from across multiple sites, meet for an entire day to cohesively further develop and implement collaboratively created learning continuums in their subject areas. Creative time management also ensures dedicated time for classroom teachers to meet weekly with their supporting paraprofessionals who work within their classrooms, thus preparing these vital members of the class to assist students in their learning tasks. As a result of the principal's strategic use of resources, of the nearly 900 goals set for student growth, 74% have already been met.
 - Honoring the school's beliefs related to student learning, multiple means of technology including SMART boards, augmentative communication devices and computers enhance students learning experiences. These learning tools are used by students in their creation of visual resumes, one of the school's goals, which are presented during Individual Education Planning (IEP) and parent teacher conferences. Furthermore, these resumes serve as introductions for students who are transitioning to post-secondary placements. Additionally, multiple partnerships that support students building self-advocacy skills, such as GRASP, the Global and Regional Asperger Partnership, and community-based instructional affiliations at Goodwill Industries, the New York Public Library and Staples, provide students with real-world work experiences prior to graduation. As a result, 100% of graduating students have secured placements for their next educational endeavor.
- The school's collaborative data-informed process for goal setting and action planning ensures ongoing improvements resulting in significant increases in student performance. (3.1)
 - Goal setting and action planning begins with a deep and thorough analysis of student performance and teacher development trends. A targeted needs assessment, conducted in June of the prior year, sets the foundation upon which the school's clear and focused goals are set. Embedded in the Comprehensive Educational Plan (CEP) and in professional learning activities, these goals address both the academic

and social/emotional needs of the wide range of abilities of the student population. Ongoing analysis of progress towards meeting said goals is closely aligned to IEP progress monitoring and report card dissemination. For example, progress towards meeting individual student goals are assessed five times per year by teachers leading to information sharing with parents on the school's newly designed report card. Designed to address key common core-aligned competencies, as well as social skill development, both of which are embedded in the overarching foci of school goals, administrators analyze student performance information every six weeks to determine progress. As a result, 89% of students have already met their short term objectives in reading and writing, 91% in math, 93% in social skill development, and 98% of students demonstrate increased grades on their last report card, demonstrating already meeting and exceeding the school goals.

What the school needs to improve

- Extend existing evaluation practices to include consistent self-assessment opportunities and refine feedback to students so that they know and are able to act on their next learning steps to further accelerate progress. (2.2)
 - The school routinely administers assessments aligned to the diverse levels of its student population. Instruments such as the Diagnostic Reading Assessment (DRA), the Early Childhood Assessment of Mathematics (ECAM), the Students Annual Needs Determination Inventory (SANDI), and the Assessment of Basic Language and Learning Skills (ABLLS) informs teachers of student ability levels and guides the generation of IEP goals and small instructional groupings. Rubrics aligned to learning tasks have evolved from assessing accuracy and independence to address the increased levels of skills embedded in the Common Core Learning Standards. In addition, each lesson includes a summative share out protocol where several students show their work and discuss what they liked about the task, allowing teachers to gather information to adjust plans for further instruction. Comments on student work products reviewed within student portfolios and in work posted within and outside classrooms conveyed next steps for instruction. None the less, not all students know what rubrics are, what the grade provided means, or know what steps they need to take to improve their work products, nor does the feedback ensure that teachers are able to make adjustments to instruction to meet the needs of all learners.
- Build upon teacher practice in order to ensure increased rigor and higher levels of thinking in student work products. (1.2)
 - Across classrooms, teachers impart instruction honoring the school's belief in the workshop model of instruction, and competencies from Danielson's framework such as questioning. Mini lessons are followed by independent work, where students practice the skills taught. The provision of multiple entry points such as technology, manipulatives, and small group support based on assessments, was observed during every classroom visit. However, while high levels of student engagement were observed, teaching practices related to

questioning, did not consistently allow students to share or defend their thinking, nor did teachers pose questions that enabled peer to peer discussions. Some tasks did not offer extensions to learning or opportunities for students to apply their learning to generalize information. This prevents able students from engaging in higher order thinking or producing work products that demonstrate extensions to their learning.

Part 3: School Quality Criteria 2012-2013

School name: 226 M	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