

Quality Review Report 2012-2013

P.224Q
252-12 72nd Avenue
Bellerose
NY 11426

Principal: Desmond Park

Dates of review: April 29-May 1, 2013

Lead Reviewer: Robin Cohen

Part 1: The school context

Information about the school

P.224Q is a/an elementary/middle school with 443 students from Pre-K through grade 8. The school population comprises 32% Black, 29% Hispanic, 18% White, 17% Asian and 4% American Indian/Alaskan Native students. The student body includes 23% English language learners and 100% special education students. Boys account for 76% of the students enrolled and girls account for 24%. The average attendance rate for the school year 2011 - 2012 was 92.0%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- School leaders and staff develop and align curricula to select a key standard to ensure a range of learning experiences that facilitates students meeting their instructional goals. (1.1)
 - Rigor, defined by the entire staff, is to “challenge students to engage in purposeful higher order thinking and to demonstrate understanding through appropriate tasks with fluency across different disability populations.” Across the school teachers align units of study to the Common Core Learning Standards (CCLS) and integrate the instructional shifts as outlined in the 2012-2013 Citywide Instructional Expectations (CIE) uniformly. Planning in curriculum maps, across grades and content areas, demonstrates the school’s emphasis on the key standards of reading for information and solving word problems in math. During a collaborative inquiry team meeting, teachers brainstormed multiple ways to appropriately challenge students so that all learners have equal access to the curriculum. Across classrooms rigor is embedded into daily routines of instruction. For example, in a 1st and 2nd grade classroom, students looked at the weather map for several days and were asked to explain, verbally and in writing, their predictions and whether predictions made proved to be accurate. There is also ongoing teacher analysis of student work through inquiry collaborative team meetings to support students in achieving targeted goals and standards. School wide, teachers focus on using Webb’s Depth of Knowledge in the design of rigorous tasks to ensure all students are engaged. In an alternate assessment middle school classroom, students had finished reading a Langston Hughes poem and were required to write about a time when they felt excluded and to demonstrate their understanding using academic vocabulary as it related to racism. Students report that the work gets more challenging throughout the year and from grade to grade, “but that is how you learn.” This coherence in planning and expectations of rigor has impacted on student progress, including English language learners (ELLs), as demonstrated by an 85% to 90% increases increased proficiency levels on formative benchmark assessments, and 82% of students are on track to master their Individualized Education Plan (IEP) goals, thus preparing them for college or careers.
- Across the school, students benefit from pedagogy that emphasizes strategic differentiation with multiple entry points that result in engaging students in challenging tasks. (1.2)
 - It is the belief of the school that students learn best when lessons are relevant, well prepared, standards-based and students are appropriately challenged. All lessons include differentiated activities and numerous entry points through leveled texts, graphic organizers, visual aids, manipulatives and the use of technology to strategically scaffold content that ensures learning for all students. In addition, professional development opportunities during cohort meetings infuse Webb’s Depth of Knowledge (DOK) matrix and Danielson’s framework for Teaching with a focus on teacher questioning techniques, supporting a key element of the school’s chosen rese framework for teacher effectiveness. Teachers

work in teams to brainstorm and define multiple ways to appropriately challenge students to ensure that all learners have equal access to the curriculum. Varied high quality extensions such as small group work, pair and share, and the use of picture exchange communication symbols (PECs) support all learners. During class visits, teachers used a range of checks for understanding such as discussions, checklists, conferencing and exit slips. These strategies ensure that students are demonstrating the intended learning outlined in the teaching point. In addition, students are required to explain their thought processes and defend their work against established criteria, resulting in the demonstration of increased understanding and progress in meeting their Individualized Education Plan (IEP) and grade level goals. For example, in a math class, students were required to defend the process used for solving word problems using content specific vocabulary. In a science class, students debated whether grocery stores should be forced to use local produce, and in an elementary health lesson, students created healthy menus after studying good nutrition. As a result of the targeted supports provided that bolsters student learning, 71% of students demonstrated improvement in math skills verified by beginning and mid-year curriculum assessments and an average of 2 levels in reading verified by Fountas and Pinnell benchmark assessments.

- School leaders make deliberate and strategic decisions around the use of resources, scheduling, staff and partnerships to ensure ongoing growth. (1.3)
 - The Principal has restructured the roles of assistant principals and coaches to ensure coherence and focus throughout the organization. Each assistant principal now supervises one specific student grouping and is supported by school-based coaches and part time teacher. There is a lead inquiry team for each student ratio and its members also belong to a collaborative inquiry team made up of teachers from that ratio. School leadership, through effective use of their school based option, reorganized the school schedule to support the school's long-term goal of ensuring high level teaching practice and improved student outcomes. Deliberate, planned scheduling ensures that teachers meet four times weekly in collaborative teams and once weekly in cross-departmental teams to review students' individual educational plans (IEP) and work samples. In analyzing student data and work samples, the school purchased the Unique Learning System, a CCLS aligned literacy curriculum for student in alternate assessment classes. The introduction of using prescribed learning activities has resulted in a 9% increase in key standards-based literacy skill sets. In addition, New York State Alternate Assessment (NYSSA) scores increased from 96% to 99% of students scoring at level 4. Student work portfolios demonstrate continual improvement toward reaching their individual goals, as evidenced in essays on the topic of whether global warming is real that demonstrate higher order thinking skills in writing products. Students report that they now know how to find evidence to support their thinking in written arguments. Partnerships with Quality Services for Autism (QSAC) support parents by providing information and conducting workshops such as; using visual strategies in the home, the ABC's of facilitating communication and a high school transition fair. In addition, Education in Dance and Queens Children's Museum provide arts programs that ensures students have an outlet for expressing themselves and feeling valued. In addition, Academic Intervention Services (AIS) are provided

for English language learners. This targeted approach has resulted in 22% of the school's testable students moving up one level of English proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT) exam.

- The school culture is collaborative, respectful and supportive of student academic and social-emotional needs resulting in a calm and orderly environment for learning to take place. (1.4)
 - The school's theory of action related to addressing the unique needs of its' diverse population of students focuses on social-emotional values that ensure high levels of engagement in learning. A highly interwoven system of positive behavior supports including school-wide programs such as Power of Choice, Emotional Literacy and Therapeutic Crisis Intervention (TCI) effectively reinforce positive choices and self-regulation. The school is vigilant and responsive in how these are implemented, ensuring the maintenance of a tranquil environment and a strong culture for leaning. To date, there are no suspensions. A safety committee, comprised of an assistant principal, the United Federation of Teachers (UFT) chairperson, a school safety officer, and a teacher representative from each site, meet monthly to analyze behavioral trends and discuss students that might need additional supports. Data related to social-emotional growth gleaned from the Department of Education's Online Occurrence Reporting (OORS) and School Wide Information System (SWIS) reports and Time Out 3 logs that are referrals to the crisis intervention team, indicate an increase of 23 students moving to a less restricted environment (LRE) as compared to this time last year. In addition, a 2.7% increase in student attendance is attributed to these school-wide programs. Administration stresses a team approach to instruction and social/emotional behavior, therefore, students at all sites are well known by staff. The school has a student council with representatives from all sites to ensure their voice is heard in an organized manner. For example, students voiced their desire to be recognized as a whole school rather than a multi-sited organization, resulting in the creation of a large mural to represent their school as one. At the large group meeting, students stated "I can go to Mr. Park, my teachers or counselors if I need help." The emphasis on academics and appropriate social/emotional behavior has resulted in movement to a less restrictive environment as demonstrated by five students moving from 6:1:1 to 12:1:1, four students moving from 8:1:1 to 12:1:1. Four students were decertified from special education, five students moved from 12:1:1 to inclusion, one 8:1:1 and seven 12:1:1 students moved to a special education program in a community school.
- School leaders utilize a research-based framework that ensures all teachers receive ongoing clear expectations, feedback, and clear next steps to ensure professional growth (4.1)
 - The school uses the Teachscape Program to organize and maintain information from their rigorous schedule of observations and walkthroughs focused on improved teacher effectiveness. Last year the staff began the process of actively engaging in understanding and evaluating themselves and peers using Danielson's framework for teaching as a roadmap of expected practices. This year the school continues this work by deepening their understanding of the framework

and engaging in more professional development on the Chancellor's selected components of this document. Administrators stated that the process of short frequent visits to classrooms "serves as an opportunity to calibrate to the expectations of the framework." Administrators also examine attendance, behavioral patterns, student engagement in class, and student work products to produce a complete picture of the teachers' contribution to the school community and their daily ability to raise student achievement. Administration restructured the formal observation process to align with the domains and components of the framework to ensure instructional practices demonstrate the coherent understanding and implementation of high level practices. Feedback is provided immediately and includes clear actionable next steps that are used to drive areas of focus during future observations to ensure teachers implement recommendations. Teachers report that the cycle of frequent observation, along with the common language around expectations, has allowed them to be reflective of their practices and to set targeted professional goals. At the beginning of this year, all staff was invited participate in videotaping sessions of their practices feedback. Teachers state that they have improved their teaching strategies as a result of this reciprocal learning. Additionally, the administration supports teachers in participating in external professional development at the District level and as members of a general education network. As a result, 73% of teachers now demonstrate an increase of at least one level on a self-selected, goal driven component identified as in need of improvement on the framework.

What the school needs to improve

- Extend the use of assessment data at the classroom level to continue informing instructional decisions, and provide feedback to students to take a more targeted ownership of their learning. (2.2)
 - Across the school administrators, teachers and related service providers collect and use a range of formative and summative assessment data that includes New York State Alternate Assessment (NYSAA) Students Annual Needs Determination Inventory (SANDI), Assessment of Basic Language and Learning Skills (ABLIS), Scantron, Fountas and Pinnell benchmark assessments, unit tests, teacher-made assessments, checklists and rubrics. Teachers use these to ensure that students are demonstrating the intended learning outlined in their teaching points included in instructional plans and guides adjustments to instruction. Student work folders and bulletin boards reflect teacher comments specific to the task presented. However, consistent structures do not yet provide all students with opportunities to self-assess, or is feedback scaffolded based on past performance levels, thus preventing students from taking the actions needed to generalize their learning and improve performance, thus limiting the consistent ownership of progress.

Part 3: School Quality Criteria 2012-2013

School name: P.224Q	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