



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

P.S. 206 Joseph F. Lamb

Elementary – Middle School K206

**2200 Gravesend Neck Road
Brooklyn
NY 11229**

Principal: Deirdre Keyes

**Dates of review: January 14, 2015
Lead Reviewer: Nicky Kram Rosen**

The School Context

P.S. 206 Joseph F. Lamb is an elementary and middle school with 1,419 students from kindergarten through grade eight. The school population comprises 2% Black, 10% Hispanic, 40% White, and 47% Asian students. The student body includes 17% English language learners and 7% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013-2014 was 96.0%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	Celebration	Well Developed
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Additional Findings	Proficient
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	Focus	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Well Developed

Area of Celebration

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

School leaders and staff ensure the alignment of the Common Core Learning Standards and target instructional shifts across a vast majority of classrooms; coherent curricula promotes rigor and includes academic tasks that are cognitively engaging and accessible for all learners.

Impact

Both individual and groups of students, such as English language learners (ELLs) and students with disabilities, engage in academic tasks that emphasize higher order level thinking skills to ensure college and career readiness.

Supporting Evidence

- Staff across all content areas have developed Common Core-aligned, year-long curriculum maps, corresponding pacing calendars and culminating performance-based assessments, which are stored and accessible via a central drive online, and modified and revised throughout the year to meet the needs of all learners. The consistent review and use of instructional tools by all staff and school leaders promotes school-wide coherence and alignment across grades and subject areas.
- Scaffolds such as guided reading, modified texts and modeling are incorporated into each lesson. Instruction is tailored to the learning needs of groups of students so they may achieve grade-level specific benchmarks. For example, in a 7th grade social studies class, such scaffolds were offered by both the social studies teacher and the English as a second language (ESL) instructor to provide sufficient support and promote learning of concepts and skills being introduced to students. At the end of the activity, each individual student is asked to demonstrate and extend his/her thinking by analyzing and synthesizing information from multiple sources. Similar closing activities are standard.
- Prior to the commencement of a unit of study, students complete pre-assessment tasks. The students' performance measures are then evaluated and analyzed by staff to adjust established text selections and lessons to meet the current and identified learning needs of all learners. During common grade meetings, which include the special education and ESL teachers, work centers around creating appropriate supports, developing multiple entry points and designing culminating, performance-based assessments to allow groups of students as well as individual students to access grade-level curricula and cognitively engaging tasks.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

Across the school, teachers create curricula-aligned, performance-based assessments, use agreed-upon rubrics and adhere to a school-wide grading policy. After checking for understanding and providing feedback to students and colleagues, teachers adjust instruction to ensure students' mastery of grade-level specific benchmarks.

Impact

School-wide teachers use their agreed-upon, school-based assessments to adjust curriculum and instruction as well as to develop a clear understanding of students' progress; however, his work has not yet resulted in a system-wide tracking process to create a comprehensible picture of students' progress, both academic and social-emotional, and facilitate all teachers' and students' awareness of their next steps.

Supporting Evidence

- The administration uses Jupiter Grades and a shared online drive to codify year-long assessment plans, provide all staff members access to portfolio templates, school-wide rubrics, checklists and performance tasks as well as store state, city and school-based performance data for all students in order to track their progress and growth.
- School leadership concluded that middle school students' performance on the standardized, New York State English language arts (ELA) exam indicated a gap in the instructional program from elementary school to middle school. This year's instructional focus is an outgrowth of analyzing the data; their goal is to improve all students' outcomes and drive school-wide alignment of professional learning, inform instructional support and feedback to teachers and students and target the needs of groups of students such as ELLs.
- In the elementary school, in addition to Pupil Personnel Team, teachers across grades and subjects areas implemented an Early Childhood and Elementary School Protocol Team to address at-risk students, specifically individual students who demonstrate a need for behavioral supports. They work with the classroom teacher as well school building leaders to individualize support and provide explicit strategies. To date, a clear structure to track the efficacy of the supplemental instructional support and identify best practices across grades or subject areas has not yet been established, and how each student, from year to year, takes initiative and is aware of next steps to increasingly self-manage their learning is still developing.
- As part of a school-wide effort to align assessment to Common Core curricula and facilitate student ownership and self-assessment, portfolio templates have been created for each core subject area. Each portfolio is to contain each benchmark activity or task students complete without assistance from teachers, paraprofessional or peers. Portfolio folders appear to be managed by students to facilitate accessibility and monitoring progress; students record their overall grade for each task on the template. Yet individual student portfolios are not consistently maintained and students' understanding of how the portfolios, the assessment and rubrics can be used to inform their next step and improve performance as well as monitor progress specific assessment criteria is not yet effectively in place.

Additional Findings

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Instruction across classrooms consistently supports all learners' entry and access to the curricula.

Impact

While strategic scaffolds provide support so learners, including ELLs and students with disabilities, are engaged in appropriately challenging tasks and student work and discussions reflect high levels of student participation, some lessons, student discussions and work products did not fully reflect high levels of student thinking and ownership.

Supporting Evidence

- Artifacts such as weekly, content area *Differentiation of Instruction – Goal Setting* record sheets, lesson plans, use of technology and modeling are used to engage students and build student independence. However, student voice and productive struggle reflecting student ownership of learning and independent thinking was not observed across a vast majority of classrooms.
- Teachers use various sources to access informational texts connected to each area of study; texts of high interest, but different reading levels are used to both engage all students and ensure access to close reading activities. For example, in a middle school social studies class, in order for all learners to meet the lesson objective, materials used were modified for the ELLs and the ESL teacher co-taught to support students' efforts to complete the task and demonstrate higher-order level thinking.
- One upper elementary school class observed both native English language speakers and ELLs working on completing the same reading task, citing evidence from the text to draw inferences and compare with other texts about the same event or with a similar theme. The teacher provided each student with the same graphic organizer she used when modeling and then had the students practice the reading strategy. After the teacher modeled the task, in pairs, students engaged in guided practice. However, neither the lesson nor supporting documents identified students' proficiency levels pertaining to the student groupings. Moreover, during guided practice, the teacher had the students only complete the lower level thinking part of the task and the overall lesson did not include written directions to allow the advanced students to work independently or attempt the task on their own.
- In one class, after direct instruction, modeling and practice with the whole class, students worked in small groups, applying skills learned. One group of students used a laptop, another worked together on the interactive white board; each used multiple non-fiction sources to take notes and gather information for a research project. The teacher circulated conferencing with a group or individual students.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders and staff consistently and effectively communicate high expectations to support college and career readiness for all learners via communications, partnering with families, and clear feedback through the use of school-wide rubrics, guidance and behavioral supports.

Impact

High expectations communicated both in writing and via verbal exchanges, contribute to the school's culture of learning and all stakeholders' mutual accountability for such. School leaders and all staff members partner with families to ensure all students, including high-need subgroups, own their educational experience and that all students meet the expectations that would lead students to the next level and career and college readiness.

Supporting Evidence

- Pedagogical staff, both teachers and paraprofessionals, participate in several cycles of self-selected, professional learning. Teachers facilitate the learning, and each professional learning community studies current research and/or professional texts to inform looking at student work and adjust instruction towards improving all students' outcomes.
- The school's administrative team communicates and models high expectations via weekly cabinet meetings and by strategically allocating resources to provide daily common preparation periods and staff memos. School leaders also coordinate and target instructional supports through cycles of observation and feedback to teachers, timely, useful and relevant professional development, a school policy handbook and regular email correspondence.
- Teachers share that school-based support team members, such as the guidance counselor, have an open door policy and work closely with both families and all teachers who work with students at-risk. Working as a team to construct and provide consistent and appropriate personal behavior supports contributes to their success in the classroom, meet students' academic needs and positively impacts student performance and engagement.
- School leadership and teachers provide parents multiple ways to support their children's learning and communicate regularly with families to promote a strong home-school connection via parent surveys, town hall meetings, classroom newsletters, curriculum night and the use of Jupiter Grades. They have also established a new Parent Association website to communicate and reinforce all students' achievement, their mastery of the next level as well as career and college readiness.

Quality Indicator:	4.2 Teacher Teams and Leadership Development	Rating:	Well Developed
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Findings

A vast majority of teachers and paraprofessionals regularly engage in collaborative inquiry to improve student outcomes, achieve annual school-wide goals, strengthen teacher practice and implement CCLS; across grades teacher teams consistently look at student work to align and adjust instruction to meet the learning needs of groups of students. Teachers meet with their grades, content area colleagues, and with colleagues above and below their grade.

Impact

Due to regular and frequent teacher team meetings, which look at student work, turn-key studied research and external professional development opportunities, teachers practice is strengthened and strategic modifications are made to the instructional program in order for the vast majority of student to make progress towards specific, grade-level benchmarks, and learners' short term goals.

Supporting Evidence

- In a 3rd grade common grade meeting that was observed, the teaching staff and related service providers analyzed students' pre assessments and normed then based on the rubrics and exemplars. The teacher determined common threads and modified teaching Points for the units based on the criteria. Teachers discussed interventions for the student who needed support, scaffolds for students who are reaching proficiency and enrichment for students who are currently proficient. As a result, they created a thorough tool kit, available to all on google docs and drop box, to differentiate and maximize student achievement.
- One the professional learning groups titled Math and Social Justice resulted in the design of an original unit of study, which incorporated multiple content areas and required all learners to apply the standards of mathematical practice and math content taught, explain his/her understanding to a unique problem incorporating economics, science and technology.
- Teachers discussed the Professional Learning Team structure which takes place every Monday and allows them time to strengthen their practice by working with colleagues of various grade levels. For example, the Math team, which includes grades 5-8 and special education teachers, evaluate practices for teaching and learning through targeted lesson study. All teachers participate by inter-visitation, analyzing lessons, and discussing student outcomes. As a result teachers are able to see the trajectory across curricula; In addition, it strengthens instructional coherence across the school.