



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

P.S. 226M

75M226

**345 East 15th Street
New York
NY 10003**

Principal: Rachelle Klainberg

Date of review: December 16-17, 2014

Lead Reviewer: Robin Cohen

The School Context

P.S. 226M is an elementary-high school with 334 students from grade K through grade 12+. The school population comprises 36% Black, 43% Hispanic, 11% White, and 5% Asian students. The student body includes 19% English language learners and 100% special education students. Boys account for 80% of the students enrolled and girls account for 20%. The average attendance rate for the school year 2013-2014 was 87.0%.

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	Focus	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	Additional Findings	Well Developed
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

The school provides a curriculum that is aligned to the Common Core Learning Standards (CCLS) and content standards, strategically integrates the instructional shifts and consistently engages all students to demonstrate their thinking, ensuring coherence across grades and subjects.

Impact

As a result, the school has a 100% completion rate of interactive culminating tasks across all sites at each grade level, leading to college and career readiness.

Supporting Evidence

- The school generated curriculum maps and units of study in reading, writing, social studies, science, art, adaptive physical/health education and technology. Essential topics and skills necessary for their students to learn at each grade level based on CCLS, content standards, career development and occupational studies (CDOS) are emphasized. During the 2012-2013 school year, the school used its Citywide Expectation Funding to support the creation of their curriculum maps, designed to meet the unique needs of students in multi-grade classes.
- All curricula and related instructional documents such as curriculum maps, tasks and rubrics, are stored on the School Google Drive as a repository. All staff members, including related service providers, have access to applicable folders supporting coherence across grades and all sites.
- The school's Common Core Task Force is content area specific, updates the curriculum maps as needed and reviews curricula on a monthly basis to ensure CCLS and scope and sequence expectations have been met. For example, the school modified the social studies curriculum map to focus more on the government relevant to leadership structures and human rights students must comprehend in the adult world of career and work.
- The school has developed a transition curriculum designed for their 18-21 year old students linking CCLS and CDOS standards to real world application promoting college and career readiness. For example, students working at community based learning sites such as Staples, PetSmart and Goodwill, are practicing social skills in addition to academic concepts such as budgeting and resume writing.
- Throughout all classrooms visited, rigorous habits are embedded into daily routines and emphasis was noted in content relevant to real life situations. The consistent implementation of the school-wide positive behavior support matrix, CHAMPs (Caring, Hardworking, Appropriate, Motivated and Positive) is evident throughout the school. In addition, lesson plans in all content areas emphasize higher order thinking such as integrating skills into processes. In an elementary class, students were asked to identify missing numbers in number pairs that are generated by a rule determining the rule used to generate the number pairs.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Teaching practices reflect an articulated set of beliefs that promotes higher levels of student thinking and problem solving in challenging tasks that are differentiated to support increased student learning.

Impact

Teacher ratings demonstrate an increase in the areas of student engagement and questioning and discussion techniques leading to a supportive learning environment that pushes students to create meaningful work products. However, there are missed opportunities for some students to take ownership of their learning.

Supporting Evidence

- In most classrooms visited opportunities were provided for students to engage in peer to peer interactions. Students were prompted to “ask their partner” a question about the story or article they were reading. Teachers stated the instructional focus is to increase student-initiated communication with classmates, leading to increasing independence. However, in a few classrooms visited, students participated in class discussions by responding to only teacher generated questions.
- Teachers use the same/similar lesson plan template based on Danielson’s Framework for Teaching, thereby incorporating best teacher practices and ensuring coherence throughout the school. Teachers utilize the workshop model in designing their lessons and specific sharing protocols to support student contribution. While across classrooms teachers use a range of Depth of Knowledge (DOK) questions, this practice is not yet strategically embedded, thereby limiting some students to extend their thinking. For example, in a transition high school class students were reading teacher made books about shopping at the supermarket. Students were provided with augmentative and alternative communication (AAC) devices and picture symbols to respond to questions, however, all questions were level 1 (recall) and did not push students to extend their thinking.
- Clear scaffolds and multiple entry points, such as purposeful groupings, leveled texts, direct teaching of academic vocabulary, adaptive communication devices and visual aids allowed all learners a variety of means to complete tasks and demonstrate their thinking. For example, in a 3rd/4th grade social studies class, students moved into their small groups, were provided with an adapted book at their reading level and a graphic organizer that allowed them to summarize information to write a paragraph using sequencing words to retell the important events in Rosa Park’s life. However, this lesson did not allow students to make a deeper connection between the story and their own lives.
- During September-December 2013, based on Danielson’s component 3b (using Questioning and Discussion Techniques) teacher ratings were: 23% ineffective, 51% developing, 24% effective and 1% highly effective. Presently, teacher rating are: 7% ineffective, 23% developing, 55% effective and 14% highly effective.

Additional Findings

Quality Indicator:

2.2 Assessment

Rating:

Well Developed

Findings

Across the vast majority of classroom, the school uses assessments, rubrics and checklists aligned to its curricula, to analyze student progress and ongoing comprehension checks that enables teachers to make instructional decisions and provide meaningful feedback.

Impact

School-wide interim data shows growth in meeting students' 2014-2015 Individualized Education Plan (IEP) goals: 94% of students met objectives in reading, 91% in writing, 82% in mathematics and 98% in social emotional learning.

Supporting Evidence

- The school believes that assessment data is an effective approach to drive instruction and improve student learning. Following each unit of study, assessments are administered to capture student progress for targeted skills. Teachers and students reference students' learning goal throughout the instructional period as demonstrated during classroom visits.
- Assessment results and student work samples are reviewed on a weekly basis as seen during a collaborative team meeting. The results are used to determine next steps and subsequent lesson planning including skill streamed group assignments, re-teaching of the lesson and the inclusion of speech teachers in the classroom to increase students' communication skills.
- Goal specific feedback is provided through the use of common rubrics of student performance as evidenced in portfolios and bulletin boards. During the small student group meeting, students verbalized what they needed to do to make their work better.
- During classroom visits, teachers provide time for students to self-assess using rubrics and checklists constructed by teacher teams, aligned to their curricula and are student friendly including icons and pictures.
- Across classrooms, students use the P.226 Sharing Protocol to identify what they learned, what they did well and what they need help with. For example, in an upper elementary grade classroom for students with autism, a student was sharing his work on summarizing a newspaper article. The student used his augmentative communication device to indicate what he had done well, finding the main idea and what he needed to improve upon, finding more details. Classmates raised their hands to state what they liked about the work such as: "I like the way you started" and "I like your drawing".

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

The well-established culture of mutual respect, trust and accountability ensures a calm and orderly environment dedicated to student success and family involvement which results in high levels of academic and social emotional growth of the students.

Impact

One hundred percent (100%) of 2014 graduates were successfully linked with adult agencies to fulfill their job and life skill-related goals in their adult lives. In addition, two classes of 8:1:1 students were created to provide a less restrictive environment (LRE) for students with autism based upon their academic and social/emotional achievement.

Supporting Evidence

- High expectations are consistently communicated to all constituents through a variety of means such as the parent handbook, weekly emails from the principal with “Expectations for the Week”, the school’s website, and the P.226M Times school-wide quarterly newsletter to families. Administration consistently articulates high expectations during post-observations, collaborative team meetings, faculty meetings and conference days as stated by teachers visited.
- Students are reminded of academic and social/emotional expectations for instruction as lessons are introduced, with clear examples of what these behaviors look and sound like. The CHAMPS matrix, which teaches students to be Caring, Hard-working, Appropriate, Motivated and Positive, is posted and referenced in all classrooms. In addition, high expectations for classwork and behavior are modeled by teachers as seen in classrooms visited. Teachers conferenced with students to communicate what the student did well and what next steps to take. During a lesson observed, students were writing a “how to” book to help the understanding of following a procedure.
- The school has achieved measurable results in closing the achievement gap and promoting college and career readiness by increasing student placement into D75 transition centers and auditing classes at Pace College. In addition, two classes of 8:1:1 students were created to provide a less restrictive environment (LRE) for students with autism based upon their academic and social/emotional growth.
- The school effectively communicates and plays a significant role in enhancing teacher communication and partnerships with parents. For example, parents are invited to participate in monthly Family Fun Day lessons together with their child. Activities such as math games, science experiments, read-alouds, and publishing parties help parents to understand what students learn in school in order to replicate such learning at home.
- Related service providers distribute a monthly update form to provide families with information on their child’s progress across targeted areas in their communication, motor and social/emotional development. In addition, workshops on topic such as Medicaid, guardianship and types of future employment support the transition of students into the adult world. Parents stated there is “real communication with all members of the P.226M family” concerning the child’s progress and expectations connected to college and career readiness.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

All teachers participate in inquiry-based collaborations that consistently examine data and student work. Leadership structures provide a means for teachers to have input on key decisions about curricula and teaching practices.

Impact

Professional collaborations continuously strengthen teacher practice ensuring a shared commitment to attaining school goals and resulting in increased student progress.

Supporting Evidence

- The school's Common Core Task Force teams review and update the curriculum maps, culminating tasks and scoring rubrics ensuring the implementation of CCLS across all sites and instruction is appropriate to students' academic functioning level. As a result, student work samples demonstrate consistent increases in writing stamina, the use of key vocabulary in content areas and the demonstrating of text complexity.
- Inquiry teams in math and transition identify appropriate learning strategies, curriculum resources and tasks for the middle and high school aged students academically functioning below a kindergarten level.
- Cluster teachers and administrators meet monthly for a full day to review assessments, student work, curriculum progress and confirming coherence across sites. During the arts meeting, teachers spoke about how they differentiated lessons in the unit of study on biographies. In addition, they shared strategies in "developing critical thinking skill" by using "how and why" questions.
- Collaborative teacher teams, organized according to similar student population and grade band, meet twice weekly to discuss student work and data linked to IEP goals in reading, writing, math and social/emotional learning. Based upon this work, teachers determine students' current skill level, next skills needed and strategies for teaching those skills. Within the collaborative teacher team configuration, dual leadership structures are in place. The teacher whose student's work is being reviewed takes on the role as facilitator to identify next instructional steps.
- Staff members verbalize how they are an "active member" of the school community and their input is "listened" to by administration. For example, teachers stated that the creation of new math resources was based upon their assessed need for middle/high school age students with autism. In addition, teachers pursuing leadership and administrative degrees have implemented projects such as updating the school's Positive Behavior Support handbook. Staff articulated the belief that administration encourages ongoing staff collaboration and collegial feedback.