



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Public School 188

Elementary-Middle-High School X188

**770 Grote Street
Bronx
NY 10460**

Principal: Shanie Johnson

**Date of review: March 4-5, 2015
Lead Reviewer: Robin Cohen**

The School Context

Public School 188 is an elementary-high school with 463 students from pre-kindergarten through grade 12. The school population comprises 37% Black, 56% Hispanic, 2% White, 2% Asian, and 1% other. The student body includes 24% English language learners and 100% special education students. Boys account for 75% of the students enrolled and girls account for 25%. The average attendance rate for the school year 2013-2014 was 85.0%.

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	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	Proficient
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	Proficient

Area of Celebration

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

All curricula are aligned to the Common Core Learning Standards, and tactically integrate the instructional shifts. The school continues to deepen, expand and refine their curriculum maps and units of study to ensure a range of learning experiences, cognitively appropriate and challenging, engaging all students in academics, social/emotional learning and life skills.

Impact

The school's curricula decisions with input from staff build coherence across all sites and foster student independence, and academic and social/emotional growth, while promoting college and career readiness for all students.

Supporting Evidence

- The school makes purposeful choices about curricula based on student performance and periodic assessments such as the Students Annual Needs Determination Inventory (SANDI). For example, for English language arts (ELA), the school has invested in *Unique* as its primary curriculum for all grades and supplements with *Little Treasures* for the pre-kindergarten, *Treasures* for grades kindergarten through grade 5, *Vizzle* for grades 6 through grade 8, and *Attainment* for their high school students. As a result of the Common Core Learning Standards aligned and web-based curricula, SANDI data shows 80% of alternate assessment students evidenced improvement in ELA and 83% evidenced improvement in math.
- Throughout all classrooms visited, emphasis was noted in making content relevant to real life situations. The school provides pre-vocational training from school-based worksites such as the School Store, Woodshop Co-op, and Haven Café.
- The school uses *Essential for Living* curriculum providing students with instruction in Applied Daily Living (ADL) skills and prevocational lessons to support the advancement of student independence and skills necessary for college and career readiness. Students work at the NY Public Library, Good Will, Daughters of Jacob Nursing Home and the Office Management Training Program. In addition, a student stated that "when the weather breaks we are going to re-open the landscaping program at Randall's Island".
- The school uses the Emotional Literacy curriculum across all grades and sites and it is embedded into the classroom structure. This has fostered students' understanding of acceptable behaviors, increased social/emotional academic language, and built coherence across the school. In all classrooms visited, students started the day by placing themselves on the "mood meter".
- Planning and refining is evident in the revised curricula maps organized by grade bands, academic content area, and social skills development. The maps provide evidence that the school develops rigorous tasks through the adaptation and modification of their instructional programs. Teachers use student work and data to plan, support, and refine academic tasks, to ensure engagement of all learners.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Teaching practices reflect the school’s 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

Across classrooms, curricula extensions support students to produce meaningful work products, yet there are missed opportunities for all learners to take ownership of their learning.

Supporting Evidence

- Project based learning is a vital component of learning in the school community. This fosters and promotes real life application of their learning. For example, through a grant the school has partnered with the Edible Schoolyard NYC, providing students the opportunity to beautify the school, and grow fruits and vegetables while providing exposure to nutritional education.
- Based on Advance data (June, 2014), the school has identified Danielson’s Framework component 3b as an instructional focus for school year 2014-2015. Teachers utilize a turn-and-talk/think-pair-share strategy across classrooms, however, questioning and discussion techniques do not consistently lead to evidence of student ownership of their learning. In some of the classrooms visited, students participated in class discussions by responding to only teacher/paraprofessional generated questions.
- The use of Universal Design (UDL) during instruction creates multiple entry points for all learners. This methodology allows teachers the opportunity to assess students’ learning and plan next steps. Clear scaffolds, such as teacher modeling, visuals, graphics, tools, sentence starters and vocabulary prompts, allows learners a variety of pathways to complete tasks. For example, in a middle school wood-shop class, students with autism were learning how to safely use the Kreig-Jig tool to join two pieces of wood together to create a bookcase.
- During an art/literacy kindergarten through grade 2 class for students with autism, students were introduced to “The Three Billy Goats Gruff” story. The teacher asked “What do we already know about fairytales”. He then gave the class the book and asked, “What can you infer from the cover”. He read a couple of pages and asked, “Can you make a story prediction”? The children were prompted to ask their partner the last question, however, only a few children responded to their classmate and would only respond to the teacher.
- Augmentative Alternative Communication devices provide curricula access for students requiring additional support based on their Individualized Education Plan (IEPs). Teachers and related service providers use iPads, switches, Picture Exchange Communication symbols (PECs), and Go Talks, to provide access and multiple entry points to learning for all students.

Additional Findings

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

The school uses common assessments, rubrics, and checklists in all subject areas, tracks student progress, and consistently checks for understanding.

Impact

The school's systems to monitor progress through data analysis as well as during instruction are used regularly to guide adjustments in units and lessons to meet students learning needs.

Supporting Evidence

- The school has created a curriculum/assessment crosswalk which allows teachers to be accountable for primary assessments based on curricula and grade bands. This system of accountability establishes an expectation of assessment practices, which allows the school to analyze data and student work and make informed decisions about student learning. Teachers stated this assessment calendar is reflective of deadlines and timelines for assessments throughout the school year.
- In all classrooms visited, portfolios include monthly collection of work samples, and assessment data (academic as well as social/behavior) that are maintained to provide evidence of student mastery of their Individual Education Plan (IEP) goals. In addition, the school revamped their Data Profile Sheets to reflect the students' diverse learning modalities incorporating UDL alignment to assessment data.
- A review of teachers' conference notes indicate that formative assessments lead to instructional adjustments such as regrouping of students, re-teaching of concepts, guided group practice and independent practice. Adjustments observed included extended time in guided reading groups, audio-visual aids, and leveled texts using Mayer-Johnson/PEC symbols.
- Teachers monitor students' progress during 1:1 tutoring time. Assessments are included during this time to provide evidence to demonstrate the positive impact on student performance. In addition, across classrooms, teachers use exit slips, student self-assessment rubrics and checklists, and provide paraprofessional with pre-planned questions for use during small group instruction.
- All curricula and related instructional documents such as curriculum maps, tasks and rubrics are stored in the school's "dropbox" as a repository. All staff members, including related service providers, have access to applicable folders supporting coherence across grades and all sites.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

High expectations are consistently messaged to staff via the use of the Danielson Framework for Teaching in trainings and other modes of communication. Workshops and performance updates keep families apprised of student progress towards college and career readiness.

Impact

Structures that support the school's high expectations build buy-in and accountability amongst staff, students, and their families, thereby, providing a clear path towards increased student independence, academic and social achievement, and college and career readiness skills.

Supporting Evidence

- School leaders have created a professional development opportunities for staff and college and career learning opportunities for students, fostering a culture of high expectations for all members of the school community. In addition, the school has established strong social-emotional expectations for students, and the implementation of the Common Core Learning Standards and the Danielson Framework, thereby, bringing academic expectations for both students and staff to a higher level. This is evidenced by thirty-six students designated for a Least Restrictive Environment (LRE) at the close of this school year. One of the high school inclusion students will graduate from Bronx Leadership Academy High School with an advanced Regents Diploma.
- High expectations are consistently communicated to staff through a variety of means, both verbally and in writing, such as the newly revised staff handbook, instructional memos and emails during orientation and faculty conferences. In addition, the school has revised their vision and mission statement with input from staff and the School Leadership Team (SLT).
- The school's Transition Linkage Coordinator and related service providers deliver workshops for the parents on topics such as; the understanding of what the Common Core Learning Standards and College and Career Readiness Skills look like for their children, travel training, and post-secondary preparation.
- Parents shared that teachers and related service providers offer guidance and support and regularly send updates on their children's progress via communication notebooks, report cards, phone calls, and email outreach. In addition, parents stated that the workshops are offered to provide an understanding of the new Common Core Learning Standards, and post-secondary preparation.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

Teachers consistently examine data and student work within inquiry-based teams. Leadership structures provide a means for teachers to have input on key decisions about curricula and teaching practices.

Impact

Teachers' participation in various teams provides opportunities to collaborate on best practices for teaching, lesson planning, curriculum development/adaptation, and behavior trends. These teams inform decisions regarding curricula, academic and behavioral interventions, and analyze student work with the focus on accelerating student learning in the respective populations.

Supporting Evidence

- Based upon the work of the teacher teams in relation to pedagogical practices coupled with specific curricula implementation and Response to Intervention (RTI) supports, the quality of student work portfolios has continued to improve as seen during classroom visits. SANDI data shows 83% of alternate assessment students evidenced improvement in math.
- The school has a NYSAA Data-folio Team, SESIS Team, Positive Behavior Intervention Support (PBIS) Team, Transition Team, H.S. Inclusion Team, and Student Population Teams organized according to similar populations and grade band. In addition, there is a New Teacher Induction Team. Teachers with a specific area of expertise plan together to support, provide professional development, and offer opportunities for inter-visitations and learning walks. As a direct result of the PBIS team's improvement plans, there is a decrease in level 3 infractions by 33% and level 4 infractions by 100%.
- The teams consistently explore curriculum supports, such as how to create multiple entry points for learning, analyze assessment data, attend company/curriculum workshops, and district workshops focusing on best practices. In addition, teams analyze student work products. The teams discuss curriculum and how to adapt/modify lessons to meet the need of their diverse student body, teaching strategies, and behavior trends.
- Teachers participate in content and grade level team meetings so that grade teams have opportunities to collaborate on planning for instruction and curriculum development. For example, during a pre-kindergarten team meeting, teachers were discussing how to develop memory, recall, and prediction skills in students. The team agreed that the basic but crucial skills of listening and speaking needed to be in place first. The teachers created an "essential skill list". Teachers agreed that students must be aware of the rules for speaking and listening in a discussion, ask and answer questions about text or experiences, describe familiar people, places, things, and events.
- The PBIS team is in the process of revamping their system because of the change in student populations from primarily standardized assessment to alternate assessment. This team is inclusive of all constituents: teachers, related service providers, paraprofessionals, and administration. This team is an interdisciplinary, multi-sited team. The school is working on creating a new PBIS matrix to a shorter, more accessible acronym for all students.