



# **The New York City Department of Education**



# **Quality Review Report**

**Katherine R Snyder**

**Elementary School 222**

**3301 Quentin Road  
Brooklyn  
NY 11234**

**Principal: Louise Blake**

**Dates of review: September 24 - 25, 2007**

**Lead Reviewer: Louise Kapner**

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## Part 1: The school context

### Information about the school

Public School 222 is an elementary school with 861 students from pre-kindergarten through grade 5. The school population comprises 20.6% Black, 12.3% Hispanic, 51.9% White, and 13.7% Asian students. The student body includes 2.7% English language learners and 11.4% special education students. Boys account for 52.2% of the students enrolled and girls account for 47.8%. The average attendance rate for the school year 2006-2007 was 94.7%. The school is not in receipt of Title 1 funding.

Identified as a barrier-free site, physically challenged students attend in both general and special education classes. Collaborative team teaching classes serve as a model for other schools and this year the school has been asked by the New York City Department of Education to participate in the STAIR (Supporting Successful Strategies to Achieve Improved Results for Students with Disabilities) program to promote sharing of their exemplary practices. Eagle, a district gifted program, serves students from kindergarten to grade 5.

## Part 2: Overview

### What the school does well

- The principal, well supported by her assistant principals, has a clear vision of moving the school forward.
- The school has a highly sophisticated system of collecting, organizing, and analyzing data.
- This data collection system is used extremely well to guide instruction for all students.
- Excellent monitoring of individual student performance and progress ensures necessary adjustments to instruction are implemented to improve student outcomes.
- Well-differentiated professional development is an integral part of the school's program to further teachers' skills.
- Staff and students share a high level of respect for each other resulting in good tone.
- Instruction is engaging and challenging, and students have many opportunities to participate in enrichment activities.
- The school is exceptionally committed to providing a rigorous academic program for fragile students allowing them to participate in a mainstream setting.
- Parents are very knowledgeable of school programs and are extremely appreciative of the efforts of staff.
- The collaborative process is very much a part of the school culture.

### What the school needs to improve

- Review and revise documentation forms to reflect further the school's goals.
- Formalize the ways in which parents are invited to share relevant information about their child with teachers.

## Part 3: Main findings

### Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

### Overall Evaluation

#### **This school is well developed.**

Public School 222 maintains students' high level of academic achievement because the principal, her assistant principals and a highly dedicated staff are never complacent. The school is highly committed to creating a barrier-free education in a community where all learners are successful. The school provides a very safe, orderly environment and parents feel welcomed and respected.

Data collection is extensive and used well to target instruction for all students but particularly for special education students. Staff work with a high degree of collaboration to focus on goals to improve student outcomes. Teachers maintain high expectations for themselves and their students. Rigorous instruction and numerous enrichment activities during and after school extend students' skills and learning experiences effectively. Well-differentiated professional development matches both the needs of staff and the school. Staff receive a high level of support and are held accountable for delivering instructional programs that engage and challenge all learners.

Each improvement area noted in the school's last quality review has been tackled effectively. A pacing calendar for math in grade 3 gives pre- and post-March standards to enable teachers to prepare their students adequately for the standardized test. The inquiry team members are presently identifying a targeted population of struggling students for whom they will develop collaborative instructional practices and carefully monitor their progress. This well-managed school has effective strategies for managing resources in order to support its goals. The school continually revises programs throughout the year in response to data review to ensure that each student's needs are met.

### How well the school meets New York City's evaluation criteria

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.**

#### **This area of the school's work is well developed.**

The school has designed its own extremely effective and innovative system for collecting and recording State test results and school-generated data. Information relative to the performance and progress of each student, class, grade and subject area across the entire school is readily available for review. This system gives a wide range of data against which the school can effectively compare the past and present years' performance by student, by class and by grade. For each student, teachers maintain a highly detailed

student assessment record. This document is continually up-dated throughout the year. The school uses data from weekly quizzes, chapter tests and monthly assessments to formally track each student's performance and progress. Analysis of test questions identifies both strengths and weaknesses specific to each student's performance and is given to teachers to help them plan instruction. Classroom and cluster teachers maintain comprehensive binders containing detailed additional information generated from daily instruction. Students' individual portfolios reflect high-quality authentic work. However, the school does not include a formal checklist to ensure that each student's portfolio includes all of the school year's required work. Administrators thoroughly review teacher records and 'grade at a glance' summary sheets to identify individuals and groups of students who need targeted additional help.

The school has established systems for disaggregating data by gender and ethnicity, and for special education students, English language learners and those who are achieving well, to note any trends in achievement and to effectively target instruction. The principal monitors her school's performance relative to similar schools. This high level of commitment to data is reflected in the sophisticated school-wide recording and monitoring systems and structures and well-planned training for teachers in data use.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is well developed.**

The school has developed highly effective strategies to ensure that goals are shared and understood by the school community. The school is continually reviewing data to sustain its past growth and to set quantifiable interim- and long-term goals for further improvement. Teaching points and instructional and grading rubrics, differentiated by grade and student ability, are visible in all classrooms and reflect very high expectations. Students in the Eagle gifted program have higher benchmarks for grading. Teachers have clear goals for each of their students, reflected in their planning and assessment records. These are collated into class and grade goals in English language arts and math.

The school deals with any fall in student performance immediately. It monitors carefully the tiered intervention strategies, delivered during the day, and before and after school. Students identified for "Spotlight 5" services or for academic intervention services, receive an impressive range of intense academic support. This is based on individualized goals and so use differentiated methods and materials. Administrators are experts in using the highly detailed student profile plans to carefully track service delivery and to engage teachers in regularly scheduled one-on-one conversations about individual student achievement and progress.

The school regularly shares its high expectations for students' personal and academic achievement and classroom information with parents. Parents answered in unison "absolutely" when asked if they receive information about their child's progress. Parents feel able to see their children's teachers at any time if they have a concern or want information about their progress. The school does not yet formally encourage parents to share relevant information about their child to help teachers address students' needs. This is consequently one of its goals for next year. An extensive array of workshops, translated messages from the school and invitations to celebrations, support a high level of parent participation and enable them to help their children with homework assignments.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school’s work is well developed.**

The school’s curriculum is firmly based upon meeting the needs of all students and is aligned with State standards. Interim results from formative assessments are under constant review by teachers and administrators to ensure instruction is well matched to student needs. Special education students, who participated in a remedial “Spire” program last year, are now fully engaged in their classroom literacy program. The arts greatly enhance the school’s curriculum. Students take part in a varied selection of enrichment activities during and after school. This year students participate in a band, chorus or a percussion ensemble, which builds into a musical extravaganza.

All staff members are held accountable for good teaching and accelerating student progress. Teachers work together in a highly collaborative manner to review student work and plan differentiated curriculum strategies to improve outcomes for all students. Literacy skill of the week gives a focus for each grade. Frequent formative assessments are key elements in driving instruction. One teacher shared, “My instruction is all based on assessment. That’s how I know how to create groups. It guides the whole day’s work.”

Well-differentiated classroom instruction engages students’ interests and commitment as learners. Teachers review assessments regularly to ensure content matches pacing calendars and that they carry out assessments within clearly established timeframes. Related service providers follow a strict schedule and, when feasible, work with students in class to ensure they learn alongside their peers. The analysis of data provides a clear framework for thoughtful decision making about budgeting, staffing, and scheduling that responds in a timely way to new information. The new early childhood staff developer and well-organized resources room with an extensive array of materials give a high level of support to early grade staff.

High levels of respect throughout the school result in a conducive learning environment. Students are very comfortable with asking for help. When a young man who had difficulty with writing asked the principal for help, he worked with her each week until he “figured it out.” The “Respect and Kindness” campaign is a very evident part of the school culture. Signs are prominently displayed and each morning those who do something special are recognized over the public announcement system. Signs hung throughout the school remind everyone that attendance is important and absenteeism is immediately followed up.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.**

**This area of the school’s work is outstanding.**

The success of the school is mirrored by many successful practices. The formal observation process, for which all administrators share responsibility, is highly focused and provides staff with valuable feedback. Administrators frequently visit classrooms, paying close attention to instruction, student work and classroom environment. A post-it note left on teachers’ desks provides immediate feedback. On-going learning walks look for evidence that teachers are incorporating all recommendations from formal and informal observations and from the many intervisitations into their daily practice. The established collaborative culture of the school supports teachers’ frequent exchanges of best practices

at weekly grade conferences. Trends in data analysis and teacher surveys are used very effectively to plan and design outstanding professional development for teachers and paraprofessionals. Consequently, staff feel part of a “learning community”. The “Emotionally Responsive Practice”, facilitated by the principal, helps lower grade teachers support their students who may be showing higher levels of anxiety.

The school provides excellent support for new teachers. The comprehensive handbook provides them with a very solid base on which to begin their teaching career. Each new teacher has a mentor who models lessons and provides regularly scheduled opportunities for professional discussions. Administrators carefully monitor the new teachers’ instruction and student outcomes to evaluate the effectiveness of this support. All staff are focused on improving student outcomes and making students feel good. Monthly meetings of the student support team concentrate on ways to meet the needs of all at-risk students. Therapists work side-by side with students’ in their classroom during regular instructional time.

Well-established routines ensure the school runs smoothly. Students always behave well because they receive clear guidance and support for their personal as well as academic achievements. The school’s strong links with community-based organizations and support from local leaders enriches extends students’ experiences. This year the Bergen Beach Youth Organization has helped to expand both arts enrichment and academic support.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

**This area of the school’s work is well developed.**

The school continually engages in meaningful improvement planning as it strives to achieve its interim- and long-term goals. Twice yearly, administrators formally meet one-on-one with each teacher to discuss each individual student’s outcomes. During weekly grade conferences, discussions concentrate on data that reflects trends in student performance. The school uses emerging information very effectively to adjust instruction and change interventions and curriculum programs if necessary. Frequent formative assessments enable teachers to “test little pieces of knowledge and adjust instruction before it’s too late”. Item analysis from commercially-prepared programs is used extremely well to measure trends for groups of students and track their progress towards their goals. The academic intervention team meets monthly to review student progress and adjust individual goals. Modifications to instruction and programs are initiated if needed.

The school regularly revisits the goals in its Comprehensive Education Plan and makes necessary adjustments to its plans to strengthen its work. Monthly meetings of the school leadership team involve the entire school community in professional discussions and planning. End-of-year reflection is constructive in developing future initiatives and improvements. This year a newly introduced pacing calendar for third grade math is invaluable in guiding the curriculum and instruction. The principal has a clear focus for “creating a professional community where every staff member has ownership for every child”. Improving student outcomes is effectively guided by a thoughtful and informed approach to managing this successful school.

## Part 4: School Quality Criteria Summary

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <b>SCHOOL NAME: Katherine R Snyder School (PS 222)</b> | Δ | ➤ | ✓ | + | ◇ |
| <b>Quality Score</b>                                   |   |   |   | X |   |

### Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

| To what extent do school leaders and faculty provide . . .  | Δ | ➤ | ✓ | + | ◇ |
|---|---|---|---|---|---|
| 1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?   |   |   |   |   | X |
| 1.2 an objective, constantly updated understanding of the performance and progress of special education students?   |   |   |   |   | X |
| 1.3 an objective, constantly updated understanding of the performance and progress of English language learners?  |   |   |   | X |   |
| 1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?    |   |   |   | X |   |
| 1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?                       |   |   |   | X |   |
| 1.6 a measurement of performance and progress based on comparisons with similar schools?  |   |   |   | X |   |
| 1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students? |   |   |   |   | X |
| <b>Overall score for Quality Statement 1</b>  |   |   |   | X |   |

### Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

| To what extent do school leaders and faculty . . .  | Δ | ➤ | ✓ | + | ◇ |
|---|---|---|---|---|---|
| 2.1 engage in collaborative processes to set demanding, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?                             |   |   |   |   | X |
| 2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?           |   |   |   | X |   |
| 2.3 identify and improve the performance and progress of those students in greatest need of improvement?  |   |   |   |   | X |
| 2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?   |   |   |   | X |   |
| 2.5 convey consistently high expectations to students and their parents/caregivers?   |   |   |   | X |   |
| 2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve? |   |   |   | X |   |
| 2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?                                    |   |   |   | X |   |
| <b>Overall score for Quality Statement 2</b>  |   |   |   | X |   |

| <b>Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.</b> |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| <b>To what extent does the school . . .</b>  | <b>Δ</b> | <b>➤</b> | <b>✓</b> | <b>+</b> | <b>◇</b> |
| 3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?   |          |          |          |          | X        |
| 3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?   |          |          |          | X        |          |
| 3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?                       |          |          |          | X        |          |
| 3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?  |          |          |          | X        |          |
| 3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?  |          |          |          |          | X        |
| 3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?   |          |          |          |          | X        |
| 3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance?   |          |          |          | X        |          |
| <b>Overall score for Quality Statement 3</b>   |          |          |          | <b>X</b> |          |

| <b>Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.</b>                |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| <b>To what extent does the school . . .</b>  | <b>Δ</b> | <b>➤</b> | <b>✓</b> | <b>+</b> | <b>◇</b> |
| 4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?   |          |          |          |          | X        |
| 4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?   |          |          |          |          | X        |
| 4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment? |          |          |          |          | X        |
| 4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?  |          |          |          |          | X        |
| 4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?   |          |          |          |          | X        |
| 4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning?   |          |          |          | X        |          |
| 4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?   |          |          |          | X        |          |
| <b>Overall score for Quality Statement 4</b>   |          |          |          |          | <b>X</b> |

| <b>Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b> |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| <b>To what extent do . . .</b>   | <b>Δ</b> | <b>➤</b> | <b>✓</b> | <b>+</b> | <b>◇</b> |
| 5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?  |          |          |          | X        |          |
| 5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?  |          |          |          | X        |          |
| 5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?   |          |          |          |          | X        |
| 5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?   |          |          |          | X        |          |
| 5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?                                    |          |          |          | X        |          |
| 5.6 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?  |          |          |          | X        |          |
| 5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?   |          |          |          |          | X        |
| <b>Overall score for Quality Statement 5</b>   |          |          |          | <b>X</b> |          |