Quality Review Report

2017-2018

P.S. M226
K-12 all grades 75M226
345 East 15Th Street
Manhattan
NY 10003

Principal: Inmaculada Jardi

Dates of Review:
February 7, 2018 - February 8, 2018

Lead Reviewer: Lisa Reiter
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School


School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
</tr>
<tr>
<td>3.4</td>
<td>Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
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### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3</td>
<td>Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
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<tr>
<td>3.1</td>
<td>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</td>
</tr>
<tr>
<td>4.1</td>
<td>Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
</tr>
<tr>
<td>4.2</td>
<td>Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
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<tr>
<td>5.1</td>
<td>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</td>
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</tbody>
</table>
## Findings

High-quality assessment practices in the form of rubrics, teacher feedback, and checklists are embedded across all subjects and grades and evidence on display in hallways, on classroom walls as well as in student work products. In addition, teachers varied and ongoing checks for understanding were made evident by in-class assessment practices and student self-assessment.

## Impact

Assessment practices provide actionable and meaningful feedback to students and teachers regarding student achievement. Teachers’ assessment practices result in effective adjustments and students receiving differentiated supports so that students are aware of their next learning steps.

## Supporting Evidence

- Feedback provided to students aligns with each student’s specific goals and includes a specific strategy for students to use. Additionally, student goals for reading, writing, math, and social skills are posted in each classroom and teachers tailor feedback to those goals. For example, a student whose goal is solving early multiplication problems with fluency received feedback to try it without using a number line. Another student in the same class received feedback to use two-step frames and arrows, which is a new math strategy that students learned, rather than skip counting. In another classroom, students received feedback on citing textual evidence by highlighting the important parts of a text; while another student in the same class received feedback to write complete sentences using pictures. In pre-kindergarten (pre-k) and kindergarten classes, student rubrics include pictures to show the targeted skills and have smiley and non-smiley faces to indicate progress towards goals. Therefore, assessment practices and feedback provide students with the tools to progress to the next level.

- Students came to a quick consensus that teachers provide feedback that supports their individual goals. Students all spoke about their individual goals and what strategies teachers provide in order for them to achieve those goals. One student shared his writing goal was to write organized five-sentence paragraphs. He shared that his next step in reaching that goal is to write a concluding sentence and he is using sentence frames to help him. Another student shared that one of his transition goals was to engage in discussions in various settings. He explained that this skill was important in order to be successful in his current internship and future career. A strategy provided was to ask for help when he felt nervous or anxious and use documents such as his portfolio as an entry point into a discussion.

- Teachers’ assessment practices include consistently checking for understanding through whole-group questioning, small-group check-ins, and 1:1 questions. During a middle school math lesson, the teacher noted that students were struggling to determine the reason a shape was not classified as a quadrilateral. She directed students to use the checklist on the board, as a tool while completing the task. After this adjustment, students successfully completed the task. Additionally, students complete self-assessment checklists that are individualized based on each students’ learning needs. During a kindergarten reading lesson, the teacher asked how the main character feels without a car. One student stated sad, and another student used a picture card that showed a sad face. In a middle school classroom, one student completed a self-assessment checklist and wrote a reflection on next steps. The student identified his next step as writing more complex words. Another student received the same self-assessment checklist; however, it included images and text. Teachers varied use of checks for understanding and individualized self-assessment checklists ensure all students meet their goals and are aware of their next steps.
Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across classrooms, teaching practices are aligned to the curricula and reflect the belief that students learn best through the workshop model and differentiated tasks that enable students to demonstrate their thinking and understanding; however, occasionally, there are missed opportunities to challenge students. Student work products and discussions reflect high levels of student thinking and participation.

Impact

Students across classrooms produce meaningful work products, though in some cases, there are missed opportunities for students to engage in student-to-student discussions thus, limiting the depth of their understanding or ownership of their learning.

Supporting Evidence

- Teaching practices consistently engage students in challenging material through differentiated tasks and the workshop model. In pre-k and kindergarten classrooms, students engage in differentiated tasks through structured teaching. In a kindergarten math class, after the mini-lesson students engaged in structured teaching stations and independent stations. In one station, the teacher to work with an individual student; the remaining students engaged in differentiated tasks at the other stations. For example, at a station supervised by a paraprofessional, students had different work folders they used based on their skill level. This practice allowed each student to work on targeted skills related to addition. However, some students were not challenged further through questioning or requiring them to count aloud. In another kindergarten class, the teacher modeled her thinking during a read aloud. Students responded to the question either verbally or by choosing a picture. This differentiated response ensured all students were able to demonstrate their thinking, which is aligned to the core belief on how students learn best.

- Teachers follow the workshop model in middle school classes such as math, social studies, and debate to ensure students demonstrate their thinking. During a debate class, students worked collaboratively to identify either pros or cons of driverless cars. One student inferred that a computer cannot replace the human brain and that driverless cars may cause more accidents if the computer system was hacked. However, in other classes, there were missed opportunities for students to engage in discussions that would reflect ownership. For example, in a middle school social studies class, students shared their responses to the do-now question on whether they would like to attend a tea party. The teacher asked students follow-up questions to extend their thinking and then distributed an image of the Boston Tea Party and reviewed vocabulary words before beginning the mini-lesson. Students were not provided with the opportunity to explore the image on their own as it was teacher-directed. Therefore, across classrooms, discussions reflect high levels of thinking; however, student ownership is not consistently evident.

- During a middle school math class, students worked collaboratively to complete a task in which they identified which shapes were quadrilaterals. Students had to include a written explanation as to why it met or did not meet the criteria of a quadrilateral. Students shared their responses with the class. The teacher asked students to explain their responses, as well. During a high school, inclusion English Language Arts (ELA) class, students used textual evidence from the book, *Wonder*, to create a Facebook page for a character in the book. While students engaged in high-level thinking and responses, the discussion was teacher-directed, thereby reducing student ownership in the discussion.
**Quality Indicator:**

| 1.1 Curriculum | Rating: | Proficient |

**Findings**

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and the instructional shifts. Curricula and tasks are planned and refined using student work and data.

**Impact**

Curricula across grades and subjects promote college and career readiness for all students. Faculty members adjust materials to support each student’s individual goals that ensure students with disabilities have access to curricula and are cognitively engaged.

**Supporting Evidence**

- Curricular documents across grades and content areas evidence consistent alignment with the Common Core Learning Standards and the math instructional shifts. For example, a middle school math lesson plan begins with a discussion on keywords that identify if the word problem requires addition or subtraction. The lesson plan includes steps students will follow to solve each word problem thus, supporting students in applying math concepts. Another middle school math lesson plan includes a one-minute fluency activity to begin the class. Students are then guided through an activity that deepens their understanding of quadrilaterals by identifying whether different shapes are quadrilaterals using a criteria checklist. Also, a kindergarten math lesson plan aligns with the standard of using different models such as a number line, counter, and objects to represent addition problems.

- Curricular documents include assignments evidencing integration of the ELA instructional shifts. For example, curriculum maps for grades kindergarten through twelve for reading and writing include the Common Core Learning Standards each unit addresses. In addition, curriculum maps include skills such as retelling a story, summarizing a news article using evidence, and developing and supporting main ideas. A high school literacy lesson plan includes a task in which students create a profile for characters in the book *Wonder*. Students use textual evidence from the book to support their inferences about the characters. In a middle school social studies lesson plan, students use evidence from nonfiction texts to build their knowledge and answer questions about the Boston Tea Party.

- Students with disabilities have access to cognitively engaging tasks as a result of teachers planning and refining curricula based on student work and data. For example, a middle school social studies lesson plan includes differentiated tasks for students based on Individualized Education Program (IEP) goals and previous student work such as answering questions by using a fill-in-the-blank template or using one sentence frame template or highlighting answers. However, other lesson plans did not include this level of individualized differentiation for students. For example, a kindergarten literacy plan includes worksheets that are differentiated by students either matching, gluing, or writing exclamation points at the end of sentences. A kindergarten math lesson plan states that students complete individualized tasks. However, the lesson plan does not include what those tasks are or how they are differentiated for students. A middle school math lesson plan includes student groups and which staff members support each group.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

School leaders and staff effectively communicate expectations to families connected to a path to college and career readiness. Teacher teams and staff establish a culture for learning that communicates a unified set of high expectations for all students.

Impact

Partnerships with families such as workshops and one-to-one meetings support students in their progress toward college and career readiness. Supports such as internships and life skills ensure that students take ownership of their progress and are prepared for the next level.

Supporting Evidence

- School leaders and staff members use tools such as communication journals, email, phone calls, annual meetings, monthly newsletters, and online platforms to communicate high expectations to all students and families. Students receive homework daily, and parents provide feedback on the homework via a communication journal that goes between home and school. Monthly newsletters include strategies parents can use at home to support their child. For example, one newsletter included strategies such as using pictures to communicate with their children who are nonverbal. One parent shared that she uses this strategy at home and it has been helpful. The parent also received printed pictures that the school uses to support language development at home. Parents are also provided with a parent handbook that includes expectations and programs offered at each of the school's eight different sites. The parent handbook allows families to make informed choices about which site meets the college and career readiness needs of their children. Therefore, school leaders and staff effectively communicate high expectations and form partnerships with families that support student progress.

- All parents agreed that school leaders and staff provide specific strategies that enable them to support their children. Parents came to a quick consensus that workshops offered are unique to each family’s needs. One parent shared that the school leader sent her to training on using a new communication device for her son. The parent stated that as a result of the workshop, she understood different ways to use the device effectively. Another parent shared a strategy she received in order to ask her child effective questions such as asking specific questions related to an image rather than asking a general question. The parent stated that using this strategy has increased her son’s ability to comprehend images. Additionally, parents meet twice a year with their child’s teacher to discuss progress toward annual goals.

- Beginning at age twelve, students participate in annual transition meetings, in which they discuss goals for the future including college and career. Students came to a quick consensus that teachers support them toward meeting their career goals. For example, one student shared his goal of working in a movie theatre. He explained that the skills needed for that job match his current skill level. He also shared that one of his goals is to interact more with his supervisors, coworkers, and customers at his current internship at a local store. Another student has an internship in an office and is looking forward to continuing that work when she graduates in the spring. The school has twenty-one intern sites where students can work. Internships include office work, food prep, cleaning, technical services, pre-k support, and work in different stores. In addition, there are currently six students taking Regents courses, eight students auditing college courses, twenty-four students engaged in full-time vocational training. Therefore, teacher teams ensure that students own their educational experience through transition meetings and are prepared for the next level.
Additional Finding

**Quality Indicator:** 4.1 Teacher Support and Supervision  
**Rating:** Proficient

**Findings**

School leaders support teacher development with frequent classroom observation cycles and student portfolio reviews. Prompt written feedback captures teachers' strengths, challenges, and next steps using the Danielson Framework for Teaching.

**Impact**

School leaders provide effective feedback and periodic student portfolio reviews that elevate schoolwide instructional practices. Additionally, evaluative and non-evaluative classroom visits result in written feedback for teachers that make clear the expectations for teacher practice and supports available to them.

**Supporting Evidence**

- School leaders meet with teachers to facilitate portfolio reviews during which student IEP goals, assessment data, and student work samples are reviewed for progress. During these meetings, teachers are provided with feedback on next steps for instructional planning. Additionally, school leaders conduct frequent classroom observations and provide feedback using the Danielson Framework for Teaching. Each rated item is supported with specific evidence from the observed class. Teachers agreed that feedback provided should be implemented immediately and that school leaders return the following week to observe progress. In addition, school leaders discussed a strategy of observation cycle planning that targets teachers based on individual need. School leaders prioritize visiting classrooms each time they visit a site and provide verbal feedback from those walkthroughs. Teachers agreed that feedback provided from either evaluative or non-evaluative observations supports their professional growth. Therefore, effective feedback elevates instructional practices across the school.

- Observation reports contain feedback that captures teachers’ strengths, challenges, and next steps teachers should take to improve their practice and have an impact on student success. For example, a teacher is praised in one observation report for the differentiated stations students engaged in and the strong structures which led to no downtime from student learning. Feedback to the teacher in this report advises that they collaborate with the speech teacher to identify additional communication systems that will further engage students. In another observation report, feedback to the teacher discusses the importance of differentiated tasks and materials for students. Additionally, specific examples such as leveled text, are provided so the teacher can use as a support for future lessons. Thus, feedback articulates clear expectations and provides supports needed for teachers.

- In addition to official observation reports that provide feedback and supports, school leaders meet with teachers after non-evaluative walkthroughs. One teacher shared that the school leader met with her after a walkthrough to discuss assessment practices. The teacher provided too much support during assessments which led to an inaccurate assessment of student progress. During the meeting, the school leader provided examples of how the assessments could have been modified providing a more accurate picture of student progress. The teacher stated that as a result of this support, she implemented new assessment practices that have led to more differentiated lessons.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
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</thead>
</table>

Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations. Distributed leadership structures are embedded that influence key decisions.

Impact

Collaborations within and across subject- and grade-level teams have strengthened teachers’ instructional capacity resulting in schoolwide instructional coherence and increased student achievement. Through teacher-led committees and teacher leadership roles such as site coordinators, teachers have an integral role in key decisions resulting in effective teacher leadership which affects student learning across the school.

Supporting Evidence

- All teachers serve on grade-level teams that meet twice weekly to discuss student work and data linked to IEP goals in reading, writing, math, and social-emotional learning. The kindergarten team was observed engaging in this work. Each teacher addressed the annual goals and short-term objectives for one student in each of their classes. One teacher shared student work evidencing her student’s ability to identify the events of a story and setting with visual supports. The student’s next objective is to identify the problem and solution in a story by drawing a picture and writing a sentence. The team collaborated on different strategies that would support the student. The teacher agreed to use that strategy prior to asking the student to draw and write a sentence. As a result of teacher collaborations, 98 percent of students met their annual goals on their IEP.

- Teachers across all eight sites meet at least once per month on various teacher teams to review curriculum and assessment data that results in instructional coherence. For example, an inquiry team focused on assessing science standards for students who participate in alternative assessments. Across all sites, it was determined that students struggled with comprehending science content due to struggles with reading. The team reviewed various reading support programs and decided to implement Fundations, a literacy program that focuses on foundational skills such as reading fluency, vocabulary, and comprehension strategies. Teachers received professional development on implementing the program thus, increasing their instructional capacity. Examples of additional teams that engage in this work include a science, adaptive physical education, art, and a transition team.

- Teachers came to the quick consensus that they have a role in decisions that impact student learning and their growth. One teacher shared, and all present agreed that teacher leadership is a strength of the school. Teacher leadership, within the structure of teacher-led committees, determine curriculum that best supports students’ learning goals. For example, teachers on the social studies committee determined that using the Passport to Social Studies curriculum with modifications and supports was the best option for students to build college and career readiness skills. Teachers on this committee developed a modified, three-year version of the curriculum. Teachers presented professional development to their peers, as well. Therefore, teachers play an integral role in decisions that affect student learning across all sites.