Quality Review Report
2018-2019

P.S. 226 Alfred De B. Mason
K-8 21K226
6006 23 Avenue
Brooklyn
NY 11204

Principal: Evan Klein

Dates of Review:
May 29, 2019 - May 30, 2019

Lead Reviewer: Glenda Esperance
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

P.S. 226 Alfred De B. Mason serves students in grade PK through grade 8. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</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>Well Developed</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>Additional Finding</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>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### 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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</tbody>
</table>

### 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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>
Findings

The school community’s approach to culture building, discipline, and social-emotional support is grounded in the belief that it is the responsibility of staff members to teach students how to manage their emotions and provide peaceful solutions to conflicts. Structures are in place to support the coordination of social-emotional learning and youth development for academic success.

Impact

Student academic and personal behaviors are being nurtured in a safe and respectful environment that includes student voice as evidenced through initiatives such as training programs in emotional intelligence for students, staff, and families, grade-specific student councils and clubs, and daily morning meetings.

Supporting Evidence

- Students participate in schoolwide initiatives that support the inclusion of all students. Some initiatives include No One Eats Alone Day, Respect for All weeks, Hands for Holding Assemblies, Spirit Week, the Panther Pride Festival, and the LGBTQ+ club. A third-grade student stated, “Our LGBTQ+ club allows me to feel safe, and I know that it’s okay that we are not all the same.” School leaders have created grade-specific councils to ensure that student voice is incorporated into the school culture. Selected grade five students participate on the student council, a team charged with reviewing school tone and providing conflict resolution suggestions to their peers. The team meets on a consistent basis and creates action plans to address identified concerns. For example, a student reached out to the council for assistance with bullying. The team offered a list of suggestions that included informing an adult and remaining kind when faced with adversity. Middle school students participate in the No Place for Hate council. This team embraces and upholds standards of high expectations for behavior and respect for all. The group meets to design, plan, and implement activities that promote tolerance. For instance, during a brainstorming session, the team decided to transform empty hallway wall space into artwork to promote diversity and inclusion. In addition, the team created an “I AM” board, a patchwork of empowering words selected by students to showcase the uniqueness of the school. Each student was given a patch and asked to provide a word in response to the phrase “I AM a ….”

- Across grade levels, the faculty ensures that students are well-known by at least one adult. Kindergarten to grade eight students participate in morning meetings on a daily basis. During these sessions, teachers and students greet each other, engage in a group activity, and share important information about the day. Middle school students participate in advisory on a weekly basis. During these sessions, students are provided with supports for strengthening organizational skills, prioritizing projects and assignments, and academic success. All these groups discuss specific relative issues. For instance, during an observation of a grade six advisory, students participated in a meditation activity and then shared how the exercise made them feel. One student expressed, “This quiet time helps me feel more optimistic…. When I came in, I felt down but now I feel pumped up.”

- To promote inclusion and tolerance across the school community, school leaders have implemented the Recognize, Understand, Label, Express, and Regulate (R.U.L.E.R.) approach to develop emotional intelligence. School leaders have systematically trained all students, staff, and families from pre-kindergarten through grade eight in the initiative, and the program is fully embedded. As a result, it is now schoolwide practice to share and reflect on your mood at the start of any lesson or staff meeting. Additionally, several staff members have attended Therapeutic Crisis Interventions for Schools (TCIS) training and are able to respond to students in crisis situations. These initiatives contribute to the positive climate felt within the school building among all constituents.
Area of Focus

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: | Proficient |

Findings
The majority of teachers are engaged in inquiry-based, structured professional collaborations, such as grade teams. Teacher teams consistently analyze grade-level assessment data and student work.

Impact
Teacher teams are strengthening the instructional capacity of teachers and promoting achievement of school goals and student progress. However, systematic analysis of teacher work is limited, and teacher team practices have not yet resulted in increased student achievement for all learners or mastery of goals for groups of students.

Supporting Evidence

- School leaders facilitated a professional learning session on the expectations for inquiry. During the training, teacher teams were provided with a checklist to guide their efforts in selecting a focus, establishing a team protocol, and organizing data collection. School leaders schedule on-going inquiry team meetings to review curriculum pacing and adjustments needed based on student performance on each unit. Student work is also reviewed at these sessions to ensure it is aligned to the school's instructional expectations. As an outcome of this, team members discuss next steps. For example, in grades four through eight, teacher teams created individualized learning targets for selected students, identified by their performance on the prior year's New York State English Language Arts (ELA) exam. This work is aligned to the school's Comprehensive Educational Plan (CEP) goal to increase rigorous instruction. Although grade level meetings are guided by a structured protocol, these meetings are held at the discretion of school leaders, thus limiting the frequency of their occurrence. Hence, grade teams have limited opportunities to systematically analyze student work and data.

- Teacher teams implement schoolwide instructional practices to support school goals and promote student achievement. At the end of each teacher team meeting, notes are regularly reviewed by administration. These logs outline strategies being explored by teachers to support the school's established goals. For example, fifth-grade team logs provided insight into the group's decision to closely analyze and evaluate their inquiry focus on essay writing development. After reviewing student work, the team noticed that many students needed support to improve the development of the main idea and details in informative essays. The team decided to collectively provide tools such as leveled graphic organizers, sentence starters, and modified student checklists. Teachers indicated their instructional practices are being strengthened through these team-based collaborations. However, there is limited evidence to support how these practices resulted in increased student achievement for all learners.

- An observation of the third-grade team revealed all teachers engaged in looking at student work. Teachers were grouped into common areas of need in ELA or math, based on classroom observations. Each group worked collaboratively to address a specific problem of practice. All teams used an established protocol to debrief on their findings. A teacher served as a team facilitator to ensure that norms were followed and inquiry work was done with fidelity. For example, the math group reviewed how students responded to multi-step problems centered on elapsed time. They examined student computations and notes. Then, the team created a list of next steps that included continued use graphic organizers, the incorporation of manipulatives, and an increased emphasis on math vocabulary. These meetings aim to ensure the alignment of instructional expectations across grade levels and contribute to progress towards goals for groups of students. However, during the visit, there was limited evidence to support demonstrated mastery by specific student groups.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
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Findings

School leaders and faculty ensure that units of study are aligned to the Common Core Learning Standards and strategically incorporate the instructional shifts, such as building math fluency and using a balance of informational and literary texts. Curricula and academic tasks are planned and refined using data.

Impact

School curricular materials build coherence and promote college and career readiness. Learning tasks are designed to be cognitively engaging and provide access for all students.

Supporting Evidence

- Analysis of curricula reveals the inclusion of multiple instructional shifts in all content areas. The acquisition of academic vocabulary is evident across grades and content areas. Math units are designed to build fluency and to support students in acquiring a deeper understanding of math concepts. Unit plans include a variety of multi-step problems that require students to demonstrate their thinking as well as make mathematical connections to real life on an ongoing basis using different strategies and models. For example, a grade six geometry unit plan included a task that provided students with a map and asked them to draw and describe multiple ways to arrive to a specified location. Students were also directed to describe the shapes of their paths. Across grade levels, literacy units include a balance of informational and literary texts and incorporate multiple genres such as poetry, articles, biographies, autobiographies, and realistic fiction to build student knowledge.

- Math unit plans include data-tracking sheets that guide the adjustments and accommodations being made for English Language Leaners (ELLs) and students with disabilities. Math unit plans also include activities that incorporate open-ended problem solving and thinking, reasoning, and writing mathematically. A grade five lesson plan shows teacher-created activities that were color-coded. For instance, red meant extra help with guided instruction with the teacher, blue was for on-grade level with partner work, and purple denoted above grade level extension work. Literacy unit plans include leveled texts and are adjusted using data derived from Fountas and Pinnell benchmark assessments, ensuring that students have opportunities to read independently and that teachers target specific reading strategies. Thus, all curricular documents include evidence of tracking and adjustments based on student data.

- Analysis of curricula shows that lesson plans across all content areas and grade levels are designed to include supports that address the needs of ELLs and students with disabilities. A seventh-grade ELA unit plan includes leveled readings, graphic organizers, images, and tiered work products. In a grade eight unit on the Pythagorean theorem, students are required to use the Pythagorean theorem to solve real world problems. Differentiated versions of the task were created, one designed for students performing at grade level and the other incorporating scaffolds. In a grade three literacy class, the teacher provided a graphic organizer which included pictures, word banks and pre-populated terms tailored to the needs of ELLs. Organizers were also made to support the needs of struggling readers and students approaching grade level. Although students were given different supports, all students were able to conduct a close reading of the common class text and engage in the day’s task that required them to focus on key details of how a character’s actions can impact the sequence of events in a story.
Additional Finding

<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, teacher pedagogy is developed from a coherent set of beliefs that students learn best when groupings are intentional and social-emotional expectations are normed. Across classrooms, teaching strategies consistently provide multiple entry points into the curricula.

Impact

Teacher pedagogy is aligned to a set of schoolwide core beliefs. Additionally, lessons that are designed to include multiple entry points ensure accessibility to tasks for a variety of learners, including ELLs and students with disabilities.

Supporting Evidence

- Intentional groupings were observed across multiple classrooms. In a grade-two math Integrated Co-Teaching (ICT) class, students created bar graphs to solve problems involving data. Students were divided into predetermined groups. The teacher provided three variations of the task to ensure accessibility to the wide range of learners in her class, including one version to address the needs specific to ELLs. There were also adjustments that included follow-up questions to gauge student thinking, and checklists and sentence starters as scaffolded supports for students. Furthermore, there was an occupational therapist pushing into the classroom to support the sensory needs of some students.

  - In a grade-four social studies class, the teacher created two versions of the day’s activity. Students performing below grade level were provided with extra scaffolds and supporting documents such as visual aids and scaffolded questions, to help them complete the activity. Students in this group also received a reference sheet that displayed the associated maps and infographics of content-related terms and their definitions. Students performing on-grade level were provided with additional higher-level questions that required them to reflect about the activity.

- Pedagogy is grounded in the belief that students learn best when they are emotionally and intellectually engaged in what they’re learning. Across all classrooms, teachers utilize elements of the R.U.L.E.R approach to reinforce schoolwide norms about academics and social-emotional learning. Most lesson plans include a social-emotional learning objective, and teachers conduct mood meter check-ins during the lesson. For example, in a grade seven science class, at the beginning of the lesson students used cardstock to create a tent and wrote a word that best describe how they were feeling. In a grade seven math class, students were asked to identify their moods and design an informal action plan on how to shift their moods to their desired states. At the end of the lesson, students reflected with tablemates about whether they were successful in reaching their goals, including what led to their successes or what plans they have to achieve their goals next time. Following this, the teacher facilitated a share out of student responses. One student stated that she was successful at reaching her goal because she stayed focused during class and contributed to the group assignment. Thus, the schoolwide core belief about the importance of social-emotional learning is well-integrated into curricula.

- Across classrooms, a variety of supports are incorporated into lessons for ELLs and students with disabilities. For instance, in a grade-seven ELA class, the teacher translated the task sheets into multiple languages so that students could follow along. The teacher also provided students with checklists, graphic organizers, and sample sentence starters to support them during the lesson’s writing activity. In addition, teachers identified the anticipated needs of each student in the class and scaffolded instructions, visual aids, and access to Google Translate. For example, one teacher created a checklist and a list of strategies to use to encourage seven pre-identified students that needed prompting and positive reinforcement. Some prompts included, “What's your short term goal today?” and “Let’s count to five in your head and then get back to work.”
Findings
School leaders and faculty use common assessments to determine student progress towards grade-level goals. Across classrooms, teachers use results from formative assessments, such as exit slips and tracking sheets, to make adjustments to lessons and to plan next steps for individual learners and groups of students.

Impact
Common assessment analysis and ongoing checks for understanding result in adjustments to classroom instruction and student intervention programs to meet the learning needs of all students.

Supporting Evidence
- Teachers use data derived from the analysis of summative and formative common assessments to create individualized Response to Intervention (RtI) plans for selected students. These personalized documents, developed by school leaders and staff, provide a summary of specific student strengths and primary areas of concern. They also include anecdotal records of social behavior and academic forms that monitor the strategies being used to address the needs of identified students. Student progress towards grade level milestones is logged on tracking sheets and reviewed on an ongoing basis during the instructional team’s monthly meetings. Teachers also use this document to determine the types of interventions and supports incorporated into their lesson plans, such as glossaries, kinesthetic actives, and technology. This system advances the faculty’s efforts to address learning gaps of students who struggle with specific aspects of the curricula.

- In ELA classes in grades kindergarten to five, running record reading assessments are administered on an ongoing basis. This data is used in classrooms to determine reading groups and identify students in need of academic support. School leaders have also used this information to create a reading intervention tracker that charts progress being made by students receiving Academic Intervention Services (AIS) and students with disabilities. Additionally, across grade levels, school leaders use beginning-of-the-year, mid-year, and end-of-year common assessments to determine students’ acquisition of specific skills that inform instructional practice, student groupings, and curricular adjustments. There is also evidence of teachers using formative assessments to track student performance in math. Beginning-of-year, mid-year, and end-of-year assessments, along with chapter tests and unit assessments, are aligned to the GO Math! curriculum. Student performance on these assessments is logged by topic and teachers make adjustments to instruction accordingly. For example, a grade two teacher’s math lesson plan and skills tracking sheet revealed that, based on their performance on a recent math assessment, a number of students were selected to continue to work in small groups on creating a bar graph with features. Thus, common assessment analysis is used across grades and subject areas to drive curricular and instructional adjustments.

- Across most classrooms, teachers checked-in with groups of students and adjusted lessons accordingly. In a grade seven math class, students worked in groups to complete a presentation on a selected algebra topic. The teacher checked-in with each group to clarify misconceptions found in their drafts. In addition, the teacher also provided customized next steps to groups based on their demonstrated needs. In a grade four social studies class, students were working in groups discussing the impact of taxes from the perspective of a colonist. The teacher originally created three tiered activities and assigned one activity to each group. Then the teacher monitored the groups and noticed students struggling with the content. As a result, she adjusted the task, eliminating one of the activities and reassigning two tiered activities among the groups of students.
Additional Finding

**Quality Indicator:** 3.4 High Expectations

**Rating:** Well Developed

### Findings

School leaders consistently communicate high expectations through a weekly newsletter, professional learning (PL), and on-going feedback. School faculty establish a tone for learning that systematically communicates and supports high expectations for all students.

### Impact

A culture of mutual accountability stemming from clear expectations, targeted PL, and student-led conferences prepares students for the next level.

### Supporting Evidence

- At the beginning of the school year, school leaders present the Comprehensive Education Plan goals and instructional foci to the entire staff. In addition, leaders provide teachers with a faculty handbook and distribute a weekly newsletter via email entitled *The Panther Courier* that updates staff on schoolwide events, PL opportunities, and compliance concerns. This newsletter also includes a principal's summary of upcoming events, pictures/videos of events from the previous week, and faculty shout-outs. An instructional corner feature includes links to articles on educational research along with feedback to staff about instructional practice, trends, and priorities. In one edition of the newsletter, school leaders reminded staff about the expectations and deadlines regarding reports cards and progress reports. In another edition, teachers were provided with resources for designing multiple choice assessments and a link to the article "Assessment: The Bridge between Teaching and Learning."

- School leaders have created a PL plan to support faculty in meeting high expectations. Training is provided for leadership, teachers, and paraprofessionals specific to their content or grade level needs as a means of strengthening their craft. For example, the school created a paraprofessional PL series to build capacity among classroom support staff in reading. The participant activities are aligned to school goals and support the schoolwide fluency and reading comprehension program used to drive student achievement. Teachers have been provided with a range of workshops on fluency, lesson planning, and student engagement, facilitated by school administrators, lead teachers, and consultants. Staff also participate in What I Need (W.I.N.) professional learning time to further support their individual needs on Mondays. During W.I.N. PL, staff are allotted additional time to deepen their knowledge of their choice of any of the school’s new learning initiatives. PL is monitored on an ongoing basis through the use of surveys to assess effectiveness and make adjustments. Additionally, school administrators and lead teachers conduct frequent observations and confer with staff to discuss next steps and additional supports. Workshop materials are maintained and shared among staff via a common online folder.

- The school’s culture for learning communicates high expectations to students that help prepare them for high school and beyond. The College Access for All committee, comprised of students and teachers, meets on a consistent basis to plan schoolwide initiatives. For example, the school hosted a high school forum that allowed former eighth graders to participate in a panel discussion about their current experiences in high school. Teachers also support students in creating a road map of what is expected of them to reach the next level, allowing students to set their own academic goals. Teachers help students create action plans and provide them with individualized tips that will help them reach their goals. Students review their overall performance at the end of each marking period and reflect on their strengths and challenges. The information is shared with parents during parent-teacher conferences. Moreover, students in grades four through eight present their plans to their guardians during student-led conferences.