Quality Review Report

2014-2015

PS 130
Q130
200-01 42 Avenue
Queens
NY 11361

Principal: Michelle Contratti

Date of review: January 14, 2015
Lead Reviewer: Dr. Marion Wilson
The School Context

PS 130 is an elementary school with 369 students from grade pre-kindergarten through grade 3. The school population comprises 5% Black, 15% Hispanic, 30% White, and 50% Asian students. The student body includes 12% English language learners and 15% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 95.0%.

School Quality Criteria

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>To what extent does the school…</th>
<th>Area of:</th>
<th>Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>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>Focus</td>
<td>Proficient</td>
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<tr>
<td>1.2</td>
<td>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 Findings</td>
<td>Proficient</td>
</tr>
<tr>
<td>2.2</td>
<td>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 Findings</td>
<td>Well Developed</td>
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</tbody>
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<table>
<thead>
<tr>
<th>School Culture</th>
<th>To what extent does the school…</th>
<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<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>
<td>Celebration</td>
<td>Well Developed</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Systems for Improvement</th>
<th>To what extent does the school…</th>
<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<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>
<td>Additional Findings</td>
<td>Well Developed</td>
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</table>
Area of Celebration

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

Findings
School leaders consistently communicate high expectations to staff about professionalism, instruction, and communication and provide training resulting in a culture of mutual accountability for those expectations. In addition, school leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families.

Impact
As a result, teachers receive high quality, structured, on-going training and professional development and are held accountable for expectations. In addition, families have taken on an active role in the school community to create successful partnerships throughout the school.

Supporting Evidence
- Teachers are given surveys at the beginning of the year and have a menu of topics and options to select and participate in professional learning activities which best suit their professional learning needs.

- Administration meets with teachers to review elements of the Danielson Framework for Effective Teaching and have frequent cycles of observations with feedback for next steps as evidenced by the professional development plan for the school, walkthrough feedback and identifiable next steps to improve teaching and learning.

- The school, in collaboration with input from parents provides a variety of workshops and meetings for parents across all grades. For example, Power Brain to assist parents with strategies to help students self-regulate and content-based workshops to assist parents. Parents participate in “2nd Cup” open discussions forums to establish partnerships for the school based on need and take ownership for projects to engage parents and students to develop a sense of community.

- School leaders and staff effectively communicate high expectations that support the successful partnering with families to further student progress towards college and career readiness. Parents are able to work with teachers and collaborate with them to help improve their child’s progress. For example, the school shares periodic updates about student reading levels, student work samples, and assessments. Parents are held accountable by the school for helping students achieve learning targets and next steps in learning.
Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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</thead>
</table>

Findings
Curricula are aligned to the Common Core Learning Standards and/or content standards and integrate the instructional shifts. Academic tasks consistently emphasize rigorous habits and higher-order skills across most grades and subjects for most learners.

Impact
As a result, performance tasks in mathematics and literacy are based on instructional shifts for both subjects. In addition, academic tasks require students to demonstrate their understanding of domain related concepts and are able to support their thinking across most classrooms.

Supporting Evidence

- While the school has purposefully mapped out curriculum maps and unit plans, through the planning of a curriculum calendar, as well as, changing around units in resources, they are currently in the process of updating their curriculum plans to strategically integrate the instructional shifts to help build coherence across the grades and subjects. The school uses the Teachers College Units of Study, Go Math, and other resources to assist with developing curriculum maps.

- Most of the performance tasks and learning bundles are created by teachers by looking through the lens of Depth of knowledge (DOK) for mathematics and literacy based on Teachers College Units of Study, Go Math and other supplementary materials used by the school. However, additional work needs to be done to further unpack the standards to incorporate all subject areas in depth.

- While the school has created tasks that require students to explain the learning target for each lesson, some of these tasks are not always created to allow additional Universal Design for Learning (UDL) supports for English language learners and students with disabilities or to challenge advanced learners, as appropriately as needed.
**Ad​ditional Findings**

<table>
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<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 an articulated set of beliefs about how students learn best that is informed by Danielson Framework for Teaching. Across classrooms, student work products and discussions reflect high levels of student thinking and participation.

**Impact**
As a result, teachers work with students in small groups based on their needs through explicit modeling for students of the expectations for the lesson. Across classrooms, student discussions in groups or pairs helped students to make meaning of what was required of them during each lesson.

**Supporting Evidence**

- Most teachers identify and generate prioritized learning objectives and teach lessons to support those objectives to for students to work in small groups based on skill, strength or goals. For example, students in a science class which required them to write an explanation based on the transference of sound through different objects by experimenting on how sound travels through balloons or hollow objects. In another class, students had to complete the modes of transportation for passengers in present day and in the past.

- There are structures and routines which include collaborative protocols for students to have conversations and discussions in small groups based on questions posed by the teacher. In some classes, groups were assigned group leaders who facilitated team conversations. While teachers asked a combination of low and high level questions based on the Depth of Knowledge and students had to explain their thinking, there were limited opportunities for students to create or pose their own question and take ownership of their learning.

Across classes, students were engaged in conversations and discussions reflecting the use of accountable talk stems and prompts where they were agreeing and disagreeing with claims presented by classmates.
Quality Indicator: 2.2 Assessment  
Rating: Well Developed

Findings
The school consistently uses and adjusts curricula aligned assessment practices, grading policies and pedagogical strategies that focus on checks for understanding to create a clear portrait for students and staff regarding student achievement or progress.

Impact
Data driven decisions are made school wide leading to adjustments in pedagogical practices based on teacher team and classroom levels, and student assessment tools guide instructional decisions and prove clear and actionable learning targets for all learners. Student learning needs are met as teachers help them before, during and after each lesson.

Supporting Evidence

- Across the vast majority of classrooms there is evidence that teachers are monitoring progress of students within each unit of study through frequent strategies such as use of checklists, questioning, exit slips and conferencing in order to effectively group students. Students are aware of the purposeful groups and are able to articulate their understanding of the groupings and the range of work that needs to be done with their peers.

- The principal works closely with the school assessment team to track a variety of data, including but not limited, Teachers College Benchmark Reading Levels, pre and post assessments in mathematics and English language arts; mid-unit reviews, in class post-it notes, teacher feedback and student self-assessment rubrics, and checklists. This disaggregated data is used by teacher teams to track student understanding of standards and to make adjustments to curriculum.

- On a weekly basis, vertical and horizontal teacher teams plan rigorous tasks aligned to the Common Core Learning Standards that support critical thinking and student next steps. Every week, teachers look at student work determine individual student growth and adjust groups and instruction accordingly.

- The school’s instructional focus, as articulated by all teachers and administrators, centers on deepening the knowledge of students through planning and is reflective of analysis of assessments. This work has led to increased focus on the design of tasks and teaching strategies, such as building vocabulary and cloze reading strategies to include multiple entry points. This in turn allows for productive struggle for all students, with a particular focus on English language learners.
### Quality Indicator:
#### 4.2 Teacher teams and leadership development

| Rating: | Well Developed |

### Findings
Teachers consistently engage in structured professional collaborations in teams using an inquiry approach that has resulted in shared leadership and focuses on improved student learning outcomes. Teacher capacity has been strengthened as a result of the work and mastery of goals for groups of students.

### Impact
School wide assessment practices are aligned to the curricula modified as needed and has resulted in significant student improvement on benchmark and formative assessments administered across subject areas.

### Supporting Evidence
- The vast majority of teachers collaborate in professional teams where they develop and implement school wide instructional practices, embedding the Common Core Learning Standards and instructional shifts to continuously promote improved achievement for all learners. Teachers meet twice per week to determine areas of their own expertise so they may provide staff with professional learning in a particular area of strength. Teachers shared the cycle of professional learning on Monday afternoons.

- Teacher teams effectively implement systems to monitor a variety of student data and classroom practices that inform instruction leading to the achievement of goals for individual, as well as, groups of students. For example, teachers visit each other’s classrooms on an ongoing basis when studying effective instructional strategies that have resulted in increased effective teaching strategies and increased student performance.

- Teacher teams provide a data-based rationale and analysis of student work that inform their decisions to adjust teacher practice and create strategic activities for individual and groups of students. Teams meet both horizontally and vertically to monitor student progress in relation to the standards based on both formative and summative assessment sources and collaborate with administration to adjust scheduling to support this work.

- The schools, including administration and teachers have built a culture of professional collaboration in which they share insights, best practices about how students learn best fostering improvement and progress for all learners.