Quality Review Report

2016-2017

P.S. 024
Elementary 15K024
427 38th St.
Brooklyn
NY 11232

Principal: Jacqueline Nikovic

Dates of Review:
January 31, 2017 - February 1, 2017

Lead Reviewer: Jennifer Eusanio
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. 024 serves students in grade PK through grade 5. 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><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>Developing</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>Developing</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 Focus</td>
<td>Developing</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 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Area of Celebration</td>
</tr>
</tbody>
</table>

### Systems for Improvement

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 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>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 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>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>5.1 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>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
Area of Celebration

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

Findings

School leaders consistently communicate high expectations to the entire staff and provide training through instructional walkthroughs to support them. Staff consistently communicates expectations connected to the national standards to families and offer feedback towards their child’s progress in meeting them.

Impact

There is a system to hold staff accountable for schoolwide instructional expectations. Families are aware and understand their children’s progress towards meeting high expectations.

Supporting Evidence

- As a new leadership team, school leaders shared their need to be on the same page with regards to the instructional expectations and what they look like in classrooms. Monthly instructional walkthroughs with a lens of improving the instructional focus in literacy provide staff with feedback towards meeting them. Walkthrough feedback is provided via emails to targeted staff members in areas that include: expectations for the classroom to reflect a student-friendly environment, focus on vocabulary, and fostering a love of reading in English and Spanish in all students through stamina-building and developing a reading community.

- Promotion-in-doubt meetings occur with teachers to discuss data and to emphasize the instructional focus while targeting specific students in need. School leaders work with teachers to review data based on formative assessments and to discuss possible instructional practices geared to the school goals that would increase student progress towards grade-level expectations. Some literacy-based practices school leaders have recommended that align with this focus include: guided reading for specific groups of students, incorporation of literacy centers with sight words, and small writing groups on target skills.

- Parents receive information on grade-level expectations during one-to-one conferences and through events such as curriculum night or certain workshops. Family reading mornings occur on the last Friday of the month where parents engage in literacy activities with their children. Online programs and report cards also provide parents with information towards academic progress. Parents reported their children received support when requested leading to improvement in grades.
### Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Developing</th>
</tr>
</thead>
</table>

#### Findings

The school has yet to develop and consistently analyze student progress on common assessments across subject areas. Assessment practices are inconsistent in gauging student understanding across classes through ongoing checks for understanding and self-assessment.

#### Impact

Clear, effective adjustments to curricula and instruction across classes have yet to meet the learning needs of all students.

#### Supporting Evidence

- The school utilizes *Fountas and Pinnell Benchmark* systems for determining student reading levels in English and Spanish. Schoolwide end-of-unit monthly assessments are used in conjunction with concepts of print and other word solving assessments through *Fundations*. The data are used to formulate small group instruction for individual classes. Grade-wide adjustments are in the process of being developed using common assessment data in English Language Arts (ELA) with support staff and groups of teachers. In addition, the *Early Childhood Assessment in Math* (ECAM) has just begun to be implemented to assess number sense and operations in grades kindergarten through second grade. Analysis of this data is in the beginning stages of development.

- Based on student performance on the state science exam, *Full Option Science System* (FOSS) lessons were switched to properties of water and oil landforms. After teaching the unit, the upper grade science teacher adjusted the unit to include a set of reteaching lessons based on formative data where students demonstrated signs of confusion. Lessons were created in English and Spanish to support the dual language program, and additional resources were incorporated for the entire grade including using a video and frontloading vocabulary as well as an extended activity. However, monitoring of student progress and ongoing grade-level adjustments across other grades in science and in social studies have yet to be developed.

- Across classrooms, teachers use one-to-one conferences to gauge the level of student understanding. A review of work products reflects the use of self and peer assessment slips where students reflect on areas of strength and growth based on student-friendly rubrics. However, the consistent checks where teachers are taking the “pulse” of the class to determine the level of all student learning needs have yet to be a consistent practice. In some classrooms, teachers were observed conferring with certain students, yet other students who demonstrated difficulty in their work did not have their needs addressed. Furthermore, in student work products where self-assessments were evident, there were few examples of clear adjustments to address next steps for students to enhance the quality of their work.
Additional Finding

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

Findings

The school’s curricula are beginning to incorporate rigorous tasks in English and Spanish and to use data to refine planning for diverse learners.

Impact

Curricula are in the process of including tasks where students are provided with consistent opportunities for higher-order thinking and given access to cognitive engagement across subject areas.

Supporting Evidence

- A review of some academic tasks reflect alignment to Webb’s *Depth of Knowledge (DOK)* Levels 1 and 2. In a grade four Integrated Collaborative Teaching (ICT) lesson plan, the learning target and task emphasized the use of a concept map to summarize the main idea using keywords. Similarly in a grade two ELA class, the task focused on students identifying character traits and required students to describe characters in a Chinese folktale.

- In a science lesson plan, the learning target focused on having students identify the properties of different liquids and compare their properties. The lesson plan included the teacher reviewing all the liquids with the class and then having students identify them again on their own while recording their responses on a worksheet. In a grade five math lesson plan, focus questions for students included identifying common factors and determining patterns among them. Other planning documents reflect the same level of recall and basic inference as the focus for student thinking.

- In some classes, students were grouped using data from grade level assessments. In a grade two lesson plan, a small group was developed using the *ECAM* assessment to work on using number lines for addition and subtraction problems. However, in a kindergarten writing task, the procedure required all students to utilize the same sentence frames and type of paper. A review of curricula reflects the use of data in some planning documents and unit plans.
Additional Finding

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

Findings

Teaching strategies have yet to provide students entry points such as scaffolding, and rarely provided for high levels of engagement in student work products and discussions using challenging tasks.

Impact

Uneven levels of teaching lead to missed opportunities to consistently and fully engage students and demonstrate higher-order thinking for diverse learners.

Supporting Evidence

- In a grade four ICT class, students were asked to make comparisons using a concept web. During the “turn and talk,” the students’ responses consisted mostly of basic inference and simple comparisons such as, “Mexico and Japan have different foods. Some cultures have the same food like hamburgers.” In a grade three class, the teacher prompted students using questioning techniques to get them to share their thoughts on a character’s trait from a folktale. Some students were able to make connections to the character to provide inferences and share their rationale; however, others’ responses were not as accurate.

- In a kindergarten writing class, students were asked to use sentence frames such as “I see...” or “I like...” to create a pattern in their books. Some students were able to use the sentence frames as repeated phrases in their books, yet others demonstrated difficulty in completing their pattern books. In a science class, the teacher used questioning to elicit from students the properties of liquids which had been previously taught. Many student responses consisted of one word recall answers with only some students able to make inferences such as claiming how certain solids like chocolate can turn into liquid.

- In a Spanish math class, students worked collaboratively with partners to solve problems which asked them to subtract fractions and mixed numbers using a fraction model. Each partnership chose their own procedure for solving the problems, whether it was talking aloud while solving a problem then switching or each participant solving it on his or her own with a peer check. In another math class, the teacher used a set of questions to guide students to solve the problem of the day. Although students had some time to conduct a task on their own, the lesson was primarily teacher directed.
## Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

### Findings

School leaders support the development of teachers with effective feedback and next steps using student work. There is an effective system in place that utilizes teacher observation data to formulate professional learning experiences aligned to the school's literacy goals and informs leadership succession planning.

### Impact

Schoolwide observation and professional learning structures and decision-making foster professional growth in literacy practices and improvements in instruction.

### Supporting Evidence

- School leaders conduct informal observation cycles based on specific components in the Danielson *Framework for Teaching* as they relate to the school's instructional focus. Collectively, as a leadership team, they provide feedback to teachers to support their teaching practices. One feedback report shared how student work was observed with no comments and shared the importance of ensuring this feedback structure was in place.

- The Professional Development Committee meets monthly to review teacher input and data in order to develop a training plan for the school. This year with the implementation of the new literacy program, *Schoolwide*, teachers are primarily receiving training on how to implement the program. In addition, based on the school's performance in math and evidence from school leadership walkthroughs, the math consultant conducts lab site work on number talks. A review of feedback reflects consistent implementation of improved practices across the school.

- This year, the school has three leadership apprentices, based on choice and data, who are taking a lead in formulating study groups and other teams in the school. Study groups have been developed using texts such as *Teaching Reading in Multilingual Classrooms* and *Collaboration and Co-teaching with English Language Learners*. Other supplemental texts have been used which align with the literacy focus of the school. The school professional development plan integrates these study groups as well as the focus on understanding how to use assessments for planning instruction.
Additional Finding

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

Findings
Teachers are in the process of developing inquiry-based teams informed by school goals where student work and data for target students is consistently analyzed.

Impact
Inquiry-based teams are beginning to emerge in their development in order to improve teacher practice and increase progress for students.

 Supporting Evidence

- Teachers meet in grade-level horizontal teams and in vertical teams during common periods or Monday professional learning time. This year, a math team was created as school leaders are exploring ways to support teachers in this area. Team minutes are posting on Google Drive to share the work across grades for the purpose of transparency. These notes also serve to support school-level teams with planning professional learning.

- This year, a data team was developed to review student work from a school-level perspective. Team members were trained in using *How Teachers Can Turn Data into Action*. This team is beginning to explore target students’ data and work products to create an inquiry cycle where they can review their progress. Team meetings have started to meet to conduct data analysis in order to develop units of study and further instructional practices.

- During a grade five meeting, teachers reviewed the work of three target students per class using the following guided question, “How are students using text-based evidence to support their thinking in everyday assignments?” Teachers shared their thoughts in terms of patterns of strengths and areas for growth. Students who struggled with the task needed to improve in their abilities to cite text evidence and not just retell passages from the text, while others needed more work on connecting the right evidence to the prompt to answer the question. Next steps consisted of rephrasing assessment questions to prompt students to use evidence to answer the question and including sentence stems to lift the level of responses. Although this team used student work to make modifications and discuss instructional strategies to use with groups of students, a review of team notes reflects similar practices in only some teams across the school.