Quality Review Report

2016-2017

P.S. 092 Harry T. Stewart Sr.
Elementary 30Q092
99-01 34th Ave.
Queens
NY 11368

Principal: Pasquale Baratta

Dates of Review:
November 15, 2016 - November 16, 2016

Lead Reviewer: Rosemary Stuart
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>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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<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>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>Additional Finding</td>
<td>Proficient</td>
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### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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</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>Area of Celebration</td>
<td>Proficient</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>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
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<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<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>
<td>Proficient</td>
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<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>
<td>Developing</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>
<td>Proficient</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>
<td>Proficient</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>
<td>Developing</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Proficient |

Findings

The school community makes deliberate efforts to develop and maintain a culture of mutual trust with active social and emotional supports. The community also fosters family outreach and professional development that supports student learning.

Impact

Students, teachers, and parents respect each other and students adopt positive academic and personal behaviors.

Supporting Evidence

- School leaders and staff believe that students learn best when they feel safe in their surroundings and with their teachers. There is a schoolwide Positive Behavior Interventions and Support program that focuses on crisis de-escalation, peer education, and social emotional learning. There are few incidents reported in the Online Occurrence Reporting System, and students, staff and parents reported that the school is safe, and bullying is not tolerated. A teacher stated that students new to the school are supported as they arrive so that they are not bullied and don’t feel at risk even if they are performing below grade level or struggling with learning English.

- Teachers nominate students to receive good citizenship awards to honor those who model behavior and habits that lead to college and career readiness. The nomination form for this award outlines that, "This award should be used as an encouragement for those students who come to school each day ready to do their individual best!"

- School leaders provide learning opportunities for staff so they can help all students, especially the large population of English Language Learners (ELLs), to develop the habits of learning that promote increased student achievement. One such professional development session outlined the stages of language acquisition for ELLs and emphasized that all classroom teachers need to know English as a New Language strategies.

- Teachers, parents, and students participate in learning experiences that complement the curricula, such as chorus, band, and yearly theater productions. The most recent production, Water Works, included a musical number referencing the science curricula called Water Cycle Rap. Students plan and perform in these productions and parents volunteer to support them. To reinforce the adoption of strong academic habits, teachers require students to “keep up with their homework and class work to be able to remain in the chorus.”

- Students create works of art and writing that emphasize the positive behaviors that lead to college and career readiness and encourage healthy, safe lifestyles. One student pledged to be a super hero and to “stay drug free so when I grow up I can be a chef and cook people food.”
### Findings

Teachers in some classes provide learning opportunities for students with diverse learning needs; however, instruction is not consistently differentiated. Work products and discussions do not all reflect high levels of rigor.

### Impact

Student work products and discussions are not always meaningful and reflect uneven levels of thinking and participation.

### Supporting Evidence

- Some teachers use strategies to engage students in high-level investigations and discussions. After students worked in groups brainstorming ideas on how to compare and contrast poetic vocabulary words from *Hiawatha*, they shared with the whole class the ways they used graphic organizers such as Venn diagrams and T-charts. However, instruction in some classrooms was largely teacher directed with questioning that required low level recall of facts. For example, in one upper grade class, the teacher posed a series of questions about a story that included asking the name of the character and directing students to the page where the answer to a question could be found. Students in this class provided short answers with little or no discussion. There were missed opportunities for students to explore topics in more depth. For example, a student extended the discussion in one class by adding that “crows are enemies of hawks.” The teacher did not ask the student to explain in more detail why this comment was relevant to the discussion or to connect it to the main topic of the discussion.

- While students read texts from their collection of leveled texts, differentiation in most classes was generic with few instances where teachers implemented tasks that were specifically designed to meet the needs of individual students. Tasks do not consistently provide opportunities for students to explore and discuss content at their own cognitive level. For example, in one class, students were directed to reproduce pictures of mountains with no opportunity to discuss the circumstances that led to the formation of the different landforms.

- Student work products reveal a wide range of rigor and uneven levels of thinking. Extended writing is evident in many classes, with students producing final versions based on the use of graphic organizers and a writing process of multiple drafts. Students across grades shared writing on topics that reflected their own interests. For example, several students shared research projects based on their interest in animals, such as foxes or cheetahs, or biographies of famous scientists or researchers. However, some of the student writing in final form consisted of content from websites without citation. In some cases, multiple errors in grammar and spelling were evident in final work products.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
Teachers consistently use literacy and math programs they have chosen to align to the Common Core Learning Standards. Teachers make purposeful decisions as they adapt lesson and unit plans.

Impact
Teachers plan for instruction to promote readiness for middle school and lessons are designed to provide access to the content for all students, including ELLs and students with disabilities.

Supporting Evidence

- Teachers partnered with school leaders to adopt ReadyGen for English Language Arts (ELA) and GO Math! to promote coherence across grades. Teachers also decided to supplement the ELA program with phonics instruction in the early grades using Fundations. They also decided to use the Teachers College workshop model of instruction to increase the level of text complexity. Teachers adapted the Teachers College lesson plan format, which is widely used across grades and classes. School leaders expect incorporation of higher-order thinking questions, such as “How does a writer develop and organize writing that matches purpose and audience?”

- School leaders review lesson and unit plans to ensure the incorporation of standards and the instructional shifts. Lesson plans are shared between classroom and cluster teachers in order to increase coherence. Instruction is purposefully planned to address the arts and students’ social-emotional needs while reinforcing literacy skills through a districtwide initiative. Most lesson plans reference the associated standards and explicitly identify college readiness skills such as academic language development and citing text evidence. One lesson plan outlines how students “will focus on key details about the main character and setting.”

- Teachers plan tasks to cognitively engage all students and ensure the curricula is accessible to students with diverse learning needs. One teacher explained that she uses old State test questions to create lessons and assessments “to ensure they address the standards.” A science teacher indicated that tasks are created to engage students, ensure they address the standards and match the type of questions that are found on State tests. One student explained that he likes science class because “scientists do fun stuff like measuring.”

- School leaders provided professional training for teachers on differentiating instruction. A session in November included topics on designing instruction to engage students in activities that advance student learning and provide opportunities for higher-level thinking. Many lesson plans identify activities designed for students at different cognitive levels and some identify resources to provide remediation or enrichment that may include one-on-one support for identified students or videos in Spanish for bilingual classes.
Findings
Teacher created rubrics for informational writing and easily remembered performance acronyms are aligned with the curricula across grades and content areas. Teachers assess student progress using common assessments.

Impact
Students and teachers receive feedback to help them understand progress in student achievement and to make instructional adjustments.

Supporting Evidence
- Informational writing in early grades is assessed using rubrics that describe the use of proper punctuation, complete sentences, and putting “finger spaces between words.” Teachers in grade five created and use an informative essay paragraph rubric that outlines characteristics of the introductory sentence, the main idea, the use of transitional sentences, and conventions. These rubrics outline coherent writing skills that progress in complexity from early grades to pre-middle school. Teachers assess students on participation in class and incorporate the results of these assessments in the grades students receive on report cards issued in November, March, and June. Progress reports are issued in the middle of the marking periods.

- Teachers use coherent rubrics across grades that provide them with feedback on students’ progressive skill development over time. Students agreed that feedback from the teachers gives them advice on how to make their work better. One student stated that the feedback “won’t give you the whole answer, but will give you advice on how to find it.” Students understand how to interpret the rubrics. Students explained that a check plus means that you took your time, or you paid attention, or you worked hard at an assignment. One student stated that a level three means that you need “to work a bit harder to get a higher grade.”

- Teachers created a plan for assessing the needs of students and monitoring their progress that includes the use of running records, Teachers College word lists, Fountas and Pinnell, and ongoing assessments embedded in the ReadyGen program. Teachers use the Teachers College Reading and Writing Project benchmark reading levels to measure progress students make in reading levels as measured by running records.

- Teachers use data gathered from the item analyses of the spring 2016 State tests aggregated by grade, and running records to help them plan instruction. Some teachers collect information on individual student performance. For example, one teacher uses a tool to record how well students are performing specific skills, such as organizing data in arrays. Teachers use this data on student achievement to identify flexible reading groups based on reading levels. She identifies the members of reading groups for specific lessons using a bulletin board with moveable name cards for each student.
### Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Parents are informed about the expectations that their children are preparing for college and career. The culture of the school reinforces the message of high expectations for students to be prepared for the future.

**Impact**

Parents are well informed about the expectations the school has for their children and they understand and are supported in the role they have in helping their children meet those expectations. Students are prepared for middle school and progress in college and career readiness.

**Supporting Evidence**

- The school calendar provides information and reminders to parents about the availability of report cards so they can monitor their children’s progress. The kindergarten to grade two progress report, issued in both English and Spanish, gives parents information about progress in reading, writing, math, science, social studies, and behavior. The progress report for the upper grades adds more detailed information about reading comprehension, writing conventions, math concepts, and problem-solving. Some teachers are using the ClassDojo program to communicate with parents in real time about the activities and performance of students.

- Parents are informed about the expectations connected to college and career readiness through frequent communication from the teachers and in forums such as the kindergarten or first grade class meetings for parents at the beginning of the year. Several teachers demonstrated the cumulative impact of reading every night and calculated that a child who reads twenty minutes per school night will read the equivalent of ten school days per year and emphasized how important this reading time is in the development of better vocabulary leading to success in life. Parents reported that they are provided with ideas for reinforcing learning at home that are fun, such as “have your child name ten things that begin with the letter t.”

- More than one parent stated that their older children who had attended this school were well prepared for success in the next grade level. One parent said that her child is doing work in grade four that her older son had done in grade five. Most students from this school are prepared for success in middle school. Ninety-seven percent of this school’s former fifth graders passed their courses in grade six.
Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Teacher inquiry team work addresses practices that cross disciplines and grade levels. These teams analyze student performance for students they share.

Impact

Teacher practices and instructional capacity are strengthened through collaborations with peers and students make academic progress.

Supporting Evidence

- Teachers shared that teacher inquiry team collaborations help them improve their practice, particularly due to peer feedback. “We discuss what works and what doesn’t” and work with teachers in other grades to understand how to make cross-grade connections. Kindergarten teachers indicated that they consult with first-grade teachers to determine how best to prepare students for the next year.

- The professional development committee conducted a survey of all teachers to identify what support they wanted to improve their pedagogical practices. Several teachers indicated they wanted more differentiation strategies for students with disabilities. School leaders provided workshops on differentiating instruction to meet the needs of the large ELL population. The technology committee has worked to develop strategies to support students as they prepare for the yearly science fair and identify curricular materials for science instruction. Teachers determine the agenda of their inquiry meetings and work through cycles of inquiry that include looking at student work to determine needs, identifying differentiated teaching strategies, and planning curricula.

- One team was observed using data they had analyzed on fluency with multiplications facts. They determined that one of their goals was to get students to be able to express multiplication facts in three seconds. They decided to use a cycle of flash card drills and end-of-cycle assessments. Teachers discussed the design of the end-of-cycle assessments and debated whether to include three times four as well as four times three and determined that they would include both drills because they are working on the three and the four times tables. Even though they are working on the three times table, they decided not to include problems like nine times three because they are not focusing on the commutative property.

- This same team discussed how to determine levels of mastery. One teacher proposed that eighty percent correct on a timed test would indicate mastery. Another teacher suggested eighty-five percent because “we want them to know it.” This level was adopted and the team agreed that with fifteen items on the next end-of-cycle assessment, students would need to have thirteen correct to meet this level of mastery.