Quality Review Report

2016-2017

P.S. 140 Edward K Ellington
Elementary 28Q140
166-01 116th Ave.
Queens
NY 11434

Principal: David Norment

Dates of Review:
February 16, 2017 - February 17, 2017

Lead Reviewer: Carlos Perez
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. 140 Edward K Ellington serves students in grade K 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>
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</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>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>Area of Focus</td>
<td>Proficient</td>
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## School Quality Ratings continued

### School Culture

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

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.3 Leveraging Resources</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

The purchasing of resources, such as iReady and Mathletics, and key organizational decisions are well aligned and support the school’s instructional goals. Decisions, such as how team meeting times are deliberately structured, maximize the amount of time teacher teams meet to support school instructional goals.

Impact

Teachers are improving their instructional practices that in turn engages all students in challenging academic tasks and helps students producing meaningful work products.

Supporting Evidence

- The principal of the school shared that this year one of the goals for instructional resources was to implement programs that would support students at home. As a result, school leaders purchased and implemented iReady, myON, and Mathletics to offer support and growth to the English Language Arts (ELA) & math departments. Teachers shared the impact that having these two programs has made on their students. One teacher stated, “Kids are coming to school much more prepared and knowledgeable because of being able to use iReady and myON outside of the classroom.” Parents shared how impactful these online programs have been on their students. One parent shared how her son has spent a lot of time on their computer. She reported that at first, she was going to limit the time on the computer until she realized that her son was doing school work. She claims that students play against each other online and create a healthy competition that also allows students to complete assignments and practice skills.

- Teachers schedules are purposefully constructed in a manner that maximizes the time that teachers spend engaged in team meetings. For example, all teachers in grades three through five have a lunch period and a prep period back to back. Teachers shared that by creating a schedule, such as this, allows them to maximize their team meetings. One teacher shared that they now have an hour and a half to meet every day if necessary, and there is no need to rush through meetings. Teachers shared that it has allowed them more time to analyze student data and review best practices for students they share. Through these meetings, teachers have been able to share their experiences with respect to group and station work, which has been an ongoing focus for the school this year. This has resulted in group work and station work being observed effectively throughout all the visited classrooms.

- To more effectively keep parents informed as to their children’s academic progress, the school decided to purchase the online student management platform, Skedula, also known as Pupil Path. All parents that were part of the parent meeting shared how valuable this new program is, and how it allows them to view their child’s progress daily. One parent shared, “There is no way for you to not know how your child is doing, you can get all of their grades at any time on Skedula.” Parents also shared that teachers update their child’s grades daily and use the system to communicate via emails and texts messages through the app that parents and students can download. Students also shared how they regularly check this system when they are interested in knowing how their progress is going. All the students that attended the student meeting, shared how they and their parents all have the Skedula app on their smartphones or iPads and use it regularly.
Area of Focus

<table>
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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
Many of the teachers use rubrics that are aligned to the school’s curriculum and use common assessments to help determine student progress.

Impact
Teachers offer some of the student’s actionable feedback using “glows” and “grows” that helps to capture student strengths and areas of focus.

Supporting Evidence

- Teachers use rubrics and checklists that are aligned to the curriculum for their subject and grade level. Teachers use “glows” and “grows” to provide students with feedback that captures “glows” but needs both strengthening in “grows” and becomes an area of focus. Teachers shared how feedback is aligned to the rubrics used for the lesson and how it is shared with students prior to any lesson and project. One evidence of feedback to students displayed, “glows” and “grows” with next steps that were specific and clear. An example of good feedback to students on their essay about President Obama, included a glow that read, “Great job! You wrote a few facts about President Obama” and a grow that read, “Review the passage again. Use the close reading strategies to help you find more details about President Obama.”

- The school has a uniform grading policy that is used by all teachers across all grade levels, kindergarten through eighth grade. In addition, teachers use a variety of ways to get a clear picture towards goals. One of the ways this is done, is through student data from online programs such as iReady and Mathletics. Not only do teachers expect all students to work on these programs from home, but they are also part of the various stations that teachers incorporate in their lessons. Teachers review this online data during team inquiry meetings and adjust units and lesson plans based on the needs of the students. For example, during the teacher meetings, teachers shared how valuable having this additional online data has been in enabling them to make immediate changes to the lessons. These changes have been made for the 2016/2017 school year, therefore as a result, student mastery for all students, including English Language Learners, (ELLs) and students with disabilities, has yet to be fully achieved.

- Student’s knowledge of rubrics and how impactful it is to them was not evident with all the students that were questioned. Some of the students shared how rubrics are helpful; one student stated, “It helps us get better grades, so we know what to do next.” Additionally, several students shared that feedback is valuable to them because they can look back on a prior project to see what the teacher said before handing in their final product. However, when questioning students about feedback, some students shared that they receive feedback all the time, while others shared that they don’t get feedback as a part of every assignment. Some other students shared that they did receive feedback on some projects, but there were times when they didn’t receive any feedback at all on assignments.
Additional Finding

**Quality Indicator:**

<table>
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<tr>
<th></th>
<th>1.1 Curriculum</th>
<th>Rating: Proficient</th>
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**Findings**

Curriculum is aligned to the Common Core Learning Standards and consistently emphasizes rigor and higher-order thinking skills for all students.

**Impact**

Curriculum is coherent across all grade levels and promotes college and career readiness for all students including ELLs and students with disabilities.

**Supporting Evidence**

- Curriculum and unit maps reviewed are aligned to the Common Core Learning Standards. The second-grade reading workshop unit maps displayed planning that included student friendly objectives, reasoning targets, academic vocabulary, questions that focus learning and knowledge targets. Unit plans also planned for areas that worked specifically with the structural components of stories explaining beginnings to introduce stories and endings to conclude the action. Unit maps also allow for opportunities for students to engage in purposeful partner and group discussions. The fifth-grade science unit maps incorporated areas of information systems, interconnectivity, problem solving, and cross-cutting concepts that are part of the Next Generation Science Standards. The unit plans also displayed clear connections to literacy and math as evidenced by the amount of planning that incorporated writing, analyzing and interpreting data.

- Lesson plans reviewed displayed rigorous habits for all students including ELLs and students with disabilities. A second-grade math lesson for adding three-digit numbers planned for the students to be able to be a part of guided groups and/or using online resources such as iReady and Mathletics for additional supports, as needed. Additionally, the lesson displayed planning for teacher questioning, prompts and continuous monitoring of student progress throughout the lesson. A first-grade English Language Arts (ELA) lesson displayed evidence of planning for all students that included student group work identifying students, as such: green group is above level; yellow group is on level; and red group is below level. Tools for students include: graphic organizers; visual cues; sentence starters; focusing prompts; vocabulary assistance; redirection as needed; and verbal praise.

- Evidence of the instructional shifts can be found throughout lesson plans and curriculums. A fifth grade ELA lesson plan has students using and understanding academic vocabulary. Additionally, unit and lesson plans evidenced how students would use context clues to identify the meanings of words and utilize them in sentences. Students will be engaged in group discussions based solely on the text that they are learning. Various math lessons provided students with opportunities to improve fluency by incorporating a fluency builder as part of each lesson.
**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**

Teaching practices consistently provide multiple entry points for all students including ELLs and students with disabilities.

**Impact**

Students are producing meaningful student work products that reflect high levels of student thinking and participation.

**Supporting Evidence**

- There is a shared belief in the school that students learn best when involved in all aspects of the workshop model, including opportunities for student to engage in rigorous partner and group discussions. Most of the classes visited, gave students multiple opportunities to participate in group and partner discussions. During a first-grade math lesson, the teacher posed the question “When is a time you used addition in your life?” The teacher asked the students to turn to their partners and discuss, and then asked and selected volunteers to share what their partners reported. A kindergarten class had students in predetermined groups based on their skill level. During this class, opportunities for students to engage in group discussions, where they could share their learning, was evident. During a first-grade reading lesson, students once again were engaged in multiple partner and group discussions. The teacher posed this question “What would happen if Stella Luna did not want to follow mom’s voice?” and then asked for students to engage in a turn and talk session. Student responses during these discussions included, “She would be lost and would have no one to protect her” and “Stella Luna would be in trouble because her mommy is the only one that can protect her.”

- Throughout all the classrooms visited, students were provided with multiple ways that they could access the material during lessons. Graphic organizers were available to all students who required assistance with demonstrating relationships between facts, concepts or ideas. There was evidence of sentence starters being used for ELLs, to provide scaffolding support with their writing assignments. Students were grouped in all classes and groups were based on either skill, similar native language needs or teacher assessment results from a prior lesson or the current lesson. In addition, all students had unlimited opportunities to manipulatives, such as counters for math lessons and technology support, using web-based programs that offer students additional support in math or ELA.

- All lessons were observed using some component of the workshop model. During these lessons, teachers were seen providing explicit instructions or modeling the strategy or concept that students would be working on. During a kindergarten reading lesson, the teacher read aloud and modeled how students should use their pointer finger to help them read their sentences. Students were given time for independent work in every lesson observed and opportunities to share out their thinking during partner and group discussions took place, regularly.
### Additional Finding

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

School leaders consistently communicate high expectations and have established a culture for learning that helps to communicate those high expectations.

**Impact**

School leaders hold staff accountable for high expectations and staff communicate those high expectations to students regularly.

**Supporting Evidence**

- High expectations begin with the P.S. 140 Flow Chart. The flow chart is displayed throughout the school and it illustrates how the instructional focus of the school (to strengthen student reading comprehension) is a result of the high expectations placed on all staff. Additionally, high expectations are communicated through emails, during faculty meetings and during professional learning opportunities for teachers that is aligned to the school’s and the teacher’s professional goals. School leaders also expect teachers to share their strengths with their colleagues. During the meeting with school leaders they shared how when they notice a strength in their staff, they encourage them to share with the whole school and support that teacher with anything h/she may need.

- High expectations for all students that are connected to the next level is shared throughout all grade levels. This begins every school day where a different group of students starts the day by reciting the “I will graduate” pledge. This pledge is known and recited by all students and staff. In addition, there is an expectation that all students who graduate from P.S. 140 will do so with an extensive knowledge of technology. All students are expected to learn Microsoft Excel, PowerPoint, and how to perform detailed online research. Students complete a variety of assignments and projects using PowerPoint and Excel and present them to their peers in a presentation style.

- High expectations are communicated regularly and through a variety of ways. The principal issues a weekly newsletter that communicates many items, including instructional and professional expectations. Page two of the January 3 - 6 issue focused on teacher’s professional learning. School leadership communicated the importance of continued focus on learning targets and tasks and assuring that there be continuous alignment to the Common Core. In addition, there were respectful reminders that teachers review the professional development opportunities that teachers have attended and be sure that it acts as a guide for the next cycle of classroom observations that will be conducted. Administration regularly remind teachers of expectations during formal and informal observation meetings, as well as during staff and department meetings.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support &amp; Supervision</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

School leaders have a strategic cycle of teacher observations that support all teachers with meaningful and actionable feedback that captures teacher strengths and areas of focus.

Impact

Teacher are supported in a variety of ways which has led to improved teacher pedagogical practice.

Supporting Evidence

- There is a detailed and strategic cycle of formal and informal observations for all teachers. Observation reports reviewed, displayed evidence of actionable feedback to teachers that captures strengths in addition to areas of focus and uses student data to evaluate the current and future observations. For example, one observation report shared with a teacher, next steps, which included, using checks for understanding and adding more challenging questions to move students to new levels. The report was also timely and direct as it asked the teacher to incorporate one of the two suggestions by a specific date and email the assistant principal to share how the suggestions have impacted their instruction. Additionally, the teacher was asked to submit six examples of student work for each level, high, medium and low, that showed how the suggestions implemented, changed the outcomes.

- During the meeting with teachers, all teachers shared how impactful the observation process has been on their pedagogical practice. They shared who detailed the observation process in that it captures what their strengths are, as well as areas of focus. Teachers could articulate clearly that they not only find the written observation reports clear and useful, but they also look forward to the post and pre-observation meetings that are part of the observation process. One teacher shared, “Not only do we get feedback on our strengths and weaknesses, but we also are given the resources we need to improve, including an intervisitation with a colleague or a website that has useful information pertaining to the area that we need support in.” Teachers also are asked to come into post-observation meetings with their own list of next steps that details how they would improve their lesson. All teachers felt as if this process supports their development as educators.

- Most of the observation reports reviewed, evidenced a very specific timeline with respect to the implementation of recommendations made. School leaders do not simply make recommendations without any follow up. For example, one observation report shared, informed a specific teacher that the recommendations that school leaderships made with respect to assessment strategies, should be implemented by no later than January 11, 2017. Another observation report reminded the teacher that the school leader would be back into their classroom within two weeks to follow up and see how the implementation recommendations were progressing.