Quality Review Report

2016-2017

I.S. 027 Anning S. Prall
Junior High-Intermediate-Middle 31R027

11 Clove Lake Pl.
Staten Island
NY 10310

Principal: Matthew Barone

Dates of Review:
November 9, 2016 - November 10, 2016

Lead Reviewer: Buffie Simmons
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

I.S. 027 Anning S. Prall serves students in grade 6 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>Area of Focus</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>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<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>Area of Celebration</td>
<td>Well Developed</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>
<thead>
<tr>
<th>To what extent does the school...</th>
<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>
<td>Proficient</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>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 attention to the CCLS</td>
<td>Additional Finding</td>
<td>Developing</td>
</tr>
</tbody>
</table>
Findings
A highly supportive and inclusive culture along with de-escalation techniques are evident throughout the school that promote students’ personal growth and academic development.

Impact
Students are adopting effective academic and personal behaviors because of a nurturing climate and restorative circles.

Supporting Evidence

- Across all grades and throughout each classroom a warm and nurturing environment is apparent. All staff members respect students and families as evidenced in conversations conducted with parents and students. All students are known by several adults, including school leaders who demonstrate positive rapport with students. Both parents and students believe that school leaders and staff care deeply about the students and have high expectations for them. For example, students shared work products and were eager to explain how the support they receive from their teachers helps them to be better students. Students also shared that they have several adults that they can go to if they need help, whether it is academic or social emotional.

- In 2015-2016, school leaders engaged in action research with New York University and analyzed suspension data. Additionally, the school leaders partnered with Ramapo University to deliver professional development on improving learning environments resulting in ninety percent of students feeling safe in their classes based on the School Survey. The school provided identification cards for all students. Students stated that they enjoy coming to school and feeling secure. They feel they can speak to any adult in the building. Data from the School Survey indicated that students wanted a greater variety of programs and activities, such as clubs. Students took the initiative to organize a student government resulting in student advocacy and creation of afterschool programs to meet their needs.

- The school has structures in place to ensure that students’ social emotional learning needs are well met. The guidance counselor, social worker, psychologist work as a team to support students and encourage the school's 94 percent attendance rate. This team provided professional development to teach staff to learn de-escalation and introduce restorative circles. Students are encouraged to express their feelings and frustrations. The positive impact of this is evident in the cafeteria and the hallways. A decrease in incidents during the lunch recess and a decrease in the number of referrals to the Pupil Personnel Team has resulted. The teachers, psychologist, social worker, and guidance staff facilitate various workshops, such as crisis intervention workshops to support academic and social emotional achievement. Supports are in place to allow students to participate in service learning opportunities. Students are able to conduct community service with the school partners, such as, the Salvation Army Food and Clothing Collection, Notre Dame Bread of Life, Breast Cancer Walk, Jump Rope for Heart, March of Dimes Walk, and a variety of neighborhood clean-up programs. The school is organized into three academies - Wagner, St. Johns, and The College of Staten Island. The small learning communities have improved the learning environment and the quality of school culture.
Area of Focus

| Quality Indicator: | 1.1 Curriculum | Rating: | Developing |

Findings

The English Language Arts, science, and social studies curricula are aligned to the Common Core Learning Standards and staff members are beginning to align the math curricula. While some curricula planning is designed to give a diversity of learners’ access, academic tasks, and planning across content areas is not consistently rigorous.

Impact

Students do not consistently have access to coherently sequenced curricula units of study and challenging tasks that cognitively engage and prepare them for college and careers.

Supporting Evidence

- Although English Language Arts (ELA), social studies, and science unit plans demonstrate alignment with the Common Core Learning Standards and instructional shifts, other subject areas do not. For example, in math, unit plans include learning targets, objectives, assessment and Common Core Learning Standards. However, in other subjects, such as ELA, unit plans include a comprehensive unit description. School leaders are working on integrating the instructional shifts and the Common Core Learning Standards throughout all subjects creating a commonality with the rubrics and ELA, social studies, and writing. Students stated during the interview that classes such as math and current events are easy. Furthermore, students stated that in journalism they engaged in coloring activities, a student stated that it is “elementary work.”

- Unit plans in some content areas contain various scaffolds and entry points reflecting intentional planning to provide access to a diversity of students. For example, science lesson plans show the use of visual aids, assorted graphic organizers, and leveled texts. Multiple entry points, are not the norm, as evidenced by a review of unit and lesson plans in math.

- In a grade seven social studies lesson, students were tasked to make a claim about how propaganda led to war by analyzing primary sources about the Boston massacre. Similarly, an ELA task incorporated three reading selections Thank You, Ma'am, A Christmas Carol: Scrooge and Marley Acts I and II, and A Retrieved Reformation. Students were tasked to write an essay describing two protagonists’ transformation. School leaders stated that they shared the New York City science and social studies scope and sequence with staff. Rigor is not the norm, as evidenced by a review of a lesson plan in math where students were tasked with completing algorithms. Moreover, across grades, assigned tasks in math lessons did not demonstrate rigorous expectations.
Additional Finding

| Quality Indicator: | 1.2 Pedagogy | Rating: Developing |

Findings

Instructional practices do not regularly incorporate effective questioning, use of multiple entry points, and discussion strategies.

Impact

Across grades students do not productively struggle with tasks, as multiple entry points are inconsistently implemented, limiting student engagement resulting in uneven levels of participation across classrooms and lost opportunities for students to demonstrate higher-order thinking.

Supporting Evidence

- To meet students’ needs, some teachers, use scaffolding techniques such as graphic organizers and visual resources to support science. For example, during a grade eight science class, the teacher reviewed specific strategies, modeled for the students, and gave students graphic organizers, and vocabulary words to support comprehension. For another example, in a self-contained class, students struggled with fractions and the teacher did not provide any scaffolding support.

- Students who participated in class discussions by responding to teacher-generated questions are beginning to use accountable conversation prompts. In a few classes, students were prompting to turn and talk but the conversation resulted in students being off track without mutual accountability to each other. In another class, the teacher pushed students to cite textual evidence and posted students’ responses.

- Student to student interaction and discussion was inconsistent across the classrooms. In a living environment class, students turned and talked about diffusion and osmosis. The teacher asked “What was your reasoning? What would you expect to see? What are the differences between hypertonic, hypotonic and isotonic?” These practices, however, are not consistent across classrooms. Moreover, teachers in numerous classrooms essentially repeated answers and evaluated the accuracy of student responses rather than inviting the class to agree, disagree, elaborate upon the responses of their peers, or ask questions of one another.
**Additional Finding**

<table>
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<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Teachers provide common performance based end-of-unit assessments to assess progress towards goals, regularly check for student understanding, and use student self-assessment.

**Impact**

Teachers use assessments results to make adjustments that meet their students’ learning needs.

**Supporting Evidence**

- Teachers review end-of-unit assessments and student work samples to make informed decisions in adjusting instruction. Additionally, they modify lessons, to ascertain specific content for re-teaching, and to differentiate instructional strategies for individual and groups of students. For example, during a teacher team meeting, teachers share that they analyzed benchmark data and noticed students, particularly in ELA, lacked inferential skills. Teachers included more close reading, across disciplines and using a variety of texts.

- Teachers’ notes and exit tickets serve as ongoing checks for understanding with students. Students conduct self-assessment, perform reflections based upon teacher feedback, and track their own individual progress by means of rubric scores, as evidenced by student writing shared during the student meeting. During an Integrated Co-Teaching (ICT) class, students were observed completing an exit ticket in math.

- Students explained in ELA that they can self-assess. Students shared their writing reflections during the student meeting referencing how their chosen strategies helped them create more effective essays. Students explained their writing has improved because they “know exactly how to apply the rules for writing and meeting expectations.”
Additionally, the school has developed structures, such as PupilPath, to communicate and monitor implementation of expectations and provide training to staff to communicate high expectation to families. Workshops effectively update families of their students’ progress towards college and career readiness.

**Impact**

Systems of communication, feedback, and accountability bolster the school’s high expectations for all members of the learning community, thus providing a path towards increased student achievement and college and career readiness.

**Supporting Evidence**

- The principal shares his expectations with staff during faculty and professional development meetings. School leaders expressed the expectation that teachers understand each student’s entry point to support students’ continued growth, as evidenced by a review of the professional development plan and agendas from professional learning sessions. Professional needs-based intervisitation, classroom observations, and timely feedback from classroom visits that is discussed at teacher team meetings to norm practices, create a strong accountability structure for meeting expectations.

- Parents shared that teachers offer guidance and support and regularly send updates on their child’s progress via phone and email outreach. Progress reports, report cards, and parent workshops enable staff and parents to exchange ideas and discuss goals aligned to the school’s expectations for student success. Parents stated that the school offers workshops on the Common Core Learning Standards to help them better understand the expectations of those standards. Additionally, other communication systems, such as the PupilPath online grading program used effectively schoolwide to monitor student progress and track student data, has increased communication between the school and parents.

- The school shared that expectations connected to getting students to be college and career ready are communicated to parents in the following ways: parent/teacher conferences, promotion in doubt meetings with teachers, Individual Education Plan meetings, written communications such as reading level letters and conference requests. Student goals and expectations are explained to parents at Parent Teacher Association meetings. Numerous opportunities are extended for families to participate.
**Additional Finding**

<table>
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<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

The majority of teachers are engaged in structured professional collaborations in teams that analyze assessment data and student work and promote the implementation of the Common Core Learning Standards.

**Impact**

A focus on assessment analysis has built capacity and has resulted in sustained reflection and improvement of instructional practices schoolwide to advance student progress.

**Supporting Evidence**

- Teachers are provided with an opportunity to attend professional development outside of the school, and are expected to share and turnkey their learning with their colleagues during team meetings. Teachers appreciate this extended time to work together with colleagues. Grade-level leaders and content area teachers use team meetings to make decisions that are then proposed to the principal for schoolwide initiatives. For example, teachers schedule visits to one another’s classrooms, provide instructional materials and documents for one another, and give each other feedback on strategies in their classrooms. Thus, teacher leadership is being strengthened schoolwide, as teachers collaborate on a regular basis and contribute to key decisions that affect student learning.

- During the formal meeting, they use inquiry protocols for looking at student work. The protocol has them determine what students do successfully, what students still need to learn, and then determine implications for teacher planning and preparation. Colleagues initiate dialogues during team meetings and modify plans after receiving feedback from the team. Teacher team meetings are facilitated by a lead teacher who sets the agenda and organizes group task(s) on a weekly basis. The meetings are documented and the administrators monitor progress and inform next steps.

- Teachers meet to present a case conference on a group of students. Teachers have developed methods for tracking the growth of these students and implications for planning and preparation. Teachers discuss a group of students to improve their academic performance. Additionally, students are monitored for attendance and behavior. Teachers are given class data to examine the students’ performance. Students’ classes were changed informally with increased check-ins for targeted groups of students. The team examined data and discussed theories of action. Teachers shared that they are more aware of struggling students now and how their instructional repertoire is strengthened.