Quality Review Report

2016-2017

P.S. 094 Kings College School
Elementary 10X094
3530 Kings College Pl.
Bronx
NY 10467

Principal: Diane Daprocida-Sesin

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

Lead Reviewer: Joan Prince
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. 094 Kings College School 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>
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</thead>
<tbody>
<tr>
<td>To what extent does the school...</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>Area of Focus</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>Additional Finding</td>
<td>Proficient</td>
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</tbody>
</table>
### School Culture

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

<table>
<thead>
<tr>
<th>Area of Celebration</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>
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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>
</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>Well Developed</th>
</tr>
</thead>
</table>

Findings

A culture for learning that communicates high expectations to staff, families, and students is evident. There is effective communication of expectations connected to a path of college and career readiness.

Impact

There is a sense of mutual accountability amongst the stakeholders and parents play an active role in supporting students.

Supporting Evidence

- As stated in interviews with teachers, parents and student the school community has clear expectations for pedagogical and professional practice as evidenced by verbal and written communications to all constituents. Teacher team meetings, parent meeting and regular meetings with the principal are all documented. These expectations, as stated by the principal include that every student will acquire the skills and knowledge reflective of a strong and engaging learning environment. The Danielson Framework for Teaching is used to communicate high expectations related to preparation and planning, learning environment, and classroom instruction. Parents stated that “the principal is a strong leader, creates clear goals for learning and is available night and day.” Structures are in place where all students are known and at-risk students are actively mentored by teachers and peers from the upper grades. Students at the student meeting stated that they fell safe, supported, and challenged by their teachers and peers. Collaborations in the school are highly valued among parents, teacher, community and students who work together to ensure the growth and development of productive, literate and responsible citizens.

- The school uses the Positive Behavior Interventions and Supports (PBIS) system as a proactive approach to establishing academic and behavioral expectations for the entire school with the goal of developing skills and strategies for career, college, and social life success. Within the star program, star tickets are issued encouraging and acknowledging positive acts, both for academic and social behavior success. Parents stated that the star program is working and that their children were excited to receive the tickets to spend at the school store. Impact has been seen by a drop in referrals and a drop in percentage on the Online Occurrence Reporting System (OORS) and increased attendance rates.

- The check-in/check-out program targets at-risk students by matching them up with a staff mentor. Students are given goals at the start of each day and at the end of the day providing encouragement as well as incentives for improved academic and behavioral performance. There is also a peer-mentoring program through Coca Cola Valued Youth program, providing students with strategies and supports to mentor students in the development of pro-social and academic functioning skills. Each fifth grade mentor is paired with three kindergarten or first grade students identified by their teachers at being at-risk academically or socially. Mentors meet with teachers to discuss progress and support for their tutoring skills. Parent involvement events support the parent of the fifth grade students in the program and the mentors and mentees create celebrations of success. The Leader In Me program in the fourth grade involves the teachers and students focusing on the seven habits of highly effective people. The program aims for positive changes in the school within areas of leadership, culture and academics and are empowering students to become leaders in their school and communities and become career or college ready.
**Findings**

Across classrooms, teaching practices are aligned to the curricula and the Danielson *Framework for Teaching*. Teaching strategies providing scaffolds, extensions and multiple entry points vary across the grades.

**Impact**

Across classrooms, curricula extensions support students and multiple entry points are incorporated for learning for all students including English Language Learners (ELLs) and students with disabilities, however, there are missed opportunities for all students to take ownership of their learning.

**Supporting Evidence**

- Across classrooms teachers provided small group instruction. In some classes, students participated in discussions by responding to teacher-generated questions, but in-depth analysis was not required of all students. Higher level thinking in purposeful class grouping or in pairs was inconsistent. Students used different graphic organizers to organize thoughts and help student thinking to scaffold the struggling learner. Classrooms had rubrics and checklists on display and were supplied if needed. In a second grade general education class working students were copying from a chart matching animal sounds to words. The teacher lead the class in going over the words and sounds without adding questions are usage. The teacher then discussed main idea and modeled with a first sentence. Students were in groups working on different graphic organizers. In a fourth grade general education class with English as a New Language (ENL) students the class was working on referring to details in a text to describe a character, setting, or event in either *The Birch-bark House* or *Morning Girl*. The texts were differentiated and students were working in their leveled groups, referring back to the text to describe in detail specific aspects of the story using graphic organizers and a rubric on looking for details. The ENL students were listening to stories on MyOn using computers. The teacher was circulating and taking notes. Students were given an opportunity to turn and share out with different group members.

- Teachers were often conferring with groups and circulating around the room taking notes. Students at the student meeting expressed that they are comfortable talking with each other and discussing their thoughts on a subject, as well as peer assessing using rubrics. In a third grade ENL science lesson the teacher explained measurement and tasked students to look at the new vocabulary in groups and discuss the process of measuring and weighing. Students then came up with questions for the teacher and the whole class discussed the use of grams as a measurement.

- In a fourth grade English Language Arts, Integrated Co-Teaching class, students were listening to a teacher read non-fiction test. Questions were related to recognizing non-fiction text features. Students justified responses by citing textual evidence and defining words by making their own small dictionary. There were peer interactions and students were purposefully grouped and focused on three different graphic organizers that accompanied their leveled text. There were visuals and examples were used to organize thoughts for students to write down three facts learned from the text on Native Americans. While many teachers encourage students to frame their own questions and respond to other students, there were instances of teachers serving as the leader and answering student questions instead of reframing and redirecting the questions to students for discussion.
### Additional Finding

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

#### Findings

All curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts. There is coherence across grades and subject areas that promote college and career readiness, rigorous habits and higher order thinking skills.

#### Impact

The school’s curricular decisions build coherence and rigorous habits for all learners. Across grades and content areas, academic tasks push student thinking.

#### Supporting Evidence

- All content area curricula documents highlight the strategic integration of the instructional shifts. The school has supplemented the curricula to meet the needs of all learners by adding the use of informational text and literary genres in leveled texts and translations. Schoolwide decisions to use rigorous reading, writing, and math programs require students to construct responses and explain their thinking is implemented. In addition to Wilson, ReadyGen, and Go Math!, the school has added resources from Engage NY and from the Astor Literacy Grant for early reading, and Teacher’s College materials and methods to revise and refine curricula. A community-based organization Literacy Inc. (LINC) is active in the school creating student and parent reading programs. A LINC program supporting career and college readiness had second graders create a career portfolio with their teachers as part of the Together In Getting Everyone Reading (TIGER) program. There are guided literacy programs and reading recovery methods, as well as Fountas & Pinnell running records for kindergarten and first grade classes.

- The Journeys program is being used in second grade and Math is Beautiful is being used across grades. The English Language Arts coach works with upper grade teachers and teachers stated that the upper grade writing has improved in project based work. Teaching Matters protocol is used for early literacy through third grade to support the professional learning needs of supervisors and teachers. Teachers are emphasizing annotating, skills of note taking and referring to the text throughout all grades. The use of sentence starters to help create questioning and discussion techniques is evidence across all classrooms. Junior Great Books units are used in third, fourth and fifth grades.

- Science and social studies, while aligned to scope and sequence are integrated into the English Language Arts units to provide meaningful opportunities for students to read non-fiction texts. Teacher created rubrics in all subject areas are used in addition to checklists and task expectations are clearly present in every unit of study. The school has partnered with Playworks TeamUp to provide an on-site coordinator to teach, model and empower a sustainable recess program to create a safe, inclusive playground experience for all students. The MyOn library and professional resources is utilized school-wide offering students and families access to text that is leveled and a reading tracker. Parents were familiar with the program and all stated that they use it as a resource. Teachers stated that it is often used to assign tasks targeting specific student needs.
## Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
</tr>
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<tbody>
<tr>
<td>Rating:</td>
<td>Proficient</td>
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### Findings

Assessment, including common assessments and ongoing checks for understanding are aligned to the school’s curricula and are used strategically in most classrooms to make adjustments and push students to think critically.

### Impact

Most teachers assess student learning effectively leading to targeted interventions, varied scaffolds and shared instructional planning and refine curricula and instruction to meet all student learning needs.

### Supporting Evidence

- There are rubrics for all assignments and checks for understanding across classrooms. Grading policies are aligned to a schoolwide grading policy and subject specific benchmarks. Students are provided with actionable feedback shown on bulletin boards and classroom displays. Students in the lower grades held up fingers or cards, sticks and colors to show an understanding of the targeted lesson, groupings are purposeful and flexible and think/pair/share is a common classroom practice. Exit slips are used to check for understanding and inform next teaching steps.

- Baseline and diagnostic assessments are used at regular intervals. Gathering data and monitoring each student’s progress over time is embedded into the school wide system. Lower grade teachers use Fountas and Pinnell scores to facilitate groupings. Teachers use checklist and conferencing notes to identify that needs immediate attention during a lesson. Students are aware of their reading levels and discussed with how important it is to read every day to get to the next level. Students were aware of the importance of improving their writing and one student explained that he needed to write stronger conclusions.

- Teachers access and analyze student outcomes and progress through benchmark assessment, as well as formative and summative assessments. The administration and all teachers examine the use of assessment to determine the levels of rigor and ensure they are effectively aligning assessments to key standards in literacy and math. For example, assessment data review revealed that the grade two students struggled with the base ten numbers system. Teachers then adjusted their practice to regrouping students and providing scaffolding by way of charts and graphic organizers. However, feedback systems do not yet consistently ensure that students and families have a clear understanding of what their child is doing well in and what they need to do to succeed. In some cases, there are missed opportunities for assessment, limiting feedback to students and hindering student awareness of next steps.
Additional Finding

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Proficient |

Findings

Thoughtful rubric aligned observation and feedback systems support professional growth, including those new to the system. The principal is proactive in supporting teachers, providing feedback, as well as making informed and effective organizational decisions to support improvements in pedagogy.

Impact

Thoughtful rubric aligned observation and feedback systems support professional growth and has elevated pedagogy and teacher reflection of their practice throughout the school.

Supporting Evidence

- The school is using technology to enhance teaching and learning supplying every classroom with an interactive whiteboard, a document camera and teachers have laptops to support their work. These learning tools allow the classroom teacher to reach a large number of diverse learners, encourage all students to be engaged in classroom activities, and create an environment that allows students to be active partners in the learning process. Using these tools, the principal is able to track teacher strengths and areas for improvement and as well as looks at student work products and rubrics to monitor the effectiveness of observation feedback to student learning outcomes. Professional development around the Danielson Framework for Teaching domains has supported teachers’ instructional practice and has been planned collectively with administration and staff.

- The school administration has calibrated their understanding and alignment of instructional practice to the Domains of the Danielson Framework for Teaching and is providing feedback to teachers around instructional practice. Positive impact has shown enhanced organizational practices such as optimized staff time for grade level teachers to meet weekly to adjust the curricula and instruction, and teachers holding themselves accountable for student growth. The school’s Comprehensive Educational Plan (CEP) calls for improvement in reading, leading the school to assign teacher leaders who have expertise in literacy to share best practices around planning engaging literacy lessons to all students, including ELLs and students with disabilities. In addition, cluster teachers push into Integrated Co-Teaching classes and team-teach based on their content areas. The principal has built in supports for teachers to meet with coaches and teacher leaders during preparation time to support improved pedagogy. Coaches and grade team leaders supporting school goals are used in conjunction with staff meeting time to improve instruction.

- Teachers engage in feedback sessions with administrators and receive a rationale relating to their practice directly aligned to the Danielson Framework for Teaching. Next steps include an example of teacher practice, an instructional strategy to apply and a timeframe for when an administrator will return to observe teacher progress. As a result of this cohesive system, teachers are applying instructional skills that support the implementation of the Common Core Learning Standards and there is evidence of changes in instructional practices such as increased opportunities for group and peer discussions. As part of the school’s Astor Grant teachers have had training and support in analyzing student progress in reading and writing.
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>Well Developed</th>
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</table>

Findings

The majority of teachers are engaged in inquiry-based professional collaborations that have strengthened teacher instructional capacity. Leadership structures provide a means for teachers to have input on key decisions about curricula and practice.

Impact

These supports are aligned with student learning needs and have resulted in school-wide instructional coherence and effective shared leadership where teacher voice is welcomed and valued, resulting in a collaborative professional learning community.

Supporting Evidence

- All grades have a common prep time that is used for teacher teams to discuss practice with peer and make timely adjustments to the curriculum and instruction. As stated at a teacher team meeting, the teams strive to make an improvement in learning that is demonstrated in student work products, such as writing that shows the use of academic language, direct quotes and citations. Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data and student work, supporting each other by providing feedback on next steps to inform instruction. Stated at the school mixed grade Inquiry Team meeting, they review common assessment data and shares findings with coaches and grade team leaders. Key decisions in subject areas that affect student learning and goals are discussed at team meeting and then presented to the administration for input. Teachers work with the administration to adjust to the professional learning calendar.

- The professional learning collaborative (PLC) partnership provides school wide staff development in therapeutic crisis intervention as well as provides school staff with the skills and knowledge to anticipate behavior challenges before they escalate resulting in a more stable and positive school environment. At the fourth grade teacher team observation meeting, teachers discussed goals and guidelines for looking at annotation skills to discuss what is working and what presents challenges. The teacher leader in the group reflected on the use of checklists and how effective it has been for students to dissect the text. Gaps in learning were discussed based on the rubrics used and instructional practices were discussed. Concrete next steps were presented and all information is shared on GoogleDocs. At the question and answer meetings teachers stated that the impact of teacher team work has been the use of more scaffolding for all learners resulting in more engagement. Teachers’ record meeting notes, shared in GoogleDrive, and are provided with weekly opportunities for vertical team collaboration to discuss outcomes.

- All teams look at work with structured protocols, the second grade through fifth grade teachers collaborate with the United Federation of Teachers (UFT) Teacher Center to improve differentiation based on need. Coaches, grade team leaders, and teachers work both horizontally and vertically to inform looking at student work protocols to develop and strengthen teacher mastery. Leadership structures are evident in lead teacher and model teacher positions. Teachers explained how they use essential questioning, key ideas and details to craft and structure lesson planning with a focus on facilitating meaningful discussions with active participation in their classrooms.