Quality Review Report

2017-2018

P.S. K141
K-12 all grades 75K141

655 Parkside Avenue
Brooklyn
NY 11226

Principal: Michele Thornton Mannix

Dates of Review:
December 5, 2017 - December 6, 2017

Lead Reviewer: Marion Wilson
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. K141 serves students in grade PK through grade 12. 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>Additional Finding</td>
<td>Well Developed</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>
</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>Additional Finding</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>Area of Celebration</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

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Well Developed |

Findings
School leaders and teacher leaders support the development of teachers through effective feedback with strategic use of frequent cycles of formal and informal observations. Feedback to teachers accurately captures their areas of strength, growth and includes targeted and personalized next steps.

Impact
Meaningful and purposeful feedback is supporting teacher development so that teachers implement effective instructional strategies that promote and support their professional growth and encourage their reflection of teaching practices based on the Danielson Framework for Teaching.

Supporting Evidence

- Support for teachers and staff is based on an analysis of teacher-created assessment tools, teacher data derived from Advance reports, a school-created feedback template, and sample student work products. For example, the principal and other school leaders are able to name specific teachers who were trending as developing or ineffective and demonstrate clear trajectories of support to include student data, feedback history, and next steps leading to their development. A summary of past feedback history is referenced in observation reports to remind teachers of the date and focus of previous feedback to ensure that a connection is made to previous teaching experiences. A continuum of ongoing feedback incorporates how well teachers demonstrate their understanding of content and pedagogy, design coherent instruction for special populations, and ensure that they are implementing effective formative assessment strategies. Formal and informal observations are purposefully conducted by the administrative team, across sites, then the results are normed and calibrated to ensure that all teachers are receiving the same consistent feedback contained in their reports and informed by components of the Danielson Framework for Teaching and aligned to sub-indicators from the Quality Review rubric.

- Ongoing cycles of focused observations of classroom practice by all administrators and a few select teachers include specific follow-up support, which leads to a deepened understanding of teachers' strengths and challenges and enables them to fully understand their next steps in improving their teaching practices. For example, all feedback reports reference teachers’ abilities to check for understanding during the lesson to make on-the-spot adjustments as needed tailored to student response and needs. In one sample report viewed, feedback stated the following, “You’ve had several professional development sessions with the school-based coach about your English Language Arts (ELA) listening and learning structure for foundational reading. You consistently checked for student understanding throughout the lesson and encouraged students to indicate their level of understanding through colored picture cards.” As a result, frequent cycles of observations with targeted and specific feedback are helping to elevate teachers’ practices across the school and are reviewed and discussed after each observation.

- The vast majority of teachers and school leaders reflect on teachers’ professional goals, which are fully aligned to the Danielson Framework for Teaching and discussed during all professional conversations. All teachers' goals are also aligned to students' Individualized Education Program goals to create symmetry between student and teacher performance. Goals and observation feedback are purposefully crafted around teachers constructing lessons that promote learning and require students to explain their thinking through meaningful activities. Teachers share a normed understanding of the major Domains and components and features of the Danielson Framework for Teaching leading to is a common understanding of what effective teaching looks and sounds like.
Findings
Across classrooms, teaching practices and strategies articulate a set of beliefs about how students learn best and consistently provide multiple entry points into the curricula.

Impact
Across classrooms, students are motivated and actively engaged in classroom activities and lessons. However, the school does not yet implement high-quality supports and strategic extensions to support all students in producing meaningful work products thus hindering some learners from taking ownership of their learning.

Supporting Evidence

- School leaders share that they believe that students learn best when they are provided with a structured learning environment and are able to make connections between current and previous learning through coordinated supports and scaffolds to help them work more independently. Across most classrooms, there were experience and reference charts, manipulatives, technology supports, picture cues, and assorted writing instruments to support the implementation of the school's curricula. In addition to charts about the writing process, diagrams for math, and multiple representations of content materials were accessible and available for students to use during various lessons. For example, in a fifth-grade writing classroom, students could refer to a diagram about the writing process which included pictures and annotated notes about each step in the process as they edited and revised their personal narrative essays. Since students were at different stages, they had appropriate tools including personalize word lists and sentence frames and starters to help them take ownership of their essays. However, there were missed opportunities in other class visits for students to engage in this type of challenging independent work with meaningful supports.

- Most teachers across grades and subjects effectively utilize imagery, technology, visual displays, auditory cues, mathematics, and literacy manipulatives to help students make meaning of learning activities. In a social studies class, each student worked on different landforms with annotated notes, collaborating to complete their activity sheet based on how well they supported their responses with evidence from the text and their own observations about different explorers. In another fourth-grade math class, students were required to draw points, lines, line segments, rays, and angles in two-dimensional figures. The teacher showed several related video segments that introduced students to different types of line segments, key vocabulary, and how to draw them for students who needed support. Even though students were able to complete the task based on prior knowledge they did not have additional extensions to push their thinking during the lesson. There were a few missed opportunities in other classes visited also for activities to push students beyond their current level of performance.

- In most classes, there were consistent effective teaching practices to promote high levels of thinking. Students in most classes receive prompts, models, and are encouraged to respond to open-ended questions that help to push their thinking while incorporating what they learned previously. In a second-grade science class, students had to address, “How can we compare the strength of structural shapes?” Students read the story of the *Three Little Pigs* and discussed the characteristics of each house structure they created and the most effective ways to compare the different structures made of sticks, brick, or wood. Students worked independently, took notes, recorded observations, and then discussed conclusions with their partners. There were a few missed opportunities for independent activities promoting student choice.
### Additional Finding

#### Findings

Curricular documents are fully aligned to the Common Core and content standards and strategically integrate the instructional shifts in both English Language Arts (ELA) and math. Rigorous habits and higher-order thinking skills are emphasized and coherently embedded across all subject areas.

#### Impact

Written curricula are engaging, rigorous and coherently embedded so that it is allows accessibility for all learners, so that students with disabilities must demonstrate their thinking.

#### Supporting Evidence

- School leaders and teachers integrate the instructional shifts by making purposeful connections between the shifts and the topics in each subject and as students advance through the grades. The vast majority of lesson and unit planning documents contain essential elements such as standards, objectives, assessments, and students’ current level of performance. Curricular documents are customized to ensure that the needs of individual and groups of students have access to challenging content. Curricular and academic tasks challenge all students to think critically, provide explanations to support their reasoning, cite evidence from texts or videos, and deepen their conceptual understanding of interrelated topics. A grades two and three math unit of study highlights the Dynamic Learning Map (DLM) claims that are aligned to the Common Core Learning Standards. The elements of the plan account for how the skill looks for each level of expected student performance, labeled as level b, c, and d, respectively. In another example, a social studies plan carefully outlines expectations spiraling across grades for key ideas, standards, and practices. Students are required to use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, and themes in history of the United States and New York.

- Curricular and tasks across grades and subjects challenge all students, including English Language Learners (ELLs) and students with disabilities, to think critically, ensuring that students can demonstrate their thinking through the work products they are asked to create. For example, lesson plans contain scaffolded learning objectives for students and incorporate real-world scenarios and problems. Science tasks include rich lesson content that provides opportunities for students to engage in the Five E model: engage, explore, explain, extend, and evaluate their learning. Rigorous habits are embedded within each stage and include plans for students to access content via textbooks, online resources, or hands-on materials. Universal Design for Learning principles inform curricular planning so that all students must demonstrate their thinking with application of skills in a variety of contexts across subject areas.

- School leaders and teachers can articulate how they ensure curricula are aligned to the Common Core Learning Standards and other content area standards; they can also articulate a chosen strategy for integrating the instructional shifts. The school created grade-level pacing guides for each unit of study showing the connection between what will be taught in math, ELA, social studies and science, as well as the corresponding assessment schedule. This at-a-glance curricular document is shared across sites and the overview results in curricular coherence and a fluid connection between learning objectives and strategic arrangement of units of studies across grades and subjects. For example, several plans require students to develop their own questions, use prior knowledge, and analyze different forms of evidence to make meaning of research. As a result, the uniformity of planning documents across all grades and subjects results in coherence and promotes college and career readiness for all students.
Additional Finding

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

Findings
The school uses teacher-created assessments and performance assessment data to determine student progress across most grades and subjects. Most teachers consistently check for understanding and allow for students to self-assess their work.

Impact
The results from the school-created reading inventory and math tasks are used to adjust teachers’ lesson plans and instructional practices on a regular basis. Teachers make effective on-the-spot adjustments to meet all students’ learning needs during instructional time.

Supporting Evidence

- The Reading Developmental Inventory (RDI) is a school-developed common assessment used to assess student reading levels and comprehension based on the skills from EngageNY lessons. Teachers use the results from RDI and Fountas and Pinnell to determine how students process information from texts they read and the texts read aloud to them according to the five components of reading. The schoolwide focus on phonics and phonemic awareness led teachers to incorporate more activities suited to students’ learning experiences based on the results of regularly administered assessments. Teachers determine the progress of groups of students based on the information gleaned from both math and reading assessments about student performance and learning needs relative to the learning goals. Most teachers use this information to plan instructional responses to the data in lesson plans that they may reteach or provide additional support for students. Data reveals that adjustments to math lessons and tasks have improved student progress on real-world problems and scenario-based problem solving.

- Teacher monitoring of student understanding during lessons occurs so that teachers can make on-the-spot adjustments as needed. Most teachers utilize strategies such as questioning for explanation and real-time student response technology to elicit information about individual student understanding. Teachers and paraprofessionals use a pre-populated form to collect data on clipboards as they watch students work. For example, on the data sheet for a first-grade class, the teacher observed as students worked to blend sounds using hand gestures and by saying the word. The teacher recorded how many times the student attempted the trails with or without prompting. Adults actively monitor student demonstration of their learning and take notes as students work. There are several versions of checklists and exit slips across the different subject areas that are used during instructional time for teachers to notice if students are having difficulty completing tasks and if more or less supports are warranted.

- Many students have opportunities to self- or peer-assess against assessment, pre-determined lesson criteria and monitor their own understanding and progress. For example, there are picture cues on laminated checklists and rubrics that students are able to point to, speak to, or show their understanding during an activity or at the end of a lesson. Students work independently to review the lesson’s objectives and then mark off how they felt they performed in relation to the skill they were learning. Other times, they are prompted by a peer or paraprofessional to demonstrate if they understand what is being taught. As a result, many students are either able to verbally articulate or visually show their understanding of the day’s lesson.
## Additional Finding

<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 for teacher performance, professionalism, and communication to the entire staff. Teacher teams establish a culture of learning that regularly communicates high expectations for most students.

### Impact

School leaders provide a coordinated system of training and support for teachers and hold them accountable to achieve stated expectations. Students receive ongoing feedback and guidance support to help them transition between grade levels and upon graduating from the school.

### Supporting Evidence

- Teacher teams and staff members have established a culture for learning that provides students with effective feedback including clear next steps that helps them to understand their learning and behavioral goals. During the small- and large-group student meetings, most students were able to share examples of what their teachers told them that they needed to do in order to move to the next grade or when they graduate. Students shared that learning dance, taking part in art, or learning to work with a partner will help them when they leave the school or go on to the next grade in the school. Many teachers are communicating with students in a way that reinforces the skills students will need in the next grade by building on the skills taught in previous grades and messaging the relevance to students through their learning experiences. Students from various classes shared that they will need to learn how to count money in order to get a job or buy food. A few other students remarked that their teachers showed them rubrics or learning progression rubrics for the next grade that they have to try to work towards meeting. As a result, most students receive feedback and guidance that will help them transition from grade to grade.

- School leaders consistently convey clear expectations for staff members across most sites, which are evidenced through verbal and written structures, teacher team work, ongoing professional learning experiences, a staff handbook, a school website housing curricular documents and resources, as well as in observation feedback. There are models for lesson plan templates, ongoing updates to the school’s website to ensure that materials and resources are shared across sites. As a result of streamlined expectations and communication between school leaders and teachers, there was evidence during the visit that demonstrated that the expectations for checking for understanding, lesson planning based on the Common Core standards, and timing and pacing of lessons were working well. There were a few missed opportunities for this messaging to result in high levels of success in teaching and learning across the various school sites.

- School leaders consistently share their expectations for professionalism and teacher work regarding lesson planning, assessing student learning, engaging students during instruction through many different mediums. During interviews conducted during the site visit, teachers shared that they receive regular communication from school leaders across sites on the expectation to plan and execute lessons based on the effective teaching attributes contained in the Danielson Framework for Teaching. Teachers have reworked how they plan and prepare for lessons to incorporate more real-life problems and also gear instruction to students’ experiences. Teachers remarked on receiving supports from district workshops, consultants, school leaders, and their peers in order to try to meet stated expectations. While teachers are held accountable and supported towards meeting expectations, school leaders shared that they have focused on creating greater mutual accountability between school leaders and all teachers.
Additional Finding

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

Findings

Teacher teams consistently analyze assessment data from running records, quizzes, and student work samples. Distributive leadership structures are in place throughout the school.

Impact

Teacher teamwork has resulted in shared improvements in effective teaching practices, such as planning coherent curricula and checking for understanding during lessons and improved student progress toward IEP goals. Teachers are able to have a key voice in decisions affecting teaching and student learning across the school.

Supporting Evidence

- School leaders and teachers offer examples of teacher leadership that illustrate how teachers and teacher leaders play a key role in school-level decision-making. During teacher team meetings, teachers shared how they worked cooperatively with administration to address teacher concerns about switching to a Common Core-aligned instructional program. Teachers were able to be a part of the team to select the new materials that were going to be implemented. Teachers were instrumental in the decision on how to best implement the new lesson-planning format to incorporate scaffolded learning objectives, assessment data, and the essential elements for the DLM across grades and subject areas. In another example shared during teacher team meetings, teachers collaborated together as teams to decide their meeting’s focus with the support of administration on a weekly basis. As a result, teachers feel that they have a voice in making decisions that affect student learning across the school.

- Teacher teams across the school monitor a variety of student data and classroom practices that informs their instructional practices. Teachers review IEP goals and current student performance levels to determine student progress on a regular basis. Many students are meeting their goals or working towards meeting goals. Teachers shared that as a result of analyzing both the results from the Student Annual Needs Determination Inventory (SANDI) and also Formative Assessment Standards Task (FAST) they can gauge how well students are able to complete standards-based test items. The results from the analysis of these assessments as well as weekly and daily formative assessment data have helped teachers strengthen their assessment practices to ensure students are making progress on prioritized standards.

- Teachers are selected to serve as model, mentor, and grade-level and department leaders which afford them opportunities to make decisions about hiring, instructional resources, afterschool programs, and activities that affect student learning. Teachers commented during interviews that administration is open to allowing them to offer suggestions and implement ideas to help improve teaching and learning across the school. Teachers can suggest professional learning activities that they want to be a part of and with administration’s approval are able to move forward to attend or work together to lead the work. One teacher shared that she worked collaboratively with administration to design a dance program to engage students in kinesthetic movement between seated instructional activities to help with their coordination skills as well as serve as a way to release energy. Other teachers agreed that school leaders are cooperative and seek their input to help effect changes which ensure that student-learning experiences are meaningful. As a result, teachers’ voices are welcomed and respected throughout the school.