Quality Review Report
2017-2018

P.S. 193 Gil Hodges
Elementary 22K193
2515 Avenue L
Brooklyn
NY 11210

Principal: Sheila Phillip

Dates of Review: November 28, 2017 - November 29, 2017

Lead Reviewer: Jacqueline King-Robinson
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. 193 Gil Hodges serves students in grade PK 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>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>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Area of Focus</td>
<td>Developing</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Finding</td>
<td>Proficient</td>
</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>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

## Systems for Improvement

<table>
<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 particular attention to the CCLS</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>
Findings

School leaders and staff have a transparent process in place to evaluate and adjust curriculum and instruction based on students’ learning needs and to maintain alignment to the Common Core Learning Standards. The school leader aligns the use of instructional resources with the goals for the school.

Impact

The school leaders’ effective structures for the entire school community enables them to evaluate processes in order to intentionally adjust curricular practices, organizational resources and professional development to support student learning and student mastery of the Common Core.

Supporting Evidence

- Weekly meetings of grade level teams allow them to analyze assessment data and student work in order to make decisions about curriculum and instructional practices. The looking at student work protocol is utilized to look at patterns and trends for different student groups. Teachers noticed that English Language Learners (ELLs) have started to add feelings and emotions in their writing. Teachers then brainstormed ideas for incorporating more dialogue into the nonfiction unit that was coming up. A dedicated literacy coach meets with the teachers and has the responsibility of supporting teachers in this process. Subsequently, school leaders meet with the literacy coach to review the adjustments and ensure that there is coherence across the grades.

- School leaders and the instructional coach conduct joint observations in order to norm the feedback that teachers receive from formal and informal observations. School leaders ensure that the feedback captures strengths, areas in need of improvement, and next steps that are aligned to the Danielson Framework for Teaching. Observation feedback from school leaders and colleagues results in adjustments to teachers’ instructional practices. Feedback to one teacher was, “In a guided reading lesson your focus or teaching point does not necessarily have to be the skill or strategy taught in the mini-lesson. If there is a skill or strategy that is the highest priority need, but is not related to the teaching point of the mini-lesson, then you should focus on that skill or strategy which will advance the students to the next level in the reading process.”

- School leaders collect results from student assessments and work samples to assess the feedback that teachers are providing for students and the impact that teacher team work is having on student growth. Teachers are provided with professional learning experiences about using rubrics and providing feedback to students. During the small student group meeting all students agreed that they receive feedback from their teachers every day and the feedback helps their work to improve. All student work posted included clear and effective feedback written in the form of grows and glows. Rubrics support the teachers to develop feedback that supports students with improving the quality of their work.

- Teacher teams are required to submit weekly meeting notes that include the meeting agenda, the protocol that was used, the data that was reviewed, next steps, and a reflection that asks teachers to reflect on what impact their meeting will have instructional and pedagogical practices. School leaders meet with the coach and content leaders weekly to assess the quality of teacher team work and plan appropriate next steps that are based on observational data, assessment of student work, and individual teacher needs.
Findings
Across classrooms teaching strategies inconsistently provide multiple entry points into the curricula. Teacher practice in the use of questioning and discussion techniques is not consistently effective or engaging.

Impact
Student work products and discussions, including that by English Language Learners (ELLs) and students with disabilities, reflect uneven levels of student thinking and participation. All learners were not engaged in appropriately challenging tasks.

Supporting Evidence

- A math lesson observed in a classroom visit asked students to reduce to find their answer. A student came up with the answer two halves, but was unable to understand that two halves was equivalent to one. The student stated, “I have to divide the top and bottom by the same number.” Another student stated, “Left always means to subtract.” Student responses did not demonstrate students’ conceptual knowledge or high levels of student thinking.

- In a kindergarten class the objective was for students to use super reading powers to read new words. Teachers directed students to look for words around the room that they could read and then go stand by the word. The teacher then had students share their chosen word with the class. Due to the configuration of the room the teacher’s ability to see the words was obscured. There was no way for the teacher to determine if the students were reading the correct word. Students identified their chosen word; however their peers were unable to see the word that was being shared. The activity did not align with the objective and there was no evidence of higher-order thinking skills for all learners.

- During a science lesson students were working at stations. One station asked students to determine the weight of an unknown object using weights that were labeled and to record the weight on the class chart. Another station asked for students to use a ruler to measure various objects. When the teacher realized that some students weren’t sure how to use the ruler to get an accurate measurement she provided one-on-one instruction for individual students, while the other students waited. Consequently, the stations did not provide appropriately challenging tasks for which all students needed to demonstrate higher order thinking skills.

- During an observation of a classroom, six students chose to access tiered graphic organizers and technology when completing a research project. Students were able to choose the natural disaster that they wanted to research. The internet resources were of different reading levels, thus providing access to a variety of learners. When asked why he chose the graphic organizer he was using one student stated, “It has more boxes to take notes and I use the notes to make my power point presentation.” The task was appropriately challenging; however, students did not paraphrase or cite the source of their information, and they merely copied the information directly from the source. The student work products for all learners, including ELLs and students with disabilities did not demonstrate higher-order thinking skills.
### Additional Finding

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

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards, integrate the instructional shifts, and are building coherence. Academic tasks are refined using student work and data. Curricula documents include the learning progressions for each grade level.

### Impact

School leaders’ and the faculties’ adoption of the TCRWP provides coherence across the grades. Unit and lesson plans are planned and adjusted to include differentiated strategies for ELLs, students with disabilities, and for gifted and talented students.

### Supporting Evidence

- Math lesson plans included academic content vocabulary that was to be introduced. One of the lesson plans called for students to use benchmark fractions and number sense to assess the reasonableness of their answers. A science lesson plan from classroom visit six included reading and writing Common Core Learning Standards, such as use precise language and domain specific vocabulary to inform about or explain the topic, as well as the science standards that would be addressed during the lesson. The lesson plan included the key academic vocabulary that would be introduced to students throughout the lesson.

- The school leaders and staff made the decision to adopt TCRWP as a means to ensure that the school’s literacy program was aligned to the Common Core Learning Standards and incorporated the instructional shifts. Curricular documents demonstrated coherence across the reading and writing curricula. The learning progressions for narrative writing included the structural, developmental, and language conventions expectations for pre-kindergarten through the sixth grade.

- Curricular documents provided evidence of emphasis on rigorous habits and higher-order skills for all students, including students with disabilities and ELLs. All lesson plans included adjustments for individuals and groups of students based on formative and summative assessments. A fourth grade reading lesson plan included differentiated tasks, such as different graphic organizers for groups of students based on students’ Fountas and Pinnell reading levels. The group with the highest reading level did not have any graphic organizer. A third grade math lesson plan identified a mid-workshop interruption to determine student groupings for guided reading groups and students who would work independently.
Additional Finding

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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

Across classrooms, teachers use or create assessments and rubrics that align with the school’s curricula. Teachers administer common assessments and analyze results to determine student progress towards goals across grades and subject areas.

Impact

The results of the common assessments are consistently used to adjust curriculum and instruction, thus promoting student learning and performance. Teachers provide students with feedback that supports them in improving their work.

Supporting Evidence

- The school administers the TCRWP assessments to all students in the beginning of the school year. Each writing unit has a pre- and post-assessment. After administration of these assessments teachers do skills analyses and interpret the data. They identify areas of strength, target skills, and implications for their instruction. The data is used to place students in small groups for guided instruction. During the small group student meeting a student stated, “Groups are based on the pretest.” Students’ reading level data, as well as unit and math curricula-aligned benchmark assessments are used to determine progress towards goals across grades and subjects.

- Rubrics and checklists are provided for all formal and informal assessments. In all classes visited rubrics were observed on posted work, as well as being used by students to complete classroom tasks. Several students stated that the rubrics and checklists help them to make their work better. Teachers also agreed that students use the rubrics to measure their progress towards completing a task.

- Teachers provide students with actionable feedback verbally, and in writing in the form of glows and grows. On a third grade memoir the glow was, “Excellent work! You started your story with a great lead. You also included dialogue.” The grow for the same assignment stated, “Remember to refer to the word wall for spelling tricky words.” Also, use strategies such as chunking to help with those tricky words.” On a third grade narrative the glow was, “You did a great job sharing a place that is special to you. I am very happy you liked camp and did many fun things.” The grow for this assignment was, “Next time add more details, who were you with?” When was this, what was the weather like? By answering these questions you can add more details?” All students agreed that their teachers’ feedback helped them to improve their work.
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 to the entire staff as determined by the Danielson *Framework for Teaching*. Staff members consistently communicate the expectations of college and career readiness to families.

Impact

School leaders’ establishment of a system of accountability ensures that staff implements schoolwide instructional expectations. School staffs’ conducting of workshops for students and their families makes them aware of their children’s progress towards their next level in education.

Supporting Evidence

- School leaders provide staff with a handbook at the beginning of the year that outlines their professional responsibilities. Staff members sign for the handbook to acknowledge receipt. All teachers new to the building are assigned a mentor that they meet with two times per week. In order to create accountability the school leader provides staff with a weekly newsletter that includes, glows, grows and upcoming events and deadlines, as well as any changes in schedules or routines. One glow stated, "Students are engaged in sustained independent reading in all classes." A grow stated, “In your math lesson we should see evidence of students engaging in rigorous word problem solving skills and strategies and less computation problems."

- Staff members new to the building are provided with new teacher professional development. The professional development includes understanding the Danielson *Framework for Teaching*, lesson planning templates, expected classroom practices, and the structure of the mini-lesson.

- When students are promoted to the next grade level parents attend an orientation for the new grade. During the orientation meeting parents are made aware of the grade level expectations for their children’s new grade. Professional development is provided to families, so that they can support their children at home. The school’s guidance counselor and parent coordinator host middle school information sessions for families. Staff takes students to the middle school fairs and visit middle schools in- and out-side of the district. Parents understand their children’s progress towards achieving the school’s expectations and thus being prepared for the next level.

- School leaders and faculty utilize School Messenger and Class DOJO to provide families with updates and announcements. During the parent meeting, all parents agreed that the school has structures to facilitate communication regarding their children’s progress but within that structure there is some flexibility. For example, there is Tuesday afternoon parent engagement time each week, but parents stated that if they can’t make it on Tuesday the staff is flexible in providing a time to meet with them. The entrance and dismissal routines also support communication by providing families with access to the staff at the start of the day and the end of the day.
Additional Finding

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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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</table>

Findings

The majority of teachers are engaged in structured inquiry based professional collaborations where they consistently analyze data and student work for students they share. Distributive leadership structures are in place.

Impact

Inquiry meetings strengthen and improve the instructional capacity of teachers, promote the achievement of school goals and the implementation of the Common Core Learning Standards. Teachers’ consistent use of the results of assessments helps them to identify how students are working towards meeting goals.

Supporting Evidence

- Teacher leaders exist for each content area and grade level. An Ambassador professional development initiative provided by the school’s district provides professional learning for ambassador teachers who have been identified by the school’s leaders. These ambassadors attend monthly outside professional development with the expectation that they will turnkey new understandings for their colleagues. The science ambassador turnkeys all learning to the teachers on a monthly basis. The professional learning development plan includes dedicated time for ambassador teachers to share their new learnings with their peers.

- During the observed first grade teacher team meeting teachers reviewed student work using the Atlas Looking at Student Work protocol and used a rubric to identify patterns and trends for groups of students. After discussing their noticings, teachers generated strategies for ELLs and students with disabilities such as that they would make personal checklists for individual students, provide students with disabilities a graphic organizer for writing that identified a clear beginning, middle, and end, and encourage ELLs to utilize the word wall.

- In the teacher question and answer session one teacher described their inquiry work as a “safe zone where we can talk about what is working and what is not working, learn different strategies from one another, and collaborate.” All teachers present agreed with this statement. Each teacher team is comprised of the literacy coach, special education teacher, English as a New Learner teacher and the general education teachers. Each team analyzes student work and then collaborates to develop instructional strategies to support the implementation of the Common Core Learning Standards.

- A review of prior common planning grade level meeting agendas revealed a focus on planning units of study, identifying pedagogical strategies, creating lessons for each unit of study, and planning grade level events and celebrations, resulting in increased instructional capacity of teachers.