Quality Review Report

2017-2018

P.S. 198 Brooklyn
Elementary 22K198
4105 Farragut Road
Brooklyn
NY 11210

Principal: Joy Ann Morgan

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

Lead Reviewer: Jacqueline King-Robinson
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. 198 Brooklyn 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 Quality Ratings continued

#### 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>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>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Findings
The school staff employs a curriculum specific to social emotional learning entitled the 4Rs to inform their approach to discipline and school culture. There are structures in place to support attendance and social emotional learning.

Impact
The school’s effective implementation of PBIS, Positive Behavior Intervention Supports, and S.O.A.R., Safe, Outstanding, Attentive, and Respectful programs result in a safe environment that is conducive to student and adult learning. Students and adults treat one another with respect and students know what is expected of them in all locations throughout the building.

Supporting Evidence
- The PBIS team provides the staff with a monthly newsletter that offers suggestions to encourage student citizenship, shout outs to classes that have demonstrated what it means to S.O.A.R, and monthly challenges for students. Students are provided with clear expectations for behavior inside and outside of the classroom. The PBIS team held a kick off assembly to inform students about the S.O.A.R expectations. All staff members provide students with rocket coupons when they are caught doing the right thing, which promotes students being known well by adults in the building. There are monthly school wide competitions for classes that have earned the most S.O.A.R. rockets.

- The Pupil Personnel Team (PPT) supports teachers with the development of behavior intervention plans. Students can be referred to the PPT after the teacher has exhausted classroom level interventions. The guidance counselor conducts a functional behavior assessment of referred students and then provides staff with intervention strategies for the academic or behavioral concerns identified.

- The attendance team meets weekly to review the cumulative absence and lateness report. They identify students with attendance issues and discuss appropriate next steps. There are parent outreach letters and forms that are sent home by the attendance teacher to families regarding attendance. The efforts of the attendance team resulted in an increased attendance rate. The daily rate of attendance is ninety-five percent.

- The school administered an interest inventory to students to assess their feelings about the school and how they can make adjustments for improvement. A third grade student wanted to start a newspaper and she approached the administration about it. The school guidance counselor met with the student and some of her peers to develop the newsletter. The student government continues to develop the newsletter. In the student meeting, students stated that there is a suggestion box located on the first floor and that they could also give feedback to the school leaders.
Findings

Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula. The school staff believes that students learn best when they have opportunities to engage in classroom discourse and self-assess their learning.

Impact

There is uneven engagement in appropriately challenging tasks and demonstration of higher-order thinking skills in student work products, including the work of English Language Learners (ELLs) and students with disabilities.

Supporting Evidence

- In a science class the teaching point focused on the concept that good scientists can classify plants and fungi. All students were reading from the textbook. Scaffolds for ELLs or students with disabilities were not in evidence, thus limiting student participation and understanding. The teacher assigned students to read two pages from the text. When students finished reading the teacher asked, “What have you learned about vascular and non-vascular?” One student referred to the text to answer the teacher’s question. In another science classroom the teacher had a model of what students were expected to do, modeled the expectations, and circulated the room as students discussed the experiment. Students’ notebooks included a table of contents. When asked questions the students referred to their notes. Students were willing to share their thinking with one another and question each other’s reasoning.

- In a third grade math class, the teacher referred students to an anchor chart to help them engage in productive math discourse. Students were solving different problems using partial products and arrays. A math word wall and manipulatives were provided for students to use to explain their strategies to their partner. Students could identify a variety of strategies they could use to solve problems. In a fifth grade math class students had to decide what menu items they would purchase if they had $10. Although units and lessons are planned with multiple entry points to meet all learners’ needs, teachers are not consistently implementing them, thus limiting the engagement of all learners preventing their demonstration of higher order thinking skills.

- In a second grade math class, students were writing their heading and gluing the Problem of the Day (POD) into their math journals. Students were annotating the POD. The teacher did a mid-workshop interruption to review talk stems and strategies to solve problems. Students were also reminded to use the anchor charts. Students worked on one problem for 15 minutes. In another second grade math class, the teacher shared the teaching point with students and modeled how to annotate the problem. Students had multiple opportunities to analyze the problem prior to solving it. The students were directed to turn and talk to a partner about the strategy they would use to solve the problem. The teacher asked a student to share the strategy he used to solve the problem. However, the teacher used an alternate strategy to solve the problem for the class and did not acknowledge the process used by the student, which led to a correct solution. Demonstration of higher-order thinking skills was limited in the other classes observed as well.
### Quality Indicator:

| 1.1 Curriculum | Rating: | Proficient |

#### Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards including the learning progressions for each grade and integrate the instructional shifts. Academic tasks are refined using student work and data.

#### Impact

School leaders’ evaluation and the faculties’ adoption of the Teachers College Readers and Writers Project (TCRWP) provide 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

- As a team, administrators and teachers review units and lesson plans for the level of rigor using the Common Core Learning Standards and revise the plans to ensure alignment. Teachers conduct an end of unit evaluation at the conclusion of each unit and submit completed evaluation forms to school leaders. Teachers list their findings about student learning and its impact on future units of study and lessons. After analyzing the end of unit assessment, the fourth grade team decided to implement an additional unit to fill the gaps. The first grade team decided they would do a mini-unit focusing on how to use temporal words when writing essays.

- There is a vertical team that meets to ensure alignment and coherence across grades and subjects. The team has identified foci standards for each grade level and teachers identify the ways in which they teach the standards. Teachers meet with the staff developer to develop common core aligned lesson plans that include modifications for ELLs and students with disabilities.

- Adoption of TCRWP for reading and writing, together with other Common Core aligned ELA and math programs, ensure there is coherence across the grades. All unit and lesson plans incorporate the instructional shifts, key academic content vocabulary, and identification of Common Core Learning Standards from other content areas that will be addressed.
Findings

Across classrooms, teachers use or create assessments, rubrics, and grading policies that align with the school’s curricula. Teachers use a specific progress monitoring assessment program and analyze results to determine student progress towards goals across grades and subjects.

Impact

The results from assessments are used to adjust curricula and instruction and to plan interventions for individual students, resulting in increased student learning and performance. Teachers provide students with feedback that supports them in improving their work.

Supporting Evidence

- The school uses the Star Reading and Math progress monitoring assessment program in grades two through five. The assessments measure students’ progress toward mastery of Common Core Learning Standards. This program provides formative assessments that are aligned to the Common Core Learning Standards. The vertical team does an item analysis to identify school wide strengths and weaknesses. Teachers use the data to design small group and individual student interventions, as well as to make adjustments to the curricula.

- Teachers use rubrics and checklists for all formal and informal assessments. In all classes the use of rubrics was in evidence on all posted student work, as well as on classroom tasks. In the student meeting one student stated, “Rubrics have levels. We try to aim for the best, so we highlight level four attributes. It helps us to see what is missing. Another student stated, “We keep the grows and glows on our desk and use it to get a level four.” All students agreed that teachers follow up on the feedback that is given to them. Feedback is written in the form of glows and grows. Feedback to one third grader on her writing task stated, “Your work shows that you want to teach your readers by using topic related words about baboons. Also, you were able to state the main idea in the introduction by telling the three subtopics. When writing the conclusion, its purpose is to restate the main idea or three subtopics. Try to include this in your conclusion.”

- Fountas and Pinnell running records are administered four times per year. The results are used to group students for guided reading and to design the intervention core unit. In the vertical teacher team meeting, teachers analyzed the data from the most recent reading assessment. Teachers identified that students across the school were experiencing difficulty when determining the author’s point of view. They determined where this skill would surface again in future units and how they would address it. Each grade team identified a book they would use to teach this skill. The results of assessments are consistently used to plan for instruction and tailor interventions for individuals and groups of student resulting in improved student progress towards goals.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

**Findings**

School leaders consistently communicate high expectations to the entire staff through staff orientation, daily morning announcements and weekly newsletters. Staff communicates clear expectations and offer ongoing feedback to families.

**Impact**

Consistent communication and clear expectations help families understand how to support their children’s progress and prepare them for middle school. School leaders use an effective system to hold staff accountable for meeting school wide expectations.

**Supporting Evidence**

- At the beginning of the school year a parent orientation meeting is held for all parents and they are provided with a parent handbook. The handbook outlines the expectations for attendance, discipline, uniforms, and homework. It also informs families of important dates for the school year, the grading policy, and suggested ways they can support their child at home. All parents must sign acknowledgement of receipt of the handbook and having reviewed the expectations with their child.

- All staff members receive a staff handbook, which communicates clear expectations regarding curricula, and school policies and procedures. Staff members must sign to acknowledge receipt of the handbook. School leaders provide staff with *This Week at PS 198*, a weekly newsletter the first day of each week. The newsletter contains the quote of the week, the book of the month, upcoming deadlines and events, instructional and professional expectations. Daily announcements are posted on the announcement board in the main office. School leaders provide staff with professional development to support them with meeting the expectations. Teachers are held accountable to meeting these expectations through frequent cycles of observation.

- School staff uses a phone messaging application to send messages to parents regarding their child’s performance or to remind them of upcoming events. Parents can also access ClassDojo, an online application, to check on student performance. Staff provides families with progress reports two times per year, in addition to their report cards. Additionally, parents receive a detailed report regarding their child’s performance on the Star reading and math assessments three times per year.
Findings
Teacher teams are engaged in structured inquiry work through the school district's Ambassador professional development initiative. Teacher teams consistently analyze data and student work for targeted students.

Impact
Teachers consistently use the results of assessments to identify how students are performing on the specific skills required in the Common Core Learning Standards. Teacher teams establish goals for groups of students and individual students based on assessment data, and identify teaching practices to address students' learning gaps resulting in specifically targeted instruction that results in improved students' progress.

Supporting Evidence

- There is an Ambassador professional development initiative provided by the school district. Ambassador teachers are identified for each content and specialty area. These ambassadors attend monthly professional development and turnkey information and effective practices for their colleagues. The Ambassador initiative has led to improved instructional teacher practice.

- The vertical teacher team analyzes data from common assessments to identify trends for each grade level, areas of strength within the each standard and areas that indicate a need for growth. A vertical team meeting agenda contained the standards that were identified for each grade based on the data from the Star assessment that was administered in October. Curricula maps are revised using the data from these assessments. The vertical teacher team works together to ensure vertical alignment and coherence exists across grades and subjects.

- Grade level teacher teams submit meeting agendas and minutes to school leaders, in order to receive feedback. Minutes from a third grade team meeting included analysis of students' on demand writing baseline assessments. Teachers noted that students were not using sequencing and descriptive words in their writing. The meeting notes contained action steps, and the anticipated challenges and next steps. Additionally, for the next meeting the teachers were to bring students' baseline assessment results and the second on demand writing assessment data with samples from the lessons that were taught in between the two assessments. During the teacher question and answer session with the reviewer, teachers agreed that the work of the teacher team helped them to develop their confidence and to learn and practice new strategies.