Quality Review Report

2017-2018

P.S. 189
Elementary 06M189
2580 Amsterdam Avenue
Manhattan
NY 10040

Principal: Rosalina Perez

Dates of Review:
December 4, 2017 - December 5, 2017

Lead Reviewer: Phyllis Siwiec
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. 189 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><strong>To what extent does the school...</strong></td>
<td></td>
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<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>
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</tbody>
</table>
### School Culture

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</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>
</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>
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</tbody>
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### Systems for Improvement

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

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<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>1.4 Positive Learning Environment</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
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</table>

Findings

There are structures in place that support the school’s approach to culture-building, discipline and social and emotional programming and services. The school’s approach to social emotional learning focuses on meeting the needs of the whole child through programs that address behavioral expectations and support, attendance monitoring and follow-up and partnerships with community based mental health organizations.

Impact

The safe environment and inclusive culture that is conducive to student and adult learning results in respectful interactions and student advocacy. Students are known well by at least one adult who helps with attendance supports, coordinates social and emotional learning through guidance that align with student learning needs.

Supporting Evidence

- A safe and inclusive culture is evidenced by the general consensus from the school leaders, teachers, students and parents who stated that all feel safe and respected within the building. The 2016-17 School Quality Survey reported that 98 percent of parents/guardians agreed or strongly agreed that at their school their child is safe. In addition, an average of 94 percent of teachers felt that the school’s classrooms, hallways and common areas along with the area outside the school are safe. Also, the school’s Online Occurrence Reporting System Report (OORS) indicated that there were for the last two reporting years zero percent suspension rate for a school between 800 and 1000 students. This data confirms that the school has a safe environment that is conducive to student and adult learning where all are treated with respect.

- All groups interviewed including parents, teachers, social workers, leadership, and students stated that each student in the school is known well by at least one adult who personalizes the attendance supports with follow-up and social-emotional learning, child development, and guidance and advisement that affect student academic and personal behaviors. Structures that support student social and emotional learning are Attendance Team, Positive Behavior Intervention and Supports (PBIS) and the school-developed support and guidance program: Strive for Success, Treat others with respect, Act responsibly, Respect the environment, and Show self-control (STARS). The members of the Behavioral Supports Committee that is composed of teacher representatives from across the grades to implement the PBIS framework developed STARS. A school pledge was also created to provide a common language and standards for behavior across the entire school community.

- Partnerships with several organizations provide supports in the community for students and their families. Essential school-based mental health services through Columbia Presbyterian Morgan Stanley Children’s Hospital provide a full-time on-site Psychologist who works directly with students and their families with on-going care and guidance. In addition, Social Emotional Learning focus is a curriculum that is implemented in all kindergarten through grade two classes that is the 4Rs (Reading, Writing, Respect and Resolution) from the Morningside Center for Teaching Social Responsibility. One of the key goals is to teach students how to advocate positively for themselves, problem solve and work together in a community.
Area of Focus

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

Findings

Across classrooms, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best, specifically through using the workshop model, modeling, guided practice, and independent practice. Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula.

Impact

The Danielson *Framework for Teaching* informs teaching practices and the instructional shifts. However, inconsistencies in these practices result in uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work, including for English Language Learners (ELLs) and students with disabilities.

Supporting Evidence

- Core beliefs about how students learn best include: the school providing a safe, supportive and respectful learning environment; students with engagement in student-centered learning, along with discussions that promote understanding and critical thinking; ongoing assessments and timely and specific feedback. In one grade four classrooms visited, the teacher used the structure of the workshop model to set the stage for the lesson’s objective of determining the meaning of new vocabulary using context clues, modeling the strategy, and using a relevant text with which students could relate. The teacher then used a think-aloud to walk through the sequence of using what language is found in the text to investigate the word “hauled.” This entire mini-lesson was building toward student involvement with a unit on Colonial America that involved students practicing the strategy with appropriate challenging material. Students worked in groups to solve word investigations and used a graphic organizer to note strategies they used and discussed possibilities. Engaged students participated in each small group.

- Observations of other classroom lessons demonstrated a wide variation of workshop components, with teacher-talk dominating. A lesson that dealt with identifying feelings with grade two students, the teacher dominated the conversation and class time for most of the observed time with the students sitting in a circle for an extended length of time. In another observed class exploring inference, the English Language Arts (ELA) teacher used one text for the entire class and had one student at a time read out loud while some students either read along, or did not, as evidenced by their restlessness and not paying attention while a student read aloud. The majority of the time was spent in whole group instruction and not in guided small group or partner or independent reading. This pattern was seen in most of the observed classes. Observed instruction reflected an inconsistent approach that was teacher-centered most of the time with some teacher modeling and whole class discussions. There were a few classes observed that allowed for small groups of students sitting at tables with teachers who instructed by checking in, re-teaching and allowing students to converse with turn and talk activities.

- Across classrooms, teaching strategies inconsistently provide multiple entry points. Of the nine lessons observed, four had some level of differentiation, but not as entry points. In all, whole group instruction was the entry point for the entire class. Some students were provided with a task that was differentiated but with the same goal. For example, in a grade four lesson in Writing, all students had the same entry point but two students were designated as needing to work with the teacher and discuss everything they want to write about before writing it and three students accessed a graphic organizer as a pre-writing tool. This inconsistency leads to uneven engagement in challenging tasks for all students, including ELLs and students with disabilities.
Additional Finding

<table>
<thead>
<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 Common Core Learning Standards and integrate the instructional shifts along with curricula tasks that are planned and refined using student work and data.

Impact
Building coherence in the curriculum while promoting college and career readiness for all students is the result of the alignment with Common Core and curricula. Evidence of integrated instructional shifts ensure accessibility and engagement for all students. These shifts include deep conceptual understanding along with: fact fluency in math; the increased use of informational and non-fiction text; and, question samples in most of the lesson and unit plans submitted.

Supporting Evidence

- Instructional shifts articulated in lesson and unit plans stressed academic vocabulary development, the increased use of non-fiction and informational text in all grades, and stating evidence to support opinions and analysis in all subjects. In ELA grades one, three, and five unit plans clearly organize the Common Core with the introduction of Readers and Writers Workshop at all grade levels with corresponding Common Core standards. With a Launch in grade one, Becoming a Close Reader and Writing to Learn in grade three and Stories of Human Rights in grade five, all focus is on integrating instructional shifts in vocabulary, non-fiction texts, and increased rigor in content understanding. These skills are seen as necessary for life-long learning and include college and career readiness.

- In math, the school submitted unit plans from grade one, three and five with their focus on Operations and Algebraic Thinking. Common Core Learning Standards were evident as becoming more complex as the tasks became more challenging, while the practices were aligned to build upon each other. Instructional shifts included developing conceptual understanding and fluency. In a grade four math class, the learning objective states that students would be able to estimate products by rounding or by using compatible numbers. The “I Can” learning target is “I can use strategies to estimate products.”

- As a result of student data and work products, curricular unit designs are planned and revised to provide access to a diversity of learners including ELLs and students with disabilities. This was evidenced in curriculum maps in a grade three unit planner, where revisions were noted in the most updated version that was a response to student work and data that meant the unit needed to be more strategic and goal specific. The unit now includes additional Learning Targets such as determining the main idea of a text by thinking about the Who and What; using close reading strategies in order to answer text dependent questions; and using text features and context clues to figure out the meaning of unfamiliar words.

- In the grade four math lesson plan, students practice with one of three differentiated approaches called RUN, JOG, and WALK. The RUN approach allows students to begin independent work before guided instruction. Students work collaboratively to solve each problem and discuss their answers and strategies they used. The JOG approach allows students to begin working independently after guided instruction. These students will work with a teacher to guide conversations with each other. Students discuss answers and how they arrived at their solutions. The WALK approach allows students to begin independent work after guided instruction. Teacher will re-teach lesson and students will begin to work independently once the lesson has been re-taught. Therefore all students including ELLs and students with disabilities have access to aligned curricula and learning experiences.
**Quality Indicator:** 2.2 Assessment

**Rating:** Proficient

### Findings

Teachers use and create a variety of assessments including rubrics, checklists, and pre and post-tests aligned to the school's curricula, and use common assessments, such as ELA mid-unit and end of unit assessments, computer-based assessments, and math beginning of year, middle of year, and end of year schoolwide assessments.

### Impact

Teachers provide actionable feedback to students to monitor student progress toward reaching individual and school goals. Teachers administer common assessments that students use to guide their progress forward and teachers use to adjust instruction and curricular modification.

### Supporting Evidence

- Teachers have developed several methods of providing feedback to students including checklists, rubrics, added comments, and reading conference notes. Most feedback teachers provided aligns with their curricula and provide actionable next steps as in using a list of “Glow”s that teachers check off. An example of actionable next steps in ELA was: “You stayed focused and answered the question using important details from the text. Next work on a closing sentence that would wrap up all of your ideas.” In a grade five social studies class, after studying the Little Rock Nine, students wrote a short response that was to answer the question: How are The Little Rock Nine’s rights being challenged? Teacher’s feedback to one response was “Great job using previous feedback to elaborate on your details! You explain how Elizabeth not being protected affects her right to an equal education. Next time, make sure to also include details that explain your answer to the entire prompt. For example, instead of just focusing on Elizabeth, also include how all The Little Rock Nine’s right to an education was affected.”

- There are also examples of rubrics that were custom-designed in math connected to Performance Tasks by the grade one team and the math coach. These rubrics are written in student-friendly language with specific indicators in a 1-4 scale. Categories include representing data on a tally chart; answering questions using data from a tally chart, representing data on a bar graph using the correct number of votes; and answering questions using data from a bar graph. Teachers circled the appropriate selection that best represented student responses in each category as an indicator of performance and next steps located on the rubric next to the circled section.

- The use of common assessments supports student progress toward goals across the grades and subjects. School leaders and teachers utilize various tracking systems to track and adjust goals to accelerate student learning. These include: Mastery Connect Database, which tracks student performance by standard; Data Tracking Tools shared on Google Docs; MCLASS DIBELS, which includes a database, that gathers data pertaining to beginning reading skills; assessments focusing on identified Key Standards and End of Unit Chapter Tests for both ELA and Math; web-based I-Ready student progress trackers in ELA and math; and Teacher observation reports. These data tools support ongoing analysis with curricula and program adjustments to increase student performance.
Additional Finding

| Quality Indicator: | 3.4 High Expectations | Rating: | Proficient |

Findings
The school leaders and staff consistently communicate with families high expectations that are connected to a path to college and career readiness and offer ongoing feedback. Teacher teams and staff establish a culture for learning that communicates high expectations for all students.

Impact
School leaders and staff provide ongoing feedback to families in varied methods and media that help them understand student progress toward meeting their high expectations along with offering feedback and guidance supports to students needed to help their future planning.

Supporting Evidence

- School leadership states that communicating high expectations and informing parents of student outcomes is critical and essential to improve the academic progress of students. Computer-based intervention and data recording systems inform parents about their child's proficiency levels and track the progress of individual students on the skills needed for mastery of Common Core. The Data Liaison provides parents with student reports and access so that parents can follow student progress. Results from diagnostic assessment, progress monitoring and summative assessments were provided in November 2017, with future reports to be delivered later in the year. This system of informing parents in an ongoing way helps them understand their child’s progress toward meeting expectations.

- In addition, school leadership has systems to provide feedback to parents that inform them of shared expectations through monthly parent workshops provided by the Parent Coordinator, Coaches, and Community Based Organizations and parental engagement time in which teachers meet with parents to discuss their child’s progress along with monthly Family Fridays. There are also web-based and electronic applications to inform parents of student’s progress including, a web-based site that has access to each students grades to date, a cell phone app that is linked to each child’s academic and behavioral data; School Messenger; and the PS189 website. Additionally, weekly homework packets with sections for Unit Learning Goals, Weekly News Student, Parent and Teacher Communication are used to keep parents connected and informed. There are many ways in which parents are informed of student progress resulting in shared expectations and understanding.

- Feedback and guidance /advisement supports are offered with the level of detail and specificity needed to help prepare students for middle school and beyond. To increase the effective use of technology for teaching and learning and better prepare students to succeed in college and careers the school developed a Strategic Technology Plan this year that includes a position of Data Specialist/ Technology Coach. Equipment that was purchased include Laptop Carts in every classroom, Promethean Boards for the Science lab and grade four classrooms (all grade five classrooms are equipped) along with an extended opportunity for students to participate in a Coding Club. These areas of skill development allow for students to respond to their future plans with improved skills and meeting high expectations in the area of technology.

- A community-based organization developed a proactive engagement program that focused on a group of grade four and grade five students and motivated them to excel in their schoolwork and relationship with peers. This program supports students’ positive social-emotional development and sets high expectations for individual student academic progress. The activities are designed to teach students the value of teamwork and develop their ability to express themselves in a healthy fashion. This program helps with support to prepare students for future opportunities.
Findings

The majority of teachers participate in professional collaborative inquiry teams. Teachers consistently analyze assessment data in various forms and student work using rubrics during collaborative grade level and inquiry team meetings.

Impact

Through team collaboration, teachers' instructional capacity and pedagogy, and progress toward goals for groups of students have improved, as evidenced through the improvement in pre- and post-writing assessments, math checklists, and teacher team meeting minutes.

Supporting Evidence

- The majority of teachers are engaged in weekly collaborations as Inquiry Teams that focus on attainment of school goals by strengthening the instructional capacity of teachers. This was evidenced in teacher end of year reflections that stated, for example, in answer to the prompt “One pedagogical practice that has had the greatest impact on my students' achievement is…Teacher teams where we collaborate, look at data to determine areas of celebration and areas of weakness in order to improve instructional practices to best meet the needs of students. Our collaborative efforts this year have been strong.” Teachers benefit from the close collaboration and build upon their efficacy in the classroom, thus, improving student progress.

- Teacher teams include Collaborative Inquiry Team in grades one through five, and grade level teams. In weekly collaborative inquiry team meetings, teachers analyze relevant data, identify common challenges, and implement proven instructional approaches to improve student outcomes. During collaborative planning periods and other professional time, teacher teams meet to establish assessment criteria and norm rubrics. This results in greater uniformity in evaluating student outcomes by aligning teachers’ understanding of levels of proficiency.

- As described by school leaders and teachers, Teacher Teams follow a Collaborative Analysis Protocol during the inquiry cycle that they use consisting of: Data Analysis to Determine Team goal for Inquiry Cycle; Developing an Implementation Plan; Looking at Student Work Samples to Determine Strengths and Gaps; Peer Observations and Implementation of Research Based Teaching Strategy Debrief; Monitoring of Student Progress; and Data Analysis to Determine Impact of Work. This process was identified in Inquiry Team minutes from grade one, grade three and grade five. The teams have four to five inquiry cycles per year with the result being that teachers have a continued practice with peers focusing on looking at student work and data and making instructional adjustments that impact progress for groups of students.

Teams of teachers use student work and assessment data to improve teacher practice and progress toward goals for groups of students. In grade three inquiry team minutes, a description of the process articulated the steps the team took in September to understand their classes of returning students by analyzing their end of year grade two data and making decisions about next steps. As a result of their work, all classes showed increases in student progress from Interim Test #1 and Interim Test #2 in targeted ELA Common Core standards, with an overall increase of 11 percentage points.