Quality Review Report

2018-2019

P.S. 100 The Coney Island School
Elementary 21K100
2951 West 3 Street
Brooklyn
NY 11224

Principal: Chiara Spagnolo

Dates of Review:
April 10, 2019 - April 11, 2019

Lead Reviewer: Jennifer Eusanio
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. 100 The Coney Island School 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>
<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>Additional Finding</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 Quality Ratings continued

## 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>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>
</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>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>Area of Focus</td>
</tr>
</tbody>
</table>
Findings
The school community’s approach to culture-building and discipline focuses on social-emotional learning, enrichment, and community service structures.

Impact
The various structures support a safe, inclusive environment that ensures that all students are known well by adults and understand the importance of being respectful to all community members. Student voice is valued.

Supporting Evidence

- The school community’s approach consists of a Positive Behavior Intervention Support (PBIS) initiative called Deno’s Dolphins. As part of this initiative, students are exposed to monthly character-building themes such as confidence or being trustworthy, which are communicated through morning announcements and teacher lessons on these themes. Students reported that behavior checklists remind them of what it means to be respectful in order to maintain a safe school. Additionally, students and teachers stated that the initiative is promoted so frequently that it consistently reminds them of what it means to be good students. The school maintains a safe, respectful environment that supports positive attitudes each day for all school constituents.

- The school has a student government comprised of fourth and fifth-grade students who are elected each year and promote student voice and community service. Teachers, parents, and students agree that the student government promotes an awareness of giving back to others in the community. Student government has conducted fundraisers for charities, including autism, breast cancer awareness, and a coat drive. The members meet once a week to discuss ways to make the school better and how best to promote a positive school spirit. Additionally, the green team, another student group, worked with school staff on an energy challenge grant to obtain new auditorium lights. As a result, students have consistent input and voice on promoting a positive vision for the entire school.

- Teachers, parents, and students all agreed that students are well known in the school by multiple staff members. Structure that support positive academic and social emotional behaviors are the student of the month and citizen of the month, whereby students are praised for their merit and for their acts of kindness to others. Peer-mediation is another structure that supports positive behaviors, whereby small groups of students engage in conversations and social-emotional learning. Finally, a key structure that supports students being known well is an enrichment period, where mixed groups of students learn to work together on several art initiatives that include dance and theater, or science topics, such as habitats. Students reported that these classes help them with their communication and collaboration skills.
Area of Focus

| Quality Indicator: | 5.1 Monitoring and Revising Systems | Rating: Developing |

Findings

School leaders and faculty are developing a process to consistently reflect upon and evaluate their decisions and adjustments using schoolwide data to monitor the instructional core, their use of the teacher observation process, and teacher-team practices.

Impact

The data monitoring process is not refined to provide coherence of all policies and practices toward increasing achievement for all students in meeting Common Core Learning Standards expectations.

Supporting Evidence

- The school’s English Language Arts (ELA) vertical team reviewed kindergarten and first-grade student data, which revealed trends that showed how students were struggling with sentence structure. The team reviewed upper-grade data, and noted that paragraph structure and proper grammar usage were growth areas for students. The team decided that adjustments needed to be made to the curricula to include more teaching time for writing structure. Similarly, the math vertical team reviewed data, which indicated that students needed more support with math vocabulary. Some adjustments made to increase the use of math vocabulary by students were through the implementation of math checklists and word cards, as well as the introduction of more visual structures within word problems to support organization when problem solving. Although these decisions were made within these teams, a review of team notes did not reflect whether these strategies have increased students’ abilities to provide standards-based responses or whether the use of these strategies is regularly monitored by the schoolwide teams.

- The school leaders conduct instructional walkthroughs to support teachers and help them align their instructional practices with the school’s foci on critical thinking, implementation of scaffolds, Universal Design for Learning (UDL) strategies, and collaboration. The instructional cabinet meets to discuss their findings and shares their thoughts and the purpose of the instructional walkthroughs via memoranda called the Principal’s Weekly Notes. In one set of notes, the school leader shared that teachers were using schoolwide protocols to engage students in conversation. The notes also reflected the goal to continue to use data to adjust and inform instruction to meet the needs of students and how planning needed to be purposeful, and both engage and challenge students. Although instructional walkthroughs are conducted, a consistent, formalized system for reflecting on school-level decisions to ensure that formative data are regularly used and monitored is not currently in place. A review of teacher-team notes reflected adjustments that were discussed for instructional purposes, such as the use of checklists or other tools. However, the use of consistent data tracking systems to determine whether these practices are increasing schoolwide student achievement across subject areas and within student subgroups remains a growth area for the school.

- School leaders consistently observe teacher practice. A review of teacher observation reports reflected how teachers receive feedback in support of their professional growth that is connected to the Danielson Framework for Teaching. However, the review also revealed inconsistencies in how feedback is presented across reports by school leaders, thus limiting teacher’s ability to received normed feedback. Although the school leaders meet to discuss teaching and learning, there is limited evidence to demonstrate whether the school leaders reflect on the effectiveness of their observation process, its effect on teacher goal-setting and professional growth, and its ultimate impact on the quality of student work products.
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 the Common Core, and make purposeful decisions to utilize specific instructional shifts such as text-based answers, math conceptual understanding, and application. Curricula are planned and refined using student work products and assessments.

**Impact**

Planning documents provide students, including English Language Learners (ELLs) and students with disabilities, with access to the curricula and build coherence to promote college and career readiness and cognitive engagement for all students.

**Supporting Evidence**

- Across the ELA curricula, planning documents reflect a consistent focus on opinion writing using text-based claims and writing from sources to ensure that relevant details are being used. A first-grade ELA lesson plan reflects a task where students are required to develop, discuss, and organize their ideas about a character in a book and provide reasons as to why they are a good citizen. In a second-grade ELA lesson plan, students are provided with focus questions to determine the point of view of a character in their book and how one perspective is different from another while using text-based evidence to support their answers. A third-grade ELA lesson plan reflects a task that requires students to read two articles on a video game to determine the author’s point of view, organize their thinking using the opinion, reason, example, and opinion restated (OREO) graphic organizer, and engage in a discussion to provide reasons for their thinking. Teachers consistently promote the instructional shifts involving the use of text-based answers and writing from sources throughout the school.

- A review of the math curricula reflects decision-making to focus on math vocabulary, application, and deep understanding. Unit plans include a problem-solving strategies checklist, and the use of the circle, underline, box, evaluate, solve, and check (CUBES) strategy as a supplement. In addition to these strategies, other supplemental programs are used to emphasize problem-solving using real-world applicable problems. Math tasks include student-friendly and relatable tasks, such as comparing fractional amounts of food items or creating models, and using picture graphs to represent data to determine the total amount of a given set of items.

- A review of lesson plans reveals how teachers consistently use work products to refine tasks to increase student engagement. A fifth-grade lesson plan for a class with students with disabilities includes station activities where students are to be heterogeneously grouped, based on performance data, to engage in each problem-solving station and work on estimation, error analysis, and the use of the CUBES method for solving division problems. Each group will have a student leader who demonstrates a previous task, and has a strength in these concepts. Thus, the design of the task is planned so that student-leaders are positioned to support their peers. Across the curricula, lesson plans contain UDL strategies, including visuals, graphic organizers, or plans for flexible groups based upon performance levels.
**Additional Finding**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Across classrooms, teaching strategies consistently provide multiple entry points using UDL methods into the curricula, as reflected in student work products and group discussions.

**Impact**

Across classes, students demonstrate higher-order thinking and high levels of participation as they produce meaningful work products.

**Supporting Evidence**

- In a fourth-grade self-contained special education class, students were heterogeneously grouped into stations where a student facilitator led the activity at each station. In one station, the facilitator modeled and shared his thinking aloud while solving a division word problem using the CUBES strategy. In another station led by the teacher, students shared their thinking aloud as they engaged in an error analysis of a word problem that also required students to use the CUBES method and estimate while explaining their rationale for choosing one operation over another. Flexible grouping was also present in a kindergarten Integrated Co-Teaching (ICT) class, where students used manipulatives to help them create bar graphs based on the number of Fruit Loops in their package and worked on making comparisons based on their graphs.

- In a grade-four Science, Technology, Engineering, and Mathematics (STEM) class, students worked in groups on their predictions and arguments for why a circuit was not working and developed an action plan toward a desired result. Some students shared that the battery was not connected and that they required more wires to improve the circuit’s connectivity. Other groups had difficulty with the switch and buzzer and ensuring that it was placed correctly so that the sequence of the switch on or off would signal or delay the buzzer. In a first-grade math class, students worked in pairs or groups to measure the length of objects using nonstandard units. Groups of students worked collaboratively, engaged in conversations.

- In a first-grade ELA class, students worked in groups to determine whether their choice of a character was a better citizen among those in the story and provided relevant details to support their rationale. Some students felt that Tilly, one of the characters, was a good citizen as she was very honest. Others felt that another character, Katie Sue, was a better citizen as she was generous to others. Students then used a collaborative conversation protocol in pairs and groups, sharing their thinking and their reasoning using text-based details. In a fifth-grade ICT class, students shared responses within their groups about whether they felt the Fortnite game was good for kids. Students prepared for their debate by reading two texts, choosing a side, and citing text details in support of their rationale. They then had conversations, sharing whether they were for or against purchasing the game.
### Additional Finding

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<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 curricula-aligned assessments and rubrics, provide success criteria to encourage students’ self-assessment, and consistently engage in checks for understanding to gauge students’ understanding of concepts.

#### Impact

Actionable feedback is provided to students regarding their strengths and next steps. Teachers make effective in-the-moment adjustments to meet all students’ learning needs.

#### Supporting Evidence

- Curricula-aligned rubrics and checklists, known as success criteria, are present across classrooms. Teachers have posted exemplar ELA and math work products and rubric criteria within their classrooms to provide students with examples to help them in determining their next steps toward improving their work. In kindergarten and first grade, rubrics are color-coded to support students in younger grades. Student goals are developed based on pre-assessment data and modified during the school year in math and ELA. Students shared that they look through their work and see what they need to work on to develop goals with help from their teachers. One student shared her goal for a current unit of study on argumentative writing, where she felt she needed to work on writing a clear claim. Another student stated that she needed to work on using relevant facts and details to support her opinion. Both students, as well as others, shared that they use their rubrics, success criteria, and the posted exemplar pieces of work to gauge whether they are meeting the grade-level standards.

- Across the school, feedback is provided both verbally and in writing to students. Peer-to-peer feedback is also provided using rubrics and checklists. In an art class, students shared their art projects on the Harlem Renaissance and reflected on their own process. Their student peers provided them with feedback in the form of glows and grows, or strengths and areas in need of improvement. One student shared that her teacher commented that she needed to provide more evidence to support her claim on an argumentative essay on *Tuck Everlasting*. To support her next steps, the teacher shared examples of ways she could acquire details and organize her examples in the essay. Another student shared that she received feedback on her narrative writing piece and needed to work on ensuring her writing was in the first person. Similarly, another student shared that to make his small moment better, he needed to add more details to describe his character’s traits. A review of student math work products showed that teachers use a problem-solving rubric to grade students and provide them with feedback. Some examples of next steps were to further provide examples of different ways to solve the problem, and “add more details to explain your math thinking.”

- Students shared that rubrics and the success criteria are present in everyday lessons and are used to help them self-assess. Teachers shared that they check for understanding using several methods, including exit-slips and teacher-student conferences, which were observed across classes. In one ELA class, the teacher asked the students to self-assess using the success criteria checklist to determine whether they completed the task correctly. As the teacher circulated around the room and noticed students were having difficulty, she conducted a conference with them to support their completion of their graphic organizers to include claims and details.
Findings

The majority of teachers are engaged in structured, grade-level, and vertical inquiry-based teacher-teams. Distributed leadership structures are in place across the school.

Impact

Teacher teams promote the achievement of school goals and work collaboratively to enhance instructional capacity across the school. Teachers have a voice in key decisions that affect student learning and work to build their capacity as instructional leaders.

Supporting Evidence

- Grade-level and vertical upper-grade teams meet to collaborate by sharing best practices based on reviews of student assessment data and work products. During one second-grade meeting, the notes reflected how teachers reviewed their data and a narrative writing rubric to engage in norming conversations. At the subsequent meeting, the teachers graded student work and noted that some students were not following directions in answering the question with two details, and only writing one. Additionally, the notes reflected that students were not going back to the text for details, thus requiring more reinforcement on this grade-level skill. Shared strategies included the use of color-coding and graphic organizers to support student thinking in meeting the school’s literacy achievement goals. In kindergarten, teachers noticed that their students were having difficulty with certain vowel sounds and decided to use strategies from a phonics-based program to review letter and sound formation. Some strategies they adopted included the use of hand signals, stretching, or blending words together.

- During a vertical ELA team meeting, fourth and fifth-grade teachers reviewed student work and pre-assessment data to determine whether their students were infusing argumentative writing structures in a meaningful way. The teacher-team had been utilizing different models and graphic organizers to support their students in meeting the school’s literacy achievement goals and State standards. One shared strategy was comparing exemplary student work models in fourth and fifth grade, use of the rubric, and having students determine their next steps to improve their essay writing. Another shared trend was students using story-like leads to begin their essays that were more narrative than non-narrative. Teachers decided that they needed to provide their students with a clear argumentative model lead and demonstrate the difference between the two leads as they worked on their guided pieces in the current unit of study. Other strategies teachers shared that have led to supporting the school’s goals included the regular use of graphic organizers to help students form summaries, and color-coding to support the organization of ideas. The sharing of strategies within this teacher team promotes and strengthens their instructional capacity.

- Across the school, teacher-teams serve as a means to engage in decision-making around curricular and instructional adjustments and for teachers to voice their needs for professional learning. In math, teachers determined that certain chapters should be frontloaded and taught at the beginning of the year, which led to pacing adjustments in different grades. In fifth-grade, teachers adjusted their math pacing to focus primarily on fraction concepts first, then introduce other concepts, versus combining multiple skills at once. In kindergarten, pacing changes led to a focus on writing structure, which is leading to more well-written sentences in students’ work products.