

# Quality Review Report 2011-2012

P.S. 190 Sheffield  
Elementary school K190  
590 SHEFFIELD AVENUE  
BROOKLYN  
NY 11207

Principal: STEPHAUN HILL

Dates of review: November 3, 2011

Lead Reviewer: Alycia Rhinehart

## Part 1: The school context

### Information about the school

P.S. 190 Sheffield is an Elementary school with 266 students from pre-kindergarten through grade 5. The school population comprises 75% Black, 18% Hispanic, 0% Asian students and 3% other students. The student body includes 3% English language learners and 17% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2010 - 2011 was 89.4%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school has a strong culture of mutual trust and respect that assures students' social, emotional and academic needs are supported. (1.4)
  - o The school's strong culture is grounded in respect and mutual trust and is explicitly celebrated in the artistic expression found throughout the school's hallways. College insignias are conspicuously placed throughout the corridors of the school at students' eye level enduring a continued focus on academic success. The high expectations for students and staff consistently convey respect for achievement assuring that students are motivated to reach higher levels of achievement.
  - o Small class size ensures that students are well known by the adults in the school. In addition, a full time guidance counselor is available to proactively intervene when teachers raise concerns. Students report that they are better able to manage peer conflicts knowing that "someone is always there" to help them.
- Strong partnerships and internal school supports provide for a safe and supportive school culture. (4.4)
  - o The principal has incorporated character-building supports for students benefit through programs such as Puppetry in Practice, ballroom dancing, a cotillion, Morning Affirmations, and celebrations of student work. In addition, with the support of local businesses, the school has been able to offer students the opportunity to both travel internationally and experience Farms for City Kids in Vermont. Therefore, students' learning experiences are enriched providing students opportunity to apply what they have learned in the classroom setting and grow both as students and future leaders.
- The school cohesive curriculum is preparing students for the demands of the new expectations embedded in the Common Core Learning Standards and allows them to demonstrate their thinking and learning. (1.1)
  - o The school's focus on writing is apparent across grade levels and content areas, providing students with multiple opportunities to meet or exceed the expectations of the evolving standards. A school level analysis of student work reveals that over the past year students' writing folders demonstrate evidence of more focused instruction that has resulted in greater quantity in writing products as well as higher levels of quality in focused areas of instruction.
  - o The chosen curricula is enriched with opportunities for students to engage in higher order thinking such as think-pair-share and student group discussions. For example, students are frequently offered the opportunity to agree/disagree with text, teacher statements, or peers, but with the understanding that they have to provide a rationale for their opinions to consistently practice exchange of ideas and higher order critical thinking, potentially accelerating their learning.
- The principal makes strategic organizational decisions in order to assure time for ongoing student and adult learning. (1.3)
  - o The principal's creative use of budget has enabled the funding of a full time literacy coach, a full time math coach, dedicated teacher support to her newly

created science laboratory, and per session funds for teachers to meet after school, as well as a newly stocked non-fiction literature libraries. As a result of these supports, teachers' practice in science, literacy, and math content areas has improved facilitating increased opportunities for student learning across content areas.

- o The principal has structured the Grade 5 teacher assignments so that each teacher develops specific content knowledge and deepens learning for students in two core subject areas. As a result, nearly 60% of all students in Grade 5 scored in levels 3 and 4 in their New York State ELA and math exams.
- Teacher development is driven by the adoption of components of a research-based framework that ensures that all teachers meet professional expectations and promotes more targeted professional growth. (4.1)
  - o The principal has implemented a Mini Observation Schedule and has identified expectations for teachers to promote higher order thinking and include questioning techniques in their classroom practice. This will enable administrators to provide frequent feedback to teachers related to improving their practice around questioning techniques. Administrators' feedback often includes next steps or recommendations for extending student responses to teachers' questions. As a result, teachers are now given multiple opportunities to revise, revisit, and further develop their teaching practices around questioning techniques leading to higher level student discussions and increased student participation.

### **What the school needs to improve**

- Develop a system/structure for identifying the learning needs of all students, including student sub-groups, so that instructional delivery reflects adjustments to curriculum to meet sub-groups' specific learning needs. (2.2)
  - o Individual teachers have identified the strengths and needs of individual students within classrooms and across grade levels. Teachers have developed learning goals and next steps for individual students throughout classrooms and grade levels. Albeit, analysis and tracking of these learning goals in order to modify instruction to improve student learning outcomes is absent; therefore, limiting the specific adjustments necessary to meet the learning needs of individual students, struggling students, ELL's, and students with disabilities.
- Ensure that communication with families around student learning progress includes more frequent and targeted information such as next steps and resources available to collaboratively promote student academic growth. (2.4)
  - o The school communicates student learning progress with families via report cards three times per year, parent-teacher conferences, and at least three progress reports sent home mid-term. While the progress reports communicate students' level of learning within their classrooms, parents and families are not given specific information about next steps in working towards expectations and goals, consequently, partnership with parents to increase student progress is limited resulting in decreased potential for accelerated student learning.
  - o The school has installed a new Parent-Teacher Association. The school has recently elected a new Parent-Teacher Association Executive Board. The PTA is committed to enhancing parent/family involvement by offering opportunities to participate in school-wide events. At present, the PTA's focus is unclear. The

collaboration necessary to develop a culture of parental/familial and school-based partnership in order to cement a shared commitment to student learning progress/outcomes and promote family involvement in school-wide decision-making opportunities is absent prohibiting the students from benefiting from the shared commitment to their performance, wellbeing, and progress.

- Extend the use of student data by teams of teachers to begin the practice of setting differentiated learning goals in order to directly impact classroom instruction. (3.2)
  - o The learning goals set for students are evident within the construct of the DAN document (Data-Analysis-Next Steps document) created for each student and are aligned to the school's chosen curriculum. Differentiated flexible grouping also presents opportunities for students to be grouped according to skill level. Nevertheless, within the differentiated flexible groupings, instructional delivery designed to meet the needs of individual students is not evident and does not correspond with the learning goals set for individual students preventing refinement to instruction based on the data-driven identification of individual students' learning gaps; therefore, higher levels of student progress is inhibited.
  - o Data sets in each classroom are varied and plentiful and includes unit test results, student conference notes, and State exam scores. Teachers set learning goals for students using this information. However, synchronizing next steps with instructional planning and delivery is not evident in lesson plans nor is instructional delivery modified to address the needs of each student, student sub groups, and students in need of additional support, as outlined in the DAN document (Data-Analysis-Next Steps). This prevents the differentiation to instruction required for all students to reach the expectations necessary to achieve college and career readiness.
- Establish the inquiry approach within the context and structure of the teacher teams so that student learning trends and progress can be effectively surfaced and addressed within the classroom via instructional planning and delivery. (4.2)
  - o Teacher teams meet regularly, at least once per week. Weekly meetings are characterized by professional development opportunities which serve to establish teaching practices emphasizing examining student work and aligning instruction with the Common Core Learning Standards. However, these meetings are not grounded in the inquiry approach, therefore, limiting opportunities for teachers to share strategic insights and collaborate around best teaching practice to improve instruction and target specific student learning needs within the classroom.
  - o Teachers are in the process of analyzing baseline assessment data and initial student work samples. This provides them an understanding of students' current performance. However, discussion of this work has not yet surfaced an understanding of instructional strategies that focus on student learning, therefore, limiting the systematic improvement of instructional practices across the school.
- Establish greater consistency in communicating short-and long-term learning goals for students that are explicit, with next steps and supports, which are clearly understood by students and parents. (3.4)
  - o The school communicates student learning progress with families via progress reports and parent:teacher conferences. Throughout grade levels the D-A-N document (Data-Analysis-Next Steps) is a document that targets individual student progress and next steps for learning. The targeted and specific

information culled in each student's DAN, however, is not shared with parents, particularly for high-risk students, therefore effective partnership with families is impeded resulting in inhibited parental and familial partnership in preparing students for their next level of achievement and reducing parents' and families' common understandings around the school's high expectations for all students.

- The school has developed student conference notes to document student progress and has created next steps for students' learning progress. The student conference notes serve to communicate high expectations for all students throughout grade levels; however, school supports for achieving high expectations, particularly ELL's and students with disabilities are unclear. As a result, students' achievement of the school's high expectations is obstructed.

## Part 3: School Quality Criteria 2011-2012

School name: P.S. 190 Sheffield	UD	D	P	WD
Overall QR Score		X		
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
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?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
<b>Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.</b>				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?		X		
<b>Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.</b>				
<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?		X		
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X	
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?		X		

**Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.**

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		X		
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?		X		
4.4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				X

**Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X	
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X	
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		X		

**Quality Review Scoring Key**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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