

# Quality Review Report 2011-2012

P.S. 098 Shorac Kappock  
Elementary school M098

512 WEST 212 STREET  
MANHATTAN  
NY 10034

Principal: MARITZA RODRIGUEZ

Dates of review: February 13-14, 2012

Lead Reviewer: Elsa Nunez

## Part 1: The school context

### Information about the school

P.S. 098 Shorackappock is an Elementary school with 635 students from pre-kindergarten through grade 5. The school population comprises 3% Black, 92% Hispanic, 3% White, 1% Asian students and 0% other students. The student body includes 43% English language learners and 12% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2010 - 2011 was 93.7%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- The school has a well established culture of mutual respect as a result of analyzing various sources of data to assure that it is meeting the social and academic needs of all students. (1.4)
  - o The principal believes that the tone of the building is set from the time that students enter the school. Administrators, guidance counselor and behavior intervention teacher are all strategically assigned to greet students every morning. Analysis of incident reports has resulted in the identification of trends and issues that have an effect on the social and emotional development of students. The data demonstrated that many incidents took place during the lunch periods. This led the school to incorporate organized play and clubs as part of the lunch periods. Topics that affect all students such as bullying, adjusting to a new school and physical fitness have also surfaced and are addressed by the guidance team and the principal's book of the month club. Once issues are identified, the entire school community becomes involved in order to shine a light on the issue and come to a better understanding as to how to improve the situation at the school. The school addresses the social and emotional development of students through a multi-disciplinary approach assuring that the school's efforts also contribute towards the academic development of students. For example, the school's focus on bullying was addressed by classroom teachers by having students read and write about this topic, and cluster teachers used this theme to enable students to express their thoughts through the arts and music. As a culminating activity, students wrote and performed a song on this topic. As a result of the school's use of data to shine a light on school-wide issues and its integrated approach to enhancing the school's culture, students benefit from a safe, supportive school environment as evidenced by feedback provided by students and parents during interviews and results of the school survey.
  - o Student attendance is carefully monitored daily by the pupil accounting secretary and attendance teacher. The school messenger system calls the homes of all students who are absent. Administrators, guidance counselor, family workers and the parent coordinator meet with parents of students who have persistent patterns of absenteeism or who need social and or emotional support. If the needs of families cannot be met at the school level, referrals are made to outside agencies. The school's academic intervention team meets weekly to assure that it monitors student progress and that the needs of at risk students are addressed in a timely manner. As a result of the close monitoring of student progress, students report feeling supported by school staff and indicate that if they need help addressing academic or social issues, they can reach out to key personnel such as the guidance counselor, teachers, principal or the nurse. The administration is an integral part of all teams and they assure that services provided to students support the work that takes place in the classrooms and leads to improvement in student achievement.
- The school strategically collaborates with outside partners in order to enhance the academic and personal growth of students. (4.4)
  - o The school's guidance teams works collaboratively to address the academic as well as the social and emotional need of students. The school reviews attendance, incident reports and school survey results to identify issues. The

- assistant principal meets on a weekly basis with the guidance team to discuss the social, emotional and academic needs of students and to develop action plans. The guidance counselor works with a select group of boys referred by classroom teachers to support them in developing personal conflict resolution strategies. The principal carefully chooses books that highlight issues such as bullying, adjusting to a new school and making healthy choices for the principal's book of the month program. The school's efforts to develop students who reflect on their actions as well as leadership skills, led members of the student government to impeach the elected president because she was not demonstrating the values and respect for her teachers that is promoted by the school. The entire school community engages students in thinking about the chosen topic by focusing on the key issues through reading, writing, sports and the arts, resulting in the development of life long skills that support character development.
- o The school's extensive partnerships provide social, emotional and academic support for students. The school partners with Rosie's Theatre Kids which implements lessons that are aligned to the Common Core Learning Standards (CCLS) for language arts and history through the analysis of lyrics and the social context of Broadway plays. The school also partners with the Metropolitan Opera to explore music from different genres and cultures, leading to the development of listening skills, vocabulary and music appreciation. Wellness in the Schools, in collaboration with City Harvest, encourages students to develop healthy eating habits by engaging students and parents in various activities. Chess in the schools helps develop critical thinking skills in students, team building and perseverance. The leadership skills of students are developed through the student government. As a result of the school's efforts to align social, emotional and art programs with the academic development of students, students benefit from a variety of extra-curricular activities.
  - The principal's use of resources and organizational decisions are well aligned to the school's goals in order to support student progress. (1.3)
    - o The principal ensures that teachers meet weekly scheduling common planning periods and using professional periods as time for teachers to plan curricular units. The principal believes that providing individualized services to students is a priority, therefore funds have been allocated to hire English as a second language teachers and academic intervention teachers. Classes are also kept below the contractual class size to enable teachers to provide more additional attention to students. In order to assure that students are provided with support during the literacy periods, English as a second language teachers and academic intervention teachers are scheduled to push in to classrooms. The literacy and math coaches support teachers and work with targeted students to provide additional academic instruction as well. Their work with students also allows them to gather information on the effectiveness of instructional initiatives. The school's strong focus on improving student writing in the areas of literacy and math is evidenced by student work displayed throughout the school. Student work also demonstrates the school's efforts to support students in writing about informational texts and formulating opinions. As a result of the principal's strategic decisions and clearly articulated goals, there is a concerted effort by all school personnel to support the goals of the school as evidenced by student work.
  - The school gathers and analyzes meaningful periodic and formative data in order to adjust instructional decisions and target the needs of all students. (2.2)

- o Teacher teams work collaboratively to develop lessons, interim assessments and rubrics aligned to the school's chosen standards related to reading and writing informational texts. Teacher teams work on infusing social studies and science texts into the school's literacy curriculum. Once themes are developed, pre-tests, mid and end of unit test are administered to students for selected units. Teacher teams analyze and review outcomes of assessments and discuss strategies to support students across classrooms in order to meet the goals of the units. Teachers also utilize reading levels, running records and conference notes to identify and address the needs of subgroups of students. Results guide instruction and revisions to the units of study. The school's use of data to closely monitor the progress of students allows it to assess if students are on track to meeting the goals of each unit and to provide early intervention to those who are not.
- The school has developed a set of focused goals that drive the school's vision for future development in order to promote student achievement. (3.1)
  - o The school has established specific goals for student improvement in the areas of writing, math and technology. The work of teacher teams focuses on improving opinion and persuasive writing. In math the focus is on problem solving and on improving extended responses. School goals were developed as a result of extensive analysis of outcomes of standardized English language arts, math, social studies and science exams. Units of study developed by teacher teams are monitored by pre-tests, mid and end of unit tests. The principal states that another key goal is to provide all students from kindergarten through fifth grade with skills to use technology to enhance their learning. The school's clear articulation of these goals has resulted in broad support from staff and parents, who share in the belief that these goals will lead students to further academic progress.
- The school regularly evaluates systems for data gathering to ensure that curricular and assessment practices lead to improved student achievement. (5.1)
  - o The school regularly monitors student progress to assess how well the curriculum is helping students meet the demands of the CCLS. At monthly grade level meetings, teachers and administrators meet to discuss student progress towards the curricular goals of the units of study. This allows the school to regularly modify units, assessments and student groupings. Student data analysis drives many decisions across the school including: adjusting the scope and sequence of curriculum maps, determining topics for professional development, targeting teachers who may need additional support and assigning coaches and academic intervention teachers. The administration and teachers across grades attend a yearly retreat to analyze the curriculum and identify gaps towards helping to prepare students for the challenges of the CCLS. The school's careful monitoring of student achievement data allows it to make informed decisions regarding curriculum, instruction and the use of resources to assure that it is adequately preparing students to meet school goals.

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

- Deepen the development of rigorous tasks that emphasize higher order skills and questioning that extends thinking to maximize student learning. (1.1)
  - o The school's alignment of the curriculum and tasks to the CCLS began last year. Currently, the school's curriculum map clearly articulates key standards in reading, writing and math for each grade. The school was also part of the

Department of Education's pilot program to help schools develop rigorous tasks aligned to the CCLS. Lead teachers who were trained provide support to teacher teams to ensure the development of rigorous and challenging tasks. However, during classroom visits school-wide the tasks implemented were generally not challenging and, as a result, not all students are being challenged to work at their fullest potential.

- Develop more consistent differentiation of instruction school-wide so that all students, including English language learners and students with disabilities, are appropriately challenged and supported. (1.2)
  - o Teacher teams and individual teachers articulate that clear, explicit instruction, student engagement and well-planned questions at varying levels will lead to improved student outcomes. In most classrooms there was evidence of a teaching point and teachers asked a multitude of questions. However, across classrooms the objective of the teaching point was not always clear and questioning was not varied, causing students to miss opportunities for critical analysis of the content being discussed.
  - o The school has worked with grade level teams to identify challenges faced by English language learners and strategies to help address those challenges. Teacher teams also plan strategies to address this subgroup as well as students with disabilities across grades. Instructional lessons incorporating modeling, building prior knowledge and vocabulary development are planned by teams. However, across classrooms tasks and strategies are not consistently differentiated, and as a result some students cannot fully engage in these tasks.
- Further refine feedback provided to teachers through cycles of observation to improve teacher practice in order to enhance student performance. (4.1)
  - o The school provided professional development for all staff members on Danielson's Framework with a specific focus on instruction, questioning and engagement. The school has established a schedule for providing feedback to teachers, including out of classroom teachers. Student data and results of observations are used to determine the frequency of observations so that, for example, teachers who require more support are observed more often. Feedback provided is related to the identified components and includes next steps. However, the feedback provided to teachers is still too general and as a result it has not yet led to the development of effective teaching practices across classrooms.
- Enhance communication with parents regarding student performance to increase parental involvement and support for the school's goals, leading to improved student outcomes. (2.4)
  - o The demands of the CCLS have been communicated to parents during Parent Association meetings and parent workshops. The school also schedules an open house at the beginning of the school year to inform parents of school and grade level goals. The parent coordinator schedules monthly meetings to support parents in accessing key information regarding student progress and to inform them of school wide goals and events. Parents report that they receive communication from teachers regarding the progress of their children as a result of classroom assessments. The school has begun a monthly report to parents on the progress of students in literacy. However, the report is limited to literacy and does not inform parents of progress made in other content areas, limiting parents' ability to provide support for their children in other content areas.

## Part 3: School Quality Criteria 2011-2012

School name: P.S. 098 Shorac Kappock	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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