

Quality Review Report 2011-2012

P.S. 192 Jacob H. Schiff
Elementary school M192

500 WEST 138 STREET
MANHATTAN
NY 10031

Principal: Deborah Schaefer

Dates of review: December 5-6, 2011

Lead Reviewer: Elsa Nunez

Part 1: The school context

Information about the school

P.S. 192 Jacob H. Schiff is an Elementary school with 374 students from pre-kindergarten through grade 5. The school population comprises 7% Black, 85% Hispanic, 1% White, 0% Asian students and 6% other students. The student body includes 28% English language learners and 11% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2010 - 2011 was 93.2%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school maintains a safe and orderly environment that is conducive to student and adult learning. (1.4)
 - o The principal, who believes in leading by example, has established a trusting and respectful school culture. The principal's open door policy and willingness to listen has led to a positive work environment. Results of the School Survey demonstrate that an overwhelming majority of staff members have trust in the principal. Strategically assigned members of the guidance team throughout the building ensure proper supervision and support for students, which contributes to a culture of safety and respect. Smaller class sizes across grades enable classroom teachers and school staff to closely monitor students' social and emotional needs, optimizing learning conditions for students.
- The school community integrates support services and partnerships with outside organizations, resulting in the enhanced academic and personal growth of students. (4.4)
 - o The principal's integration of the guidance team into the school's professional development sessions, coupled with network support, provide the team with knowledge of the school's instructional goals, enabling the team to be instrumental in addressing the social and emotional needs of students as well as to support their progress towards meeting academic goals. The school has also established partnerships with community organizations, such as the NYC Writing Project and St. Lukes Heritage Clinic, to provide multiple programs during the day as well as after-school for students and parents, positioning the school as a resource in meeting the social and emotional needs of both students and parents.
- The school regularly collects and analyzes summative and classroom level data so that curriculum is adjusted as needed and students are positioned for progress towards meeting key standards. (2.1)
 - o Administrators' and key staff members' analysis of summative data and students' writing samples has revealed the school's need to focus on specific skills like inference and vocabulary development to enable students to make progress towards grade level proficiency. Due to the large English language learner population, the school closely monitors the progress of this subgroup of students, using results of interim assessments and New York State English as a second language assessment test for English language learners to ensure that programs and staff are coordinated to maximize student progress.
- Families benefit from regular engagement in school life that enables them to support their children's academic and personal progress. (2.4)
 - o Parents are invited to curriculum nights and on school walkthroughs, providing opportunities for them to give feedback and suggestions to school leaders, resulting in improved relationships between parents and staff. These structures have also been instrumental in establishing a knowledge base for parents in order to help their children succeed in school. The school employs several avenues such as progress reports, parent workshops, flyers and school

messenger to inform parents of student progress and vital information to support their children, leading to improved results on the School Survey.

- The school community is actively involved in the development of school-wide goals that support continued school improvement. (3.1)
 - o Through collaborative analysis of the extended writing portion of English language arts exams, student work resulting from end of unit tasks and writing portion of the fourth grade science exam, the school has established a goal of improving student writing in all content areas. This overarching goal is shared by staff, students and parents, leading to a shared vision of how to improve student achievement. Involvement of the school leadership team, the United Federation of Teachers representatives and lead teachers in the analysis of school needs has resulted in improved participation among staff and parents. This has helped to transform the school from what the principal described as a "ghost town" after student dismissal to a vibrant after-school community, offering students additional support in reading, math and clubs such as debate teams and art, as well as English as a second language and classes to assist parents in attaining a General Education Diploma.

What the school needs to improve

- Ensure that lessons are suitably differentiated across the content areas to challenge and meet the needs of all subgroups of students. (1.1)
 - o The school is working towards the development of curriculum maps for all content areas that are aligned to key standards, with a particular focus on informational writing. However, teachers are still refining their practice and, as a result, across classrooms lessons are not yet differentiated to meet the needs of all students, including English language learners and students with disabilities. Discussion has been identified by the school as a key strategy to promote higher order thinking skills in order to help students meet the demands of the Common Core Learning Standards (CCLS), yet questioning at the classroom level still leads to general levels of student thinking and participation as evidenced by student work products and observed classroom discussions.
- Develop a school-wide vision of how students learn best that promotes engagement and differentiation for all students including English language learners and students with disabilities. (1.2)
 - o The school has developed a common belief that students learn best through engagement in a common curriculum, using common texts, discussion and writing about what they have read. Teachers meet to analyze units of study and plan guiding questions to support discussion in the classroom and to choose articles and common texts. However, a lack of planning for differentiation leads to uneven levels of classroom engagement and participation of students and multiple entry points are not provided to maximize student learning.
- Further develop individual and teacher team practices in gathering and analyzing meaningful formative data in order to adjust instructional decisions and target the needs of all students, including key subgroups. (2.2)
 - o Teacher teams use periodic assessments and student writing to gauge students' understanding of key concepts. Teams meet on a regular basis to analyze student work, enabling the identification of grade level areas in need of further

development, but they do not yet target specific needs of subgroups that allow teachers make instructional adjustments to meet the learning needs of all students.

- o The school's common curriculum is implemented across classrooms. Ongoing checks for understanding are mostly through classroom discussion and analysis of student writing. However, at this time systems to capture student understanding of key concepts from classroom discussions are not in place, therefore opportunities to revise curriculum and teaching practices in order to provide scaffolds for subgroup of students is limited.
- Improve alignment of available resources and identified student needs so that pedagogy leads to consistent meaningful work products from students. (1.3)
 - o The principal has made strategic decisions that support the goals of the school. The school schedule provides teachers with common preps to facilitate time for teachers to meet on a regular basis. Key personnel, such as an additional assistant principal and math consultant, have been hired to provide staff with guidance and support in the implementation of the curriculum. However, consistent effective teaching practices are not evident in the classrooms leading to uneven student work products.
 - o Teacher schedules are closely monitored by administration to ensure that, whenever possible, additional support is provided by having staff "push-in" during classroom instruction. Yet, additional staff assigned to classes do not actively provide support to subgroups of students by offering scaffolds to assure that content taught by the classroom teacher is understood by all students.
- Strengthen current structures for providing feedback to teachers so that these translate to revised practices and inform the professional development that is provided to teachers. (4.1)
 - o The school has adopted Danielson's Framework to focus the school's efforts to improve teacher practice. Professional development sessions have been provided to the staff in order to orient them on characteristics of quality instruction. The school has chosen to focus on eight competencies of the Framework and teachers have also been asked to set individual goals related to one of the competencies. However, the lack of clearly established cycles of observations with feedback related to the framework has resulted in teachers not having clarity on the focus for professional development. As a result of this lack of a clearly established cycle of observations with written feedback, teachers are not clear on school wide or individual focus for professional development.
 - o Formal and informal observations are used to inform the school of the professional development needs of teachers. Teachers in need of support are scheduled to meet on a weekly basis with an assistant principal. A retired teacher that is hired on a part-time basis also provides support. Much of the feedback provided to teachers is verbal as a result of meeting with administrators. However, the school does not yet have a clearly established system for monitoring professional development and feedback provided to teachers. As a result, professional development is not differentiated based on teacher needs and strengths, and the support given to teachers does not effectively help them to develop teaching practices that lead to all students meeting school goals.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 192 Jacob H. Schiff	UD	D	P	WD
Overall QR Score		X		
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<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	
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.				
<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	
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.				
<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

UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed
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