

Quality Review Report 2011-2012

P.S. 019 Marino Jeantet
Elementary school Q019

98-02 ROOSEVELT AVENUE
QUEENS
NY 11368

Principal: GENIE CALIBAR

Dates of review: November 29, 30, and December 1, 2011

Lead Reviewer: Madelene Chan

Part 1: The school context

Information about the school

P.S. 019 Marino Jeantet is an Elementary school with 1988 students from kindergarten through grade 5. The school population comprises 0% Black, 90% Hispanic, 9% Asian students and 0% other students. The student body includes 48% English language learners and 11% 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 95.8%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Organizational decisions and the allocation of resources align to school goals, leading to an instructional program that promotes student progress.
 - o School leaders are thoughtful and strategic when programming teachers to ensure that there are several opportunities for them to collaborate. Teacher team meetings occur several times a month allowing for planning vertically and across specific grades that align to the Common Core Learning Standards as well as engaging in inquiry to target the needs of specific student subgroups. Fifth graders are showing progress in developing character traits based on the writing rubrics that have been designed and modified by teacher teams to meet students' needs. Furthermore, an analysis of Periodic and summative data reflect that 75% of students are at levels 3 or 4 on ELA assessments which is an increase of 15% from last year.
 - o In order to target first and third graders in English language arts the principal has proactively made organizational decisions that have allowed for four coaches to design rigorous curricula and eight academic instruction specialists to service subgroups of students in these grades. Intervention practices such as deconstructing words and reading for meaning have helped to increase students' comprehension skills and word attack strategies increasing reading acumen. Reading levels of these students have shown 20% advancement since September which is in alignment with the school's instructional goals.
- A culture of mutual respect, appreciation of academic achievement and genuine caring permeates all aspects of school life, generating a nurturing learning community where all constituents are valued.
 - o The school has a cohesive system for analyzing data related to attendance and behavior in order to determine which areas need improvement. School leaders and guidance counselors meet regularly to target students who experience problems or voice concerns. Even though the school houses a population of nearly 2,000 students, behavioral occurrences and bullying are a rarity due to the level of respect that exists between the students, their peers, and the staff. The guidance team meets with targeted students who voice concerns and together they discuss action plans for behavior modification. As a result of student meetings and character building assembly programs, the school has seen a decline over the 47 incidents reported last year.
 - o The principal's "open door policy" which ensures that every student is well known to the school community reinforces a climate of respect. Students eagerly seek support from teachers and comment that their teachers "never give up until you understand all the work". When asked about staff members who facilitate information around emotional and academic issues students' state that PS 19 is their, "home away from home" and that they can be successful because they feel the school is "one big team". As a result, a positive environment is maintained to support student success.
- School leaders and staff consistently encourage parents to actively participate in the school community resulting in meaningful collaborations that positively influence school policies to increase student progress.

- o Families are provided with a number of opportunities to become involved in the school community such as installing an automated phone system and facilitating requested workshops. Parent involvement is high; families feel well informed and are often consulted about school level decisions. Parents were pleased to be included in decisions about extra curricular activities instituted for students this year. One example of this is the Chess in a School program that was instituted based on parent and student requests to supplement math practices with strategies that support increased mathematical skill development.
- o Student and family engagement has been highlighted this year with the development of a monthly grade newsletter with several features. It focuses on all aspects of students' learning, next steps, social strengths and student reflection sheets that denote high expectations and judgments on students' abilities and level of participation. This new school feature, in conjunction with student progress reports, has enabled parents to tune in to specific academic areas and ask questions around the new Common Core Learning Standards (CCLS). Parents feel that they have a new role in the school due to this addition and they also feel better equipped to help their children at home. In conjunction with their parents' help, upper grade students have benefitted from regular self-checks on their writing and feel more prepared to write with clarity and purpose.
- The school institutes strong partnerships with community organizations and outside agencies to ensure that students' supports are consistently aligned with school wide goals and instructional targets.
 - o The school has a partnership with St. John's University. They developed an after school program entitled Project Hope which provides enrichment activities for English language learners (ELL's) in mathematics. Staff received professional development to help them deal with sensitivity issues of students whose second language is English. Student participation has showed significant growth in mathematic concepts and solving word problems. Other partnerships are in collaboration with Arts Connections and Developing English Language Literacy Through the Arts (DELLTA). An artist in residency is working with a subgroup of ELL's to determine how dance can improve the acquisition of a second language. As a result, students are now writing proficiently in specific genres.
 - o In each of the four academies housed at PS 19 a guidance counselor is assigned to the staff, students and parents of that domain. Supports are consistently offered to all students, but specifically to fifth grade students and their parents to help with questions that arise in anticipation of the transition to middle school. Workshops on middle school expectations, completing the middle school application, and selecting a school that best suites their child's needs is offered multiple times throughout the year. Parents' state that the faculty's efforts help make the transition from elementary to middle school less stressful.
- Curricula provide students extensive learning opportunities, and time to reflect on their learning with an emphasis on high expectations and standard based tasks providing stronger comprehension and meta-cognition.
 - o School leaders and teacher teams are engaged in reading and writing curriculum with modifications in order to incorporate the CCLS so that all students are able to surpass their learning goals. In an effort to assist students with disabilities in meeting their Annual Yearly Progress in ELA, purposeful decisions were made regarding teachers' presentation of the standards and delivery of on-level work. Special education teachers are working with academic intervention teachers to meet the goals of their students. Data shows that, throughout the school,

improvements have been recorded in identifying contextual clues and strengthening inference skills.

- o Across the school writing samples are of a very high caliber for all students. Teachers address writing needs by modifying teacher made rubrics and incorporating questions into their lessons that are thought provoking and student reflective. The school is researching academic language skills and matching it with the expectations of the CCLS. Teachers agree that by analyzing language patterns, ELLs' responses are more focused, appropriate and on target to match the assigned task. In addition, improvement has been seen in the fourth and fifth grades with the implementation of a non-fiction shared reading period that has helped to demystify the language of the text by deconstructing it, using word play for tier II words and looking at the syntax of sentence structures.
- Through focused classroom observations and defined protocols, school leaders provide feedback for teachers to deepen the level of teacher pedagogy to accelerate student learning.
 - o Meetings are held with teachers in order to maintain a cohesive structure and philosophy of learning that is seen throughout the school. The staff has developed an understanding of how students learn best and the necessity to plan for a rigorous learning environment. Novice and veteran teachers are using frequent observation feedback to sharpen their teaching skills and learn from their colleagues' varied methods of instruction for best practices that improve student learning.
 - o School leaders analyze student data, student work products, and classroom observations in order to make proactive performance evaluations for new staff. The principal provides one to one mentoring on needed instructional strategies to meet the individualized needs of novice staff members. A very large ELL population indicated a need to target professional development by focusing on the work of Dr. Lily Wong Fillmore. As a result, teachers have increased their knowledge around the strategies needed to perfect the delivery of guided reading and student conferences are currently more applicable to the planned lessons.

What the school needs to improve

- Create purposeful school wide protocols to evaluate the effectiveness of teacher teams in order to monitor and measure their impact on student achievement.
 - o School leaders meet regularly with teacher teams to assess the developments of each teams' progress. However, the school has not yet fully developed a structured protocol which uses quantifiable student results to measure the successful processes of specific teams. This makes it difficult to consistently measure the effectiveness of the teams in building student progress.
 - o Grade planning and inquiry teams universally rotate leaders and encourage growth in all participants. At this time the school is creating structures to assess the success of support for distributive leadership and the levels of teacher growth. Systems to determine how these collaborative structures impact classroom instruction and the level and quality of distributed leadership roles in the school community are evolving. Consequently, gaps and strengths in the system are not easily diagnosed.
- Further provide supports for teachers and teams on data analysis in order to identify at risk students and set goals for improvements.

- o There are different types of data used throughout the school, by classroom teachers and teach teams. Interim assessments are connected to data, but teachers' explanations regarding the purpose of the connection are not always transparent. Although there is an awareness of students' goals, there is limited alignment of data and goal supports in relation to the curriculum. The ability to make a connection between data, planning, students' goals and curriculum needs is being developed at this time so that instruction can be fully aligned to students' needs.
- o Systems are being developed to set goals for subgroups of students in need of remediation or enrichment. At this time curricula development is ongoing, but the ability to determine if the work is driving data informed goals is not yet in place. Consequently, clear next steps for targeted students cannot be readily articulated for their growth.
- Establish transparent connections from on-going assessments to curricula and align the results to meet individual student needs as well as to reflect on the effectiveness of classroom level decision making in order to raise student performance levels.
 - o While the expectation of school leaders is to use assessments to provide customized instruction for students, there is little evidence that assessments are consistently and uniformly being utilized for this purpose as classroom teachers taught students generally in whole class settings with minor checks for understanding or student reflection. Teachers, therefore, are unable to consistently obtain information on student mastery during class lessons as well as to determine if instruction is effective.
 - o Most teachers had assessments administered to subgroups of students to gain insight into their performance levels, however, in some cases; the assessments did not align to particular curricula or subgroup goals. As a result, some teachers were not able to communicate a total picture of their subgroup's strengths and weaknesses as related to expectations of intended curricula outcomes.
- Develop instructional strategies to support an array of learners by enhancing the use of differentiated instruction to include a consistently wide range of entry points, for all students, to increase their level of understanding.
 - o There is a distinct inconsistency of instruction and lesson planning between classroom and specialty classes. While all classes are grouped to meet individual learning needs of students, the majority of specialty teachers focus solely on content driven whole class instruction. Some instruction provided by classroom teachers, academic intervention specialists and cluster teachers reflect teacher-directed lessons with little opportunity for differentiation of students' needs. In the absence of these practices, struggling students do not have their needs met consistently throughout the day with challenging and engaging academic tasks to improve their performances.
 - o Although teachers use varied styles to differentiate their lessons this is not consistent across the school. In some classrooms every student worked individually or in small groups, engrossed in the task at hand. In other classes, students completed the same assignment or listened to the teacher ask questions. As a result, these students were less engaged, and were not challenged to think about the work prepared. In turn, these students were not making sufficient progress, as evidenced by their limited attention spans and inability to discuss the expected outcomes of their tasks.

Part 3: School Quality Criteria 2011-2012

School name: Marino Jeantet	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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