

# Quality Review Report 2011-2012

P.S. 062 Chester Park  
Elementary School Q062

97-25 108 STREET  
QUEENS  
NY 11419

Principal: Angela O'Dowd

Dates of review: December 13-14, 2011

Lead Reviewer: James Leahy

## Part 1: The school context

### Information about the school

P.S. 062 Chester Park is an Elementary school with 1001 students from kindergarten through grade 5. The school population comprises 6% Black, 27% Hispanic, 1% White, 65% Asian students and 0% other students. The student body includes 8% English language learners and 5% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2010 - 2011 was 95.5%.

### Overall Evaluation

**This school is well-developed.**

## Part 2: Overview

### What the school does well

- The school designs curriculum to purposefully target the needs of all students with engaging tasks so that children are cognitively challenged. (1.1)
  - Working in grade level and vertical teams, teachers plan together to develop curriculum across all areas of subject matter including Social Studies, Science, Technology and the Arts that is aligned to state standards and the Common Core Learning Standards. During grade level inquiry meetings, teachers review student work to revise tasks and digitally shared curriculum, including the work of English language learners and students with disabilities. One example of the success of this process is the ways that the English language learner specialists have designed targeted supports to model in classrooms that push the levels of student engagement resulting in a significant number of students who pass the NYSESLAT exam.
- Strategic organizational decisions have led to effective teacher assignments and a schedule that provides collaborative planning time to support the school's instructional goals. (1.3)
  - To support the school's literacy goals, the principal has hired an instructional consultant to support team leaders, demonstrate effective teaching strategies, and assist targeted teachers with lesson planning. Staff schedules have been carefully arranged to allow for extensive opportunities for team meetings with this instructional consultant as well as other coaches, school leaders, and network support staff resulting in a coherently aligned curriculum across grades and evident in reading progress on increasing Fountas and Pinnell reading levels.
- Schools leaders have implemented a comprehensive data report system promoting the actionable use of assessment results around all aspects of the school community to monitor progress overtime. (2.1)
  - The administration has developed and implemented an approach to collecting, analyzing and monitoring student data through on-line shared documents to understand the ongoing strengths and needs of students. These documents allow teachers to share information on student reading and math levels, and target specific areas of need through small group instruction or extended day support. The school administration and staff meet regularly to review this data which includes Reading Tracker results, attendance records, teacher feedback reports, baseline, midline and endline writing assessments. As a result, the school community is able to speak to specific reading, writing and math goals evident in their student work portfolios.
- The faculty works collaboratively to develop and analyze a range of assessments that provide valuable information on student progress to guide on-going improvements to instructional practice. (2.2)
  - Over many years, teachers have been supported by an AUSSIE literacy consultant to create school-wide writing rubrics aligned to Common Core Learning Standards. Students are provided with age-appropriate CAN cards that act as a checklist to guide their writing and self-assessments of skills. Student work products are continuously brought to weekly teacher team meetings and normed against the rubrics. The work is also utilized to share best practices and

- inform upcoming unit planning. As a result of this continuous process of analyzing and refining assessments, the majority of students within the school are on track to meet goals around the incorporation of text based evidence in their writing and 80% of students in grades 3-5 had moved one level on the rubric by mid-year.
- Across the school, teachers track student progress with a range of classroom-level periodic assessment data that supplements summative tests and tasks according to a school based assessment calendar for literacy and math. Progress is monitored within specific skills areas and across a range of formats including academic vocabulary, reading rate and accuracy, and math performance assessment tasks. In addition, teachers examine trends across subgroups three times a year and use their findings to inform instruction and small group support groupings. As a result of these regular and precise data-informed practices, the school has shown increases in math and literacy progress across the school.
  - The administration implements a feedback process that fosters ongoing teacher self-reflection that enhances instructional practices. (4.1)
    - The administrative team have designed and implemented a teacher support system to monitor and share frequent cycles of observations that utilize Danielson's teacher effective framework. For example, while focusing on the domain of the framework that targets questioning, teachers received support around utilizing 'thick and thin' questions within their instructional practices that promote higher level thinking in student discussion groups. Strong professional collaborations foster peer visitations that leads to the sharing of feedback and suggested strategies to enhance instruction. Each informal observation by the administration is memorialized through an online feedback document which is shared with the teacher. This document includes low inference notes, actionable feedback, and a teacher comment section that supports a strong professional culture where teachers quickly modify instructional practices to better meet the needs of their students.
  - The staff continuously communicates high expectations for students throughout the school community leading to a strong culture of learning. (3.4)
    - The school has implemented a series of events and programs that engage teachers, parents and the local community. The school uses its website to inform parents and the local community about events taking place at the school. The school also uses an automated phone system to communicate events to parents in multiple languages. In addition, the school also hosts end of unit celebrations for students and parents at the end of each writing unit and holds monthly PTA meeting in the mornings and at night to ensure all parents have the opportunity to attend. In the parent meeting, each guardian gave high praise to the school and was able to identify their child's goal in reading, writing and math. They also spoke about how the Family Literacy and Math Nights helped them understand what they could do to better to support their child.
    - The school administration has developed a method of consistently communicating their expectation to see all students engaged in rigorous tasks through small group instruction to all stakeholders through the use of a teachers handbook, monthly staff conferences, daily announcements, and the Principal's page on the school website. These expectations are consistently expressed by the faculty and evident throughout classrooms and teacher team work.

- The administration has a highly effective monitoring system in place to evaluate instructional and organizational decisions that have led to purposeful adjustments to meet citywide initiatives and student needs. (5.1)
  - The Chester Park School is continuing the work they began last year as a Common Core Pilot School to revamp their units of study and engage students in more rigorous tasks. The school uses a curriculum mapping software that enables the sharing and revising of unit plans through weekly grade level meetings. In addition, grade level teams collaboratively review their units, identifying aspects that could be improved to better meet the needs of identified subgroups. This is stored as an online document shared with all stakeholders. As a result, the school has developed a culture where teachers are all speaking the same language when it relates to creating lessons and the effect it has on student achievement.
  - The administration has created a facilitator team comprised of one teacher from each grade level team. These teacher leaders meet with the principal once a week to discuss and evaluate their role in leading effective grade level meetings, to review curriculum and provide a valuable conduit between teachers and administration. This allows the school staff to receive a unified message on path towards full integration of the Common Core Learning Standards.

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

- Further enhance pedagogy so that instruction is strategically differentiated to foster higher levels of student thinking. (1.2)
  - The school has identified the English language learners (ELL) as a subgroup to target in every class. Strategic decisions have been made by the administration to support this subgroup with teachers who push in to classrooms and offer specific instructional strategies for ELL students to teachers. While the support for these students is evident throughout the school, there is more limited support for other student subgroups, including the small number of male students who are not progressing from a level 3 to a level 4 on state exams. As a result, pedagogical practices have not yet fully addressed the needs of all students with supports and extensions so that multiple sub-groups progress as rapidly as ELL students.
  - In some classrooms, students demonstrated high levels of thinking through peer discussions, analysis of text and writing from the perspective of a historical figure that foster students' ownership of learning. However, in a few classrooms, teacher directed lessons focused on low-level questioning techniques that struggle to promote consistently high levels of students thinking.
- Enhance feedback to students to ensure that they consistently understand learning expectations in order to support progress towards academic achievement. (3.3)
  - The school utilizes a range of systems, including a school specific assessment process, to track student progress across the administration, faculty, and within classrooms settings. However, after meeting with a small number of students and discussing their goals it was clear that several of them did not know or understand what needed to be done in order to improve, specifically in writing, limiting their ability to fully understand next steps.

- Refine goals for grade level inquiry teams in order to focus their work into cycles which include precise measurable outcomes to allow the administration to monitor the progress of each team. (5.4)
  - o The inquiry teams that were visited had practices in place to document and report what was covered at each meeting and these documents were shared with the principal and assistant principals. In teams, teachers worked with each other to review authentic student work and make suggestions on how to improve the unit to enhance student learning. However, the teacher teams visited were not always clear about the focus for the inquiry work limiting the ability of the administration to monitor inquiry processes across the school and offer suggestions and guidance.
  - o The administration and staff of the school collect a wide variety of spreadsheets but the information is collected across many files making it difficult to identify trends in a way which would allow administrators to make decisions regarding targeted support services and retention of teachers, including those new to the school. As a result, administrators not able to capture a holistic view of emerging trends in the school to make informed decisions around the support, training and retention of teachers.

## Part 3: School Quality Criteria 2011-2012

School name: P.S. 062 Chester Park	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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