

# Quality Review Report 2011-2012

**P.S. Q086**

**Elementary school Q086**

**87-41 PARSONS BOULEVARD  
QUEENS  
NY 11432**

**Principal: KAREN ZUVIC**

**Dates of review: October 18-19, 2011**

**Lead Reviewer: Beverly Ffolkes-Bryant Ed.D**

## **Part 1: The school context**

### **Information about the school**

P.S. Q086 is an Elementary school with 910 students in pre-k, kindergarten and grades 3, 4 and 5. The school population comprises 17% Black, 44% Hispanic, 36% Asian students and 3% other students. The student body includes 36% English language learners and 15% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2010 - 2011 was 94.5%.

### **Overall Evaluation**

**This school is developing.**

## Part 2: Overview

### What the school does well

- The principal makes informed organizational decisions across the school to support improvements in learning. (1.3)
  - o The principal's scheduling includes two weekly common preparation periods per grade. The school also had a school based option (SBO) vote to use fifty minutes of their extended day time for inquiry work in order to plan engaging and challenging tasks which help support teachers in setting and meeting their goals applicable to their classrooms for improved student learning.
  - o As a result of the 2010 New York State Report Card which showed that the school did not make their annual yearly progress (AYP) with English language learner students; the principal has scheduled out-of-classroom and cluster teachers to push-in/pull-out small groups of students one-to-two periods daily. As a result, teachers are able to further differentiate learning which has led to increases based on the Mondo benchmarking system.
- The school is a safe place where students appreciate the support they receive for their personal and academic development. (1.4)
  - o The school's safety patrol provides students with several opportunities for their voices to be counted in decisions. They meet with the Assistant Principal monthly to discuss safety issues. They are present during lunch times and assist the adult staff as well as help the students through a peer mediation program. In addition, the principal and staff members know each student by name and address their social-emotional needs in a caring environment. The guidance counselor, community coordinator and social worker provide positive support for their behaviors and provide workshops with strategies that enable all students to be successful. As a result, the school has a low incident rate.
- Administrators and teachers use a wide range of assessment data to monitor school-level needs and student progress to plan instruction and create intervention strategies when needed. (2.3)
  - o The data specialist created an item analysis of the current English language arts (ELA) and math state tests, aggregated by class. The principal then directed her to download this information on every teacher's desktop computer. The data specialist also created a gains report which showed teachers which skills they needed to focus on for small group instruction and for analyzing their data for lesson planning. This results in teachers having meaningful information on instructional practice to guide student achievement.
  - o Student work is graded across all subject areas using levels 1-4 to align to the statewide standards. Teachers look at the student's work and decide if it is below, approaching, on or above grade levels. This practice allows them to analyze the work, the student's level of understanding as well as the effectiveness of their instructional practice.
- The school maintains a supportive learning environment that conveys high expectations to students and parents thus impacting positively on student achievement. (3.4)

- o The principal consistently reinforces the guiding goals for the school which were introduced in September through e-mails that are sent to staff twice a week. It is also reinforced at grade conferences held two times a month and in personal memos. The principal holds teachers accountable for implementation of these goals through informal/formal observations and the immediate feedback they receive afterwards. These ongoing communiqués manifests the school's high standards.
- o The principal established two desks in the main office with telephones, as well as a teacher telephone room which allows teachers to frequently telephone parents to communicate their child's progress. Teachers have been seen afterschool telephoning parents to give an update of their child's behavioral and academic progress for the day as well as give them suggestions for them to help at home. This offers parents informational opportunities to help their child thereby providing attention to student's needs around knowledge and understanding.
- The school's partnerships support students and their families in continual learning and promote students' personal growth and development. (4.4)
  - o When there was a hiring freeze for guidance counselors in 2009, the principal took initiative and hired the guidance counselor intern as a community coordinator. He does outreach to parents and conducts at-risk group counseling to non-mandated students. This intervention initiative effectively offers guidance to students, which has reduced student discipline issues.
  - o The Afterschool All Stars program, sponsored by St. John's University is one of various partnerships of the school. The program provides academic enrichment, nutrition and financial literacy awareness. Every student who enrolls in the program is required to open a Citibank savings account, which is started by the program and is supplemented upon successful completion of the program at graduation. The director of Afterschool All Stars tracks the students who participated in the program and has found improvements in their financial literacy skills which have transferred to higher ELA and math test scores.

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

- Develop coherence and alignment between the school's curriculum and the Common Core Learning Standards to ensure that all students make progress in their learning. (1.1)
  - o The school established a curriculum committee that is taking the school's monthly "Charting Across the Curriculum" pacing calendar and creating curriculum maps that are aligned to the Common Core Learning Standards. However, it is at the beginning stages. The school has not fully planned engaging tasks that challenge student's thinking thereby hindering academic growth.
  - o Even though the school's student population includes 36% English language learners, the academic tasks observed in classrooms did not show evidence of planning to engage these students. These limited classroom opportunities hamper students' ability to fully participate in instruction and slow academic growth.
- Deepen differentiation of instruction so that all lessons engage students and offer suitable challenge to extend learning for all students. (1.2)

- Although one of the recommendations from the school's previous quality review was to "extend teacher's skills of differentiating instruction" and the administration supports differentiating in math using three groups, it was not evident in most of the classrooms visited. This limits entry points for students within the curriculum that allow for work appropriate to their potential.
- Although teachers were asked to utilize the document titled "Depth of Knowledge (DOK) Levels" in their lesson planning to incorporate higher level thinking skills, it was not evident in most of the classrooms observed. Most of the discussion questions asked of students were low level and lacked substance. Student work was generally at the recall and reproduction level. Thus, students are not participating in challenging work that could elevate their critical thinking skills.
- Extend data gathering and analysis practices to all core subjects to provide a complete picture of students' progress across all aspects of the school. (2.2)
  - Even though student work is graded using levels 1-4, it does not contain teacher feedback or rubrics that are aligned to key standards. This current assessment system does not provide meaningful information on instructional practice limiting pedagogical growth.
  - The school uses the mondo assessment which creates benchmarks for four reading competencies and helps teachers focus on those skills students need for small group instruction. However, there is no evidence of similar ongoing assessments in the other core subject areas. This inhibits teachers' ability to provide intense prescriptive support to foster greater student progress.
- Expand the use of the school's observation tool to ascertain good teaching practices to ensure continued improvement in classes. (4.1)
  - Even though the school is providing professional development opportunities many times during a monthly period, they are generic in nature for the whole staff and not differentiated based on observations, a teacher survey, or other methods inhibiting professional growth.
  - The administration has already started informal observations which include feedback. However; they are not fully tied to a research-based common framework resulting in incongruence in instruction throughout the school.
- Refine action planning by developing interim goals to enable the faculty to modify structures in a timely manner in order to optimize the impact of actions on learning. (5.3)
  - The instructional cabinet is currently revising their comprehensive educational plan (CEP) so that the school goals are reflective of the 2011-2012 chancellors' school wide initiatives. Since this is in the formative stages, they are not yet able to incorporate their recent data to make adjustments.
  - Even though the principal has made one of her 2011-2012 principal performance review (PPR) goals that 12% of ELLs and SWDs will perform at levels 3 and 4 on the 2012 state ELA examinations, she did not make any interim goals or benchmarks. This lack of a system for measuring progress prevents the revision of instruction in the school to better serve student needs.

## Part 3: School Quality Criteria 2011-2012

School name: P.S. Q086	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 <b>Gather</b> 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	
1..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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