

Quality Review Report 2011-2012

P.S. 139 Rego Park
Elementary school Q139

93-06 63 DRIVE
QUEENS
NY 11374

Principal: MONICA BRIDGET POWERS-MEADE

Dates of review: November 2-3, 2011
Lead Reviewer: Beverly Ffolkes-Bryant, Ed.D

Part 1: The school context

Information about the school

P.S. 139 Rego Park is an Elementary school with 897 students from kindergarten through grade 5. The school population comprises 4% Black, 31% Hispanic, 29% Asian students, 35% White and 1% Multi-racial students. The student body includes 12% English language learners and 11% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2010 - 2011 was 95.6%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal makes informed and effective organizational decisions across all aspects of the school to support improvement in learning. (1.3)
 - Despite a 5% overall cut in the budget and loss of Title I funding, the principal allocated \$12,000 for continuing the Academic Intervention Students (AIS) afterschool program. Targeted students meet twice a week for 90 minutes in grades 3-5. Students who participated in the program last year showed a 10% increase on both math and English standardized test scores. This structure has resulted in higher levels of achievement for at-risk students and progress towards school wide goals. (a)
 - The principal assigned the grade 2 Integrated Collaborative Teaching (ICT) teachers to “loop up” with their students and teach the grade 3 ICT class for the 2011-2012 schools year based on classroom observations, test result analysis, student work and other evidence of successful professional collaborations from the prior year. Returning teachers on grade appreciated having the second grade insight into what students were supposed to have known the previous year, thereby supporting a congruent continuum of skill development and in the delivery of instruction to students. (c)
- Through regular use of a wide range of data, leaders and faculty have an on-going understanding of the performance and progress of individuals, by group and subject, which effectively informs instruction and organizational adjustments. (2.1)
 - The administration looks at a plethora of data that allows recognition of trends in student performance, tracking of progress and provides ongoing understanding of areas of need in the school. For example, a prior item analysis of English test results illustrated a school wide need to focus on non-fiction writing skills. As a result, the administration is currently analyzing the rubrics from the Teacher’s College (TC) continuum to see what is expected through the Common Core Learning Standards. Teacher teams then assess student work to adjust instruction when necessary to support students in their ability to incorporate evidence effectively into their writing pieces. (a)
 - After reviewing her informal observations and analyzing the student work products and 2010 statewide test results of her KAPPA (gifted and talented) students, the principal worked with teachers to adjust the curriculum to include more rigorous tasks. As a result, there was a 3% increase in the number of students eligible for the Hunter College High School gifted program in 2011; more than any school in the district. (c)
- Professional collaboration is a high priority and faculty profit from varied opportunities to share and develop strengths as individuals and members of the teaching community. (4.2)
 - Last year, a voluntary group of teachers used the Japanese Lesson Study process to focus on more effective groupings of students within the literacy workshop model; leading to a 4% increase in the number of students in grades 3-5 testing levels 3 and 4 in 2011. Inspired by this work, twenty-six teachers from across the school participate in the Japanese Lesson Study inquiry process this year in addition to their grade inquiry team which all teachers are assigned to.

- One of the Lesson Study groups is currently looking at science instruction with an ELA focus by creating tasks that utilize Webb's Depth of Knowledge to stretch student thinking skills. (a, b)
- The Core Inquiry Team examines data from across the school and helps drive the work of each grade level inquiry team by targeting subgroups that need additional support as well as providing a framework and timeline for the inquiry process. Finally, the Core Inquiry team works with teachers to identify individual students in need of extra support from their AIS after school program and the extended morning tutorial. This process builds distributive leadership among teachers and creates optimum opportunities conducive to both teacher and student success. (c)
 - Leaders use a wide range of data to evaluate regularly the effectiveness or organizational decisions, professional development supports and deployment of staff and make adjustments as necessary to meet student's needs. (5.4)
 - In June, the principal has a "Share Day" where every grade's inquiry team shares their best practices to the whole faculty via PowerPoint presentations. Teachers said that this was "serious PD" and incorporate these instructional strategies into planning and implementation of their lessons and rigorous tasks. For example, one team shared their success with using "thinking maps." This tool is now used across teams and grades to promote the sparking and organizing of new ideas for young writers. (a)
 - The Core Inquiry Team leaders meet with the principal and assistant principal bi-monthly to share out gains and setbacks of student data and lesson implementation. For example, this teacher led team looked at student work that resulted from on-demand writing prompts across grades and teachers to look for patterns that could inform instructional adjustments. The Grade Inquiry Team members also communicate weekly with the principal through submission of inquiry team notes and documentation. This ongoing communication and decision making processes between the Core Inquiry member, Grade Inquiry members, and the administration support the development of teacher leaders. (c)
 - Relationships across the school are warm, supportive, and inclusive of students, teachers, and parents who take pride in being part of the school community. (1.4)
 - As the result of the students' responses on the 2011 Learning Environment Survey (LES), the principal has instituted a Reading Buddy program where upper grade students are paired with lower grade students and do various literacy activities based on a book. This partnership has made upper grade students more aware and respectful of the lower grade students. As a result, the school has seen a decline in student occurrence reports, as compared to this time last year. (a)
 - The school has a very active student council who are elected by their peers. They are in charge of the school's various community service programs and are currently in charge of the Penny Harvest program. The assistant principal is the advisor/facilitator and meets with them bi-monthly to discuss school matters and future outreach opportunities resulting in an environment that provides students with an important voice. (c)
 - Academic expectations are communicated to parents through an on-going basis enabling families to be proactive in supporting their child's success. (2.4)

- During a parent meeting, participants shared a time when the Everyday Math program was being introduced to the school and they were not happy with the program. They met with the principal who listened to their concerns and responded by supporting them to convene a town hall meeting at the school where parents were able to voice their opinions on the curriculum. Based on this meeting, the principal worked with the teachers to choose supplemental instructional materials for the next school year. This collaborative approach results in parents being a key respected component of the school community. (b)
- The parent coordinator has obtained 71% of parent e-mail addresses. She communicates with them on a weekly basis which includes reminders for them to log onto the ARIS parent link as well as opportunities for parents to come to the school's computer lab to log onto the site enhancing the home and school connection resulting in a 68% parent log-in rate to the website. (c)

What the school needs to improve

- Improve the consistency of high expectations in classrooms to provide appropriate challenges that lead to student achievement. (1.2)
 - The majority of individual teachers and teacher teams plan differentiated lessons using student data. However, there was a need to deepen the level of instruction in some of the classes observed to implement more effective questioning techniques that facilitate higher order thinking and extend learning experiences for all students. (b)
 - Across the school, most, but not all, teachers implement various instructional strategies that promote student engagement and discussion. Similarly, while student notebooks and work samples show general levels of student thinking, there is not sufficient evidence of tiered supports to ensure consistent progress for struggling learners. (c)
- Develop coherence and alignment in the school's curriculum with the Common Core Learning Standards (CCLS) to ensure that all students make progress in their learning. (1.1)
 - The school has purposefully aligned their curriculum to the CCLS and already assigned students open-ended math tasks comparable to the tasks found on the Department of Education (DOE) CCLS website. The principal has also given Webb's Depth of Knowledge rubric to the staff to enable teachers to plan rigorous projects as well as analyze and critique student work products. However, the student work observed in classrooms and hallways did not consistently push student's thinking, thereby limiting student growth. (a & b)
- Develop a cohesive system to ensure that all teachers know their individual students' needs, strengths and learning styles across the curriculum on an ongoing basis to support targeted instruction and foster task engagement. (2.2)
 - While rubrics are frequently used to assess student tasks, they are not always provided to students while they are completing their projects. This limits students' ability to identify skills and strategies they need to work on in order to promote student success. In addition, while student reflections on what they did well and what they need to work on is written on post its on their fictional written work there are not consistent ongoing checks for understanding in other curriculum areas,

especially research papers, limiting teacher's ability to adjust instruction to meet the needs of all students. (c)

- Expand the use of the school's observation tool to identify targeted teaching practices to ensure continual student performance improvements. (4.1)
 - The administration revised their prior informal learning walk tool based on the Professional Teaching Standards (PTS) by integrating additional language from Danielson's Framework of Teaching rubric. School leaders have already started using this observation tool for low inference observations focusing on student engagement. While the written feedback contains strengths, challenges and next steps, it is not targeted enough to lead to differentiated professional development opportunities that would elevate school-wide instructional practice. (a, b)

Part 3: School Quality Criteria 2011-2012

School name: P.S. 139 Rego Park	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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