

Quality Review Report 2012-2013

P.S. 190 Sheffield

Elementary school K190

**590 Sheffield Avenue
Brooklyn
NY 11207**

Principal: Stephaun Hill

Dates of review: January 17-18, 2013

Lead Reviewer: Maria Robustelli

Part 1: The school context

Information about the school

P.S. 190 Sheffield is an Elementary school with 231 students from pre-kindergarten through grade 5. The school population comprises 78% Black, 21% Hispanic, 1% White, and 0% Asian students. The student body includes 3% English language learners and 11% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2011 - 2012 was 89.4%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school has designed and revised standards based units of study and rigorous academic tasks that support citywide instructional expectations and promote college and career readiness to meet the academic needs of all students. (1.1)
 - The school has revised their Common Core Learning Standards (CCLS) units of study to align with the citywide instructional expectations to purposefully support the school's instructional focus, including projects that build knowledge through content rich non-fiction and require students to use evidence from texts to present well crafted claims, analysis and clear information. For example, during one lesson, students shared their argument essays on sharks and were given the opportunity to question each other's thinking and provide critical feedback using the rubric as a guide as well as share their own opinions based on facts and research gathered throughout the unit of study. There is a strong emphasis on teaching content specific vocabulary to enhance student learning and understanding. During one math lesson, students were strongly encouraged to use correct math terminology, such as equation, expression and parenthesis, when describing their solutions to problems. These tasks provide students with opportunities to demonstrate the high level skills needed for college and career.
 - Teacher teams work collaboratively across grades to plan and revise units of study using student work and data to ensure open ended activities that are challenging embedded in the school-wide focus on writing. Students were observed actively engaged in lessons through think-pair-share and small group activities where they questioned each other, listened carefully and extended each other's thinking. Based on an analysis of student outcome data from ongoing assessments, including unit assessments, observations and conference notes, the K-2 teacher team focuses their work on the development of student opinion pieces and concluding statements. Teachers continuously make adjustments to their planning, resources, interventions and assessments as needed based on leanings from in team meetings. As a result, school-wide analysis of student work products demonstrate an increase in the quality of student writing and improvement in targeted areas of instruction. These rigorous learning experiences build student knowledge and develop higher order thinking skills resulting in cognitive engagement for all learners, including English language learners (ELLs) and students with disabilities (SWDs).
- Teachers and support staff provide instruction aligned to the school's beliefs about learning that support all students resulting in high levels of engagement and extended thinking. (1.2)
 - Across classrooms, teacher practices support the school's beliefs that students learn best when they are actively engaged and where targeted instruction provides support to various learning styles and student interests. A coherent curriculum developed across grades and aligned to

the CCLS provides developmentally appropriate processing time for students, encourages the use of academic vocabulary and encourages peer communication in classroom discussions to ensure students assume responsibility for their own learning by questioning each other's thinking. Across classrooms, high level teacher questions push student thinking and cognitive engagement and discussions increase rigor through a focus on accuracy and supporting details. Lessons are consistently informed by identified components of the school's common teaching framework, thus increasing the effectiveness of teacher practice in reaching all students.

- Staff consistently uses ongoing assessment to create flexible groupings, modify assignments and provide resources, such as leveled library books and manipulatives, which engage students at data-determined levels. Across classrooms, teachers use several identified strategies such as peer support, choices, verbal prompting and picture cues as entry points into learning to support targeted student strengths and needs. A review of student work products demonstrated feedback from teachers related to areas of strength as well as areas for improvement. Students were able to clearly articulate their next learning steps from rubrics and feedback from their teachers and peers. During classroom observations, teachers actively encouraged students to work constructively in small groups and pairs to investigate topics together and apply concepts to real life applications. During one math lesson, students worked together to solve equations while discussing several strategies to solve the problem. Student and teacher questioning provided the opportunity for students to expand on their understanding of concepts. Teachers circulated the room during small group activities to provide varying levels of support and prompts to students as needed. The current rigor and planning demonstrated in lessons provides the necessary challenge for all students to progress as demonstrated by student work products and high level discussions.
- The school has established a culture of trust, respect and positive attitudes that supports students in their personal and academic development to ensure ongoing success (1.4)
 - The school is a safe, respectful and trusting learning environment where students take responsibility for their learning and demonstrate leadership. Social-emotional learning is supported through structures such as a daily "Morning Affirmation" pledge where students promise to respect themselves and others. Celebrations of student work as well as enrichment programs such as "Puppetry in Practice" and "Project Arts" provide character building opportunities. The school has also created a "lunch buddies" program where student voice is welcomed and valued during weekly meetings with the principal to share feedback regarding enrichment programs and learning in their classrooms, which often result in changes to extended activities. Students shared that staff quickly resolve issues and concerns and stated that "teachers support us" and "the principal and guidance counselor are always there to help us." During classroom visits, students worked collaboratively and supported each other in their work by providing constructive feedback to each other through questioning and discussion opportunities. According to the most

recent Learning Environment Survey (LES), 99% of parents feel welcome in the school and 92% of parents reported that “there is an adult at the school whom my child trusts and can go for help with a school problem.” As a result, the attendance rate is 2.4% higher than last year. Consequently, the school has demonstrated evidence of student growth in leadership skills and self esteem as evidenced by student meetings and observations of staff interactions.

- The school regularly uses a range of data to understand the performance of individual students that informs instructional and organizational decisions and provides meaningful information regarding student achievement. (2.2)
 - Across classrooms, teachers use grading policies and rubrics and collaboratively design common assessments aligned with key standards to determine student progress toward grade level goals. Data from summative and formative assessments, including Acuity, conferencing notes, observations, portfolios and pre- and post-unit tests provide teacher teams with a wide range of student data. Currently, the school captures monthly progress and next steps for individual students on a school developed Data-Analysis-Next Steps (DAN) document. This tool provides ongoing feedback to teacher teams on individual student progress and provides information on the impact of instructional decisions. The document provides a snapshot of current student levels of performance and identifies areas for growth based on the CCLS. Based on this information, teachers develop a plan of action to implement in classrooms, including peer tutoring, re-teaching and practicing specific skills. Progress is reviewed on an ongoing basis with administration and teacher teams to gauge student progress and make adjustments as needed. As a result, teachers implement curricula revisions in a timely manner to improve individual student achievement. For example, upon examination of student data, fourth and fifth grade teachers identified academic vocabulary as an area of need for students in math leading to an adjustment in classroom instruction in all content areas. As a result, this change is demonstrated in enhanced content language usage and greater comprehension in all classrooms as evidenced by student work products and classroom observations.

What the school needs to improve

- Continue to develop feedback to families that provides clear and focused next steps and effective supports to build capacity to enable higher levels of student success. (3.4)
 - The school consistently communicates and supports high expectations to students through ongoing and detailed feedback and places a high priority on effective communication with families. Students are able to explain the use of rubrics within the classroom and are aware of their next steps. College insignias are hung throughout the school hallways to convey the continued focus on high expectations for academic success. Parents report that the approachability of school staff helps keep them well- informed of their child’s progress as well as curriculum nights, parent

teacher conferences, monthly calendars and parent workshops. A pupil improvement educational plan is sent home three times a year that includes the child's current level of performance in all content areas, a plan of action including strategies implemented in the classroom and ideas to support learning at home. Suggestions for at home support include "read to and with your child daily" and "encourage your child to read books on various genres everyday". Although this communication enables parents to globally support at home learning, next steps are often general and do not link specifically to short-term learning goals of students within the classroom. As a result, the school is not yet fully partnered with parents to support student progress toward goals, thus limiting understanding of the school's high expectations and the supports needed for all students.

- Strengthen the work of teacher teams in their systematic analysis and exploration of student assessment data to result in shared improvements in teacher practice and mastery of student goals. (4.2)
 - Teachers are programmed to meet weekly to ensure across grades where teachers actively engage in discussions around student work and data analysis using a specific protocol. Their discussion, in conjunction with administrative feedback and support, helps teachers become more reflective about their practice while deepening their understanding of the CCLS and citywide instructional expectations and the instructional shifts. For example, one team meeting reviewed student work samples from second grade students who were asked to write an opinion/argument essay on one animal that they felt would be an excellent pet. The task required providing text based evidence to support their argument. During the team meeting, teachers analyzed student work from the CCLS unit of study and discussed their teaching practices and identified specific teaching strategies to support students in providing details in responses, such as peer support, modeling, graphic organizers and guided reading. However, this work has not yet led to mastery of goals for groups of students, thus limiting evidence of the improvement of instructional practices across the school.

Part 3: School Quality Criteria 2012-2013

School name: Sheffield	UD	D	P	WD			
Overall QR Score			X				
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?			X				
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?			X				
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?				X			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			X				
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?			X				
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?			X				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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				
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed