

# **Quality Review Report 2012-2013**

**P.S. 102 Jacques Cartier**

**Elementary School 102**

**315 EAST 113 STREET  
MANHATTAN, NY 10029**

**Principal: SANDRA GITTENS**

**Dates of review: April 30 - May 1, 2013**

**Lead Reviewer: Ina M. Solomon**

## Part 1: The school context

### Information about the school

Jacques Cartier is an elementary school with 300 students from pre-kindergarten through grade 5. The school population comprises 25% Black, 68% Hispanic, 3% White, and 3% Asian students. The student body includes 16% English language learners and 32% special education students. Boys account for 56% of the students enrolled and girls account for 44%. The average attendance rate for the school year 2011 - 2012 was 92.6%.

### Overall Evaluation

This school is proficient.

## Part 2: Overview

### What the school does well

- School leaders and faculty have created coherent curricula that connect within and across grades, aligned to the Common Core Learning Standards (CCLS) and engage a diversity of learners. (1.1)
  - All teachers are aware of the Instructional Shifts and actively work to incorporate them into units of study. Across grade levels in literacy, there is an emphasis on exposing students to a balance of informational and literary text. For example, in a kindergarten gifted and talented class, students spent time finding facts about animals for an informational text writing piece. Similarly, third grade students in an integrated co-teaching (ICT) class were comparing narrative and expository non-fiction text, while fourth grade ICT students were comparing and contrasting two NYC neighborhoods to determine which area was best suited for a proposed business. In math, teachers in K – 1 revised the Everyday Math Units to focus on the major work of the grade. Teachers work in grade level teams to plan curricula and tasks for the groups of students they teach. All students, including English language learners, gifted and talented, and students with disabilities are taught the same curricular content, but supports are built into the structure of the curricula to meet students' individual needs. As a result, all students are cognitively engaged in their learning and receive a program of instruction that promotes college and career readiness.
- Teachers use of questioning and discussion techniques engage students in learning, resulting in meaningful work products. (1.2)
  - Across classrooms teachers utilize the workshop model approach to classroom instruction. Mini lessons are followed by group-based learning activities where students collaboratively explore ideas and problem solve. For example, after a fifth grade math lesson, students worked in differentiated groups to solve a multi-step word problem. Groups had to present their results to the class. During the presentations, students were encouraged by the teacher to ask the presenters questions about the thinking that led to their final answer. Turn and talks, technology and other hands on activities are used to support student understanding of content. In a kindergarten/ first grade bridge class, students were using I Pads to read leveled text during a guided reading lesson, while others in that class were using laptops to conduct research in groups. Tasks in all classrooms are tiered which lead to meaningful work products for all students. A pedagogical focus this year was on improving questioning and discussion techniques. As a result, students of varying ability levels engage in classroom conversations on a high level and some, even when unprompted, push each other's thinking during small group conversations.
- School leaders make informed and effective organizational decisions that elevate coherence of practice towards meeting instructional goals. (1.3)
  - The principal has creatively used her budget and other resources to develop and maintain partnerships with organizations as well as purchase materials that support the school wide goal of increasing student performance in math and literacy. The school has recently purchased sets of I Pads and laptops on every grade for students to use to during instruction. Students use the technology to read books, conduct research, and access skill building programs like "RAZ-Kids," and "Starfall." In addition to supporting students' development within school, the principal provides a variety of after school programs that include a partnership with Lego Education, chess, art and a variety of sports teams. The students reported that they love the school because of all the programs it offers. One student mentioned that she now realizes that she has to be in school

regularly so that she can sign up for the various programs when they become available. The resources and opportunities that the school provides motivate students learning both within and outside of the classroom.

- The principal maintains two part-time coaches, one for math and one for literacy as well as two full-time Academic Intervention Services (AIS) teachers, also for math and literacy instruction. The principal has strategically programmed the schedules of these support staff members so they can regularly pull groups of students who are in a bridge class, to teach the grade level math and science content, while the classroom teacher instructs the remaining students. The coaches also regularly provide professional development to the staff. All teachers' programs have been adjusted to include a 60-minute lunch time professional development session one day a week that the administration uses to support teacher practice. This strategic use of out-of-classroom personnel has resulted in shared responsibility for groups of students.
- School leaders provide consistent, actionable feedback to teachers directly tied to a research based framework that supports teacher practice leading to improved student outcomes. (4.1)
  - Through the Teacher Effectiveness Pilot program, the administration received extensive training on norming teacher observations and providing actionable feedback related to the Danielson teacher effectiveness rubric. Feedback is uploaded onto ARIS on the same day as the observation so teachers can access it immediately. Teachers new to the school are assigned a grade level mentor, to further support their needs. The school administration noticed, through these observations that many teachers didn't plan complete lessons. Through professional development, the teachers developed a template, now used by all teachers, that incorporates key components of a lesson. Also, through these observations, the school has been able to design professional development to support the pedagogical focus on improving teachers' questioning and discussion techniques. The effective feedback has led to targeted and school wide supports for teachers that have improved teacher practice.

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

- Expand the use of data to provide meaningful and timely feedback to students to promote student achievement. (2.2)
  - Teachers collect a range of data including, unit tests, rubrics, checklists and conference notes that is used to determine differentiated groups for classroom instruction and student progress toward learning goals. Teachers also analyze student work to make adjustments to their own teaching practice. Teachers provide feedback to students both verbally and in writing, however the feedback is either overly general, or not child-friendly. Also, teachers are still grappling with ways to implement effective student self-assessment strategies into instruction. Additionally teachers are working across grades to evaluate each lesson and check for understanding in order to make purposeful adjustments to instruction to support all students. As there is not yet a cohesive and consistent approach across all classrooms, only some students are able to take ownership of their learning goals, but overall improvement for each subgroup is not yet evident.
- Continue to strengthen school improvement plans by tracking data that supports school goals on an ongoing basis to accelerate student growth and improve teacher practice. (3.1)
  - The school has developed a clear list of short and long-term goals designed to improve teacher practice and student performance. The goals are tracked for

progress at the classroom level and adjusted to promote student growth and improve teacher practice. Similarly, school leaders and faculty use classroom level and summative data to track student performance in literacy and math. Through the School Leadership Team and Parent Association, school goals are shared with families. However, a comprehensive system for analyzing all school data that impacts academic as well as social-emotional growth is missing. As a result, opportunities to make timely adjustments to school wide goals that would close the achievement gap are missing.

## Part 3: School Quality Criteria 2012-2013

School name: P.S. 102 Jacques Cartier	UD	D	P	WD			
Overall QR Score			X				
<b>Instructional Core</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, 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				
<b>School Culture</b>							
<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				
<b>Systems for Improvement</b>							
<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				
<b>Quality Review Scoring Key</b>							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed