

# Quality Review Report 2012-2013

**P.S. 092 Bronx**

**Elementary 092**

**700 EAST 179<sup>th</sup> STREET  
BRONX  
NY,10457**

**Principal: MANUEL ESTRELLA**

**Dates of review: Feb 27 - 28, 2013**

**Lead Reviewer: Myrna Rodriguez**

## Part 1: The school context

### Information about the school

P.S. 092 is an elementary school with 537 students from pre-kindergarten through grade 5. The school population comprises 24% Black, 72% Hispanic, 2% White, and 1% Asian students. The student body includes 23% English language learners and 24% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2011 - 2012 was 89.7%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school is developing various approaches to support a learning environment that promotes student and adult academic and personal growth, which is evident in most classrooms. (1.4)
  - School tone is generally respectful and staff is working on various programs such as conflict resolution and positive behavior intervention system (PBIS) to learn strategies for managing student behaviors. In one class students were discussing and playing the roles of bully and victims as part of the literacy curriculum. As a consequence of the emphasis on positive behaviors there are less reported incidents compared to last year which is leading to a positive culture with fewer disruptions in classrooms, allowing teachers and students to focus on academic work and as a result student work is improving.
  - The school conducts professional development and family workshops on conflict resolution and bullying that align to the goal of supporting students to adopt positive and effective academic behaviors. One outcome of these workshops for teachers and parents has been the development of a new student council to allow limited student voice in decision making, such as choosing themes for fun events and assemblies. As a result behaviors have improved and attendance is a little higher as compared to last year.
- The school is developing a culture for learning, which results in high levels of engagement by students and adults producing some improved levels of student achievement. (3.4)
  - The school is setting high expectations and supports teachers in helping students to achieve by providing training around Danielson, the school's common teaching framework, and emphasizes instruction aligned to the Common Core Learning Standards CCLS. The staff is held accountable through short and frequent observation cycles in which written feedback reflects if the high expectations are being met.
  - The school's affiliation with Fordham University is connecting instruction to college and career readiness through planned college visits by students and families. Additionally, teachers ensure that students and families are aware of high expectations in two ways. First the school holds a weeklong open school exclusively about curricula for families, and secondly they are adopting a new progress report aligned to the CCLS indicating student progress toward meeting expectations. As a result communication of high expectations is improving.
- Teachers engage in collaborative teams using an inquiry approach that promotes shared leadership and decision making resulting in improved teaching practices and student outcomes. (4.2)
  - The majority of teachers collaborate in various professional teams using an inquiry approach targeting groups of students who have not achieved

expectations and goals set for them. Teachers proceed to study and analyze student work to improve delivery of instruction by sharing best practices, recommending peer intervisitations, and participating in targeted professional development, which results in the strengthening of teacher capacity and improved student outcomes. During a grade 1 team meeting, collaboration by the teachers culminated in their re-teaching of a math lesson using different strategies leading to students understanding how to show work for and find solutions for problems.

- The school is developing structures to support lead teachers within collaborative teams whereby they are beginning to have a voice in decision making which results in building improved teacher leadership capacity. For example, lead teachers meet with the administration monthly to discuss data based on student work and assessments and help make instructional decisions about curricula changes, enhancements, and revision of school and class goals. A new reading program is being used this year, upon the recommendation of teacher teams. Additionally, during meetings with administrators, lead teachers use the analysis of data from team meetings to generate ideas around professional development in order to support staff in improving student achievement. Consequently, teachers work on improving their teaching practices, resulting in improved student writing and reading scores as evidenced in benchmark assessments.

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

- Further develop curricula, academic tasks, and pedagogy to cognitively engage all learners including English language learners (ELL) and students with disabilities (SWD) and high achievers. (1.1)
  - The school is aligning its curricula to the Common Core Learning Standards (CCLS) emphasizing teachers using questions that help students reason, reflect, and make sound decisions. However, this level of questioning is inconsistent across subjects and grades, and not sufficiently incorporated into lessons to support ELLs and SWDs. As a result, ELLs and SWDs have few opportunities to develop high thinking skills because they are asked questions that only emphasize recall knowledge. Additionally, high achieving students are not challenged with rigorous levels of questioning which results in lost opportunities for them to develop higher order thinking skills that will allow them to achieve academically at high levels and rates.
  - Academic tasks reflect teacher team planning to engage a variety of learners in many classrooms. However, ELLs and SWDs have difficulty in engaging in the tasks because the academic vocabulary is not introduced strategically. Furthermore, high achievers are given extension tasks that do not support increased learning. In some classes students who finished their work indicated that they could read a book if they had all the correct answers in the math quiz, as they waited for other students to finish. Thus, there are lost opportunities to adequately engage students in their learning and/or extend their knowledge and develop a deeper understanding of the concepts and content.

- Further develop teacher pedagogy using effective teaching practices so that all students produce meaningful work products. (1.2)
  - In line with the school's set of beliefs of how students learn best, teachers use the workshop model across most classes and all students participate in an extended reading block every day to improve student achievement in reading and writing. The school emphasizes questioning, aligned the Danielson Framework, to elicit high order thinking and writing, however, it is not evident in many classes. In some classes not all students were engaged in tasks during independent or group sessions because they did not understand what was expected of them as there was not an appropriate entry point into the lesson, such as instructions, materials, and tasks for diverse learners, and as a result some students are not able to do the work.
  - Across classrooms there is inconsistent monitoring and assessing of student understanding and students are often left to work on their own and/or in groups. Consequently, there are students who are not suitably engaged and able to do the assigned work. Furthermore, some student work products and discussions do not reflect an understanding of what has been learned, nor are all students able to make sense of and be able to use what they have learned. In a class where students were working on a project, which consisted of cutting out pictures, labeling, and writing some facts, there was little high order thinking, meaningful work, or discussion needed to achieve a high score.
  
- Ensure that all grades have assessments aligned to curricula especially in reading and that teachers analyze student outcomes to adjust instructional decisions at the team and classroom levels. (2.2)
  - The school is developing the use of Fountas and Pinell as a common assessment for reading, however, in the upper grades results are inconsistently used to adjust curriculum and instruction. Consequently, reading goals for ELLs, SWDs, and high achievers, are not rigorous enough to improve student outcomes and adequate adjustments to curriculum and instructional decisions at the team and class levels are not consistent to improve outcomes sufficiently.
  - Across classrooms teachers inconsistently use ongoing checks for understanding during classroom lessons, and as a result adjustments to daily and long-term teaching or use of appropriate materials to meet all students' needs are not evident. In some classes students did not understand how to respond to questions or an activity within their group as they did not understand various words, yet students responded chorally that they understood when the teacher asked if they knew how to do the task. The inconsistent use of checking for understanding via informal ongoing assessments precludes teachers from making necessary daily adjustments and results in some students learning needs not being met.

## Part 3: School Quality Criteria 2012-2013

School name: P.S. 092	UD	D	P	WD			
<b>Overall QR Score</b>		<b>X</b>					
<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?		<b>X</b>					
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?		<b>X</b>					
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?		<b>X</b>					
<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?		<b>X</b>					
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?		<b>X</b>					
<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?		<b>X</b>					
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?		<b>X</b>					
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?		<b>X</b>					
4.2 Engage in structured professional collaborations on teams using an <b>inquiry approach</b> that promotes shared leadership and focuses on improved student learning?		<b>X</b>					
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?		<b>X</b>					
<b>Quality Review Scoring Key</b>							
<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>