



**Department of  
Education**  
*Carmen Fariña, Chancellor*

**Quality Review  
Office of School Quality  
Division of Academics, Performance, and Support  
2013-2014**

# **Quality Review Report 2013-2014**

**Lincoln Terrace**

**K189**

**1100 East New York Avenue  
Brooklyn  
NY 11212**

**Principal: Ms. Berthe G. Faustin**

**Dates of review: Nov 25-26, 2013  
Lead Reviewer: Dr. Buffie Simmons**

## Part 1: The school context

### Information about the school

P.S. 189 Lincoln Terrace is a/an K-8 school with 1,252 students from kindergarten through grade 8. The school population comprises 75% Black, 23% Hispanic, 1% White and 1% Asian students. The student body includes 21% English language learners and 8% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2012 - 2013 was 95%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- School leaders make effective organizational decisions that are aligned with school instructional goals which support efforts toward improving student learning. (1.3)
  - The principal's well thought-out use of budget, staff, time and resources has led to a well-structured dual language program for all students in kindergarten through grade 8. Students spend the day immersed in languages and cultures and their teachers provide cohesive instruction in two languages. The predominant languages are Spanish, Creole, and French. The school's goal of dual immersion education is for all students to learn to read, speak, think and write fluently in both languages. During the parent's interview, the parents described the appeal of the additive bilingual environment. They expressed enthusiasm of how beneficial the dual language program is for their children who are non-native English speakers and "in other settings could be at risk of losing their native language skills in a transitional bilingual or English-only classroom environment." The principal deliberately purchased Response to Intervention (RTI) materials and programs for kindergarten to eighth grade, for English language learners, and Struggling Readers. Thus far, students have increased in fluency as evidenced in conferencing and on the Fountas and Pinnell data. The school provides common preparation periods for various teacher teams to meet weekly which allows an opportunity for teachers to meet by grade and content. These teams look at student work products, use formative and summative data to set targets and track goals for students through the use of teacher created pre and post assessments that align with the Common Core Learning Standards (CCLS) For example, the vertical team modified opinion writing units across grades to ensure that the rigor of the CCLS was infused in every grade. As a result, the level of student written response has shifted to students citing evidence across texts to support their ideas. This is evidenced in meaningful student work products. Teachers shared that the collaborative work they are doing on teams has improved their pedagogy. Students programs were thought out carefully, special education teacher support service (SETSS) students and English language learners are clustered together on each grade to support a push-in model for all related service providers. A comprehensive professional development plan guides the work the school is doing around text complexity, discussion and questioning. The two lead teachers' support the work the school is doing around guided reading and writing which has led to 25% of students in grades 3-5 increasing by one reading level.
- School leaders use a strategic approach to create a respectful, inclusive and nurturing environment where students feel valued and supported in their academic and personal growth. (1.4)
  - The school is a warm and nurturing environment in which all staff members respect students and families. This was evident in every conversation with parents and students. Every student is known well by several adults, including school leaders who have a great rapport with students. Parents and students shared how they believe that school leaders and staff care deeply about the students' academic and personal growth. For example, students shared work products and were eager to explain how the support they receive from their teachers helps them to be a better student. Students explained how they use rubrics in their classes to assess their work and use teachers' feedback and graded assignments to inform their next learning steps. Students also shared that they have several adults that they can go to if they

need help, whether it is for academic, social, or emotional reasons. Parents shared that the school goes above and beyond to support them in understanding what it means for their child to be college and career ready. For example, parents cited various workshops that they have attended to help them understand the rigor of the CCLS. The parent coordinator, the school's lead teachers, and guidance staff facilitate various workshops to help work with parents in how to support students with academic achievement, and personal growth. The school has extensive clubs on Fridays that include drama and chess. After-school programs offer students and their families a variety of support services including homework help, access to resources, test prep programs for English language learners and special education students, and a performing arts enrichment program. This year the school instituted gender specific classes in grades 7 and 8 along with advisory, and a character education program to lessen distractions and to deepen appropriate social behavior. Advisory teachers use Overcoming Obstacles curriculum and integrate guided reading. Currently, students are reading "I am Malala" and discussing the perils of a young girl who stood up to the Taliban. Students' voice is also reflected through the student government, the robust arts program, and clubs. As a result, students state that they have many outlets to express themselves in the school.

- Teachers use common assessments to analyze student learning outcomes, inform instructional decisions at the team and classroom levels, and provide feedback to students to increase comprehension and achievement. (2.2)
  - The school uses pre and post assessments, Response to Intervention assessments (RTI), running records, conferencing notes, New York State English as a Second Language Assessment Test (NYSELAT), and other New York State data to monitor student learning progress. Teachers develop benchmarks to set learning goals for individual and cohorts of students. These benchmarks are aligned to school wide goals and the CCLS in literacy and math. Teacher collaboration supports teacher effectiveness, and teacher practice in using data to adjust curricula for all learners. The school uses pre-assessment data to adjust instruction in all content areas, norm grade level data, make modifications needed for individual class work, and to consistently plan for flexible grouping. Teachers check for student understanding through classroom observations, oral and written responses, student work samples, and assessment data. In response to the prior year's quality review school leaders in collaboration with teacher teams have created curriculum assessments, rubrics, and grading policies to address all students' learning needs. These tools are used by all teachers, and are monitored by school leaders to track progress for each individual student school-wide. For example, school leaders noticed that pre-assessments and post assessments data did not capture true areas of academic concerns. As a result, teachers modified pre assessments to align more closely to the post assessments enabling teachers to adjust instruction to address areas of need. This was evidenced in the 20% increase of students in grade 5 achieving levels 3 and 4 on the end of the unit exams in math. Most notable is the work the school is doing with targeted instruction for English language learners as evidenced in their Level 3 and 4 scores on the English language arts examination, yield 43% in English Language Arts and 36% in math. Students self-assess through the use of student checklists, child friendly rubrics, math online activities, and revising and self-editing their writing. Parents receive quarterly progress reports, unit assessment data, and independent reading levels.

- School leaders and staff set high expectations for attendance, learning, and professional behavior that are clearly shared with parents and students, thus creating a culture of accountability. (3.4)
  - The Bilingual Center's mission is committed to supporting students in achieving high educational standards by fostering students' ability to become literate in two languages, problem solvers, and critical thinkers. Students are engaged in learning activities to develop citizenship skills, and take an active role in supporting their families, community, country, and the world. Curriculum Conferences are held in the beginning of each school year to inform the parents of the expectations that the school has for students. Translations for documents and conferences are provided to support respective parents. Each grade has a monthly brochure with the phrase – 'What is your child learning this month?' Parents receive their child's learning targets for all subject areas and how they can assist them at home. Parent workshops facilitated by teachers, school leaders and the parent coordinator are ongoing and support parents with understanding the instructional shifts. For example, parents receive training on assisting their children on the instructional shifts. At the parent interview, they share how the school focuses on the "12 shifts" for reading non-fiction, reading challenging material, using evidence, fluency, real world connection, and increasing vocabulary words. The schools mail letters to parents to communicate reading assessments data, math online assessment data, benchmark data, ARIS, progress reports, and AIS progress reports. Middle school and high school information are sent home to keep parents up to date on any information that they might need to transition students to middle school and high school. As a result, parents and teachers strategically share and communicate expectations for high standards and accountability to monitor student learning.
  - The school believes that in order to be college and career ready clear expectations around attendance and social behaviors is paramount. The school is judicious about reaching out to families through phone calls, letters, and email. Up to date the school has an attendance rate of 96%. Attendance, social emotional learning, guidance, and medical factors are considered when identifying causes for students' areas of need. For the past eleven years, the school has held a career fair where they celebrate past alums through the dance ensemble, chorus and school band. In addition, school leaders communicate high expectations and honor their students in the National Junior Honor Society. This annual ceremony celebrates students for their academic prowess on rigorous tests, a minimum average grade of 90 in all subject areas, two teacher recommendations, and a 300 word essay. Parent outreach is implemented by the appropriate school staff. School staff leads by example and encourage students to read. All teachers post their current leisure reading on their doors and periodically change to model the art of reading. Parents voiced that the school goes above and beyond to help them understand what students need to be successful. Parents feel that the school partners with them to support high academic achievement and believe that the school is preparing all students for the next level. As such, the stakeholders articulate a mutual responsibility in preserving the school's collaborative culture to successfully prepare students for college and career readiness, and ensure a progressive continuum.

## What the school needs to improve

- Enhance curricula and academic tasks to further support academic achievement and cognitive engagement in all subject areas to ensure access to the curricula (1.1)
  - The school has worked diligently to align the English language arts and math curriculum to the CCLS. Improvements in the curriculum are evidenced through the curriculum maps developed over the past three years. Students are exposed to rich text across content areas, and student artifacts indicate growth and next steps for individual and groups of students to build college and career readiness. The school uses Junior Trade Books to support the balanced literacy program. The school has modified mini lessons to ensure a closer alignment in using evidence to support arguments (Shift 4). The writing curriculum aligns to CCLS writing standards 1, 2, and 3 (Opinion, Narrative and Informational). School leaders and teacher teams continually reflect to identify and address the gaps between the school's curriculum work and CCLS. For example, the work the school is doing around curriculum has increased the level of student writing across English language arts, math, science, and social studies. Students are introduced to multiple viewpoints in order to discern information, form their own ideas, and pose opinions with evidence. However, the school recognizes that curriculum maps in all core subject areas must be refined to ensure that academic tasks cognitively engage all learners.
- Deepen the level of questioning to leverage teaching strategies to promote high levels of student thinking and discussions for college and career readiness. (1.2)
  - Teachers and teacher teams work collaboratively to analyze student work, evaluate instruction, and adjust plans to share and develop teaching strategies for meeting the needs of individual and groups of students. As observed, some classes included guided reading and small support groups to address students' learning needs. Teachers are also beginning to strengthen their use of higher order questions. However, the level of teacher questioning in a few classrooms did not lead to students' higher level of thinking. For example, in one lesson, questions were based on direct recall from the shared reading. In another lesson, the learning activity did not include entry points for all learners, and the level of questioning did not lead students to think critically about the content. This inconsistent practice is limiting opportunities for some students to think and respond critically.

### Part 3: School Quality Criteria 2013-2014

School name: P.S. 189 Lincoln Terrace	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 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?		X		
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the 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 supports 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 those expectations?				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 student 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 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?			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

<b>UD</b>	Underdeveloped	<b>D</b>	Developing	<b>P</b>	Proficient	<b>WD</b>	Well Developed
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