



**Department of
Education**
Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Teaching and Learning
2013-2014**

Quality Review Report 2013-2014

PS 196 Ten Eyck

K196

**207 Bushwick Avenue
Brooklyn
NY 11206**

Principal: Janine Colon

Dates of review: January 7-8, 2014

Lead Reviewer: Alicja Winnicki

Part 1: The school context

Information about the school

PS 196 Ten Eyck is an elementary school with 356 students from Pre-Kindergarten through grade 5. The school population comprises 18% Black, 80% Hispanic, 1% White, and 1% Multi-racial. The student body includes 10% English language learners and 17% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2012 - 2013 was 94.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- School leaders and teachers make purposeful decisions to provide coherence in curricula aligned to the Common Core Learning Standards and with emphasis on access for all learners. (1.1)
 - The school collaboratively decided to implement the two recommended programs, Ready Gen in English language arts and Go Math, in support of coherent curriculum planning across grade levels and full alignment with the Common Core Learning Standards (CCLS). Additionally, teachers and administration strategically focus on integrating instructional shifts that are embedded in unit and lesson plans, with deliberate emphasis on a balance of informational and literary text, academic and content vocabulary, writing from different sources, and responding to reading with textual evidence in literacy, on fluency, problem solving and demonstrating math understanding. Likewise, a review of curriculum artifacts revealed that all teachers specifically plan for close reading and text-based student discussions. For example, most individual lesson plans consistently include tasks requiring text evidence to support arguments and opinions, and teachers in visited classrooms asked students to use key ideas and details from text in their discussions and writing. In addition to essential questions, all teachers plan readers' and writers' responses prompted by targeted comprehension questions such as "What did you read? What did you learn? What questions do you have?" Similarly, math lesson plans contain tasks for using multiple strategies and writing about problem solving to show mathematical thinking, thus preparing all students to meet the challenges of the CCLS and their benchmarks. Moreover, all students from Kindergarten to grade 5 experience rigorous and engaging curricula that challenge their thinking and equip them with skills and strategies for future academic success.
 - Vertical and horizontal teams regularly use student work to refine units and tasks for diverse groups of students as observed in teacher team meetings. For example, the 5th grade teacher team adapts Ready Gen units of study by creating lessons using the Power Point so all students are provided with visual supports using SMART boards when discussing tasks and expectations. All teachers and teams consistently adjust and develop "I can" statements rooted in higher levels of the Depth of Knowledge (DOK) and adjust plans by adding graphic organizers, T-charts, and pictorials to support identified groups of students after they analyze student assessment results, thus ensuring that students are cognitively engaged. Similarly, a vertical team, called English Language Arts Inquiry Focus Group, analyzes student work and outlines next instructional steps and teaching points, and the use of transition words to enhance conclusion. Further, all reviewed units of study and lesson plans incorporate graphic organizers, video clips, charts and graphs, and web-based resources. Consequently, all students, and relevant subgroups can access curricula and tasks. In addition, they demonstrate improved reading comprehension in their written response to literature tasks by citing more text based evidence.

- The principal makes strategic decisions to use resources in alignment with school goals that result in strengthened instructional capacity, professional collaboration and improved student work across the school. (1.3)
 - The leadership purposefully utilizes the school budget and many partnerships to provide all students with access to extracurricular and enrichment programs such as visual arts, theater, dance, technology, and science. The principal also ensures that all students in upper grades have an opportunity to choose one of the interest-based clubs, and scheduled every Friday allowing students to expand their talents in photography, cooking, or sports. Furthermore, the school hired an F-status teacher who provides small group academic instruction in grades 4 and 5 twice a week, in addition to existing interventions, thus offering all identified students targeted academic support and working towards meeting school goals to improve student achievement in English language arts and math. Likewise, the principal hired a business manager to plan and oversee operations so school leaders are efficiently devoting their time to providing ongoing instructional support and feedback to teachers resulting in improved practices, as evidenced in observation reports indicating strategic focus on student engagement in learning. Moreover, the leadership is also committed to effective instructional integration of technology. Therefore, teachers and students consistently use SMART boards and laptops, in small group learning and in lessons across the school as evidenced in class visits. Similarly, all classes across grades are regularly scheduled for technology instruction in the computer lab where they learn word processing skills, and have opportunities to conduct web-based research. For example, all 4th grade students research scientists of their choice and finalize their tasks on writing a biography by incorporating reading from different sources. As a result of these organizational decisions, all students are provided with multiple opportunities to demonstrate and apply their learning leading to the completion of rigorous performance tasks in literacy and math.
 - All teachers are deliberately scheduled 2 to 3 times a week to plan units, lessons, and academic tasks in teams as reflected in the school weekly program. Additionally, vertical teams meet to specifically analyze student work and assessment results and strategically plan next instructional steps for groups of students and in all grade levels. Likewise, the Pupil Personnel and Response to Interventions Teams regularly develop action plans for targeted students that are shared with classroom teachers. Furthermore, teachers collaboratively craft teaching and learning points, and plan strategies to engage students in learning, thus working toward the school goal to improve questioning and discussion techniques. Consequently, all teachers have planned and structured opportunities to work on the improvement of academic tasks and advancing professional capacity as evidenced in increased student progress, especially in reading as evidenced in improved results in class reports from independent reading level progression data indicating growth of identified students between September and November benchmarks.
- The school upholds an inclusive culture of mutual respect and trust leading to enhanced student academic and personal growth. (1.4)

- Exceptionally respectful tone emanates through classrooms and hallways. Parents, students and staff affirm they are safe, welcome and respected, and they are encouraged to contribute to the school's growth by sharing ideas or participating in collaborative teams and activities such as the School Leadership Team, student honors assemblies or student council. Everyone says that the leadership's open door policy supports all the constituents and contributes to the inclusive school culture. Moreover, the staff and the students have cultivated open and trusting communication where student voice is respected and heard, leading to increased scores on the most recent New York City School Survey in communication, engagement, safety and respect. For example, all upper grade students have opportunities to participate in the election to the student council or apply for age appropriate school-based "jobs" like monitors, reading buddies or work in a school store. There are 21 students serving on the student council that meets weekly with a teacher in charge. Students actively contribute to the school decision making and are in charge of the community give backs initiatives, the school's hallmark of character education, when they recommend charities and organizations for school-wide fundraising and on-site visits. Moreover, the school has many structures in place to ensure that individual students' needs are known and addressed. The bilingual Spanish parent coordinator, the guidance counselor, and the pupil accounting secretary monitor and follow up on social - emotional, and attendance concerns with families. Furthermore, a newly hired experienced bilingual Spanish social worker works with an identified group of at-risk students and their families facilitating better communication on personal behaviors and expectations. These teams and personnel offer ongoing support and mentoring for identified groups of students based on discussed academic and social- emotional needs. As a result, the number of safety or behavior infractions is minimal, as evidenced in the Online Occurrence Report System.
- The administration effectively uses the Danielson Framework to support teacher development and growth with frequent targeted feedback observations leading to improved instruction and student growth. (4.1)
 - The principal and the assistant principal follow a well-planned schedule for six frequent short feedback observations the teachers chose as the option for their evaluation. They also provide teachers with ongoing professional development opportunities focusing on identified needs in building capacity in student engagement, questioning and discussion techniques, and in the use of assessment in instruction. For example, teachers have extended opportunities to participate in purposefully crafted professional development, adjusted monthly, in collaboration with the support network and the Creative School Services, resulting in increased use of student self-assessment strategies like exit slips or clock buddies to increase student discussions as evident in classes we visited. The administration also systematically provides teachers with targeted feedback and next steps to improve instruction. Observation reports reveal that all teachers receive actionable feedback grounded in school priorities and goals, and student work. Furthermore, next steps reference specific instructional strategies teachers acquire during professional development and discuss at teacher team meetings, such as use of exit slips to elicit evidence of student understanding, or implementation of the Bloom's Taxonomy to develop higher order questions. Hence, all

teachers have opportunities to collaboratively reflect on their instructional practice supported by the Danielson Framework and can expand their strategies by applying specific feedback they regularly receive, therefore improving their practice. Likewise, this transparent system of evaluation and professional learning has led to enhancement of teacher effectiveness in domains for instruction and classroom environment as evident in observation reports. Similarly, all students across the school have multiple opportunities to reflect on their learning by using a variety of self-assessment tools, thus leading to improved academic work.

What the school needs to improve

- Advance instructional practices so that students in all classrooms have multiple opportunities to be actively engaged in higher order thinking and discussions. (1.2)
 - Across classrooms teachers facilitate learning and scaffold instruction by consistently providing graphic organizers, charts and other visuals for different groups of learners who have opportunities to work in groups and partnerships. Additionally, as observed in classroom visits, all teachers randomly use name cards when calling students out, thus increasing their participation in class discussions. In most classes we visited, students had a visual tool for clock buddies with names listed so they could ask their peers clarifying questions before asking a teacher. In some classes students accessed technology and used manipulatives to complete tasks. Similarly, in most classes students had folders with extension activities they could choose from when they finish working. Furthermore, although teachers consistently engage students in discussions by asking probing questions, use of strategic scaffolds and extensions varies across classrooms. In one class, for example, a teacher strategically grouped students for a discussion about whether or not they think humans are the most dangerous predators and asked them to cite evidence from the text while she also provided extension questions for identified students. In another class, a teacher guided her students in to discussion by reviewing how independent groups look and sound like. Teachers' attempts to raise the level of student participation in discussion is sometimes limited to questions and answers in groups or partnerships, thus limiting opportunities for all learners to take ownership for their learning, and extend their thinking beyond teacher-directed questions.
- Provide support to teachers in giving more specific feedback to students, and inform instructional adjustments, in order to strengthen student mastery toward their next learning goals. (2.2)
 - Across grade levels teachers use common assessments such as reading running records, unit tests in literacy and math, and standards-based rubrics for writing. Additionally, all teachers use self-assessment strategies and checks for understanding. In classes we visited students had multiple opportunities to reflect on their learning by completing exit slips that teachers then analyzed to form flexible groups. Likewise, all teachers confer with individual students after they collect student data through observations and ongoing class and unit assessments. Furthermore, classroom teachers communicate formative assessment results with Response to Intervention (RTI) providers. Moreover, they

develop an Individual RTI Plan listing strategies, interventions, and progress monitoring tools after frequent assessments. Even though these efforts are guiding the next instructional steps, the use of specific teacher feedback does not always lead to unified progress monitoring towards individual or group goals, thus not providing all students with opportunities to master learning strategies.

Part 3: School Quality Criteria 2013-2014

School name: PS 196 Ten Eyck	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							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed