

# Quality Review Report 2013-2014

**P.S. 192 Jacob H. Schiff**

**Elementary 06M192**

**500 WEST 138 STREET  
MANHATTAN  
NY, 10031**

**Principal: Susan Rivera**

**Dates of review: Oct 23, 2013**

**Lead Reviewer: Elsa Nunez**

## Part 1: The school context

### Information about the school

P.S. 192 Jacob H. Schiff is a/an Elementary school with 381 students from PK through grade 5. The school population comprises 5.0% Black, 91.9% Hispanic, 1.8% White, and 0.8% Asian students. The student body includes 23.1% English language learners and 12.3% special education students. Boys account for 49.3% of the students enrolled and girls account for 50.7%. The average attendance rate for the school year 2012 - 2013 was 92.8%.

### Overall Evaluation

This school is developing.

DRAFT

## Part 2: Overview

### What the school does well

- The school promotes a safe, inclusive and orderly environment in order to support the social and academic development of students and adults. (1.4)
  - The principal actively seeks opportunities to engage in discussions with students in order to receive valuable feedback regarding the school's efforts to support the academic and social needs of students. Regular meetings with the student council allow students to provide input regarding programming, which has resulted in the development of plans to implement after-school enrichment clubs. Analysis of referral records indicated that some students were being referred to the school's Pupil Personnel Committee (PPC) for evaluation and placement in special education classes without any evidence that academic intervention had been provided, resulting in a review of the roles of the PPC and the Response to Intervention Team (RTI). Consequently, the functions of the PPC and the RTI have been separated so that the academic, social and emotional needs of all students are addressed adequately. Teachers complete and submit referral forms to the PPC or RTI which are analyzed by the appropriate team, in order to support the academic and personal development of students. Both teams provide teachers with strategies that are to be implemented in six-week cycles to address student needs. The school has begun to implement the Pupil Behavior Intervention System (PBIS) to promote positive behavior throughout the school. All teachers have received training on how to implement the program to promote coherence of behavioral expectations across grades. Student attendance is tracked by the school's attendance team so that phone calls are made to the homes of all students who are absent and information is entered on-line to enable the school to track attendance patterns. Academic, social and behavioral expectations are shared with parents during orientation sessions at the beginning of the school year, monthly parent association meetings and newsletters in order to build awareness and support for the school's efforts. As a result, the school has an attendance rate above the district average and the number of reported incidents decreased by fifty percent from the previous year.
- Data driven goals have been established and are evident throughout planning documents to drive school improvement efforts. (3.1)
  - Information gathered during classroom observations, analysis of feedback provided to students, formative and summative assessments and the Learning Environment Survey (LES) are used to develop goals to improve student achievement. Goals that target teacher practice center on their ability to self-reflect using Danielson's Rubric and use data to drive instruction and to provide clear, actionable feedback to students. Analysis of the LES revealed that parents were not always aware of all the programs that are implemented in the school to help their children, which resulted in the development of strategic plans to increase parental participation in school-wide programs and workshops. Goals were developed collaboratively with the school's leadership team (SLT) and are evident in the school's Comprehensive Education Plan (CEP). Teachers were asked to align individual professional development goals to school-wide goals in an attempt to focus the efforts

of the school community to help achieve these goals. Interviews with teachers and parents demonstrate that they are beginning to align school wide efforts with school goals.

- High expectations for student achievement are communicated to students, staff and families in order to improve student outcomes. (3.4)
  - The principal communicates expectations for student achievement at faculty conferences, via staff newsletters and weekly bulletins to develop a coherent vision for student success. Expectations for student achievement are also reviewed individually with teachers in order to support them in planning for the academic and social progress of their students. The principal believes that if students can apply content learned to real world situations and use feedback provided by teachers to improve their work, ultimately they will be prepared for college and careers. The principal meets on a regular basis with key staff members such as the literacy coach and coordinators for bilingual and intervention programs to turn key information so that they can be better equipped to support teachers in the development of instructional plans that are aligned with the school's expectations. However, teachers are still in the process of developing ownership in order to embed school expectations in a meaningful way in lessons across classrooms. The school's vision for student success is shared with parents through communication during "Open House" meetings, teacher led orientation sessions, participation in the school's SLT and bulletins sent home with students. The school is beginning to emphasize student achievement data in ongoing communications with parents so that they can have a clearer understanding of their children's progress.

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

- Ensure that the standards based curricula implemented across classrooms consistently engages all students in rigorous and challenging learning experiences to lift the level of student work products. (1.1)
  - In ELA, the school has adopted Core Knowledge for grades K-2, Expeditionary Learning for grades 3-5 and GoMath for in all grades, in order to provide students with a rigorous, Common Core Aligned (CCLS), grade appropriate curricula. The principal has focused on developing teacher's questioning techniques to increase their ability to engage students in tasks and discussions that require higher order thinking skills. The principal has also promoted the use of a school wide writing rubric to help teacher's norm expectations across grades. It is expected that teachers provide actionable feedback to students using grade level rubrics to allow for student self-reflection. Teacher teams meet to discuss the curriculum, plan unit overview and lessons to address common issues and to make modifications. Across classrooms, there is evidence that teachers have a focus on using non-fiction texts to teach literacy and that students are taught how to respond to prompts using text based answers. However, in most classes observed, teacher questioning required students to confirm or restate information and as a result most students were not exposed to higher level questions. In addition, lessons viewed were mostly teacher directed and tasks implemented did not consistently engage students in meaningful discussions, and as a result not all students were challenged or engaged.

- Improve teacher pedagogy so that all students are provided with a variety of entry points to the school's curriculum in order to increase student engagement. (1.2)
  - Teachers stated that scaffolds such as chunking of texts, the use of graphic organizers and support in the deconstruction of questions requiring multiple steps are employed to support struggling students. The school is committed to developing student's ability to engage in accountable talk to promote student comprehension and engagement. In some classes, bookmarks with accountable talk prompts and charts with sentence starters are used to support students in engaging in discussions during independent group work. However, classroom observations demonstrate that students are not consistently provided with extensions or support in order to fully engage with the curriculum. Furthermore, students are not always strategically grouped based on data to enable targeted instruction. Student interviews demonstrate that students complete tasks as directed by teachers but do not always understand the relevance of tasks to the overall unit of study and as a result their comprehension of key concepts is limited.
  
- Further develop systems for gathering and analyzing student achievement data to inform clear actionable next steps for students and strategic instructional decisions. (2.2)
  - Teachers are expected to administer baseline, mid and end of unit assessments for all literacy and math units of study in order to make needed modifications and to gauge student progress. Teachers also indicate that they use information from running records and conference notes to assess student progress. Teacher's grade student work, using rubrics aligned to the CCLS to assess student work and gauge progress towards grade level standards. Comments provided to students are lifted directly from rubrics used to assess student work. Teacher teams observed discussed the use of rubrics to assess student work in order to modify units and instructional practice. However, review of student work and discussion with students demonstrate that students do not fully understand feedback provided by teachers and how feedback can support them in improving their work. As a result, students do not have a clear notion of what grade level work looks like or how feedback provided by teachers can lead to improvement.
  - During discussions with teachers, they indicated that the use exit slips, student work products, conference notes and teacher observations are used to assess student comprehension. Review of conference notes indicate that teachers conference with students inconsistently and do not always assess specific strategies that enable them to gauge progress towards grade level goals. Classroom observations demonstrate that teachers mainly used whole class questioning as a means of assessing student comprehension of content, hindering their ability to effectively group for instruction.

## Part 3: School Quality Criteria 2013-2014

School name: P.S. 192 Jacob H. Schiff	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 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		
<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 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		
<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 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		
<b>Quality Review Scoring Key</b>				
<b>UD</b> Underdeveloped	<b>D</b> Developing	<b>P</b> Proficient	<b>WD</b> Well Developed	