



**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

Public School 86

Elementary School Q086

**87-41 Parsons Boulevard
Queens
NY 11432**

Principal: Karen Zivic

**Dates of review: December 12-13, 2013
Lead Reviewer: Beverly Ffolkes-Bryant, Ed.D.**

Part 1: The school context

Information about the school

Public School 86 is an elementary school with 953 students from prekindergarten through grade 5. The school population comprises 12% Black, 31% Hispanic, 4% White, 1% American Indian/ Alaskan Native and 52% Asian students. The student body includes 36% English language learners and 8% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2012 - 2013 was 93.1%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- A trusting environment coupled with strong support systems provide for students' academic development, parent involvement, and teachers' professional development, resulting in growth for all in the community. (1.4)
 - The school's theory of action states that if students are engaged in meaningful learning experiences and are nurtured socially and emotionally, the students will become responsible citizens, creating a safe and inclusive environment for all. To assist in this theory of action, the student government and the American Automobile Association's AAA Safety Patrol take an active role in peer mediation and, in turn, students feel safe in school; the focus in class is then more on academics and less on social issues. As safety patrollers, student from grades 4 and 5 are trained to direct classmates safely during arrival and dismissal assist with school bus loading and unloading, assist at lunch and perform other safety-related functions at the direction of school officials. The AAA Safety Patrol and the student government meet monthly; questions and issues are discussed with administration, and the student government also meets with the Parent Teacher Association to brainstorm fundraising activities. These student committees help build self-confidence, initiate change, and contribute to a positive and safe environment. The student government, with representatives from kindergarten to grade 4, meets to address questions and suggestions submitted to suggestion boxes around the building. Another student organization, the student council, is made up of grade 5 students and is responsible for organizing events that promote school spirit such as Mustache Day and Pajama Day. These programs allow students to work with administrators, teachers and students on school-wide projects, and be a role model to their peers, thereby positively social-emotional growth as evident in the number of student incidences from this time last year.
 - The school offers a plethora of professional development, parent workshops and student learning experiences focused on building positive academic and personal behaviors. This year, Cloud9World, a character trait education program, was introduced, including professional development for staff on strategies to incorporate the traits within the school's existing Common Core Learning Standards (CCLS) units of study. Children receive their own copies of the current book being used in Cloud9World in order to involve the families in this initiative. Teachers receive professional development in PBIS (Positive Behavior Intervention Strategies) to acknowledge and reward students' positive behaviors. As an outgrowth of PBIS, the school has adopted the theme to "SOAR Like an Eagle" and the students are aware of this focus on Safety, Organization, Achievement and Respect (SOAR). In an effort to motivate students to engage in positive behaviors and work habits throughout the day, each morning begins with the SOAR pledge and students broadcasting new information on the character trait of the month. Students receive tickets through SOAR that they can use towards prizes. To ensure parental involvement in the positive behavior and academic initiatives, the school offers parent workshops on Cloud9World, PBIS,

CCLS, and the new programs Go Math! and ReadyGEN. These workshops are well attended and parents at the parent meeting talked about how they now have a better understanding of the curriculum and are more active participants in helping their child. The school's effort to promote students' positive habits also includes workshops for parents and students through the Cornell University Cooperative Extension. In an effort to reduce the prevalence of childhood obesity, this program provides weekly workshops and cooking lessons to parents on topics such as nutrition and health. The program was at maximum capacity and, as a result, the school offered a second session. Incorporating these various initiatives has resulted in overall improvement of student work habits and behavior. Parents at a meeting mentioned that attending the academic workshops has allowed them to be more actively involved in their children's academic successes, and the principal noted that student incidences have decreased from this time last year.

- Teachers benefit from participating in professional collaborations that foster reflection and provide options for researching effective instructional techniques to improve learning outcomes. (4.2)
 - The teachers engage in inquiry based collaboration that promotes shared leadership with a focus on improving student learning. Each grade has the opportunity to meet two times per week during common planning periods to analyze assessment data, student work and best instructional practices. Distributive leadership is evident through the rotation of teacher roles during the meetings, thus allowing all participants to have a voice in the decision making process. As a result, there is collaboration in improving instruction and student mastery of goals. Student mastery was evident in how the students answer the performance task and written assignments clearly and concisely. CCLS resources available to support these practices include Go Math! and ReadyGEN. At both the first grade curriculum planning meeting and the fifth grade inquiry meeting, teachers were assigned roles that include facilitator, timekeeper, and recorder. All teachers in both groups brought work and ideas to share. The fifth grade team examined authentic student responses for areas of strength and weakness, discussed commonalities across student responses, and determined an action plan for best instructional approaches and strategies that yield mastery levels for all students. The plan included scaffolding tools such as graphic organizers, visual clues and sentence prompts. In another team meeting, the first grade teachers were planning for an upcoming unit in ReadyGEN where the lack of a ReadyGEN pre-assessment in writing was addressed. After examining the end-of-module performance task, teachers collaborated to create a pre-assessment that aligned with the CCLS writing strand and demands of the performance task. Additionally, the team addressed best practices for flexible scaffolded small group instruction. Teachers shared student response prompts for close reading, best methods for instructing students in citing text evidence in their oral and written responses, color-coded student charts to collect data and track student grouping, and helpful websites to further promote best instructional practices. These team efforts result in constructive and collaborative dialogue among staff members, yielding best instructional practices that reflect the parameters of the CCLS and instructional shifts. Furthermore, progress toward learning goals was evident when comparing pre- and post-assessment results, especially among English language learners.

- The principal introduced the ORID (Objective, Reflective, Interpretive and Decisional) meeting protocol as a tool for focused, efficient conversation while looking at student work. The school's use of the ORID protocol has enabled the school to successfully track, monitor and determine student success through their CCLS aligned performance tasks. For example, the fifth grade team looked at Constructed Response #2 from Unit 2 in Go Math! Following the ORID protocol, the team shared their noticings and each teacher gave recommendations on how to help students improve their responses. Teachers remarked that using the protocol has caused them to be more reflective and that meeting regularly to look at student work and identify trends improves their teaching. That all teacher teams use the protocol ensures coherence and consistency school-wide and builds a reflective collaborative community that focuses on improving student outcomes. One of the school's successes has been the improvement of English language learners' use of academic vocabulary as evidenced in their writing products. The grade inquiry teacher teams analyze work of targeted students in the lowest third to see trends and provide further remediation strategies for student progress. Additionally, lowest third students are involved in small group instruction during extended day programs and have shown growth in their reading levels as evidenced in their running records.
- School leaders thoughtfully implement a standard-based curriculum that engages the diverse student population and results in instructional coherence across grade levels (1.1)
 - The school leadership and staff work diligently to make sure all curricula integrate the demands of the CCLS. Students were seen working on problems from the Go Math! curriculum that are open ended and allow for multiple entry points. Students in the lower grades were presented with challenging higher-order questions that require deeper thinking. Teachers look at pre- and post-assessment data before and after each chapter to measure student growth. Teachers also utilize mid-chapter checkpoints and quick checks to gauge student progress, with findings then discussed at team meetings, leading to revisions and refinement of unit objectives and tasks. Teachers use ReadyGEN as a resource for the literacy curriculum. Within the daily lessons, there is time for flexible, scaffolded small group instruction as well as additional scaffolded instruction for English language learners and students with disabilities. Students engage in activities including team talk, whole class and small group discussion, paired and shared reading, text clubs, and independent reading. Teachers follow prescribed routines for the presentation of material within each lesson and these routines are consistent through the grade levels. Students engage in a close read of text each day and are required to support their oral and written responses by citing evidence from the text. Teachers create small groups based on daily formative assessments throughout the first third of the literacy block. During the final third of the literacy block, conventions as well as elements of a genre of writing are addressed. Throughout the whole-small-whole group routine during each literacy block, teachers give students multiple opportunities to engage in independent activities to assist in the assessment of their understanding as well as provide data for next steps in instruction. In a second grade class, the children were asked higher-order questions and were instructed to use the text and/or pictures to support their answers. Those questions

then sparked rich conversation between the children. These instructional shifts integrated into the ReadyGEN framework build coherence within and across grades and promote college and career readiness for all learners as evident in student work that demonstrates deeper thinking in text-based discussions and writing.

- When the English as a second language teachers push into the classrooms, they use a variety of co-teaching models including: station teaching, parallel teaching, alternative teaching and team teaching. The classroom teacher and the English as a second language teachers both use English as a second language strategies to teach key standards to their students. This was evidenced in various classes observed when students worked in groups following the mini-lesson. In math, teachers use the Go Math! curriculum to support CCLS instruction. In literacy, ReadyGEN is being used as a guide to create curricula that include best practices and multiple entry points and assessments for students. For example, during a fourth grade writing lesson, scaffolded groupings were based on a formative assessment of oral and written responses students made during the first third of the lesson. Some students worked in groups that were teacher directed, some worked with partners and graphic organizers, and those that were able worked independently. These opportunities ensure that all students are cognitively engaged at the appropriate academic level.
- The principal makes informed and effective organizational decisions across all aspects of the school to support improvements in instruction and student learning. (1.3)
 - To further support newly arrived immigrant students, the principal created a Newcomer program with a full-time teacher who pulls out those students one period a day, in addition to the required eight English as a second language periods a week, to implement the Leveled Literacy Intervention program with those students. As a result of the added assistance they received from the Newcomers program, 41% of the English as a second language students increased one performance level on the New York State English as a Second Language Achievement Test from spring 2012 to spring 2013. In addition, the principal purchased the Reading Partners program, a non-profit literacy program that recruits and trains community volunteers to provide one-on-one reading tutoring to students. One second grade teacher mentioned how one of her students has already moved up one reading level since participating in the program. The principal also purchased several online programs to help engage the students as well as provide enrichment as well as intervention to students, including: Starfall for early childhood students; Raz-Kids, a reading program for kindergarten through grade 5 students that tracks student levels; PebbleGo, a literacy program that provides books; and aimsweb, an English as a second language assessment tool. This careful use of resources promotes accountability and enhances school-wide goal attainment.
 - Decisions around the use of resources strongly support both the school goals and the learning needs of the students. To best serve the school's 36% English language learner population, the principal skillfully organized her classes by grouping the beginner, intermediate, advanced and proficient English language learner students according to their New York

State English as a Second Language Achievement Test results. The principal also hired six English as second language teachers to push into classrooms during various subject areas. It is the principal's philosophy to group the newly proficient students with the advanced students to provide one extra year of English as a second language services. As a result, during the 2012 – 2013 school year, there was a significant drop in the number of beginner students (from 41 to 2) and a significant increase in the number of advanced students (from 10 to 24) among this year's second grade cohort of students from the previous school year. In turn, the advanced English language learners can more easily engage in the CCLS units of study and with the addition of the English as a second language push in model, teachers and administrators promote college and career readiness among the English language learner population.

What the school needs to improve

- Increase the consistency of the delivery of data-driven instruction that stresses multiple entry points in order to appropriately challenge students and improve performance levels. (1.2)
 - It is the principal's expectations that teacher teams should be planning lessons that include scaffolded instruction for all students. Although in some classrooms teachers provide students with multiple entry points into the curriculum, there are inconsistencies across classrooms on how teachers use the access points to scaffold instruction for students to ensure that they reach their intended learning targets. Thus, the current strategies are not consistently setting a path towards mastery of skill and content for all groups of students.
 - The school focuses on improving the quality of teachers' questioning skills and teachers have received professional development on Webb's Depth of Knowledge framework. In addition, training on the Mentoring Minds' Common Core Standards and Strategies Flip Chart has been provided. However, higher-level questioning that requires students to think deeply and appropriately engage in the learning process was not evident in classrooms observed. Thus, all students were not propelled to develop higher order thinking skills and produce meaningful work products.
- Provide consistent feedback to students with detailed reasons for their success and clear next steps for improvement based on specific rubrics to help them set and achieve their goals. (2.2)
 - Teachers utilize the rubrics from their curriculum programs to assess students' work products and develop feedback to students from them. However these rubrics are not yet fully aligned to the tasks and the demands of CCLS. Thus, feedback provided to students is inaccurate, does not promote the attainment of higher order skills, and inhibits students' advancement.
 - It is the school's policy for teachers to provide both positive feedback and next steps for student work. However, in some classes observed, level 2 work received no positive feedback. Also, there was no evidence of student self-reflection or assessment. This lack of coherence in assessment practices inhibits individual teachers from identifying more

granular strengths and needs of students in order to improve learning outcomes as well as preventing students from providing meaningful information on instructional practice that would allow for students to be fully engaged in the learning process.

Part 3: School Quality Criteria 2013-2014

School name: Public School 86	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