

Quality Review Report

2013-2014

P.S. 195

**Elementary 12X195
1250 WARD AVENUE
BRONX
NY, 10472**

Principal: ANDREW KAVANAGH

**Dates of review: Apr 8-9, 2014
Lead Reviewer: Myrna Rodriguez**

Part 1: The school context

Information about the school

P.S. 195 is an Elementary school with 929 students from 2 through grade 5. The school population comprises 21% Black, 76% Hispanic, 0.3% White, and 3% Asian students. The student body includes 22% English language learners and 20% 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 92%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The leadership is developing a school improvement plan which is reflected in a short list of goals and action plans that are understood and supported by the community. (3.1)
 - The leadership's list of goals include encouraging students to work in groups or partners using accountable talk and to improve their reading and writing skills, which is beginning to drive efforts to accelerate student learning. There is a surface connection to the school's data gathering and analysis in the school goals and action plans which is evident in the Comprehensive Education Plan (CEP) and School Leadership agendas. Teachers and families are involved in limited ways regarding school improvement plans, through the parent association, school leadership team and workshops such as Common Core for parents. The school uses the data from student work and assessments to assess if goals are being met during teacher team meetings. The school highlights areas of the Danielson Framework for teaching every week in newsletters to teachers and parents, thus varying levels of improvement in student engagement and academic success are beginning to foster student learning. The school provides a PBIS program which has improved student behaviors as evidenced in low incident reports.
- The leadership communicates high expectations to faculty and is developing expectations regarding student behaviors to establish a culture for learning that supports students and links to college and career readiness. (3.4)
 - School leaders and staff are engaging in conversations to incorporate college and career readiness within the curricula and throughout all subject areas. Teacher teams are developing expectations in their students by aligning class tasks with college and careers in mind, such as in a science class students were studying endangered species, but the teacher also used the writing task to encourage students to reflect on careers with wildlife. Teachers have established a culture that communicates high expectations for all students, and students state that they feel they are encouraged to think about college as they write using non-fiction texts. Verbal and written feedback is beginning to show a level of detail that is helping students to improve their work as evidenced in student work products which have teacher notes encouraging students with details as to how to improve their writing. As a result, expectations are beginning to rise and are reflected in student work products.
- The school is developing a system for providing feedback to teachers aligned to a process which is beginning to support teacher development. (4.1)
 - The school uses the Danielson Framework for Teaching to observe and provide feedback to teachers. Some feedback includes the professional responsibility that teachers should use student assessment data such as unit tests to determine groupings and goals. It is evident in some classes and within teacher teams that they are using various data including class assignments and assessments to analyze student data in order to group students and determine teaching strategies. Feedback to teachers includes identifying strengths and needs of some subgroups such as English language learners and higher achieving students and teacher

teams are including this on their agendas. As a result, feedback and next steps are beginning to support teacher development.

What the school needs to improve

- Develop curricula maps to ensure alignment to the Common Core Learning Standards (CCLS) to build coherence and engage all students in rigorous academic tasks, resulting in higher-order thinking and deep reasoning. (1.1)
 - The faculty is working to align the Common Core Learning Standards (CCLS) and Citywide Instructional Expectations (CIE) to their English language arts and math curricula. However, the school has not fully developed its curricula units so that they clearly delineate for all teachers what additional resources and instructional strategies are needed to engage and challenge English language learners, special education students and high achievers to increase student achievement. Consequently, because the school is still developing the use of resources with the demands of the CCLS, all students are not yet engaged in language acquisition to produce high levels of work and achieve college and career readiness. Additionally, varied entry points, scaffolding and tasks for high achievers are not consistently embedded in the maps to ensure access to the curricula by diverse learners and to build coherence across grades and subject areas that promotes college and career readiness for all students.
 - The school curricula includes some samples of Depth of Knowledge (DOK) questions to raise student levels of thinking from content knowledge to analysis as evident in some lesson plans to encourage student discussions, student pair share and group work. However, the school has not yet fully implemented scaffolds to facilitate deeper comprehension, so that all students, including the school's relevant subgroups demonstrate their thinking in all content areas, and high achievers are challenged at advanced levels of thinking.
- Develop teacher pedagogy across classrooms to meet the needs of all students and engage them in higher order thinking skills through meaningful work products that demonstrate successful participation. (1.2)
 - Across classrooms teaching strategies including questioning, scaffolds and routines inconsistently provide some entry points into the curricula, and appropriately challenging tasks to raise the level of higher order thinking skills for all students including English language arts and special education students. In some classrooms teacher pedagogy does not address the needs of advanced students, as evident in the same tasks given to students in most classrooms. Because teachers are not receiving adequate professional development to develop their pedagogy in terms of strategies for working with varied subgroups, there are missed opportunities for students to engage in higher order thinking in discussions and to produce meaningful work products.
 - Teaching practices across classrooms are becoming aligned to curricula and beginning to reflect a set of beliefs that students learn best when instructed using the workshop model, using Depth of Knowledge (DOK) questions to develop higher-order thinking and

by acquiring high levels of academic vocabulary. In some classes teachers used some high level questioning that prompted animated discussions, however it is inconsistently demonstrated in all classes across the grades. Although some student products reflect high levels of student thinking and participation, it is not as evident for relevant subgroups including English language learners and special education students. There is limited strategic use of resources, including peer supports and technology to bridge language deficiencies, hence, limiting higher-order thinking for all students and full participation that reflects student ownership of the learning for relevant students. Consequently, students do not engage in learning experiences that elevate their thinking to produce higher levels of academic work.

- Use resources to ensure that teachers and leadership are engaged in professional development opportunities that support improvement of teacher pedagogy aligned to the Danielson Framework for Teaching (1.3)
 - The school has not fully developed the use of its resources to provide teachers with adequate professional development, via internal support or external development to improve pedagogy. Teacher teams work collaboratively, meeting twice a week, with a team leader and an assistant principals' support, but they have not been provided with sufficient supports needed to align their work with the Danielson Framework for Teaching. The use of resources is loosely aligned to the school instructional goals which include improving students' academic achievement in English language arts and math. In a school of over 900 students there is only one coach and one staff developer. In many classrooms teachers have over 28 students and receive limited support from intervention or push-in staff. Although the assistant principals work with the teacher teams, the limited alignment of budgetary use to instructional goals, in for example, attaining external partnerships with colleges or English language arts and /math consultants hampers teacher's professional growth. Moreover, staff time is structured so that even though teacher teams meet weekly it is difficult for them to improve instruction and engage students in challenging academic tasks. Further, there are few structures that demonstrate effective organizational decisions around school goals, teacher learning and student work. Consequently, hindering the school from supporting the instructional goals, and meeting the needs of all students as evident in student work products.

Part 3: School Quality Criteria 2013-2014

P.S. 195	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