



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Bedford Village

Elementary School K003

**50 Jefferson Avenue
Brooklyn
NY 11216**

Principal: Kristina Beecher

**Date of review: November 3, 2014
Lead Reviewer: Barbara Freeman**

The School Context

PS 3 is an elementary school with 513 students from grade Pre-kindergarten through grade 5. The school population comprises 73% Black, 10% Hispanic, 2% White, and 12% Asian students. The student body includes 8% English language learners and 11% special education students. Boys account for 43% of the students enrolled and girls account for 57%. The average attendance rate for the school year 2013-2014 was 91.7%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Additional Findings	Proficient
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	Focus	Developing
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	Celebration	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Proficient

Area of Celebration

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

In most classrooms, teachers use common and teacher made assessments. Teachers frequently check for understanding throughout lessons.

Impact

School leaders and teachers are providing actionable feedback to teachers and students about student outcomes and teachers are making effective adjustments to meet student students' learning needs.

Supporting Evidence

- Common assessments are utilized from instructional materials and Measures of Student Learning (MOSL) selections in all core content areas.
- Created assessments are based on skill mastery grade to grade. For example, grade teams are responsible for designing tasks to measure student mastery in order to determine curriculum adjustments.
- Teachers record data from student conferences in order to monitor student progress. Notes are used to follow-up with written feedback on student work and oral feedback during teacher/student conferences.
- Most teachers check for student understanding during lessons by using strategies such as thumbs up/thumbs down, exit slips, math journaling, and mid lesson summaries. Teachers make adjustments to their lessons based on student responses in order to meet their learning objectives. During an observed lesson, the teacher noticed some students did not understand the directions for the practice period. She asked students to talk to their partners for further clarity. She then checked in again with them before they began their work.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

Across classrooms, instructional practices are inconsistent and student discussions did not reveal high levels of student thinking.

Impact

Students had limited opportunities to engage in demanding activities that demonstrate their thinking processes as evidenced by student work.

Supporting Evidence

- Student discussion was limited in most classrooms. For example, a grade 1 class learned about animals in the Arctic. Students were asked to turn to their partners to share their thoughts to low level questions based on Depth of Knowledge (DOK).
- Several lessons did not allow students practice time of taught skills, limiting teachers' ability to determine whether students had success in working with new learning.
- In a grade 2 class, students made attempts to answer the essential question, "How do we add three numbers?", but student responses reflected minimal understanding of place value and regrouping. Additionally, the practice worksheet did not provide opportunities to determine the level of understanding based on students explaining their mathematical process to solve problems and was more focused on basic computation.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

The curricula are aligned to the Common Core Learning Standards (CCLS) with tasks focused on strengthening students' higher order thinking skills.

Impact

All students are engaged in \challenging coursework and performance tasks that promote higher order thinking skills.

Supporting Evidence

- The school has adopted math curriculum materials to support all grades K-5 classes that support the instructional shifts and build coherence school wide. Math exemplars, which provide students with additional opportunities to practice problem solving skills which require written explanations of their work, are strategically integrated within math units of study.
- In order to strengthen alignment in English Language Arts, the school adopted the Wonders reading program which incorporates CCLS in grades 2-5. Grades K and 1 use Treasures program with correlated units of study to ensure rigorous and demanding activities and lessons are presented to students
- The school has introduced CCLS standards in prekindergarten using the resources of EngageNY.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders and staff consistently communicate high expectations and provide feedback to teachers, students, and families about academic progress.

Impact

The school's effective communication structures result in a strengthened and informed school culture focused on student achievement. .

Supporting Evidence

- School leaders have communicated and provided professional learning opportunities to support teachers on Domain 3 of the Danielson Framework in order to make explicit the expectations for teaching and learning and attributes of effective instructional practice. The school provides weekly professional learning opportunities to support the growth of teachers in questioning techniques and data analysis.
- The school has adopted the "Leader in Me" program" which develops leadership skills in adults and children to stress academic and social emotional behaviors all need to be successful in attaining personal and professional goals. Charts illustrating the steps of the program were prominently displayed in the halls and classrooms. Several teachers referred to the specific behaviors such as teamwork during lessons.
- The school's guidance counselor is instrumental in conferring with families about requirements for articulation to the middle school through workshops, middle school fairs, and individual conferences.
- Weekly time is set aside for parent engagement to discuss student progress, academic supports, and celebrations reinforcing student achievement with regard to academic and behavioral expectations..

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

All teachers are involved in inquiry teams which analyze data and student work.

Impact

Teachers are able to make more focused adjustments to their practice and curricular modifications.

Supporting Evidence

- All teachers participate in grade and vertical teams in order to ensure curricula in coherent grade to grade.
- Teachers are assigned roles and use protocols in all team meetings to increase the effectiveness of the meeting time.
- Teams are focused on attaining schools goals of increasing student writing and monitoring student work to determine the effectiveness of lesson planning and implementation. Revisions to units of study are based on student performance and discussed and shared with school leaders. Observed teacher team focused on utilizing a problem solving procedure to solve Math exemplars using math content language. Teachers discussed modifying their teaching practices in order to support students in communicating their solutions using math content language in written and verbal responses.