



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

P. S. K004

75K004

**530 Stanley Avenue
Brooklyn
NY 11207**

Principal: Deborah Evans

**December 08-09, 2014
Lead Reviewer: Adrienne Edelstein**

The School Context

P. S. K004 is a K-6 school with 404 students from pre-kindergarten through grade 6. The school population comprises 63% Black, 24% Hispanic, 07% White, and 06% Asian students. The student body includes 15% English language learners and 100% special education students. Boys account for 75% of the students enrolled and girls account for 25%. The average attendance rate for the school year 2013-2014 was 87.0%.

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	Celebration	Well Developed
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	Proficient
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	Additional Findings	Well Developed
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	Well Developed
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	Well Developed

Area of Celebration

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

Strategic curricula decisions made by school leaders and faculty have resulted in coherence and alignment to the Common Core Learning Standards (CCLS) and integrate the instructional shifts for all learners. Teachers use student work and relevant data to increase close achievement gaps and increase cognitive engagement for all learners and higher order thinking skills are consistent across grades and content areas.

Impact

The school cohesively integrates the instructional shifts and content standards across all curricula with rigorous tasks and learning experiences promoting college and career readiness resulting in increased achievement for all students. Multiple access points are regularly planned to cognitively engage all learners.

Supporting Evidence

- Across grades and subjects, teachers plan writing units in literacy that are aligned with the school's Units of Study aligned to the Common Core Learning Standards (CCLS). For example, in a second grade classroom students were engaged in a lesson about different aspects of the seashore. One group of students was writing their own book about the facts they learned while another group was labeling the facts in their student made books using Picture Exchange Symbols (PECS). The groups came together to discuss how these facts will affect them when they visit the beach. Each activity allowed students to demonstrate a deep understanding of concepts and the ability to apply them in real world situations.
- Across all grades and subjects, lessons are based on the school's "3-E" (engagement, exploration, evaluation) instructional model. The instructional period flows from a whole class activity to center based exploration ending with evaluation. In several classroom visits during the evaluation period, students shared with each other what they learned during the lesson. Time was allotted for peer to peer questioning.
- The school's belief of assuring access for all learners is embedded in all lesson planning. Entry points for all students, including English language learners, is a collaborative decision-making approach that strategically focuses on the individual elements of a lesson, while considering the learning styles of students, their learning modalities, interests and readiness skills. It assures contributing and participatory roles for all learners. For example, extra time was provided for some students to complete a rigorous task, while enrichment activities were provided for others. In a first grade classroom visit, students were working on comparing digital clocks to analog clocks. Students who completed the task worked on an enrichment activity creating their own clock on a computerized program.
- The use of Universal Design for Learning (UDL) during instruction, allows teachers the opportunity to assess students' learning and plan next steps. For example, in one class visited students developed their own questions for each other to check for understanding during an ELA lesson on "Animals in their Natural Habitat".

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

While pedagogy across classrooms provide students with challenging learning tasks that require them to use higher order thinking skills and problem solving, the use of extensions to support communication skill development of all learners varies across the school.

Impact

Across classrooms challenging learning tasks and teaching strategies provide multiple entry points for students to produce meaningful work products, yet there are some missed opportunities to support communication skill development.

Supporting Evidence

- In several classroom visits the push-in model of speech providers in the classroom allowed collaboration between teachers in order to support further development of communication skills. During a lesson observed a speech provider was assisting a student with an adaptive communication device in order for the student to have equal access to the lesson. However, this was not evident in all classroom visits.
- All classrooms demonstrated evidence of structured opportunities for students to engage in tasks on their own or with their peers that required the use of academic vocabulary, genre specific evidenced based writing and a deep understanding of their work. For example, during a science lesson students were identifying simple patterns using seeds, rocks and magnets graphing the results on individual graphs and concluding with a class wide graph.
- Clear scaffolds and entry points, such as purposeful groupings, adaptive communication devices, sentence starters, vocabulary prompts, visual cues and student centered work stations allowed all learners a variety of pathways to complete tasks and demonstrate their thinking. For example, in a third grade class, English language learners (ELLs) were provided with picture cues that allowed them to engage in discussions with their peers about holiday symbols.
- The evaluation phase of the 3-E model allows students the opportunity to share and discuss their quality work products. In one classroom visit students were rating each other on the accuracy of the timeline they created on holidays and giving feedback on next steps.

Additional Findings

Quality Indicator:

2.2 Assessment

Rating:

Well Developed

Findings

Across the vast majority of classrooms, the school uses common assessment and rubrics aligned to its curricula to analyze student work and provide meaningful feedback across grade and subject areas.

Impact

The strategic creation and use of assessments and rubrics by all teachers allows for ongoing analysis of student performance and adjustment to classroom practices that improves student performance and demonstrate increased student mastery. Student self-assessment tools guide instructional decisions and provide clear and actionable learning targets for all learners.

Supporting Evidence

- Across classrooms there is evidence that teachers are monitoring progress of students within each unit of study through frequent strategies such as use of checklists, Depth of Knowledge (DOK) questioning, exit slips and daily performance for Individualized Education Plan (IEP) progress. Students are aware of the purposeful groups and are able to articulate, either verbally or through the use of adaptive communication devices, their understanding of the groupings and the range of work that needs to be done with their peers.
- Administrators and teachers articulate coherent reasons for assessment choices which are aligned to the Common Core Learning Standards. For example, in on classroom visit all students were non-verbal and the teachers uses an assessment that incorporates PEC symbols to analyze student learning. These choices provide a wide range of daily, monthly and quarterly data to adjust instruction and monitor student growth. For example, in a fifth grade classroom visited the teacher and student were reviewing the student's work product and together completing the student's daily performance chart allowing for student comprehension of next steps.
- A variety of feedback to students, from teachers and peers, is specific to the work product and given in a timely manner in order to advance student learning. All teachers use a school wide bulletin board work rubric, which is student and task specific. The rubric measures the students' mastery of skills and understanding of content area. This rubric is used by administrators and teachers to track progress towards goals across grade and content areas to make instructional decisions.
- Teachers and teams effectively analyze data to gather information about students' progress and learning needs relative to the student learning goals. In addition to the daily performance chart and quarterly report to families, all teachers complete a monthly progress report. This report, sent home to parents, informs all students' progress and next steps. The report is based on a four point rubric for all content areas. The school's instructional focus, as articulated by all teachers and administrators, centers on deepening the knowledge of students through planning and is reflective of analysis of assessments. This work has led to increased focus on the design of tasks and teaching strategies, such as inclusion of speech providers in the classroom to increase communication skills. Evidence of this was observed in the end of unit assessment, in one classroom, which assessed content area and communication skill growth.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders and staff implement highly effective strategies for communicating high expectations and focused feedback to students and families connected to a path to college and career readiness.

Impact

There is a mutual accountability of student success by all stake holders. These best practices have resulted in high levels of professionalism, quality instruction, and effective communication around academic, social and behavioral expectations for students resulting in improved student outcomes.

Supporting Evidence

- The principal communicates with staff daily through a site specific “daily memo” which reinforces the school’s instructional focus and expectations for the 2014-2015 school-year. The memo highlights professional development activities, meeting dates, curriculum and assessment updates, school safety information and site specific events for the day. The principal also distributes a weekly memo which informs staff of upcoming deadlines and activities.
- The school provides ongoing, clear lines of verbal and written communication with families to deepen their understanding of college and career readiness expectations for their children. This is done via monthly newsletters written and sent home by each teacher. In addition, family workers, the parent coordinator and related service providers make outreach to parents to ensure all students diverse needs are met. This empowers families to help support their children in meeting these expectations.
- Regular professional development and training opportunities are provided to staff to ensure tools are available to maintain the high expectations of all staff. The school’s system of linking teacher professional development to student learning allows all stakeholders to benefit from each professional development activity. This is evident by the use of the “P4K System of Linking PD to Student Learning” form. Participants in a professional development activity complete the form which includes the forum of the activity, the content or skill learned the learning outcomes established for students, the assessment instrument to be used and the expected level of performance for students.
- Ongoing parent workshops play a significant role in enhancing teacher communication and partnerships with parents. Monthly assemblies, Saturday workshops for families of ELLs, math and science interactive workshops, positive behavior support and related service provider workshops all increase opportunities for a school and home connection to support high expectations for a path to college and career readiness.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

All teachers collaborate in highly developed professional teams to analyze student work and develop school wide instructional practices. Teacher teams strategically and effectively implement structures to analyze instruction practices, assessment data and student work.

Impact

As a result of professional collaborations cohesive curricula and classroom practices are strengthened resulting in a shared commitment to increased student achievement. Furthermore, teachers adjust practices to ensure mastery and increase achievement for all learners.

Supporting Evidence

- All teachers are involved in a Professional Learning Community (PLC) that follow a protocol based on a three day schedule. During day 1 teachers review curriculum maps, identify what students must know and create differentiated rigorous activities that incorporate the instructional shifts. During day 2, teams review two samples of student work, record any net change in student progress and suggest next steps for the presenting teacher to implement for the next one to three weeks. During day 3 the work is submitted and analyzed to determine if the next steps resulted in student progress. If little or no progress is made day 2 and 3 are repeated. When success is achieved by the student strategies and practices are shared with the school community. Implementation of these strategies has resulted in 95% of all students tested on the New York State Alternate Assessment exam, achieving level 3 or higher as compared to 84% in the prior year. Additionally, the 3 day teacher team protocol and the monitoring by administration have led to increase student achievement as evidenced by a 5% increase in baseline scores on the Student Annual Needs Determined Inventory assessment.
- All grade levels consistently use protocols for looking at student work. For example, ELA units of study, such as “Animals and Their Habitats”, are refined and adjusted to improve content and writing skills. Teachers collaboratively plan and refine curriculum in order to emphasize the instructional shifts, including balancing informational and literacy texts, and strengthen the alignment with the Common Core.
- Teacher teams effectively implement systems to monitor a variety of student data and classroom practices that inform instruction leading to the achievement of goals for individuals as well as groups of students. This is evidenced by the appropriate student groupings in all class visits and the peer to peer interaction observed. As a result of this monitoring the Curriculum, Instruction and Assessment team (CIA) developed the “P4K Visual Guide of Student Intellectual Engagement” entitled “Beyond Cutting and Pasting”. This packet clearly verifies the rigorous activities taking place in the classroom through photographs of classroom activities.