



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

P.S. 65

Elementary School K065

**700 Jamaica Avenue
Brooklyn
NY 11208**

Principal: Daysi Garcia

**Date of review: November 19, 2014
Lead Reviewer: Joyce Stallings-Harte**

The School Context

P.S. 065, is an elementary school with 644 students from grade Kindergarten through grade 5. The school population comprises 13% Black, 79% Hispanic, 1% White, and 7% Asian students. The student body includes 24% English language learners and 11% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 93%.

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	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	Celebration	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

Quality Indicator:	2.2 Assessment	Rating:	Well Developed
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Findings

Assessments and grading policies aligned to curricula provide opportunities for analysis and adjustments to practice based on student needs.

Impact

Teachers review student mastery toward goals using common assessments and make use of instructional adjustments tailored to all students, including ELLs and SWDs that lead to an increase in student performance.

Supporting Evidence

- The school has developed common assessments including rubrics and has a standard grading policy based on Common Core Learning Standards. Common grading guidelines which are rubric based provide data on student mastery and progress. Teachers use multiple assessments including projects and problem-solving to assess student learning and plan for differentiated grouping. This student grouping structure provides intensive support and leads to individualized opportunities for learning.
- Targeted students participate in extended learning. For example based on review of summative and formative data, the school's math extended day program was formed. Based on their Pre-Requisite Inventory students were selected to participate in afterschool programming on problem solving. The program includes a mini lesson, guided practice, and independent practice. Assessment results are used to inform the school day math instruction and results are used to make adjustments to curriculum.
- Across classrooms teachers use techniques such as self-assessment and exit cards to check for understanding. In a grade 4 class during math, students were able to articulate their objective and worked in mixed ability groups to solve problems involving the comparison of fractions. Students' present exit slips to demonstrate understanding and then this information is used to design flexible groups based on individual learning needs.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Whereas teaching strategies consistently meet the needs of all learners, align to curricula, and reflect adoption of the Danielson Framework for Teaching, practices across most classrooms to reflect high levels of thinking, participation, and ownership are being refined.

Impact

Pedagogical practices that require students to demonstrate high levels of engagement in rigorous tasks and ownership of their learning across the vast majority of classes are not yet sustained.

Supporting Evidence

- During a 2nd grade English language arts lesson students drafted a narrative on connecting the core virtue and how that connects to college and career. Students were asked to confer with a partner and use synonymous vocabulary from the posted word wall. Students had access to the Webster's Roget's thesaurus as a resource. In another 2nd grade classroom students were offered a graphic organizer to determine setting in their writing piece. While these were common practices across classrooms, strategic supports that promote higher order thinking skills for students with disabilities and English language learners across the vast majority of classes are continuing to improve.
- Across classrooms, teachers' practices provide all learners multiple opportunities to demonstrate their thinking and produce high quality work products. Teachers use the gradual release of responsibility through whole class instruction, mini lesson, followed by independent student work and small group practice to demonstrate mastery. Teacher lesson plans reflect alignment to the Danielson framework for teaching and integrate depth of knowledge questions to guide their questioning and provide opportunities for accountable talk. However, in a science class, while students engaged in an experiment that required higher order thinking during independent work time, the teacher, largely, guided the lesson, decreasing the opportunity for student ownership of their learning.
- A review of student work folders across classes evidenced organizers and checklists in argumentative writing assignments that ask students to cite evidence and use of rubrics to specify expectations and increase student ownership of their work. High-level, varied supports for all learners are in process to increase student achievement across the vast majority of classes.

Additional Findings

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

Rich curriculum across all content areas aligned to Common Core Learning Standards and/or content standards provide rigorous and cognitively engaging tasks for all learners.

Impact

Academic tasks and activities for all students, including English language learners and Students with disabilities are planned to promote higher order thinking and preparation for higher education and careers.

Supporting Evidence

- The school uses a backward design model of curriculum development to create rigorous curriculum maps and unit plans across grades and subjects aligned to the Common Core. Across content areas students engage in curriculum that integrates a monthly core virtue such as 'understanding'. Beginning in Kindergarten students are asked to support what they think and believe with evidence from the text and included in their discussion and writing based on Depth of Knowledge. This practice is consistent across classrooms and engages learners in challenging tasks.
- Differentiated tasks and project-based learning opportunities for students include intensive, strategic and benchmark tasks for multi-leveled groups which are based on identified need. In a grade 1 writing class, students worked on personal narratives in groups based on the performance task. All students were provided scaffolds including English language learners and Students with disabilities.
- Across content areas, students engage in process writing that emphasizes general or specific writing techniques. In a grade 3 classroom students are required to use what they've learned about different communities to inform their persuasive writing piece. They use a Word Study Folder which includes 'cite your evidence', word banks and content specific words and verbs to substitute in addition to writer's craft.

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

Teachers engage in structured professional collaborations that improve teacher pedagogical practice. These include inquiry meetings focused on student achievement and mastery of goals.

Impact

Multiple opportunities for professional development are provided all staff members. Teachers consistently analyze student work and assessment data aligned to the Common Core. Instructional adjustments and student progress toward mastery of goals for all learners are tracked and evaluated.

Supporting Evidence

- Teacher teams meet consistently to evaluate student performance and achievement using a protocol on a consistent basis. Teams use guiding questions to ground the inquiry process and served as anchors for the process and document their work using an online system for whole school review. For example, after evaluating student responses from Ready Gen baseline assessments along with the initial reading responses, teachers found that students struggled with using text evidence to support their thinking. This became the inquiry focus and after implementation of the instructional shifts students are reassessed which improves learning opportunities for all learners.
- The vertical teacher team, which comprises classroom and cluster teachers, utilizes the item analysis to determine grade wide trends. For example, from student needs based on analysis of the most recent New York State exam, teachers felt that students needed more exposure to complex text and grade level vocabulary. The team recommended study of vocabulary, prefixes and suffixes to address noted areas. Student progress on student performance tasks and writing assessments and the results of improvement are maintained by the teacher team.
- Teachers comment that they know the academic expectations for each grade and what students should be prepared to do as a result of the team meetings. They are able to provide input toward decisions on instructional resources that will support and strengthen teaching practices and student performance.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

The school engages all teachers in professional training and provides students and families with opportunities to understand progress toward college and career goals. All members are accountable for upholding these high expectations.

Impact

Adherence to an individualized and whole staff system of professional learning opportunities that emphasizes mutual commitment and accountability promotes college and career preparation and student advancement.

Supporting Evidence

- Teachers plan and deliver professional learning sessions as well as participate in professional learning opportunities such as 'Enhancing Questioning and Discussion Techniques Using Danielson's Framework' which was delivered by a team of eight teachers. Additionally, professional development based on specific needs as identified by individual teachers is offered in alignment with the school's instructional foci.
- High expectations are exemplified and consistently shared with students and families. Teachers plan weekly parent engagement activities and the principal hosts monthly parent workshops for each grade such as 'How to help your child with multiplication' for grade 4 and 'Getting to Know and Understand your Kindergartener'. Outreach is monitored through parent logs and parent participation encouraged through phone calls and monthly calendars for each grade denoting monthly activities.
- Students comment that the school's main goals include high quality discussion to prepare them for college and careers. For example, during class debate they probe each other depend on each other by asking for clarification and deeper explanation to make the point clearer. Another student commented that their reading work prepares them for the writing work which must be accomplished in college.