



**Department of  
Education**

*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report 2014-2015

**The Sheffield School**

**19K190  
590 Sheffield Avenue  
Brooklyn  
NY 11207**

**Principal: Stephaun Hill**

**Date of review: October 29, 2014  
Lead Reviewer: Joyce Stallings-Harte**

## The School Context

P.S. 190, The Sheffield School is an elementary school with 201 students from grade Pre-K through grade 5. The school population comprises 80% Black, 17% Hispanic, 1% White, and 2% Asian students. The student body includes 1% English language learners and 12% special education students. Boys account for 45% of the students enrolled and girls account for 55%. The average attendance rate for the school year 2013-2014 was 89%.

## School Quality Criteria

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

## Area of Celebration

|                           |                              |                |                   |
|---------------------------|------------------------------|----------------|-------------------|
| <b>Quality Indicator:</b> | <b>3.4 High Expectations</b> | <b>Rating:</b> | <b>Proficient</b> |
|---------------------------|------------------------------|----------------|-------------------|

### Findings

The school community holds high expectations for student learning that are fulfilled through professional learning opportunities that increase teacher preparedness. These include updates to students and families to ensure understanding of progress toward college and career preparation.

### Impact

Professional learning and a system of accountability leads to schoolwide adoption of planning and productive behaviors aligned to high achievement that promotes college and career readiness.

### Supporting Evidence

- Teachers participate in structured professional learning sessions as noted on the school's Professional Learning Plan, which is based on individual needs as indicated via teacher request and the school's stated instructional foci for which members are accountable.
- Staff members model strong mutual respect and collaboration through cooperative lesson planning to ensure alignment with standards, instruction and assessment. Weekly memos and feedback from walkthroughs promote accountability for meeting expectations.
- Parents note that teachers are always available to discuss their expectations of what students need to do to prepare for college and career and that the school provides regular updates through progress reports, student work logs, via phone, email and in-person conversations. Students and families are kept abreast of student mastery toward standards through quarterly progress reports and outreach to parents, which is logged and monitored.

## Area of Focus

|                    |              |         |            |
|--------------------|--------------|---------|------------|
| Quality Indicator: | 1.2 Pedagogy | Rating: | Developing |
|--------------------|--------------|---------|------------|

### Findings

While teaching practices are informed by the Danielson Framework and provide opportunities for questioning and discussion techniques, practices are being refined to engage all learners including high achievers.

### Impact

Pedagogical strategies are that require students to take ownership of their learning that reflect mastery and produce meaningful work products are not yet consistently and purposefully crafted.

### Supporting Evidence

- During a 1<sup>st</sup> grade math lesson, students explored the commutative property of addition and engaged in a teacher-led activity followed by a variety of activities that included small group instruction, partner work, and use of coloring material for representation. Conversely, in a 4<sup>th</sup> grade class, there was limited student engagement as students spent extended time writing the problem of the day, minimizing opportunities for student learning.
- In most classrooms visited students engaged in whole class discussions, by responding to teacher-posed questions. However across some classes there were limited opportunities for students to utilize Depth of Knowledge (DOK) techniques to question each other and generate solutions to problems.
- Student conversations revealed that while they are expected to use discussion prompts for group work, this practice is inconsistent in all subject areas, such as science where cooperative work is just beginning.

## Additional Findings

|                           |                       |                |                   |
|---------------------------|-----------------------|----------------|-------------------|
| <b>Quality Indicator:</b> | <b>1.1 Curriculum</b> | <b>Rating:</b> | <b>Proficient</b> |
|---------------------------|-----------------------|----------------|-------------------|

### Findings

A rigorous curriculum across content areas is aligned to Common Core Learning Standards (CCLS) and emphasizes higher order skills for all learners.

### Impact

All students, including English Language Learners (ELLs) and special education students have access to activities and tasks that promote deep thinking and prepare them for college and career as a result of the rigorous and coherent maps across content areas.

### Supporting Evidence

- The school has developed Making Connections in Literacy Matrixes that integrate the instructional shifts across grade bands, K-2 and 3-5. The school's selected program notes strategies and skills students are expected to accomplish including Tier 1 and Tier 2 vocabulary and the integration in tasks that call for higher-order DOK questions.
- Lesson plans are designed to address varied student learning needs. Students are grouped according to strengths and areas of challenge and participate in scaffolded instruction for special education students such as deconstructing and reconstructing sentences using visual cues.
- Writing is evident in all content areas and leads to a publishing celebration that emphasizes writer's craft and content knowledge. At the heart of this 4-week unit, writing instruction is embedded with vocabulary development.
- Students develop writing proficiency through a first period writing process class across all grades. They use writing tools such as editing checklists, word banks and language stems to promote mastery in crafted writing pieces across multiple genres that promotes coherency across grades as evident in unit plans.

|                           |   |                |                   |
|---------------------------|---|----------------|-------------------|
| <b>Quality Indicator:</b> | <b>4.2 Teacher teams and leadership development</b> | <b>Rating:</b> | <b>Proficient</b> |
|---------------------------|---|----------------|-------------------|

### **Findings**

Teachers participate in vertical team meetings on a consistent basis that focuses on the attainment of school goals and promotes increased student achievement. Key decisions on curricula and instructional practices are impacted through this structure.

### **Impact**

A professional learning community is encouraged and promoted through structured inquiry-based conversations that intentionally integrate Common Core Learning Standards (CCLS) and promotion of higher student achievement. Teams analyze student work products and plan for instructional adjustments that advance progress for all learners.

### **Supporting Evidence**

- Teachers meet to review student work products such as writing pieces using a student work protocol. For example, teams include cluster teachers and related service providers who are more fluent in utilizing the staircase of complexity. Strategies are shared and modeled and teachers make instructional modifications increasing learning opportunities for all learners.
- All teachers share leadership roles during the team meetings. Teachers are responsible for sharing information to teams from off-site workshops which builds teacher leadership practice.
- Teachers utilize a DAN (Data-Analysis-Next Steps) sheet, which shows student growth and next instructional steps. Review of the DAN sheets show tracking for reading and math. Student reading levels are noted and strategies such as guided reading recommended. Student progress is the subject of review at team meetings. Teachers use a narrative response sheet to codify improvement in student progress.

|                           |                       |                |                   |
|---------------------------|-----------------------|----------------|-------------------|
| <b>Quality Indicator:</b> | <b>2.2 Assessment</b> | <b>Rating:</b> | <b>Proficient</b> |
|---------------------------|-----------------------|----------------|-------------------|

### **Findings**

Assessments and grading practices reflect alignment to curricula and teachers analyze data and make modifications based on student strengths and needs.

### **Impact**

A common approach to the review of multiple assessments provides teachers with a clear portrait of student mastery and leads to instructional adjustments and to student achievement.

### **Supporting Evidence**

- Teachers triangulate assessments such as Go Math quick checks, group share-outs to monitor student learning and use data to formulate groups for the following lesson. Groups are flexible based on data gathered and lead to individualized student opportunities for growth.
- Targeted programs and scheduling provide differentiation and enrichment for high achievers. For example, based on review of last year's summative data, the school implemented reading assessments include testing for fluency, phonemic awareness and comprehension. Results are used to adjust and inform literacy curriculum on an ongoing basis, which promotes progress toward goals.
- The kindergarten grade teacher team determined that based on the grade wide student writing performance task, students needed to be able to identify major events and use story details to determine character development. As a result, teachers developed a plan to engage small groups using scaffolded prompts and visual cues which addresses necessary adjustments to instruction based on individual learning needs.
- The school uses common assessments such as Show what you Know, mid-chapter and end-of chapter assessments in math, which provide data on student mastery and progress.