



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

Marino Jeantet

Elementary School Q019

**98-02 Roosevelt Ave
Queens
NY 11368**

Principal: Genie Calibar

**Date of review: April 28, 2015
Lead Reviewer: Dr. Joseph O'Brien**

The School Context

P.S. 019 Marino Jeantet is an elementary school with 2003 students from kindergarten through grade 5. The school population comprises 1% Black, 90% Hispanic, 0% White, and 9% Asian students. The student body includes 61% English language learners and 18% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013-2014 was 95.4%.

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	Additional Findings	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	Focus	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	Celebration	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:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders consistently emphasize a culture of learning that communicates high expectations and mutual accountability aligned to the Danielson Framework for Teacher. School leaders and staff effectively communicate their expectations to families connected to a path to college and career readiness.

Impact

High expectations result in a culture of mutual accountability, collaboration, and buy-in on the part of teachers, leaders, and families, thus creating an atmosphere conducive to the developmental needs of all students. School leaders successively partner with families to support student independence, progress and ownership of learning.

Supporting Evidence

- Teachers are provided with an administrative folder each year detailing high expectations. Detailed memorandums, rubrics, expectations for bulletin boards, room arrangement, checklists, specific expectations for literacy, math, social studies and science binders and other distinctive school expectations. For example, “The literacy binder should include the following documentation: professional development agendas, word work, pacing calendar, samples of templates and graphic organizers.”
- School leaders and teacher teams provide professional learning opportunities on an ongoing basis and help to create a culture of mutual accountability and collegiality among teachers and school leaders. The professional development committee uses surveys to monitor and hone professional learning practice and teachers provide professional learning to each other based on need. Teachers additionally engage in inter-visitations and provide feedback to their colleagues. Administrators engage in focused walkthroughs of grade-level classes once per week to note teachers’ professional learning needs. A professional learning calendar based on these data and teacher recommendations is updated monthly. Detailed feedback and supports listed included the use of “big ideas” or concepts in units in ELA and Math evidenced in student discussion and writing samples. In mathematics, feedback included the need for more classwork, tasks, and assessments with questions and problems requiring different strategies to construct viable arguments. Specific strategies including medial summary as a checkpoint for student learning were also seen in feedback. Professional learning topics include curricular development, reviewing student work, providing effective feedback, and the use of embedded formative assessment.
- The school’s learning leaders program provides opportunities for families to partner and participate in classrooms. For example, parents are trained to assist classroom teachers in small group assessment and task completion. The school provides adult learning opportunities in English as a Second Language (ESL) three days per week. A school newsletter is issued five times per year with outlines of what each grade is studying, news events, and parental tips on supporting academic progress. During parent orientation and on Tuesdays, teachers provide workshops on assisting with homework”, and use of the I-ready, and X-tra Math online programs.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

Teachers utilize data from common assessments and rubrics aligned to the school's curricula to determine student sub-group progress towards goals, across grades. Assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessments.

Impact

Teachers use assessments to determine student progress towards goals on an on-going basis across grades resulting in curricula and instructional adjustments. Although assessment practices across classrooms consistently reflect the use of ongoing checks for understanding and student self-assessments, students are not fully aware of their next steps for learning.

Supporting Evidence

- Teachers assess students using Ready GEN and Expeditionary Learning (4th grade) pre and post assessments, teacher-created math assessments, MOSL assessments, guided reading notes, conference notes, on-demand writing pieces, and student checklists, which are all used to formulate flexible groupings for students and/or differentiated tasks. For example, grade four teacher teams noted that English language learners (ELLs) struggled on questions and tasks related to fiction. Teachers reviewed student work, curricula and pre and post exams and it was revealed that students were not exposed to enough fiction in Ready GEN to prepare for the state exam. Fourth grade teachers now use teacher-created resources generated from Expeditionary Learning to augment fiction texts and adapt curriculum to enhance instruction. Teachers noted an uptick in preliminary data on ELL performance on post assessments related to fiction based questions and tasks.
- Teachers identified that across all grades ELLs and students with disabilities struggled with "Big Ideas" on past NYS ELA Assessments; therefore the school provided additional professional learning and mobilized the faculty to illuminate how best to push students' thinking and comprehension of complex texts and ways to explicitly teach themes. Students created picture books and engaged in role playing activities centered on identifying theme. Teachers in grade teams then created questions and theme-based activities for flexible groups based on the assessment data. According to one ELL student, he shared: "I have never done better in English, ever." Preliminary data from MOSL assessments show a rise in students with disabilities and ELLs use of theme in essays and on demand writing.
- In the majority of classrooms visited, teachers were observed conferencing with students and noting their answers. For example, in a dual language math class, while students were working in groups, the teacher circulated around the room interacting with students and noting their responses to questions. Based on her findings, the teacher made an in the moment adjustment to the lesson, changing her pacing and skipping an unnecessary extension to the mini lesson while re-grouping students based on the new data collected.
- Student reflections and student checklists were seen in use in most student work products. However, not all students were able to articulate what they needed to do to improve or move to the next level.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data.

Impact

The school makes purposeful curricular decisions that builds coherence and promotes college and career readiness skills. Adjustments to curricula and academic tasks provide all students, including English language learners and students with disabilities access to engaging learning experiences.

Supporting Evidence

- The second grade teacher team noted that students were struggling on the ELA Measures of Student Learning Assessments (MOSL). Specifically, teachers identified the gaps within the Ready GEN, the Common Core Learning Standards, and MOSL assessments. For example, in Ready GEN, second grade fairytales are not addressed, yet this genre plays a pivotal role on the city's second grade MOSL assessment. Teachers adapted units to include additional lessons on fairytales, point of view, opinion tasks and compare and contrast strategies. Preliminary data shows an uptick in student writing abilities based on classroom assessments and from the adjustments made to the curricula.
- The school identified the need for additional ELL writing support based on classroom assessments, MOSL, and state exam data. Teachers quickly shared their belief that Ready GEN's writing curriculum was limited and wanted something to better support their ELLs. Specifically, ESL teachers now use the Hochman's writing method to explicitly teach complex sentences, grammar, paragraph structure and word choice. For example, first graders now extend their writing using key conjunctions including those such as, "but" and "because".
- Teachers review student individualized learning plans (IEPs) when designing curricula. For example, teachers use a team-designed protocol using a graphic organizer to match IEP goals to instructional practices. Teacher adaptations also include the use of visuals and illustrations to aid student comprehension.
- Big ideas and Common Core Learning Standard concepts including claim and counterclaim, multistep word problems, and balance of fiction and non-fiction are embedded throughout the schools' curricula. Students demonstrate critical thinking through higher order conversations about big Ideas and big concepts of the unit in alignment with the instructional focus. In mathematics, classwork, tasks, and assessments include questions and problems requiring different strategies to construct viable arguments. For example, within one teacher's plan, students were required to deconstruct multi-step math word problems to identify potential areas for student remediation.

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching. Teaching strategies consistently provide multiple entry points into the curricula for all learners, including ELLs and students with disabilities.

Impact

Teacher practice across classrooms ensures all learners, including ELLs and students with disabilities are engaged in appropriately challenging tasks and demonstrate higher order thinking skills in student work products. Students with disabilities and English-language learners are provided multiple entry points resulting in meaningful work products.

Supporting Evidence

- The principal revealed that the Measures of Teacher Practice outcomes demonstrated a need for further teacher development in two components; 3b: Questioning and discussion techniques and 3d: Assessment in Instruction. In order to support this, teachers have received professional development on the Socratic Seminar that included discussion with grade level colleagues about methods of applying the seminar to their specific grade. In addition, teachers received professional development around questioning and discussion in various subjects and disciplines, as well as to identify how and when to use various types of assessments in the classroom.
- Across classrooms visited, environments were print rich with teacher-created charts and equipped with SMART Boards, computers and libraries, with subject-specific tools where students are engaged in learning via multiple entry points. For example, in a first grade class, students were observed using math cubes to learn how to measure using non-standard units. In a social studies class, the teacher had the students watch a video about Chinese culture to support the diverse learning styles within the classroom. Furthermore, during a math lesson students had native language supports and used mobile technology to enhance their progress via I-ready, an online reading resource.
- Students write and present performance based assessments known as “Applied Learning Projects.” Advanced students, ELLs and students with disabilities are provided choices in tasks and ways in which to present. For example, projects or presentations with speeches, dioramas, posters, and PowerPoint presentations were observed. For example, grade four students studied simple machines and created their own toys or creations using multiple types of simple machines they had previously studied.

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

Teacher teams systematically analyze assessment data student work and teacher’s instructional practices. Distributive leadership structures are embedded so that there is effective teacher leadership.

Impact

Teacher teamwork results in shared improvements in teacher practice and mastery of goals for groups of students. Teachers play a key role in professional learning and the genesis and implementation of key decisions that impact the school community.

Supporting Evidence

- The ESL teacher team provides ongoing support in English as second language strategies for teacher teams across the school, the Hochman’s writing method and has made adaptations to the writing curriculum using the Writing Revolution resources to provide additional scaffolds and supports for ELLs. For example, idioms including raining cats and dogs, grammar, syntax and extension words and phrases are pre-planned with ELLs in mind. Teachers report that Hochman’s method has “changed the game of writing for ELLs” and use specific strategies, including explicit teaching and modeling to add structure, coherence, and clarity to writing.
- Teacher teams have designed rubrics, checklists, scaffolds, supports and professional learning opportunities for their colleagues. The planning teams design professional learning based on administration and teacher request, Advance data and team consensus.
- After reviewing the data from math and ELA MOSL assessments, teacher teams noted that students struggled with constructed responses. Third grade teachers returned to the curricula and made adaptations so that more lessons and tasks required students to explain their work and document the important steps taken to reach the solution or conclusion. For example, first grade teachers revised guided reading strategies to address students who were stuck between reading levels. Student ELA MOSL data shows an increase in student performance.
- Teacher teams meet at least twice per week to design curricular adaptations for students with disabilities, advanced students and ELLs. These designs have assisted teachers in creating differentiated scaffolds and supports in instruction, hone their practice in preparation and planning and to provide consistency across grades and subject teams.
- Teacher teams have designed “make and take” graphic organizers to push teachers to create on the spot adaptations to curricula rather than a series of adaptation lists that do not get completed. By using the “make and take” model, teachers place value on meeting time and a culture of sharing and support which permeates teamwork across grades and subjects.