

Quality Review Report

2014-2015

John Bowne

Elementary School Q020

**142-30 Barclay Avenue
Queens
NY 11355**

Principal: V Hart

**Dates of review: May 7, 2015
Lead Reviewer: Michael Dantona**

The School Context

P.S. 020 John Bowne is an Elementary school with 1406 students from PK through grade 5. The school population comprises 4% Black, 19% Hispanic, 2% White, and 74% Asian students. The student body includes 35% English language learners and 9% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-14 was 96.4%.

School Quality Criteria

Instructional Core

<i>To what extent does the school regularly...</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	Proficient

Area of Celebration

Quality Indicator:

3.4 High Expectations

Rating:

Well Developed

Findings

School leaders consistently communicate high expectations and provide training to the entire staff. School leaders and staff effectively communicate the expectations for college and career readiness to all families.

Impact

An environment of mutual accountability has been established through consistent communication to staff, resulting in a culture for learning and professionalism. Ongoing communication to parents promotes a successful partnership to support student growth.

Supporting Evidence

- School leaders consistently communicate high expectations to the staff and provide training resulting in a culture of mutual accountability. For example, teacher team members share that the school communicates via professional development sessions, email, school memos and observation feedback. Teachers also share that they are encouraged to make adjustments and modifications to curricula and assessments. One teacher added that after having an opportunity to attend and turnkey training on the Teacher's College Writing Pathways program and collaborating with the administration, the program was purchased and is now being implemented across the school. In addition, teachers share that they regularly engage in inter-visitations and are consistently in each other's classroom to learn and to provide peer to peer feedback. Teachers also share that this practice, coupled with the support of administration, permits them to take ownership over improving instructional practices.
- Parents share that the school communicates through report cards, progress reports, the school website and frequent meetings with school staff. Parents share that they feel the school is challenging their children for college and career readiness through the emphasis on writing. One parent shared that her son did not speak any English upon entering the school and is now at an advanced language learning level. Another parent added that a workshop on providing social emotional support has enabled her to communicate better with her child, which has allowed her to support his academic needs.
- Parents contribute to school goals through the implementation of the Learning Leaders program. Parents explain that they have been trained to support small groups of students with foundational skills using the Leveled Literacy Intervention program. Another parent shared that she is a Learning Leader who supports the schools' library program.
- School leaders provide parents with opportunities to attend workshops and ensure that translation services are available to support the needs of the school community. Parents share that the school provides English as a second language classes to support parents. In addition, New York State English language arts and math workshops were provided connected to the expectations of the Common Core Learning Standards. Parents received learning experiences around the math and English language arts shifts and received resources to support their children at home. Specifically, parents were able to view sample questions on each grade level to set clear expectations for families.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

Teachers use assessments and rubrics that are aligned to the curricula and gather summative data to measure student outcomes; however assessment practices do not provide a clear picture of student progress across grades and subject areas.

Impact

While assessment practices enable staff to determine student progress systems for tracking student progress over time do not demonstrate increased mastery of all students including English language learners and students' with disabilities.

Supporting Evidence

- The school uses common assessment data to adjust curriculum and instruction. This was evident as the teacher team engaged in a dialogue around students performing at level one and level two on a writing piece. Teachers determined that students were struggling with elaboration and began formulating a plan to modify upcoming unit plans. In addition, the modification of lesson plans and unit plans are supported through the development of standards based, color coded spreadsheets, which assist in identifying specific areas need. While there is evidence of data collection and data use across classrooms, school-wide systems to track progress over time need to be supported to monitor that all students have demonstrated increased mastery.
- The purposeful use of data to support instructional decisions was evident across classrooms through student groupings and small group instruction. For example, in a first grade classroom students were grouped according to assessment data and the task was differentiated to meet the individual needs of the class. Students who exemplified mastery of the grade 1 standards were provided with an extension to the task which supported grade 2 standards. Although there was evidence of data use to support instruction across classrooms, purposeful grouping or adjustments to meet the individual needs of the students was not evident across the vast majority of classroom limiting access or extensions into the curricula for students.
- Student work products are accompanied by feedback, which include next steps. For example, a teacher shared, that a students' writing piece had a clearly stated opinion and counterclaim and that he needed to work on transition words, domain specific vocabulary and supporting evidence. Students share that they receive rubrics and checklists with their assignments and that teachers explain how they could improve. One student stated, "When I am writing I make mistakes on the ending." Another student added, "One of my goals is proofreading because I make spelling mistakes." While students were able to cite the use and purpose of the rubrics they receive within their classrooms, some students were unclear on specific next steps needed to support their learning goals.

Additional Findings

Quality Indicator:

1.1 Curriculum

Rating:

Proficient

Findings

School leaders and faculty refine curricula using student work and data. Curricula are aligned to the Common Core Learning Standards and rigorous habits are emphasized for all students including English language learners and students' with disabilities.

Impact

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and or content standards, integrate the instructional shifts and make purposeful decisions to build coherence and promote college and career readiness for all students.

Supporting Evidence

- The school's English language arts units of study include a learning focus and the expectation for reading, writing, listening and speaking as well as the accompanied Common Core Learning Standards, while integrating the instructional shifts. For instance, the grade 5 English language arts curriculum, expected the citation of text based evidence from Sharon Robinson's *Promises to Keep*. Students are expected to utilize text to respond to essential questions like: "What caused Americans to think they won a victory over racism?"
- Common Core curricula are refined using student assessment data. School leaders provide staff with the opportunity to adjust maps to meet the needs of students. For example, teachers utilized data to modify curriculum to include a narrative writing unit based on an analysis of the Expeditionary learning curriculum and student work products. The resulting units' essential question is "why do readers analyze mentor texts when writing their own personal narratives?" Teachers placed an emphasis on elaboration, which was a specified area of need found within the teacher team collaborations.
- Units of study include multiple entry points to support access points for all learners. For example, a Kindergarten math unit of study contained specific tier one and tier two intervention strategies as a means of providing access for varied groups of students, such as the use of counters, tens frames and numeral cards. In addition to curriculum maps, teacher unit plans support student academic needs. For example, an English language arts unit plan, a teacher identified supports for specific students such as, the use of a sentence stem like: "One thing I notice that was different in each timeline was..." which provides access to the curricula and supports cognitive engagement.
- School leaders have established a school-wide curriculum committee which has a representative from each grade level to support the revision and refinement of curricula. For instance, after an analysis of school data, school leaders and staff adopted Judith Hochman's Writing Revolution program to support writing across grades, emphasizing rigorous habits.

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
---------------------------	---------------------	----------------	-------------------

Findings

The Danielson Framework for Teaching informs instructional practices across classrooms in alignment with the expectations of the curriculum. Teaching strategies provide multiple entry points into the curricula

Impact

Instructional practices reflect a coherent set of beliefs about how students learn best. Strategies support all learners in accessing appropriately challenging tasks so that they may demonstrate their thinking.

Supporting Evidence

- Teachers align practices to the curriculum and support the instructional shifts within the development of their lessons. For example, in a second grade classroom students were expected to use text features to help them better understand the main idea of a section of text and write a paragraph that introduces their topic using keywords associated with Hochman's strategies such as; but, so and because to support their ideas. In addition, in a fifth grade classroom teachers lifted quotes from the text, *Promises to Keep*, for students to grapple with and paraphrase. A group of students explained that they were using the quotes to get a better understanding about slavery and segregation. This activity promotes the instructional shifts through the use of complex text and the development of academic language.
- Teaching strategies provide multiple entry points for students ensuring access to curricula through the use of graphic organizers, white boards, sentence frames and manipulatives to support instruction. In a first grade math classroom teachers promoted the deep understanding of mathematical concepts as students sorted, tallied and graphed M&M's. Students were grouped based on performance and the level of student work varied to support the individual needs of the students. For example, a group of students that were exceeding the standards were provided with an extension activity involving multiplication and were provided with a graphic organizer, specifically designed to support the needs of those students. In a third grade math classroom, teachers utilized bendable straws, white boards and pattern blocks to support deepened understanding of line segments of polygons.
- Across classrooms teachers provided opportunities for students to engage in tasks which promoted student thinking. For example, in a fourth grade English language arts lesson, focused on elaboration, students explained they were responsible for determining the author's purpose from the story Bob. A student shared that the lesson "will help her because the story is about loving the toy and it adds details about why. If we understand how and why he wrote the story then we will be able to do it the same way."

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

Findings

Teachers are engaged in structured team work that promotes the achievement of school goals through the analysis of assessment data and student work products. Distributed leadership structures are in place to build leadership capacity so that teachers have a voice in key decisions that affect student learning across the school.

Impact

Teacher team structures have resulted in the strengthening of school-wide instructional capacity of teachers and contribute effective instructional strategies that focus on improved student learning.

Supporting Evidence

- School leaders have structured time so that grade level teacher teams meet on a weekly basis. The expectation is that teacher teams establish an agenda and take minutes for each team meeting. Teachers share that they regularly engage in inquiry and utilize a protocol to analyze student work whereby high, medium and low student work samples are reviewed to determine patterns and trends. During the team meeting, the teachers shared that they were focused on students who performed at a level 1 on the previous task. Teachers identified elaboration as an area of need across the grade level and the team members began sharing ideas about best practice and began to make a plan for future unit plan adjustments.
- School leaders established a book study, whereby teams of teachers engaged in work to support the school's instructional focus. Teacher teams are expected to apply elements of Jeff Zwiers' and Marie Crowder's text *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding* and write a team reflection about what was learned. In a written reflection, one team shared that the strategies from the text worked well when they were in close proximity of the students, while other students struggled to stay on task. The team felt that they needed to anticipate responses to the types of questions that were being asked to avoid a stall in conversation. Reflective practice promotes improved pedagogy as teachers developed a plan to make improvements to their practice using the Depth of Knowledge wheel to support the creation of higher order thinking questions.
- School leaders have developed teacher leadership structures through the development of math and literacy lead teachers, an English language learner coordinator, a MOSL committee and a curriculum committee. Teachers express that they feel that they have the ability to support school-wide decisions regarding curriculum and instruction. One teacher shared that distributed leadership structures enable peers to turn-key professional development. Another teacher added that the school-wide curriculum committee supports grade level concerns around curriculum and instruction and feedback from meetings are shared with the school community.