



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Public School 52**

**29Q052**

**178-37 146 Terrace  
Springfield Gardens, New York 11434**

**Principal: Linda Pough**

**Date of review: November 14, 2014**

**Lead Reviewer: Tammy Pate**

## The School Context

Public School 52 is an elementary school with 507 students from grades pre-k to 5. The school population comprises 89% Black, 8% Hispanic, 1% Amer. Indian or Native Alaskan, 1% White, and 1% Asian students. The student body includes 3 % English language learners and 9% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2013-2014 was 92%.

## 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>Focus</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>Additional Findings</b>	<b>Proficient</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>Additional Findings</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>Celebration</b>	<b>Proficient</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

Distributed leadership structures are in place that supports teacher teams in meeting flexibly to consistently analyze assessment data and student work for students they share or on whom they are focused.

### Impact

Teacher leadership has resulted in the majority of teachers having a voice in key decisions that affect student learning across the school and in improved teacher practice and progress toward goals for groups of students.

### Supporting Evidence

- Every grade and each content area has a teacher leader selected by administrators from among the highest rated staff across grades and content. Teacher leaders, once selected, attend professional development around facilitation and planning. Most have also participated in Department of Education teacher leadership training. Teacher leaders meet regularly with administration to discuss curriculum, student performance trends and the needs of the grade or department.
- During a team visit, teachers shared how they use looking at student work protocols to inform curriculum. In one instance, analysis of third grade place value unit assessments led to teachers revising base ten instruction to include individual student practice packets (manipulatives, value charts), the use of online learning such as JiJi, and differentiated assessments (paper-based, one to conferences, and online test bank).
- School leaders use Google systems to review teacher team meeting agendas and notes and to provide and receive feedback on units, lesson plans, student work products and teacher reflections. Administration promotes the implementation of Common Core Learning Standards, including the instructional shifts, by assuring planning and instruction directly connects with the curriculum.
- School leaders share that promoting leadership among teachers is a key focus. Teams such as the Professional Development Committee and the Family Engagement Team work to ensure staff and parents staff informed and participant in realizing the school's goals. Several teachers on staff have been accepted into leadership programs including Emerging Leaders, Peer Evaluator, and Coordination of Early Childhood for the school and district.

## Area of Focus

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Proficient**

### Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts, and consistently emphasize rigorous habits and higher-order skills across grades and subjects and for English language learners (ELLs) and students with disabilities.

### Impact

The school is beginning strategically integrate the instructional shifts in a coherent way so that all learners, including ELLs and students with disabilities, must demonstrate their thinking.

### Supporting Evidence

- Teacher teams revised Teacher College units currently in use to support Common Core alignment. During a meeting, teachers stated that they use a blended program based on Teacher's College, Writing Matters, and trade books. On a monthly basis, students read theme-based trade books across all grades. Based on this work, the school uses a standard writing response format that requires all students to demonstrate their understanding by citing evidence from the text.
- Math units and lesson plans use elements from envision Math Common Core, JiJi (an online math game program), and include daily Common Core standard review and weekly performance tasks.
- Common Core literacy instructional shifts for pre-kindergarten-5, including Balancing Informational & Literary Texts, is evident in student work that demonstrated the school's system-wide practice of weekly text engagement that includes previewing, making connections, envisioning, inferencing, and synthesis. While every teacher and most students were able to speak to this practice, demonstration of this school-wide practice is beginning to show evidence in the work of ELLs and students with disabilities.
- Teachers use the Thinking for Life Common Core Standards and Strategies Flip Chart to ensure curriculum, units, and lesson plans utilize Universal Design for Learning (UDL) and Webb's Depth of Knowledge (DOK) to support the instructional focus of Questioning and Discussion. During a class visit to an Engineering class, students were placed in five groups, each group was working on a different task using Legos. Each group had clearly defined roles for each participant. One of the roles was the "commander". The role of the commander was to read and review the task rubric and to push each member, using questioning, to identify how they supported the group in meeting the level 4 area of the rubric.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

Across classrooms, teaching strategies are aligned to a set of beliefs, and include questioning, scaffolds, and routines, to consistently provide multiple entry points into the curricula.

### Impact

All learners, including English language learners and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products, thinking and participation.

### Supporting Evidence

- Lesson observations demonstrated multiple examples of flexible student groupings and strategies that promote Accountable Talk which evidenced the school's instructional focus of student to student discussion. In an engineering class, students led all discussion in small groups. In a second grade integrated co-teaching (ICT) class students worked in groups, based on an analysis of the previous unit test, to solve scenarios involving math.
- Teacher practices consistently demonstrated the school's instructional focus of Using Assessing and Advancing Questioning through the practice of multiple forms of teacher and student to student assessment. Student used rubrics and other guidance materials to self-assess and assess the work of their group. In a fifth grade ICT class, students were grouped based on math and reading levels and used rubrics and multiplication grids to determine quantity and cost of planning a party for a number of guests. Each group had a different number of guests and the items needed had different costs.
- Teacher teams use a protocol of sharing highlights of the day's instruction. They then engage in a looking at student work protocol. These activities inform and strengthen teacher practice and serves as a support structure for new teachers. One teacher volunteers to engage in a deep study where he/she talks through the lesson and shares assessment results. The rest of the team asks questions and then gives suggestions for improving the lesson or outcomes. The teacher who shared then has to use some of the recommendations during the same unit and report back to the team.
- School leaders are using feedback based on the Danielson Framework to support teachers in implementing the current Common Core curriculum in daily instructional performance. School leaders also review student workbooks and provide teachers with checklists of recommendations that are shared during teacher meetings and inform class groupings and differentiation of assessment. Teachers use these checklists to plan questioning and assessment activities for students.

**Findings**

Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula. Teachers' assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment.

**Impact**

The use of assessments aligned to curricula, ongoing assessments, grading practices, and analysis of student learning outcomes provide actionable feedback to students and teachers regarding student achievement and teachers make effective adjustments to meet all students' learning needs.

**Supporting Evidence**

- The school uses a multi-level data tracking system to monitor individual student progress toward meeting performance goals. Teachers and administrators are able to communicate via this system to students and families about progress and to develop remediation plans.
- The school uses a school-wide rubric for writing and their weekly five levels of text engagement practice that includes previewing, making connections, envisioning, inferencing, and synthesis. Class visits showcased teachers using student to student questioning and student use of rubrics during guided activities. Students were able to explain the task and how well they were doing based on the rubric.
- Administration and teacher teams have met to review MoSL data and engage in a MoSL Reflection that requires teachers to conduct a "deep-dive analysis" that highlights specific standards that results in an instruction action plan for each student they teach. Administrators review student work products on a monthly basis and provide teachers with actionable feedback that is re-assessed the following month.
- The school utilizes numerous assessment and data reporting tools aligned to the Common Core curriculum including Scantron Performance Series, NYC MoSI, Fountas & Pinnell, Achieve 3000, Story Visualizer, PITSCO Education Program, JiJi, and enVisionMath to collect and analyze student performance and adjust curriculum. These assessments are also accessible to students and parents. Students are able to communicate how they are progressing in a standard based on their JiJi activity.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### **Findings**

School leaders consistently communicate high expectations including professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching, to the entire staff and teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students.

### **Impact**

There is a system of accountability for expectations connected to the Danielson Framework for Teaching that leads to improved teaching and learning and supports students for the next level.

### **Supporting Evidence**

- High expectations are communicated through the school's teacher handbook which is written collaboratively by administration and teacher leaders, the principal's Weekly Highlights which includes the weeks instructional focus, classroom environment expectations, model class highlights, the Problem of the Day, and a summary of the previous week's Student Notebook Check which contains glows and grows and recommendations for improvements.
- Team meetings include protocols for looking at student work and use domains 3b and 3d as the basis of inquiry to support specific teachers in understanding how to assure student mastery of a standard. Teachers attended weekly professional development on Mondays and Tuesdays based on a yearlong plan and professional development provided by their network on a monthly basis.
- Students share work products that have rubric-based feedback that is detailed and encouraging. Students are able to explain their current levels and their plan for moving to the next level. During a conversation with students, they all shared their writing and math notebooks which were full of feedback from teachers and peers. They explained that they know how they are doing and what they need to do better after reading the teacher's notes.
- Parents remark that regardless of when students enter the school, guidance, teachers and administrators work to support students in making progress and preparing for college and careers and parents are supported and encouraged to partner with the school through frequent communication, progress reporting and leadership opportunities. Each grade produces a monthly parent newsletter. Parents shared that the newsletter helps them understand the standards that will be taught, to sign up on specific days to be a classroom helper, to stay abreast with upcoming extended day learning activities and to participate on school leadership teams.
- School leader meets with each teacher individually, four times per year, to communicate expectations for professionalism and to review observation feedback and to create a professional growth plan that is reviewed and revised throughout the school year. Administrators provide teachers with individual data for each student they teach. This data includes assessment results across all content areas. Teachers produce reflection documents that establish how they will meet the learning needs of each student they instruct. The plan is aligned to the Common Core curriculum and includes modifications for ELLs and students with disabilities.