



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2014-2015

**P.S. 092 Harry T. Stewart Sr.
Elementary School Q092
99-01 34 Avenue
Queens
NY 11368**

Principal: Pasquale Baratta

**Date of review: December 8, 2014
Lead Reviewer: Dr. Joseph O'Brien**

The School Context

Harry T Stewart is an elementary school with 896 students from grade Pre K through grade 5. The school population comprises 3% Black, 95% Hispanic, 0% White, and 2% Asian students. The student body includes 34% English language learners and 16% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2013-2014 was 96.6%.

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	Focus	Developing
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	Additional Findings	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	Proficient
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	Developing

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
---------------------------	------------------------------	----------------	-------------------

Findings

School leaders consistently communicate high expectations to staff and have training and a system of accountability for those expectations. School leaders and staff consistently communicate expectations that are connected to college and career readiness to students and families and offer feedback to help them understand student progress to meet those expectations.

Impact

The School sets high expectations and has built a system of accountability for students and teachers to meet them while providing supports to staff, students and families to achieve those expectations that prepare students for the next level.

Supporting Evidence

- School leaders consistently communicate high expectations for teachers, students and families. An example of these expectations were documented in the PS 92 Parent School Compact that outlines responsibilities of teachers, (parent communication, providing quality education), students (being prepared for school, listening and following directions), parents (communicating with teachers and administrators, teaching respect and responsibility), and administrators (establishing clear expectations, provide books, materials and resources that support high quality education).
- The Parent Coordinator provides workshops for families on parenting skills, homework help, reading at home, family math, nutrition and health issues in English and Spanish. Detailed lesson plans and worksheets for parent instruction in Go Math, multiplication games families can play together at home and a detailed after school parent activities log with notations in Spanish and English were provided.
- The school sends a detailed monthly parent calendar to all families translated in Spanish. Parents at the parent meeting referenced the school's calendar translated in Spanish as a resource that supports families in knowing key dates, events and workshops offered at the school.
- Through detailed pre and post observation meetings with teachers, school leadership articulate expectations in instruction and professionalism and follow up to ensure that the feedback is leads to improved practice. In addition, school leaders develop professional learning opportunities based on observations and provided a calendar of professional learning opportunities.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

Teaching practices that facilitated collaborative activities and student-to-student discussions were inconsistent across classrooms. Student work products reflected uneven levels of student thinking and participation across classrooms.

Impact

Inconsistent instructional practices and varying levels of appropriately challenging tasks resulted in lost instructional opportunities for students to produce meaningful work products.

Supporting Evidence

- The school's instructional focus is to improve student communication skills through the use of complete sentences, discussion techniques and listening skills for all students. However, limited opportunities for student-to-student discussions were observed in two of six classes and class discussions were teacher centered rather than student centered in five of seven classes
- In three of six classes, students worked on unique tasks using different resources including graphic organizers. For example, in fourth grade English language arts, students analyzed the protagonist in "John Henry" using one of three different tasks in tiered, flexible groups. However, in other classes explicit scaffolds or supports in instruction for English language learners and/or students with disabilities were not seen.
- Questions in some classrooms were posed quickly with little wait time provided for all students to formulate an answer. In the majority of classes, questions were Webb's Depth of Knowledge Level 1: Recall questions including "Who can tell me one text feature?" "What have we been working on in subtraction?" and "Why is the sun important?" were heard.
- A review of student portfolios in four of seven classes visited revealed inconsistent work in argument writing, stating a claim/counterclaim and text-based evidence. Additionally, student works in math word problems were not evident in some portfolios.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
---------------------------	-----------------------	----------------	-------------------

Findings

School leaders and faculty ensure that curricula are aligned to Common Core learning standards (CCLS) and integrate the instructional shifts and ensure that curricula and academic tasks are rigorous, accessible for English language learners and students with disabilities, and refined by teachers based on student assessment data.

Impact

Rigorous habits and higher order skills including those for English language learners (ELLs) and students with disabilities are consistently emphasized in curricula and academic tasks across grades and subjects with some maps noting detailed supports, enrichment activities and examples of potential higher level thinking questions.

Supporting Evidence

- School leaders and faculty align curricula to Common Core learning standards and create curriculum maps. The school provides ongoing professional learning opportunities once per month with Network support on adapting ReadyGEN and Go Math on creating scaffolds and supports for advanced students, ELLs and students with disabilities.

Curricula have been developed to consistently emphasize rigorous tasks. For example, curriculum maps in first grade math incorporate the use of textual evidence, multi-step word problems, academic vocabulary and Listen and Draw/Model and Draw activities to scaffold instruction for all students including ELLs and students with disabilities. ELL supports include identifying number sentences that don't belong in sets of three, identifying numeral relationships, and the use of manipulatives were planned into lessons.

- Grade level teacher teams meet informally during common prep periods and formally meet once per week to adapt and refine curricula from ReadyGEN and Go Math. Curriculum maps reviewed included scripted supports for students with disabilities and ELLs, enrichment activities for advanced students and examples of potential higher level thinking questions such as "How does the model help you solve the problem?" and "how is this problem like the last problem? How is it different?"

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

Findings

The majority of teachers are engaged in professional collaborations loosely connected to school goals. Teacher teams are beginning to analyze assessment data and student work for students they share.

Impact

Teams are now meeting formally at set times with agendas and sign in sheets that document next steps, however these practices were recently implemented and are loosely connected to school goals. The impact of teacher teamwork to improve teacher practice or progress toward goals of groups of students was limited.

Supporting Evidence

- The fourth grade English language arts/ English as a second language teacher team shared that they used to primarily meet informally during common prep periods to share resources and review student work, but now meet formally to discuss student data and make curricular adaptations. Teachers have set meeting norms and assigned roles on the team including recorder and timekeeper. An agenda from this team with activities including reflecting on small group instruction, analyzing student work samples from ReadyGEN and identifying next steps was provided.
- The Pupil Personnel Team meets weekly to review students Individual Education Plans and identify students for inclusion in six week cycles of Response to Intervention support. Additionally, teachers track and record student attendance data as evidenced by attendance binders observed being utilized.
- The school formed a professional development committee in June to design, organize and lead professional learning opportunities for faculty. Through the administration of a teacher survey, the committee identified and provided professional learning opportunities on Go Math, ReadyGEN, and curriculum mapping, for example.
- Teacher teams identified that the majority of students struggle with sight words and academic vocabulary through analyzing common assessment data. In September, the cabinet reviewed the New York State English as a Second Language Assessment Test for English Language Learners student data, and made curricular adjustments including a focus on vocabulary and sight words.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
---------------------------	-----------------------	----------------	-------------------

Findings

The school aligns assessments to curricula and grading practices and analyzes data from common assessments to determine student progress toward goals.

Impact

School assessments provide actionable feedback to students and teachers regarding student achievement and results in adjustments to curricula and instruction to meet students' learning needs.

Supporting Evidence

- Rubrics for English language arts have been adapted from ReadyGEN to meet the needs of ELLs and students with disabilities. Adaptations to ReadyGEN rubrics are created and were seen in three of seven classes. Go Math adapted rubrics were also seen in use.
- The school monitors student growth through the use of ReadyGEN and Go Math pre and post-assessments, New York City assessments and Teachers College running records. Go Math student checklists indicating specific levels of comprehension in math concepts including even and odd numbers, understanding place value, and expanded form were observed being utilized.
- In English language arts, teachers monitor and track class-level reading and language data. For example in third grade English class, teacher assessments indicating student comprehension levels in understanding main idea, compare and contrasting, and use of key details were being utilized by the teacher.
- In two of seven classes, student work products with feedback were seen. Examples of student tasks with feedback included "Great essay! Your introduction to the story was great. Next time, we will work on headings" and "Nice job- Next time extend the conclusion with more detail." Evidence of student self-assessment was not seen in classes visited.