



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

PS 110

**24Q110
48-25 37th Street
Queens NY 11101**

Principal: Karyna Tejeda

**Date of review: December 4, 2014
Lead Reviewer: Madelene Chan**

The School Context

PS 110 is an elementary school with 140 students from grades kindergarten through grade 2. The school population comprises 7% Black, 87% Hispanic, 1% White, and 5% Asian students. The student body includes 33% English language learners and 6% 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 83.7%.

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	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	Focus	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	Celebration	Proficient

Area of Celebration

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

Teachers diligently review data and student work within inquiry aligned teams. Structures allow for leadership roles to rotate among team members so that key decisions are made by teachers regarding instructional practices and students' needs.

Impact

The consistent work of teacher teams has resulted in student progress on assessments, distributed leadership and improved teacher practices.

Supporting Evidence

- Teacher teams review the results from recent writing data to make instructional decisions and collaborate on ideas to adjust teaching practices involving skills of organization and focus. For example, the second grade team reviews results from New York City Baseline Performance Tasks and shared a method for identifying addends in mathematics. Teachers discussed how students' need for better organization and focus are two skills that span the curriculum for assistance. The team agreed on implementing scaffolds like thinking maps and visuals for academic vocabulary to help students improve their processing skills.
- Using linguistic frames, bubble maps and reading data is monitored, tracked and analyzed weekly. For example, during a teacher team meeting observed teachers used a Data Analysis Protocol for Examining Student Results to determine that specific skills embedded in thinking map goals increased student performance between pre and post assessments and teacher observations.
- Teachers articulated that they are empowered to have input on decisions toward the development of instructional resources across grades. Teacher teams meet across all grade levels and cluster subject areas to improve student achievement through collaboration. Novice and veteran teachers are empowered to discuss and reflect upon opportunities that promote a sense of shared responsibility. This new system of collaboration has fostered strong collegial relationships, teacher involvement in decision-making, and increased accountability.
- Teacher teams are provided with monthly agendas that focus their attention on the Citywide Instructional Expectations. Teams meet to review student progress towards accomplishing the Common Core Learning Standards as well as deepening their personal understanding of the Danielson Framework for Teaching.

Area of Focus

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

A culture for learning has been established that offers high expectations and provides various supports for those expectations to exist.

Impact

Staff supports and training are part of the high expectations that are shared with staff and part of a system of accountability; families are provided with ways, aligned to these expectations, to prepare students for the next level of learning. However, these practices have not yet resulted in a partnership between staff and families nor served to create a culture of mutual accountability.

Supporting Evidence

- Parent meetings are scheduled on a monthly basis to discuss student academic progress. Meeting topics include how to help students who are at risk, on target, and above grade level as indicated by the most recent reading, writing, and mathematics data. Parents are also provided with next steps to help students meet target baseline goals. Although this system is in place parents stated that there is a growing concern that students in grade 2 are not reaching proficiency levels at a fast enough pace to be ready for third grade.
- A professional development action plan and log has been developed to offer staff activities that make a strong connection to the Common Core Learning Standards (CCLS) and the instructional shifts. Concentration in Domains I and II of the Danielson Framework for Teaching assists teachers in planning lessons that reflect environments conducive to learning and meeting students' needs. Evidence of the impact of these plans has been seen in richer student engagement and better understanding of character analysis in writing.
- Parents at this school state that they want it to be the best school in the city. They voiced concerns around the English language learner population and how parents struggle to help their children at home. They appreciate the hard working efforts of the staff, but are anxious about the limited funding the school has to offer. They appreciate "Community Fridays" when parents are able to visit classrooms and share their expertise on a subject. The parent body has a strong commitment to the school and is willing to work with administration so that every student reaches his or her potential.
- Grade newsletters are distributed in Spanish and English so that parents are aware of the academic and social happenings of the school. Each grade crafts the newsletter highlighting a "star student", Mission for the class, book selections, purposeful learning websites and class news. Parents also receive information on CCLS workshops, state standard benchmarks in English Language Arts (ELA), monthly calendars and *Reading Connection* articles. Student of the Month and the Quill Award for excellence in writing are just two of the ways students are celebrated on a monthly basis. These documents have strengthened the level of communication and reinforced school-wide expectations for teaching and culture.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

The school's curricula are aligned to the Common Core Learning Standards (CCLS) and higher order skills are embedded into the tasks so that all learners, across grades and content areas, can meet their goals.

Impact

The decisions that have been made around curricula choices have upheld the fidelity of learning and are consistently promoting college and career readiness for all learners. Academic tasks are framed to encourage extensions in thinking and learning.

Supporting Evidence

- Teacher teams created curriculum maps that are coherent documents and reflect the instructional shifts necessary to achieve the goals of the Common Core Learning Standards in order for students to be on the path to college and career readiness. After careful review of students' reading data, tasks have been adjusted to indicate the alignment needed to show increased complexity levels in fiction and informative text and opportunities for other content area connections. Results have been positive; student proficiency levels in grade 2 have shown improvement since September.
- To supplement the school's reading program the Listening and Learning component from Core Knowledge was purchased. The Listening & Learning strand lessons, comprised of teacher read-alouds, class discussions, vocabulary work, and extension activities, created a focused, coherent, systematic approach to build students' knowledge and vocabulary. Results showed that kindergarten students have better command of the class word walls since these lessons began.
- Curriculum maps for literacy indicate that the unit goals are connected to the formative and summative assessments and guiding questions like "What is the central message of the story read?" are standards driven. Furthermore, productive struggle is a component of the learning process in mathematics. It engages students in challenging learning opportunities so that students are able to explore, investigate and develop personal strategies needed to make sense of difficult mathematical content. In one class observed, students were devising alternate ways to solve a number problem involving coins. Results indicated that these students are more engaged in learning and now have multiple ways of explaining their answers.
- Lesson plans are prepared to offer higher order thinking tasks and strategies students can use to assist them in organizing their thoughts. The adoption of the Thinking Maps program has aided students in planning out their ideas, listing thoughts and getting more of the printed word on paper. The outcome of these efforts indicate that students are using more academic vocabulary and the results of assessments indicate a deeper understanding of concepts and improved scores in organization and focus of writing plans in the first grade. Teacher teams shared that English language learners are more engaged in the sharing portion of the lesson because they can use the words taught with better fluidity and confidence.

Findings

While teachers are diligent about planning for instructional supports like differentiating assignments using various strategies and extensions there are weak connections to the use of these strategies and the results of student work products.

Impact

Across classrooms, there are missed opportunities for all learners to consistently produce meaningful work products and assume ownership of their work.

Supporting Evidence

- Instruction at PS 110Q is implemented through the Whole Language approach where lessons are taught in context, not in isolation. In this approach teachers consider the whole child, taking into account their experiences, thoughts, feelings, and interests when they are creating meaningful learning experiences. Although mindful work goes into students' needs there are limited opportunities for students to be able to self or peer assess in a purposeful way so that it is connected to their goals. In the classes observed, student participation was basically led by the teacher as student autonomy is not yet a practice readily seen throughout the school.
- There is a universal philosophy about how students learn best. Prompts, visual process charts, artifacts for students to reference, small groups of learners, teachers conferring with students and anecdotal reports were all apparent during classroom visitations. At this time, however, students are unable to discuss their next steps of learning and have difficulty explaining the evaluative methods (rubrics) that are attached to their work. Furthermore, student thinking is limited to one answer responses and participation does not exhibit whole class participation, but rather a select number of volunteers.
- Teacher teams group students according to skill sets and monthly data meetings creating a greater awareness of how to plan for students with similar needs. In a kindergarten assessment measuring students' proficiency levels in writing personal narratives results indicated that for Unit #1 96% of the students scored a Level I, but 6 weeks later only 12% remained at a Level I. Furthermore, 52% had advanced to Level II and 36% to Level III. Although the results are positive, the school is still working on keying into specific instructional scaffolds that created these effective results. Additionally, teachers are beginning to use strategies like talking prompts and grouping students to increase purposeful student engagement that is aligned to the lesson's objective.

Findings

The school uses common assessments to track student data and make effective adjustments to meet students' learning needs.

Impact

The school's structures to review data findings and analyze results during instructional time and assessment disaggregation help to guide modifications being made to units and tasks to meet students' achievement goals.

Supporting Evidence

- The school uses common assessments like Fountas and Pinnell, baseline data from Measures of Student Learning (MOSL), mathematic assessments from the *Investigations* curriculum and on-demand writing tasks to glean information on student performance and practice. In one kindergarten class a teacher- made assessment on shape recognition indicated that from the pre-test to the post-test 30% of the class made progress, 14% of English language learners (ELLs) progressed a minimum of one level and students with disabilities (SWD) improved by 30%.
- Teachers monitor student writing and adjust students' groups, instruction and resources. In one class observed, a teacher was sensitive to the struggles of a student in attempting to stretch out a thought. The teacher gave the student a graphic organizer for planning and the student was able to proceed. Additionally, once a written piece is drafted students have different checklists aligned to writing units like personal narrative, opinion writing and realistic fiction. Students interviewed in grade 2 are able to discuss the purpose of the checklist and how it can help them be better writers.
- After a review of writing data teachers saw trends across grades which indicated that the rubrics used were not aligned to what students needed to know to move to a higher level in writing. Teachers reviewed baseline data for MOSL and infused MOSL traits like re-reads own writing to revise and edit and writes independently on a variety of topics within the genre of study into students' rubrics. As a result, out of 127 kindergarten students 86% made progress on the personal narrative Unit #1 To Unit # 2; 87% of ELLs improved by one level or more and 93% of SWDs improved by one level or more.