



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

P.S. 219 Paul Klapper

25Q219

**144-39 Gravett Road
Queens
NY, 11367**

Principal: Frederick Wright

**Date of review: Nov 21, 2014
Lead Reviewer: Danielle DiMango**

The School Context

P.S. 219 Paul Klapper is a K-8 school with 613 students from PK through grade 8. The school population comprises 12.20% Black, 31.60% Hispanic, 16.00% White, and 39.80% Asian students. The student body includes 13.90% English language learners and 24.60% special education students. Boys account for 51.20% of the students enrolled and girls account for 48.80%. The average attendance rate for the school year 2012 - 2013 was 94.80%.

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	Well Developed
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	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	Celebration	Well Developed
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	Additional Findings	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:

2.2 Assessment

Rating:

Well Developed

Findings

As part of curricula design, teachers use consistent common core aligned assessments and scaffolded rubrics with aligned checklists that accurately measure the impact of curricula and instructional decisions allowing teachers to make appropriate adjustments to instruction and to provide relevant feedback to students.

Impact

Teachers within and across grades use assessments to monitor performance trends of their students and make appropriate modifications and scaffolds that allow for student goal setting practices so that students and teachers can track growth over time and students are aware of steps they need to get to the next level.

Supporting Evidence

- The school has fully adopted Lucy Calkins' "Writing Pathways" assessment strategies to teach writing across grades and subjects. Assessment strategies include use of on-demand writing prompts, student checklists, rubrics that demonstrate learning progression by genre, student writing samples and writing exemplars.
- Teacher created bookmarks, allow students to reflect and understand the unique traits and descriptors of each Fountas and Pinell leveled text, in simple, student-friendly language. These traits and descriptors include new settings, time changes such as: yesterday, before, later and age appropriate reading tips. Teachers circle specific areas for individual student development within the descriptors of each leveled text
- Student friendly checklists in all grades and content areas are used to monitor the progression of tasks by continuously requiring students to assess, "not yet, starting to and yes!" statements aligned to the standards covered within each unit of study. Teacher and peer feedback is also aligned to the content and skills within the checklists and used to create and monitor individual learning goals. For example, an eighth grade math checklist on solving systems of linear equations required students to align evidence and notes to the math standards and to assess their learning of a variety of both prerequisite and unit aligned skills.
- Within and across grades, teachers are using MOSL assessments and aligning student outcomes to rubrics in order to determine where students are within grade expectations. Teachers then make modifications to units of study or specific lessons to deepen supports for the students they teach and during conferencing to support student awareness of their next learning steps.
- Across grade and content areas students and teachers are using standards aligned rubrics that highlight clear end of unit expectations. In review of student work and interviews with students, it was evident that they had a clear understanding of what they were learning throughout a unit of study and the alignment of their work products to a standard. One student said, "Rubrics help us to take what we learn in class and make goals for ourselves, they help you check what you have and what you don't have to make it better next time or to ask for help so you don't fall behind."

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Teaching practices across classrooms are aligned to the curricula and allow multiple opportunities and entry points for all students, including English language learners and students with disabilities, to engage in common core aligned activities. However, some teachers struggle with the implementation of scaffolds and with providing opportunities for students to take ownership of their learning.

Impact

While some students were challenged through deep discussion and tasks that required reflection and evidence, in other classrooms teaching strategies did not fully engage all learners to leverage high levels of thinking or provide next steps to encourage independence and transference of their learning.

Supporting Evidence

- Teachers have embraced Autistic Spectrum Disorder Nest and Horizon scaffolds and supports for all learners throughout the school. Clearly displayed daily class schedules, visual aids supplementing or replacing verbal directions, and frequent opportunities for students to make appropriate choices about their assignments were seen across subjects and grades
- Across classrooms, in alignment with the schools instructional focus, teachers employed a variety of practices such as standards aligned checklists, leveled bookmarks, writing toolkits with exemplars, conferring toolkits, vocabulary strategies, as well as supportive classroom environments, that include prompts and charts aligned to current units of study, which allowed students to work independently. For example, in one English Language Arts (ELA) classroom, students were using exemplar texts to build companion guides to explore author's craft and imitate techniques used by writers in their own work.
- Although teachers provide a variety of scaffolds, such as paper choice, graphic organizers and sentence starters to allow students to engage in tasks aligned to rigorous units of study, not all teachers are using these effectively during instruction. For example, during a reading lesson, although the teacher had created structured sentence starters to allow students to demonstrate their thinking about characters in their independent reading books, these tools did not bring students to the level of understanding required, in order to complete the assignment.
- Across classrooms, lessons were aligned to units of study. The use of academic vocabulary in ELA and use of fluency in math were evident and students were asked to use evidence from text and demonstrate their thinking in multiple ways in math tasks. However, there were limited opportunities for students to engage in deep discussion with their peers regarding content or work products. Although student groupings were evident in all classrooms, most student work time was used for independent work or reflection.

Additional Findings

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

The school has made strategic decisions using multiple sources of data including student work and has successfully aligned curriculum and tasks that scaffold within and across grades, addressing key state standards, the instructional shifts and needs of a diversity of learners.

Impact

As a result, all students are exposed to multiple pathways of college and career readiness through rigorous and engaging tasks that push students to be cognitively engaged and meet curricula expectations leading to an increase in student outcomes.

Supporting Evidence

- Based on a deep data study of the standards, a variety of math programs and student outcomes in math over a period of time, the school developed curriculum maps and tasks using the Envisions program in elementary grades as a base program that consistently provides scaffolds to provide a deep understanding of math skills and standards, allowing all students the opportunity to take integrated algebra in grades seven and eight. This same structure is used to emphasize science skills in the elementary curriculum culminating with student opportunity to take the Earth Science regents class.
- Each year, the principal uses the citywide instructional expectations to leverage curricula work. Over a period of three years, teacher teams have worked to design and evaluate tasks based on student work and have defined what standards based tasks should ask of students across grade and content areas. For example, using writing as a school wide focus, rigorous tasks and rubrics have been developed and students are able to write using multiple sources and evidence from text to prove arguments across all content areas.
- The school has been a Teachers College Reading and Writing project school for the last ten years where units of study, demonstrate alignment to the standards within a variety of writing genres, as well as on grade level reading strategies. Supplementary programs such as Leveled Literacy Intervention programs and Fountas and Pinnell word study programs are used in the early childhood grades to prepare students to read at grade level by grade three.
- In order to further promote higher order thinking skills and to provide enrichment for higher achieving students, each lesson has enrichment centers built in, that require students to demonstrate their thinking. For instance, there is an early finishers enrichment center in math that provides students with extension tasks that cognitively challenges them.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders consistently communicate high expectations to the entire staff and provide professional learning opportunities that support the implementation of best practices. School leaders and staff effectively communicate Common Core Learning Standard expectations, as well as college and career readiness pathways to successfully partner with and support students and their families.

Impact

The school community is committed to working together around a clear vision of supporting and accelerating student learning. High expectations are continuously communicated resulting in a collaborative learning culture and improved learning outcomes for adults and students throughout the school.

Supporting Evidence

- The school's Teacher Development Coach (TDC) provides supports around pilots of best practices throughout the city and works with administration and teachers to develop their own school based systems to model high expectations. For example, this year middle school teachers are focusing on what middle school engagement looks like in terms of academic and social/emotional growth within the classroom, through career mentoring programs with Roosevelt Field and ABC.
- Parents shared that teachers call, email, twitter, and/or use Engrade online grading platform frequently to discuss student progress and behavior each week. Additionally, when teachers felt they were not connecting with parents enough around what was happening within units of study, they created different pathways such as monthly letters to parents that highlight skills within each unit of study as well as accompanying checklists and rubrics to clearly define what students will be learning.
- Parents spoke of the ongoing professional development for families provided by the school. One parent spoke of her child's teachers assigning units in Razz kids, an online phonics development software program, for additional support and provided personal training so that she could better assist her child at home. Another parent spoke of teachers from all content areas, providing student/parent tutoring sessions to further support home/school connections.
- The school offers Regents Algebra and Earth Science to all students, including all student subgroups, which provides all learners with access to rigorous instruction in the core subjects.
- The school administration communicates high expectations that have built systems of accountability through a comprehensive and individualized menu of professional learning opportunities for teachers with clear supports for implementation. For example, teachers' professional learning opportunities run in cycles and they receive session descriptions from the administration with clear cohorts, goals and lab sites aligned to where they are along the continuum of the Danielson Framework for Teaching. In one session, teachers gathered and explored reading data of their students and planned for flexible small groups and guided lessons based on this data.

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

Teachers work successfully in a variety of team structures to share best practices, analyze student data and artifacts, develop tools to strategically measure student progression of the standards, make adjustments to the curriculum and plan for instruction.

Impact

As a result of teacher collaboration, the school has built coherence within and across grades, resulting in improvements in pedagogy and opportunities for continuous student growth.

Supporting Evidence

- Professional collaborations have flourished through collegial work around the expansion of curricula and assessment development and teachers unpacking the expectations of the Common Core Learning Standards (CCLS). During one team observed, teachers were looking at MOSL assessments and identifying gaps in writing skills. They then redesigned rubrics and checklists to better measure student growth along a continuum within these areas and discussed appropriate scaffolds and supports, such as making real world connections, to include in lessons to target these skill based weaknesses. Review of artifacts during a student meeting, such as a second grade report of information about the Statue of Liberty, demonstrated student application of a standards appropriate checklist to support and deepen understanding of content that also led to the development of individual learning goals that allowed students to further build their writing skills in this genre.
- Teacher teams are organized vertically, by content area and in grade bands. The school administration works with teacher leaders in each of these team cohorts to set expectations and provide necessary supports. There is a collaborative culture of professional learning and high levels of trust of teacher leaders within teams that allow for intervisitations and professional feedback within and across grades and content areas.
- Teacher teams have clear systems to evaluate the impact of curriculum on student learning and consistently conduct inquiry to analyze outcomes. For example, the cross grade math team engaged in a cycle of inquiry that centered on the deficits of students in fifth grade in understanding adding, subtracting and multiplying decimals. This determined the need to develop a common content based language around these math skills, beginning in the earlier grades, in order to better develop a deep understanding of concepts. The team also revised maps and checklists in order to align to content vocabulary, developed lessons and observed teaching practices of their peers.