



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

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Anning S. Prall**

**Intermediate School R027**

**11 Clove Lake Place  
Staten Island  
NY, 10310**

**Principal: Tracey Kornish**

**Date of review: October 27, 2014  
Lead Reviewer: Anthony R. Lodico**

## The School Context

Anning S. Prall is an intermediate school with 1,149 students from grade 6 through grade 8. The school population comprises 22% Black, 40% Hispanic, 25% White, 10% Asian and 3% other students. The student body includes 7% English language learners and 22% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-2015 was 95.3%.

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

## Area of Celebration

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

School leaders communicate high expectations to staff through the Danielson Framework for Teaching and provide consistent modes of communication to families on those beliefs.

### Impact

Structures that support high expectations ensure that teachers are held accountable for those standards and students meet college and career benchmarks.

### Supporting Evidence

- Parents shared that communication about expectations for student success is communicated in a variety of ways. For example, currently, communication is through progress reports, phone calls, and personal conversations. Parents shared that the introduction of eChalk as a communication tool will further strengthen a school culture that enables families to be stronger partners in supporting student progress.
- Parent workshops on college readiness, High School Information Night, monthly School Leadership Team meetings and Parent Teacher Association (PTA) presentations are examples of outreach and support for families.
- Handbooks for teachers outline instructional expectations and are distributed each year. Teachers are given feedback following classroom observations and visits that are aligned the Danielson Framework for Teaching. Peer visitation opportunities and teacher collaboration supports school wide expectations

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Developing**

### Findings

While there is an articulated set of beliefs of how students learn best, including high levels of active engagement, questioning, the use of strategies to support these beliefs is uneven across classrooms and disciplines.

### Impact

Across classrooms, the school is beginning to align teaching practices to instructional shifts. Academic tasks and student work products inconsistently engaged students at high levels of thinking and participation.

### Supporting Evidence

- Teachers articulated that inter-visitations, the use of Activators, and sharing of best practices has improved teacher capacity in employing strategies used to enhance participation and engagement. However, only some classroom visits demonstrated opportunities for students to work collaboratively, to discuss literature, solve math problems, collect data or classify materials were prevalent. Conversations with students in three classes indicated that some of the work was either “a review” or “too easy.”
- In all classrooms visited, students had the opportunity to respond to teacher generated questions either verbally or on worksheets, with uneven levels of thinking. Students generated their own questions in only two of seven classrooms visited.
- Teacher practices did not allow for students to make deeper connections between the concepts being taught and allow opportunities for extended thinking and productive struggle. For example, in a science class, students were expected to identify the states of matter by checking off the appropriate boxes and completing a sentence starter. All students were finished with the check off chart and sentences.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

Curricula revision is in the process of ensuring alignment to the Common Core Learning Standards. Unit plans, pacing calendars and tasks are beginning to become designed to include higher order thinking skills across grades and content areas.

### Impact

The school's curricular decisions are beginning to promote college and career readiness for all students. Across grades and content areas, academic tasks and work products are not yet consistent in increasing student thinking and rigor especially in student sub groups.

### Supporting Evidence

- Unit plans and pacing calendars are collaboratively created to align to the Common Core Standards in English language arts and math. Resource materials to ensure consistent rigorous instruction and supports for all learners are made available to teachers. However, alignment of this work is not as prevalent across other content areas such as Science and Social Studies.
- Administrators and teachers are engaging in a book study group to strengthen the opportunities for all learners to take ownership of their learning and integrate these strategies into the school's curricula. For example, strategies and follow-up tasks are being strengthened to ensure that all learners have opportunities to be cognitively engaged across grades and classrooms. However, a review of tasks across content areas does not reflect the integration of these strategies in all disciplines.
- Some lesson plans reviewed emphasized higher order thinking tasks and had activities planned to engage students. However, several plans demonstrated the lack of appropriate scaffolds to provide students with access to tasks that emphasized these skills

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Developing</b>
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### **Findings**

Although the school uses common assessments across subject areas, school leadership and staff are beginning to develop systems to track student progress and strengthening checks for understanding.

### **Impact**

The school's system to monitor progress and goals through data analysis and formative assessment review are in the process of being further developed to regularly guide adjustments in lessons to effectively meet all students' learning needs.

### **Supporting Evidence**

- The use of common assessments as formative and summative evaluative tools is used throughout the school year to ensure that teachers and administrators have data to guide curriculum revision and task development. However, based on a review of leadership and teacher responses, the use of this data to measure student progress towards goals is inconsistent. For example, tasks in a science class were rudimentary and did not immerse students in appropriately rigorous questions or challenges.
- Teachers create quarterly assessments collaboratively during Monday and Tuesday sessions, engage in item analysis and discuss findings at inquiry meetings. However, the developing team practices are inconsistently resulting in adjustments to daily instruction. During the meeting with teacher teams, participants shared a variety of strategies for checks for understanding and assessment. For example, the beach ball question strategy, red/green popsicle sticks, and exit slips were outlined and described.
- Checks for understanding and opportunities for student self-assessment were inconsistent. During classroom visits, there were opportunities in some classes for students to assess their learning individually and/or in pairs. In other classes, assessment of student learning was not observed or done by asking questions such as "Does anyone not understand this?"

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

Although the majority of teachers are engaged in examining data and student work during professional collaborations, practices are in the process of becoming aligned to school goals.

### **Impact**

Improvement of teacher practices and the adjustment of curriculum resulting from teacher teams are in the process of development towards school goals and instructional shifts demonstrating some increase in student progress.

### **Supporting Evidence**

- Teachers meet weekly to analyze data, modify and revise curriculum. For example, at a recent 6<sup>th</sup> grade mathematics teacher meeting an agenda outlined that pacing, portfolio assessment and best practice sharing were some topics discussed.
- Teachers and administrators shared that the use of Activators as a school wide study and training tool has increased the opportunities for sharing at Monday professional development sessions but has not yet resulted in a clear and focused alignment with neither school goals nor improved teacher practice across grades and disciplines.
- Based on a review of school teams and documentation, teacher collaboration and practices are beginning to address the engagement for all students but do not yet clearly outline strategies teachers need to use consistently to ensure that all students are meeting proficiency.