



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2015-2016

P.S. 056 Lewis H. Latimer

Elementary School K056

**170 Gates Avenue
Brooklyn
NY 11238**

Principal: Santosha Troutman

**Date of review: April 8, 2016
Lead Reviewer: Gary Knight**

The School Context

P.S. 056 Lewis H. Latimer is an elementary school with 202 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 4% Asian, 78% Black, 11% Hispanic, 5% White students. The student body includes 3% English Language Learners and 15% students with disabilities. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2014-2015 was 91.6%.

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 <i>Framework for Teaching</i> , 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	Developing
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
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Findings

The school leader consistently communicates high expectations to the entire staff and provides training for those expectations. The school leader and staff consistently communicate expectations to families that are connected to a path to college and career readiness.

Impact

A system of accountability is established expectations, and students and families understand progress toward identified expectations.

Supporting Evidence

- Expectations are communicated via a staff handbook, which details the school leader's vision regarding, professional responsibilities, long- and short-term curricula planning, student-teacher interaction where the teacher is expected to look for each student's strength and bring it to his/her attention, having a required lesson plan on a daily basis, and a substitute instruction plan. Further, it is anticipated that staff is present, creates an environment where learning is respected and enjoyed, they follow the curriculum, and ensure that students' needs are met.
- The school leader also shares her outlook relative to pedagogy by conducting ongoing observations, timely feedback aligned to the Danielson *Framework for Teaching*, and through offerings of professional learning. Some of the topics addressed during the workshops include observation expectations, lesson planning, student learning outcomes, differentiated instruction, critical thinking, and best practices for keeping students engaged.
- Communications to families are effected in various ways that include family engagement time, Parent Teacher Conference, principal memos, annual school calendar of parent events and testing dates, and the use of class Dojo for grades 1 to 3, an online interactive platform that informs families of their children's academic and social occurrences. The school has also facilitated workshops for families on the Common Core Learning Standards, Childhood Development-Supporting your Child in School, family literacy night, and a New York State English Language Arts/Math Test Informational Session.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Developing
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Findings

Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula. Across classrooms, student work products and discussions reflect uneven levels of student thinking and participation.

Impact

Although planned for in curricula, the inconsistency in provision of multiple entry points and higher leveled questions results in uneven engagement of students in appropriately challenging tasks and missed opportunities for them to demonstrate higher-order thinking skills in their work products and discussion.

Supporting Evidence

- Some lessons included scaffolded activities and differentiated groupings. For example, a grade 5 English Language Arts lesson frontloaded for English Language Learners the meaning of terminologies found in text such as, “upped and left” and “a real fix.” In a grade 3 English Language Arts class, the lesson provided for differentiated groups and tasks as they worked through a writing assignment on an introduction to capture the reader’s attention by using effective techniques to draw the reader in. However, in most classes visited, multiple entry points were not observed. In an Integrated Collaborative Teaching (ICT) class, suitable extensions were not evidenced, resulting in students who finished early with a task, sitting and waiting for next steps.
- A grade 2 lesson engaged students in understanding history through art, interpretation of images, and inference. The questions observed allowed for critical thinking. For example, “Why do you think the artist might have created such a tragic piece?”, and “What do you think Matisse was trying to express?” However, in a majority of classes, although present in planning documents, the questioning was either not observed or reflected lower level thinking and/or recall questions. For example, in a grade 1 lesson on the lives of African Americans in the South versus those living in the North, the teacher asked, “Do you think they will take this opportunity to rise?” A student responded, “Yes”, and the teacher moved forward with the lesson with a missed opportunity to delve deeper with a follow-up question. During a grade 3 lesson, students were asked questions such as, “What did she do?” A student responded, “She sewed.” The teacher then asked, “What did she sew with?”
- In classrooms visited, student work products did not evidence high-levels of discussions, and in a grade 5 class, no student discussion was observed. For a grade 2 lesson on goods and services, the teacher was stationed in the front of the class for the majority of the visit delivering instruction with no time for students to engage in accountable talk. In addition, the teacher posed a question to the class, “What is a good?” A student responded, “A good is when you do something nice for somebody.” This misconception was not addressed, and instead, several students were called to respond, and said “Goods are made for people.” In a grade 3 class, student discussions were expected as a part of group work, however, some students worked independently, while others in groups were unclear as to their roles. During share out, several students had not participated in any aspect of the product while others were either attempting to complete their own task or exhibiting off-task behaviors.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

The school leader and faculty ensure that curricula are aligned to Common Core Learning Standards, integrate the instructional shifts, and make purposeful decisions to build coherence. Curricula and academic tasks consistently emphasize rigorous habits and high-order skills.

Impact

The curricula used by the staff promote college and career readiness for all students. Higher order skills are planned for across grades and subjects for all students.

Supporting Evidence

- The Common Core Learning Standards are addressed and instructional shifts are infused as evidenced in a grade 2 math curriculum map. Content standards include, but are not limited to, writing equations with equal addends to represent even numbers and applying place value concepts to find equivalent representations of numbers. Specific vocabulary planned for are expanded, standard form, number name, addends and equations. Students will ask and answer questions to demonstrate understanding of math text, determine the meaning of specific math words or phrases in a math text, and write an explanatory math text using facts and definitions to develop points.
- Teachers were provided professional development sessions on how to build in critical thinking into planning. Based on review of professional development plan, staff was provided the elements of critical thinking, what it means to think critically about something, and why it is important to think critically. The professional development addresses the fact that critical thinking is necessary for college and career readiness and prepares learners to create and navigate in the 21st century global economy. The professional development session also covered, elements of critical thinking such as, observation, facts, inferences, assumptions, arguments and critical analysis, where students probe for deeper meaning, weighing the facts and making decisions. The characteristics of strong critical thinking and strategies that support critical thinking, such as the use of Hess' Cognitive Rigor matrixes, four corners activity and discussion, were shared with staff.
- Essential Questions are embedded throughout the curricula documents reviewed. For example, a grade 4 math unit plan has questions such as, "How can we describe the value of a digit?", "How can you model multiplication comparisons?", "How can you use regrouping to multiply 2 digit numbers?", and, "How can you classify triangles by the size of their angles?" Similarly, in a grade 3 English Language Arts planning document, it evidences planning by including essential questions such as, "How do features of text help a reader understand the main idea?", and "How does a character's environment and culture impact behavior?"

Quality Indicator:	2.2 Assessment	Rating:	Developing
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Findings

Across classrooms, teachers use or create assessments, rubrics, and grading policies that are loosely aligned with the school's curricula. The school is developing in their use of common assessments to measure student progress toward goals across grades and subject areas.

Impact

The student data generated by the school provides limited feedback to students and teachers regarding student achievement. Results of common assessments are inconsistently used to adjust curricula and instruction.

Supporting Evidence

- Teachers administer various forms of common assessments such as, Measures of Student Learning (MOSL) in English Language Arts and math twice a year, baselines and benchmarks in content areas, end-of-unit tests in math, teacher made assessments, and *Fountas and Pinnell* running records, which are conducted quarterly. Rubrics are aligned to extended responses, performance assessments, social studies informational text-based assessments, math, science, and a sentence rubric in the lower grades.
- Although assessments and rubrics are used, the feedback provided regarding student achievement is limited. For example, an Urban Growth writing activity had the following written feedback: "Great Job! Your writing meets some expectations." Written feedback in an ICT class stated, "Make sure your sentences make sense and look up the meaning of a word." In a grade 5 class, a student's work had the following comment, "Your work shows you are aware of topic." "Expand details with textual evidence and use transitional words" was provided as next steps on a grade 5 performance assessment. However, in most cases, actionable feedback was not evidenced.
- There was some evidence of student progress being measured and used to adjust curricula and instruction. Instructional reading level data was captured across the school, and color-coded to identify students that are below, on, or above grade level. New English Language Learners and pre-emergent reader information was also tracked. However, the adjustments evidenced were limited to reading data, which resulted in the development of an action plan. Further, guided reading, differentiated instruction, individualized homework assignments, and targeted computer programs, were used to address the needs of the students who did not show progress and/or who are performing below grade level in reading, but did not evidence impact on any adjustments to instruction.

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

The majority of teachers are engaged in structured professional collaborations that are not sufficiently connected to the school goals and the implementation of Common Core Learning Standards. Teacher teams analyze assessment data and student work for students they share or on whom they are focused.

Impact

The use of an inquiry process is developing across the teams. The analysis of assessment data does not typically result in improved teacher practice or progress toward goals for groups of students.

Supporting Evidence

- The grade level teacher team structures were put in place as of January 2016 as stated by the school leader. Grade level teams now meet once a week to discuss instructional strategies based on professional conversations regarding student work. Based on agendas provided and reviewed, meetings include agenda points, comments, outcome, and next steps. As a part of the process, teachers also capture their new learning, what they will implement in their class before the next meeting, and what teaching exemplar they will share with their team.
- A grade 3 teacher team was observed looking at student work regarding extended response. Students selected for data review were the lower performing third graders and the focus of writing was selected based on a skill identified that students are in need of additional support. Based on data, the teachers realized that students did not address the prompts given, did not use indentation, and did not write in paragraph form. The next steps determined were to continue a focus on introduction, indentation, writing a conclusion, and summarizing a story in four to five sentences.
- Based on review of teacher team documents submitted, there is limited evidence of student progress towards goals for groups of students. For example, review of a tracking document, indicates the capturing of students' grades in areas such as, spelling, vocabulary and baseline draft, however, it does not show student outcomes over time. Further, an analysis of student work documents shows students below, approaching, meeting, and exceeding standards in October, January, and March. However, tracking of progress is inconsistent.