



Quality Review Report

2015-2016

P.S. 100 The Coney Island School

Elementary K100

**2951 West 3 Street
Brooklyn
NY 11224**

Principal: Katherine Moloney

**Date of review: April 21, 2016
Lead Reviewer: Michele Ashley**

The School Context

P.S. 100 The Coney Island School is an elementary school with 761 students from pre-kindergarten through grade 5. In 2015-2016, the school population comprises 4% Asian, 4% Black, 6% Hispanic, and 85% White students. The student body includes 13% English Language Learners and 14% students with disabilities. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014-2015 was 94.0%.

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	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	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	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	Celebration	Well Developed

Area of Celebration

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

Teacher teams systematically analyze key elements of teacher and student work. Teachers play an integral role in key decisions that effect student learning.

Impact

Professional collaboration and teacher leadership have resulted in shared improvements in teacher practice and mastery of goals for groups of students.

Supporting Evidence

- All teachers including clusters meet to conduct inquiry and analyze student work. Library, music, media, gym, dance and science teachers have the opportunity to meet as a cluster group and to meet with grade level teachers to align their inquiry work and focus to the grades they teach. Grade level teachers meet to review benchmark data in all content areas and analyze student work for strengths and areas of need. In the grade 4 inquiry meeting, teachers reviewed benchmark data in writing and analyzed student short response samples. After analysis, teachers agreed to add four lessons to the writing unit that focus on the use of quotes and explanations of why quotes are selected in writing. Teachers also added sentence starters, transitional words, and laminated graphic organizers to the list of student support resources and planned to alter the student writing conference format to allow students to take notes.
- Teachers interviewed shared improvements in teacher practice. One teacher noted that a professional development session on learning centers was turn-keyed to her team and has now developed into a school wide practice of “station learning”. Cluster teachers shared that working with classroom teachers to address student needs in English Language Arts (ELA) has developed their practice and made their lessons inter-disciplinary. For example, Physical education lessons incorporate opportunities for students to practice speaking and listening skills by leading class warm-up sessions and providing feedback. Science lessons include narratives on the changing states of matter and how a seed travels. Teachers also note that target students have demonstrated mastery of focus skills after “skill rotations.” Students with disabilities demonstrated mastery of target skills based on benchmark assessments in skill rotation 3. Performance for these students moved from zero on benchmark 39 to 1 and 2 on benchmark 46.
- Teachers are members of the instructional leadership team and Measures of Student Learning (MOSL) team. The instructional leadership team selects curriculum, analyzes schoolwide data and identifies trends in student learning. Teachers lead inquiry sessions, conduct professional development sessions and make key decisions regarding curriculum and instruction. Inquiry team leaders summarize the focus of inquiry work and share outcomes and next steps with the larger school community. Lead teachers highlight effective practices in a “Best Practices Calendar” with an invitation for colleagues to visit the classroom and observe the practice. Teachers create skills rotation cycles and are currently piloting a new ELA curriculum in grade 3 to address the need for more leveled text, grammar instruction and content vocabulary.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Across classrooms, teaching practices and student work products are aligned to the curricula and reflect an articulated set of beliefs about how students learn best.

Impact

Alignment to the Danielson *Framework for Teaching* results in student work products and discussions that reflect high levels of student thinking and participation, however, teachers have yet to provide students with the tools to take ownership of their learning experience.

Supporting Evidence

- School leadership articulated an instructional focus on Danielson *Framework for Teaching* domains 3b and 3c, using questioning and discussion techniques and engaging students in learning. Teachers shared similar beliefs during teacher interviews and classroom practices demonstrated alignment to both domains. Across classrooms, teachers posed open-ended questions that allowed students to demonstrate their thinking in discussions and in work products. In a math lesson, the teacher asked students to think about and share what the question was asking them to find out. Students used annotation to highlight key words in the questions. In an ELA classroom, the teacher asked students to conduct a close reading of the text *George's Secret Key to the Universe* and respond to the question, "Based on your understanding of Annie, George and Dr. Reeper, What can you infer about the characters?" Students in this class engaged in conversation with their peers and used text evidence to support their claims. One student stated that the characters must have known each other because Dr. Reeper called George by his name without introduction. Another student inferred that Dr. Reeper would be a negative influence based on the name the author decided to give the character.
- Across classrooms, teachers use station learning and group work to engage students in learning tasks. In most classrooms visited, student engagement was at high levels. Students responded to teacher questions and shared their thinking to respond to essential questions and complete the learning objectives presented. In a reading lesson, the teacher asked students to analyze personification to determine why the author used it in the poem *How the Stars Fell into the Sky*. Students discussed the text and explained why they agreed or disagreed with their classmates. In this classroom, students also discussed their process of working with a partner and how they might work better together tomorrow. The level of engagement in this classroom was evident in most classrooms visited, however, in some classrooms teachers posed close-ended questions. In a grade 2 classroom, students completed cloze sentences and responded to teacher prompts to practice the skill of drawing conclusions. In this classroom, there were missed opportunities for students to explain and share their thinking.
- Teachers pose questions to engage students in whole class and group discussions and provide guidance to move thinking forward and keep students in conversation. In a lesson on descriptive language, the teacher asked a group what form of language they felt has the greatest effect on the reader. The teacher followed up by asking students to share and explain their opinions. Student responses led to peer debates and engaged students in conversation. In most classrooms, the level of student thinking and participation was high; however, students have yet to lead discussions without teacher prompting and guidance.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and integrate the instructional shifts. Curricula and tasks consistently emphasize rigorous habits and higher-order skills.

Impact

Purposeful decisions build coherence across grades and subjects and promote college and career readiness.

Supporting Evidence

- School leaders and faculty utilize Common Core aligned curricula across grades and content areas. Teachers utilize *GO Math!* for math instruction, *ReadyGen* for ELA, *Harcourt Science* for science and follow the New York State Scope and Sequence for social studies. School leaders and staff initially selected *GO Math!* for kindergarten to grade 2 in 2008 and expanded it to grades 3 through 5 in 2010 due to its extensions for English Language Learners (ELLs) and students with disabilities. This year, grade 3 teachers are piloting the *Journeys* ELA program to address identified gaps in grammar and writing in the *ReadyGen* curriculum. At the end of this year, school leaders and teachers will make a decision whether or not to implement the *Journeys* curriculum school wide.
- Curricula integrate a balance of informational and literary text (ELA Shift 1), academic vocabulary (ELA Shift 6) and deep understanding in mathematics (Shift 4). Units of study in ELA and social studies require students to conduct close readings of a variety of texts including, *Pioneers to the West*, *How the Stars Fell into the Sky*, *Follow the Money* and *George's Secret Key to the Universe*. Unit maps and lesson plans identify key content vocabulary to be introduced in each lesson. A grade 3 math lesson plan includes the introduction of key math terms including perimeter, area, length, width, compare, numerator, denominator and equivalent. An ELA lesson includes text-based vocabulary and cites the pages where the vocabulary words can be found in context. A poetry lesson plan lists difficult vocabulary and states that students will “determine the meaning of domain-specific vocabulary.” Math lessons include questions that require students to think deeply and explain their answers. A grade 2 math lesson asks students to explain the steps they took to measure the lengths of different objects and includes the question, Why is it important to start at the zero mark on the ruler?
- Across grades and content areas curricula requires students to engage in text-based discussions, provide evidence for their thinking and write from sources to prove an argument. A social studies lesson asks students to find text evidence that describes the character traits of two characters from *Pioneers to the West* and use the evidence to draw a conclusion about each character. A lesson on *George's Secret Key to the Universe* asks students why the character Dr. Reeper is “smiling to himself” at the end of chapter 10? Students are required to cite evidence from more than one scene or chapter to provide evidence of their argument. A follow-up lesson on this text also asks students to interpret and discuss a scene from multiple characters points of view and share how each character views the same moment in time.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Teachers use and create assessments and rubrics that are aligned with the school's curricula and use common assessments to determine student progress toward goals.

Impact

Assessment data provides actionable feedback to teachers and students and teachers use results to adjust curricula and instruction.

Supporting Evidence

- Teachers use unit and performance assessments aligned to the *GO Math!*, *ReadyGen* and *Foundations* curricula. Unit assessments are also administered in science and social studies, which are aligned to the *Harcourt Science* program and the New York State Scope and Sequence. *Fountas and Pinnell* benchmark assessments are administered four times a year to assess reading levels across all grade levels and practice ELA and math assessments are administered that align to the New York State assessments. Data from assessments provide teachers with actionable feedback to create "skill rotation" cycles. In each cycle, teachers use assessment data to identify students who have not mastered required skills and designate those students for focus lessons on targeted skills for a predetermined timeframe. Grade 4 teachers analyzed the data from the Spring ELA practice test and identified compare and contrast as the focus skill for the next skill rotation.
- Teachers across grades and subjects utilize the school grading policy. Classroom and science teachers calculate grades using predetermined percentages for classwork (40%), assessments and performance tasks (30%), participation (15%), and homework (15%). All other cluster teachers and English as a New Language (ENL) teachers calculate grades using classwork (60%), participation (30%), and performance assessments (10%). There is a school wide grading scale aligned to performance levels one through four: Level one 65% or less, level two 66% to 77%, level three 78% -92%, and level four 93% - 100%. Teachers align rubrics to levels one through four and include teacher comments and next steps for students. A third grade informative writing rubric rates the piece as level four and includes comments that highlight the inclusion of facts and details and recommends the use of more complex vocabulary and varied sentence structure in future informative writing pieces.
- Teachers administer common assessments in ELA, math, science and social studies following the P.S. 100 2015 - 2016 assessment calendar. Beginning, middle and end of the year benchmark assessments are administered in *GO Math!* and *ReadyGen* from kindergarten to grade 5, as well as, *Foundations* assessments for kindergarten, grade 1 and grade 2. Teachers use benchmark data to adjust curriculum pacing and resources, plan reteach lessons and assign students for small group instruction. To address low performance in grammar, kindergarten and grade 1 teachers added lessons on grammar, sentence structure and, building a paragraph to the writing curriculum. School leadership also purchased additional workbooks for grades 3, 4 and 5 that focus on commonly misspelled words, homonyms, parts of speech, and sentence structure. Teachers incorporate the workbooks into writing lessons as needed for whole or small group instruction. Benchmark data is also used to assess the impact of instruction provided during rotation cycles. Teachers adjusted the 2015-2016 skills rotation tool to include performance data from benchmark and final assessments for all target students.

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 training. School leaders and staff partner with families to support student growth on a path to college and career readiness.

Impact

Clear communication and high expectations for teachers and families result in a school culture of mutual accountability and supports student progress.

Supporting Evidence

- School leaders consistently communicate expectations to faculty and staff during monthly staff meetings, professional development days, and weekly common preparatory periods. Leaders observe common grade meetings and there are representatives from each grade level, cluster and ENL teachers, and special education programs on the Instructional Leadership Team. School leaders also share expectations for teaching and learning through formal and informal feedback provided to teachers following classroom observations. Professional developments sessions align to school goals and expectations for student learning. Instructional goals for 2015-2016 state, "Student growth will be enhanced through teacher proficiency in determining needs through a deep analysis of assessments to modify instruction to ensure success for all students. Students will expand upon their participation in class with exposure to higher order questioning skills and engaging class activities." School leaders have provided professional learning sessions for teachers on the following topics, Integration of Multiple Data Sources, Digging Deeper into Data, Looking at Student Work, Digging Deeper with Questioning, Math High-Order Questions, Differentiation Strategies and Socratic Seminar.
- Teachers lead professional development sessions, turn-key information from outside professional learning and participate in inter-visitation cycles aligned to the school goals. Teachers' lead professional sessions on Monday afternoons and colleagues incorporate new practices into their instruction. One teacher shared that a colleague introduced learning centers during a professional development session and it is now a school wide practice in the form of learning stations. Teacher teams hold each other accountable for new strategies and lessons developed as a team by debriefing after lessons are conducted and analyzing the student work produced using the new strategies. Teachers also analyze the impact of grade level instructional practices by reviewing student data for the grade.
- School leaders and teachers consistently communicate with families via letters, email, phone calls, *EChalk*, Parent Teacher Association (PTA) meetings, monthly workshops and a monthly principal breakfast. The school has a Parent Welcome Center where parents can find resource materials and a parent library to sign out books for themselves and their children. Parent workshops are well attended and include topics to help parents understand learning expectations. Topics have included Basic Reading Skills, How to Help Your Child Succeed on the NYSESLAT, Grade 5 Responsibilities, and What is My Child Learning: A Guide to Common Core Standards. Parents complete a school developed parent survey to share the most convenient methods of communication and workshop topics of interest. Parents are on the PTA leadership and are members of the School Leadership Team. Parents shared that parent orientations and workshops have been very helpful in keeping them informed and providing them with resources to help their children at home.