



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2015-2016

P.S. 196 Ten Eyck

Elementary School - K196

**207 Bushwick Avenue
Brooklyn
NY 11206**

Principal: Janine Santaromita

**Date of review: January 5, 2016
Lead Reviewer: Gary Knight**

The School Context

P.S. 196 Ten Eyck is an elementary school with 350 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 1% Asian, 19% Black, 78% Hispanic, and 1% White students. The student body includes 10% English Language Learners and 25% students with disabilities. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2014-2015 was 92.8%.

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 <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
---------------------------	---	----------------	-----------------------

Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaboration that promotes the implementation of Common Core Learning Standards and distributed leadership structures are embedded so that there is effective leadership.

Impact

The structured professional collaboration and distributed leadership results in school-wide coherence, increased student achievement and teachers playing an integral role in key decisions that affect student learning across the school.

Supporting Evidence

- Several team structures are in place to provide opportunities for teachers and staff to meet, share best practices and use data to improve student performance. The teams developed are: grade, vocabulary, data, School Leadership, Pupil Personnel, Measures of Student Learning, Community Learning School and cabinet. Various teams alternate conducting professional development workshops to the entire staff.
- Teachers articulated that as a result of team structures they are able to “feed off of each other” across grades and content areas to identify strengths in student work and implement effective strategies that were shared by colleagues, thus increasing their capacity to better deliver effective lessons. Due to this collaborative process, teachers have normed scoring decisions for assessment tasks across curriculum areas. Coherence has also been built through all teachers conducting learning walks with a common focus on implementing school-wide, effective questioning and discussion techniques. In addition, teachers work together to construct and provide meaningful student feedback. Furthermore, as a result of the work of the vocabulary team, staff mentioned noted student achievement in vocabulary and word usage across grades. There has also been student progress regarding grade 1 reading levels since the implementation of *Foundations*.
- The teachers shared that school leaders are very open to suggestions and encourage teacher voice. Some examples of how teacher recommendations brought about school-wide changes include: the instructional focus shift to vocabulary across grades, the reciprocal teaching method, the piloting of the *Journeys* program in grade 2 as a supplement to *ReadyGen* literacy program, and the use of *Foundations* reading program with grade 1.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Across classrooms, teaching practices are aligned to the curricula and are informed by the Danielson *Framework for Teaching* and teaching strategies consistently provide multiple entry points into the curricula.

Impact

Teaching practices reflect an articulated set of beliefs that students at all levels are engaged in appropriately challenging tasks and demonstrate higher order thinking; however, high quality extensions were not observed.

Supporting Evidence

- Lesson delivery in all classrooms reflected alignment to the curricula and instructional shifts. For example, in a grade 1 English Language Arts lesson, students were to state their opinion and provide supporting reasons to support their opinion. In a grade 3 math lesson, students were expected to apply properties of operations as strategies to multiply. Students were able to clearly articulate the distributive property of multiplication.
- Classroom lessons included differentiated instruction to engage all learners. In a grade 4 English Language Arts class the students were provided with a map of characters related to the book they are reading to scaffold their writing and to support them in meeting the objective of analyzing characters and writing sentences to describe characters using evidence from text. This activity had varying levels of graphic organizers to meet the needs of the individual students during group work. Differentiated instruction was based on three tiers of students: those on level; those in need of some strategic intervention; those in need of re-teach. In a grade 3 through 5 special education class, students identified as having processing or reading difficulties received visual and hands-on work, and re-teaching with scaffolding was provided for English Language Learners and students with disabilities in reading and writing. Variations in graphic organizers were also provided.
- In most classrooms, the method of instruction included the use of technology, graphic organizers and direct teacher instruction allowing for multiple means of receiving instruction. Questioning was also observed in classes to engage students. In a grade 3 math lesson, students were asked: "Why do you think this is called the distributive property?; How can we use arrays to show the distributive property?; Does breaking apart a larger array into smaller ones make it easier to solve?; Could you solve the problem another way using the distributive property?" Although engagement was evident during most class visits, there were missed opportunities across classrooms to extend the learning and engagement for those students who completed the task early. In one class, a group was asked, "What do you do when you are finished?" They responded, "Just wait for the teacher." High level extensions to lesson were not observed in most classes.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
---------------------------	-----------------------	----------------	-----------------------

Findings

School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards, strategically integrate the instructional shifts, and emphasize rigorous habits and higher-order skills in academic tasks in a coherent way across grades and content areas.

Impact

The aligned curricula results in coherence across grades and subjects and rigorous, academic tasks enable all learners to demonstrate their thinking.

Supporting Evidence

- The school primarily utilizes *ReadyGen* and *Go Math!* programs for literacy and mathematics respectively, supplemented by other purchased programs and teacher-made materials. With *ReadyGen* and *Go Math!* as the foundation for their curricula, each grade level develops, modifies, and refines the units and lesson plans based on student work and data which revealed that emphasis needed to be placed on certain skills. For example, informative/explanatory writing tasks were revisited and revised across all grades.
- In addition to the school-wide vocabulary as the instructional focus, the curricula engages students with ongoing opportunities to interact with informational and literary text by responding to complex text with textual evidence, developing argumentative writing skills and informative/explanatory writing tasks. To ensure that emphasis is placed on rigor and higher order thinking throughout the curricula, the school intentionally uses across grades and content a template for Common Core-aligned unit and lesson plans consisting of using Webb's Depth of Knowledge, and Bloom's taxonomy to develop questioning. Also included are: close reading, learning targets, relevance/rationale, engagement, assessment, access for all, modifications, and tiered grouping, and scaffolded instruction for diverse learners.
- School leaders provide professional development workshops on curricula alignment, instructional shifts and the emphasis on higher order thinking. The following were some of the session topics: Developing Rigorous Tasks; Success Analysis Protocol with Reflective Questions; Developing Lessons to Support the Task/Rubric; Applying Webb's Depth of Knowledge Levels to Bloom's Cognitive Process Dimensions; Questioning and Discussion; a learning walk focused on Bloom's Questioning and Discussion and the Danielson *Framework for Teaching*; Building Vocabulary Success for All Students. The professional learning walk action plan is divided into 4 phases and is deliberate in the development of teacher practice. The higher-order questioning and discussion sessions resulted in school-wide higher-order questioning as a part of the lesson plan, and flash cards were observed being used by students as a support in answering and writing questions on different levels.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
---------------------------	-----------------------	----------------	-------------------

Findings

Across classrooms, teachers use or create common assessments, rubrics, and grading policies that are aligned with the school's curricula to determine student progress toward goals across grades and subject areas.

Impact

The use of assessments and rubrics provide actionable feedback to students regarding achievement and the results are used to adjust curricula and instruction.

Supporting Evidence

- The school uses grade level mid- and end-of-year assessments, State assessments, Measures of Student Learning, performance-based assessments, teacher-made assessments in literacy, and running records to assess and track reading levels. In addition, unit and monthly assessments are also administered across subject areas. Other forms of assessment include The Reading and Writing Project assessments, exit slips, student self-assessment, performance-based assessments and conferencing notes between teacher and student to provide ongoing progress monitoring. Cornell Multiple Intelligence is also administered to students to determine how they learn best. Data revealed that student vocabulary skills need to be further developed. As a result, a school-wide focus is placed in this area of identified deficit such as the use of school-wide strategies including the use and infusion of tier 2 words in student writing in all content areas.
- Various rubrics are used to articulate academic expectations for a given task. Some examples include: personal narrative; general writing; book report grading; and informative/explanatory writing. The rubrics are used to provide students with feedback and inform them of next steps in order to improve. The feedback is given in the form of Glows and Grows. For example, a grade 4 student received the following feedback on his writing piece, "Excellent effort. You answered most of the bullet. Next time, organize your writing into 3 paragraphs by using the template." Another feedback example to a grade 5 writing piece read, "Very organized, great job following task. Work on your sentence structure and your introduction." As a result of providing feedback, teachers have noticed progress. One teacher articulated that as a result of her feedback to students staying focused on the big idea, future writings reflected students focused on what was important and they did not go off task.
- A workshop session was provided to staff on how to evaluate and revise rubrics and a rubric for developing quality rubrics was disseminated. It covered the dimensions of a beginning, developing, quality and exemplar rubric with applicable descriptors, content for descriptors and levels. This activity was conducted with staff across all grades. Teachers are also provided a checklist for quality rubrics to utilize. As a result, teachers have developed and implemented student-friendly rubrics aligned to the curricula. The rubrics are used as an effective tool to provide meaningful feedback and expectations to students regarding academic tasks. It informs them of the next steps necessary to improve their work.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
---------------------------	------------------------------	----------------	-----------------------

Findings

School leaders provide training and consistently communicate high expectations to the entire staff. Teachers establish a culture for learning that systematically communicates a unified set of high expectations for all students.

Impact

A culture of mutual accountability for high expectations has been developed and students own their educational experiences and are prepared for the next level.

Supporting Evidence

- School leaders present multiple ongoing opportunities to communicate and expose the staff to school-wide expectations. All staff receives the schools' educational philosophy statement, a staff handbook, and participates in planning conferences and professional learning opportunities. Examples of professional learning opportunities include: learning walks with follow-up action plan, instructional and school-wide goals (rigorous instruction, supportive environment, effective school leadership and accompanying goals for mutual accountability, collaborative teaching, strong family and community ties), Framework for Great Schools, personal and professional goals, implementing *Foundations* to struggling students. Common Core Learning Standards bulletin board expectations and an overview of policies and procedures. The school leader team "inspects what they expect" to assess the implementation of workshop topics/strategies covered.
- Professional learning plans aligned to the Danielson *Framework for Teaching* are developed and maintained throughout the year by school leaders and the leadership team to track and monitor the learning activities, rationale, and a targeted group of teachers. The school instituted a book study on effective student feedback which gave staff the opportunity to implement strategies, reflect and make adjustments based on student outcomes.
- The principal amended the school schedule to strategically allow for the various team meetings and for entire grade levels to have common planning time. This time is preserved for curriculum and lesson planning, making adjustments based on data and observation feedback from the school leader team, peer inter-visitations and learning walks. A pre-determined protocol has been set for all meetings and is executed at each meeting.
- All students must read, sign, and date the P.S. 196 Student Pledge which clearly details the school-wide expectations for students. Also, students are expected to develop goals in reading, writing and math. Grade-level ambassadors are responsible for communicating school-wide strategies while providing a pathway for students to own their educational experience. Students conduct student-led conferences with staff and parents and present their current academic standing and progress towards the next level. Some other school features that further communicate the high expectations for learning and college and career readiness include, a college camp, a dual language class where students are provided the opportunity to gain access to a second language and an Annual Career Day. There are numerous partnerships with organizations such as, The New York Historical Society which provides enrichment in social studies, and The New York Cares volunteer early literacy program which further prepares students for the next academic level.