



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2015-2016

P.S. 198 Brooklyn

Elementary School K198

**4105 Farragut Road
Brooklyn
NY 11210**

Principal: Joy Ann Morgan

**Date of review: May 5, 2016
Lead Reviewer: Anne Alfonso**

The School Context

P.S. 198 Brooklyn is an elementary school with 473 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 3% Asian, 88% Black, 7% Hispanic, and 1% White students. The student body includes 4% English Language Learners and 21% students with disabilities. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2014-2015 was 93.1%.

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	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	Proficient

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders consistently communicate high expectations to staff through ongoing feedback and professional learning aligned to the Danielson *Framework for Teaching*. The school provides ongoing information to families regarding student progress towards college and career readiness.

Impact

Ongoing communication and support has increased teachers' understanding and awareness of the school leader's expectations for teaching and learning. The school's communication with families provides opportunities and support to ensure understanding of their child's progress towards meeting these expectations.

Supporting Evidence

- The staff receives the school's handbook at the beginning of the school year. A detailed outline of the expectations for daily reading and mathematics instruction is provided. A weekly staff newsletter addressing school-wide initiatives focusing on the design of coherent instruction, questioning practices, using formative assessment, and discussion techniques serve to communicate the vision for learning expected throughout the school community. The Danielson *Framework for Teaching* supports those instructional goals, centered on designing coherent instruction as well as assessment. Feedback to staff and planned professional development provide the next steps for learning. These school-wide goals were developed using the analysis of data and staff input in concert with data measured by *Advance Measures of Teacher Practice*.
- School leaders visit classrooms frequently and provide the teachers immediate feedback regarding their practice. A review of the feedback reflects the school's focus on discussion techniques and the use of formative assessments. Teachers participate in professional learning opportunities on site on Mondays, through the Teacher Development Team. In addition, teachers attend outside professional learning conferences in the role of school ambassadors for all content areas. Lead teacher representatives attend curriculum days at the Teachers College for Writers Workshop and also are members of the lead teacher team, which meet to ensure consistency of instructional practices on each grade.
- In an effort to keep families informed of their child's progress, the school provides families with progress reports twice a year, detailing the progress their child is making to help ensure they reach proficiency in literacy and math. Personal behaviors based on the Personal Behavior Intervention and Supports (PBIS) program are reported to parents along with their academic reports. Parents receive a parent handbook and monthly grade newsletters highlighting what the students are learning in the different units of study, as well as, a monthly school calendar. Parents attend a "Meet the Teacher Night" to learn the expectations the teachers have for their children. Workshops are offered to parents addressing tips on how to help their child in the different content areas. Parents attend Tuesday afternoon sessions with teachers and express appreciation for the school's open door policy. Parents participate in Families as Learning Partners (FALP) each month. This program gives parents an opportunity to spend the first hour of the day in their children's classroom and experience first-hand the kind of work expected of their child.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Teaching practices are becoming aligned to a set of beliefs about how students learn best. Across classrooms, the quality of student discussion and work products is consistent.

Impact

Students are consistently engaged in high levels of thinking and participation to demonstrate higher-order thinking in their work products. As of yet not, all teaching practices are aligned to promote full student ownership of their learning.

Supporting Evidence

- Both school leaders and teachers believe that instruction should be high-level and rigorous, student-centered with discussion, and include student self-assessment. These practices should be embedded in pedagogy across classrooms. For example, in a fifth grade classroom, several groups of students were engaged in student centered discussions describing, identifying and classifying several three-dimensional solid figures of a rectangular prism, a cylinder, a sphere, and a cone. Students discussed with their peers a particular shape that did not have parallel lines, and proved it could not be classified as a circle. Students also discussed whether the sides were congruent as they were completing the chart. The students used evidence and mathematical language to support their description of each shape in completing the chart. The teacher provided feedback and reminded them to use mathematical vocabulary. In a grade 1 social studies lesson on different community jobs, students worked in groups and discussed whether the job was one that sold goods or provided a service. Students added additional jobs and the conversation was expanded through teacher questioning. The use of extensions for high-level students provides challenging tasks for all students to demonstrate higher-order thinking in their discussions.
- Across the grades and classrooms, students self-assess to determine their level of understanding. For example, in a fourth grade classroom, there was evidence of self-assessment through the completed post-its placed on the chart addressing the work of a scientist. During the lesson, the students were reading from the *Tarantula Scientist* and were completing a chart providing evidence from the text, focusing on the descriptive language, and the author's reasons for choosing specific words. During this time, as the teacher conferred and recorded data with individual students, the students were completing their chart and were asked to self-assess their work through the use of a green, yellow, or red cup placed next to them. In a fifth grade classroom, students self-assess their writing by providing a glow and then a specific grow and the possible next steps to improve their work. However, student participation in their own assessment was not seen in all classrooms visited.
- In a math lesson, second grade students interpreted data to answer questions. Through pair interaction, students discussed the difference between two bar graphs. Students then proceeded to create bar graphs to represent new data sets suggested by the teacher. In a grade 3 ICT class, students engaged in high levels of thinking and participation through questioning other students regarding their family customs and beliefs for the Cinco de Mayo holiday. Students were quick to share that the answers they received were a primary source of information while the *BrainPOP* segment was a secondary source.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

The school effectively aligns its curricular to the Common Core Learning Standards and ensures the incorporation of the instructional shifts. Teachers use student work and data to plan and refine curricular and academic tasks.

Impact

Curricular decisions have resulted in coherence across the grades with an emphasis on college and career readiness skills. The planning and refinement of units and academic tasks based on students' specific needs has provided all learners access to the curriculum.

Supporting Evidence

- Unit plans and teachers' lesson plans are aligned to the Common Core Learning Standards and include essential questions, assessments, scaffolds, and differentiated tasks based on students' needs. Across grades and content areas, teachers use the workshop model to plan and deliver instruction. All plans reflect exposure to the instructional shifts with an emphasis on promoting high levels of student thinking and participation across the grades. For example, a majority of the plans include opportunities for student discussion through questioning, accountable talk, and a system for self and peer assessment that has been adopted school wide. Students determine their level of understanding and communicate it to the teacher through the use of a designated color or object to reduce gaps in learning and a deeper understanding of their own learning.
- Teachers use the results from their analysis of state assessments, unit assessments, performance tasks, *Fountas and Pinnell* assessments, as well as formative assessments to make modifications and revisions to the curricula and their plans. An intervention block was created to provide Response to Intervention (RTI) instruction for students reading below grade level. Results of assessments are used to develop intervention core unit groups. These groups are regularly changed based on student progress to their goals and demonstrated need for extra support. Instruction is provided using a push-in model with additional staff for guided reading groups and fluency development in reading. In addition, students in grades kindergarten through grade five, reading on and above grade level are provided with small group instruction for guided reading to expand their thinking. Student progress is individually and consistently monitored.
- The curriculum has been revised to include a separate writing component. The school is part of the Teachers College Writing Program. One teacher per grade attends the professional development days and shares information to colleagues to ensure successful implementation and consistency of the writing process. End of unit evaluations for *Small Moments* in writing supported student success in the completion of the writing tasks. Students were required to state their opinions and use details from the text to support their reasons in writing. Another revision to the curriculum includes use of *EngageNY* for mathematics in grades 1 and 2. Based on analysis of student growth and data, the change was implemented to provide additional rigor in meeting the Common Core Learning Standards.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Across classrooms, teachers use and create assessments, rubrics, and grading policies aligned to the school's curricula. Common assessments are used to track student progress towards goals across grades and subjects.

Impact

The tracking of student data allows for actionable feedback to be given to students and teachers regarding student achievement. As a result of formative assessments instructional adjustments are made to lessons to ensure that the needs of all learners are met.

Supporting Evidence

- The school administers common assessments including *Fountas and Pinnell* Benchmark Assessments, the Measures of Student Learning (MOSL), end of unit assessments, and writing performance tasks to assess students' skills in reading, writing, and mathematics. These assessments are used as key benchmarks in measuring student progress in the meeting of their goals. Data is analyzed school-wide by teachers on the grade, as well as, through vertical inquiry and teacher development teams. The data is shared and reviewed by teachers to monitor progress and adjust the curriculum. For example, kindergarten teachers created a checklist with picture support for non-readers and English Language Learners to self-assess and revise their writing. This was determined after monitoring student growth with the implementation of self and peer assessment through the Teacher Development team. In addition, the kindergarten team revised a unit of study by rewriting the essential question to include the asking and answering of questions as a key instructional practice and strategy for learning and obtaining information from a text. Also, teachers from grades kindergarten through grade two changed the units of study in math supported through *EngageNY* to provide rigor for students to meet the Common Core Learning Standards in math.
- Teachers provide feedback to students through personal conversations, reading and writing conferences, and in writing through rubrics. Feedback is evident within portfolios, and on classroom and hallway bulletin boards. Rubrics provide students with actionable feedback, and next steps that provide students suggestions on how move to the next level on their writing pieces. Students also receive feedback from peers through peer assessment and conferences, and through self-assessment checklists.
- The school uses data points from *Fountas and Pinnell* Benchmark levels and New York City performance assessments to identify standards and skills to be targeted. RTI instruction for students below level is provided with skill specific programs that directly address the deficient reading skills. The *Wilson* reading program addresses phonics and decoding, *Great Leaps!* is utilized for fluency, and selections from *Read Works* for comprehension. The Saturday Academy for students in grades 3-5 gives additional support in targeted areas for both reading and math through the use of *NY Ready*.

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

Teacher teams are engaged in inquiry-based professional collaboration to analyze student work and data and to share best practices.

Impact

Teacher collaboration has resulted in shared leadership with a focus on improved student learning.

Supporting Evidence

- During the fourth grade team meeting teachers viewed two selected pieces of informational writing scored at a level two. The teachers brainstormed, viewed trends, and determined next steps for students. Following the Looking at Writing Data protocol, teachers read, described what they saw, and interpreted student work. It was determined that a graphic organizer, sentence starters for varied sentence structure, as well as revision strategies for word repetition would be strategies and potential next steps. In addition some potential resources would include the use of the smart board for peer evaluations, providing reading examples to cite text evidence, the use of a T-Chart, and a targeted mini-lesson to strengthen the structure of paragraph development. The teachers reflected on their discussion and decided to implement and add these strategies and acquired resources to the curriculum map on Google Docs and monitor the outcomes from these practices over the next few weeks.
- The Teacher Development Team (TDC) is a vertical team with teacher representatives who work with the TDC coach to analyze data and best practices based on teacher goals. Team members turn-key and share their learning with their colleagues on the grade. Teachers engage in inter-visitation using a protocol capturing teaching practices through low-inference note taking. One particular outcome was the creation of a bank of formative assessments. As a result teachers modeled, created, and updated a bank of effective formative assessments to use across the grades.
- Distributive leadership has been further developed by the adoption of the Teachers College Writing Project. One teacher per grade attends the professional development specific to the writing program at Columbia Teachers College. The grade representative shares the information and leads the discussion to ensure successful implementation of the Teachers College writing curriculum. As a result of their collaboration the teachers of grades K-2 and the other grades determined that additional writing supports were needed to ensure that all students would achieve their writing goals.