



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2015-2016

P.S. 219 Kennedy-King

Elementary School K219

**1060 Clarkson Avenue
Brooklyn
NY 11212**

Principal: Winsome Smith

**Date of review: December 22, 2015
Lead Reviewer: Anne Alfonso**

The School Context

P.S. 219 Kennedy-King is an elementary school with 564 students from grade Pre-Kindergarten through grade 5. In 2015-2016, the school population comprises 1% Asian, 84% Black, 12% Hispanic, and 1% White students. The student body includes 6% English Language Learners and 19% 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 91.1%.

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	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	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

Teachers are aware of and understand school leader's expectations for teaching and learning. Families understand student progress towards meeting academic standards.

Supporting Evidence

- The principal communicates high expectations to all staff in the school's instructional handbook, which is distributed at the beginning of the school year. Within the document, a detailed instructional focus is outlined for planning, instruction, and questioning as well as for implementation of the instructional shifts. Additionally, daily morning minutes reference and clarify expectations for learning objective outcomes aligned with the Danielson *Framework for Teaching*, for questioning using Webb's Depth of Knowledge matrix, and for student engagement.
- The principal frequently visits classrooms and provides immediate feedback. A review of feedback to teachers reflects a focus of the school's priorities with specific next steps of support to address gaps in effective practice specific to planning, student behavior, and student engagement. In addition, teachers in all grades attend workshops at Teachers' College and share research-based strategies for writing, which have been infused into the curriculum. Teachers also participate in an ongoing text-based study group for thinking routines and also participate in outside professional learning activities.
- In an effort to keep families informed of their child's progress, the school provides families with progress reports two times a year detailing progress in meeting the standards for literacy and mathematics being addressed for that marking period. Three times a year, students lead conferences with parents and parents learn strategies to support their children at home. The school is piloting a website, the Class DoJo in grade 3, as well, as another potential vehicle to keep parents informed about what their child is learning in school. Additionally, families receive a monthly grade newsletter highlighting what students are learning in the content areas and attend a Meet the Teacher night to learn the expectations for each grade level. Parents shared that students write pen pal letters to their families providing a synopsis on their learning, their current reading and math levels, skills learned in science, and the upcoming content for the next month to which parents provide a detailed response. The parent coordinator conducts workshops and provides parents with websites to help them understand Common Core Learning Standards, assessments, and middle school applications.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Developing
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Findings

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

Impact

Students are not consistently engaged in high levels of thinking and participation.

Supporting Evidence

- Although school wide beliefs include the practice of higher-order questioning, the use of such questioning was inconsistent across classrooms. Teachers posed many questions that called for a single correct response reducing opportunities for whole group or small group discussion. Most questions were teacher-to-student directed and did not prompt discussion. In a second grade social studies classroom, however, students were engaged in evidence-based conversation related to the text about displayed photographs from the 1930's. Students posed questions and responded to each other using accountable talk stems such as "I agree" and in "my opinion" in their conversation.
- In a fourth grade math lesson, some students participated in a concrete example of demonstrating an equation using the associative property of multiplication to multiply with three factors. At the end of the modeling, which included students holding cards in their hands, the seated students were asked what was missing. One student replied with the correct answer. Students then began working with a partner using the materials in the bags.
- School wide beliefs include the practice of grouping to advance learning, and this was evidenced in a grade 4 math lesson. Four groups of students completed their investigation to use area models and partial products to multiply two digit numbers, and at the end used a rubric to self-assess. As students worked through the process, the teacher provided feedback. The class was differentiated through grouping and materials.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School staff effectively align curricula to the Common Core Learning Standards and ensure the incorporation of the instructional shifts. Teachers utilize student work and data to plan and refine curricula and academic tasks.

Impact

Curricular decisions have promoted coherence across the grades and a focus on college and career readiness skills. A diversity of learners have access to cognitively engaging tasks.

Supporting Evidence

- Unit plans and teacher's lesson plans are aligned to specific Common Core Learning Standards and include essential questions, assessments, scaffolds, and differentiated tasks based on students' needs. Across all content areas and grades, teachers' plans reflect the components of the workshop model where the mini lesson, guided practice, and independent or group tasks outline the "I do, you do, we do" model. All plans reflect exposure to the instructional shifts such as text-based answers and a deep understanding in math. For example, a fifth grade class referenced text to support their discussion in differentiated groups on rain forest food chains based on the "see, think, wonder" protocol.
- For the past two years the school has been using ReadyGen, Go Math!, as well as online resources such as SNAP and ABC Mouse for grades K-2. In addition, the school has created unit plans for social studies and science aligned to the New York State scope and sequence. Based on the analysis of last year's English Language Arts (ELA) assessment and other formative assessments, the school decided to focus on is the use of visual images across content areas as well as students' ability to focus on key ideas and details. In addition, the school has embedded Teachers' College writing units within units of study to define and strengthen writing for grades K-5.
- To ensure that curricula and tasks emphasize rigor and higher order skills for all students including English Language Learners and special education students teachers, grade and vertical teams incorporate scaffolds and supports such as sensory word lists, graphic organizers, enlarged text, character trait lists, and teacher modeling/re-teach opportunities. within units of study curricula. Lesson plans reflect differentiated groups, which incorporate the resources found in the ReadyGen and Go Math! units. The scaffolds and action plans are based on the results of the New York State English as a Second Language Assessment Test (NYSESLAT) and the ELA and math assessments.

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 goals across grades and subjects.

Impact

Teachers and students have actionable feedback regarding student achievement. Teachers make curricula and instructional adjustments.

Supporting Evidence

- Teachers utilize various assessments grades K-5, such as Fountas and Pinnell running records, the Measure of Student Learning beginning of the year assessments, the New York City periodic assessments, and the pre- and post- assessments for Go Math! and Ready Gen. In addition, the Teacher’s College writing assessments across grades for the units of writing are used to assess student progress in reaching their goals. The school is piloting, SNAP, a fluency-building program for multiplication this year to gain information regarding student mastery of the key standards and student achievement both individually and as a grade.
- Teachers provide feedback to students through conversations, individualized conferences about their work, and in written comments that align to elements on task-specific rubrics. Feedback with next steps was evident within student portfolios and on work displayed in classrooms and in hallway bulletin boards.
- During a student meeting, students from across grades articulated and demonstrated how rubrics for writing provided them with feedback to self-assess and adjust their writing. Students also stated that rubrics provided them with details of their progress. They complete monthly pen pal letters to their families summarizing what they have learned, will learn, and their progress and levels for reading and math.

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

Teachers are engaged in inquiry-based professional collaborations to analyze student work and data and to share best practices.

Impact

Teacher collaboration has resulted in the strengthening of teachers’ instructional capacity and improvement in targeting and improving students’ learning outcomes

Supporting Evidence

- At a grade 5 team meeting, teachers used a gap analysis protocol and two-point rubric to analyze mid-level students’ short responses to questions about a poem. Teachers categorized the data noting that students did not utilize visual information to support comprehension of the meaning of text; that students provided details, but did not connect them to the task; and that while students quoted from the text they did not provide an explanation. Teachers then shared intervention strategies such as a small group mini-lessons on inference and tone, analysis of text features, and the use of a framed paragraph as a scaffold for students to use to their written responses. Additionally, they decided to focus vocabulary and the use of visuals in other content areas to strengthen student skills and comprehension.
- Across the grades, teacher teams implement protocols to analyze and use student work and data to inform instruction and to plan next steps. School staff analyzed the school’s math baseline assessment and found that students were struggling with the rounding of decimals. Based on these results, teachers made modifications to their practice by delaying the introduction of the unit chapter until they introduced strategies such as using graph paper to align decimal points and using place value charts posted on students desks as supports. In addition, they provided struggling students with Math on the Spot as a tutorial for support both in school and at home. In addition, teams have used item analysis and the end of chapter assessments in reading and writing to inform modifications using the Depths of Knowledge chart to develop questions for higher-level students in reading
- Throughout the school, teachers meet vertically with cluster teachers and service providers to share best practices for all students. Teachers discussed how the visual arts teacher used pattern blocks and assigned a numerical values to the blocks to deepen student understanding, and taught analysis of works of art to support thinking discussion on use of evidence. Based on an analysis of the Measures of Student Learning assessment results and student work, the teachers implemented the Foundations program for the early grades to support phonics and literacy development. The English as a Native Language teacher has provided instructional strategies to support acquisition of skills based on NYSESLAT data.