Department of Education
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2015-2016

P.S. 335 Granville T. Woods

Elementary School K335

130 Rochester Ave.
Brooklyn
NY 11213

Principal: Karena Thompson

Date of review: January 28, 2016
Lead Reviewer: Rod Bowen

The School Context

P.S. 335 Granville T. Woods is an elementary school with 299 students from pre-kindergarten through grade five. In 2015-2016, the school population comprises 0% Asian, 80% Black, 18% Hispanic, and 1% White students. The student body includes 4% English Language Learners and 19% students with disabilities. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2014-2015 was 90.3%.

School Quality Criteria

Instructional Core		
To what extent does the school…	**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**	**Developing**
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 *Framework for Teaching*, 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		
To what extent does the school…	**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**	**Proficient**
Systems for Improvement		
To what extent does the school…	**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**	**Proficient**

Area of Celebration

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

Findings
The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of Common Core Learning Standards. Assessment data and student work are consistently analyzed.

Impact
The instructional capacity of teachers has strengthened and there has been progress toward goals for groups of students.

Supporting Evidence

- A teacher team meeting began with members sharing what went well in the administration of an on demand assessment. Although they were not referencing actual samples of student writing, responses included organization, stamina, and use of linking words. Elaboration was noted as an area for ongoing improvement. A protocol and rubric were then used to look at student work. Participants read the student work sample and then charted impressions of the student's current thinking, desired thinking and the implications for their collective instruction. Potential next steps included getting students to list reasons for agreeing or disagreeing including facts and research, as well as restate the thesis in the conclusion.

- Other teachers noted that their collaborative analysis and diagnosis of student products indicated that students across a grade were struggling with using sufficient amounts of details in their writing. Collectively they decided to model and chart probing questions as well as emphasize the use of transition words. Across grades, post-test data showed student improvement in elaboration as compared to pre-test data.

- A planning sheet from a collaborative team that had analyzed a grade wide unit assessment on multiplying and dividing fractions listed students, goals and action plan steps. The goals noted for one student included fraction operations and multiplication facts. Use of a fluency exercise five times per week, one on one conferencing, small grouping with other students, and skills practice with Common Core worksheets were listed as actionable next steps.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Developing

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

Impact
There is uneven engagement in appropriately challenging tasks and a limited demonstration of higher order thinking in student work.

Supporting Evidence

- Two out of seven groups were brought over to the carpet for further support after a teacher-centered mini-lesson. One of the groups that remained at their seats was using the numbers from the word problem to engage in math operations that had little to do with the scenario presented in the task.

- In another math lesson, the guided practice consisted of little to no collaboration or authentic student talk. When tasked with converting an improper fraction to a mixed number, of the students observed, none were able to obtain the correct answer. Most attempted to break the improper fraction down, yet did so incorrectly.

- In a reading lesson intended to teach the importance of interpreting images that accompany text, students consistently read the text and used it to answer the question, “What have you learned from this picture?”

- During a writing lesson, students were asked to write down ideas about a literary character’s traits. All 15 students handed their teacher post-its with their contributions on them, however only seven were used and placed on the chart that had headings for student ideas pre-determined. The other eight post-its (ideas) were not used, and their omission was never contextualized or explained.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Developing

Findings
Curricula and academic tasks inconsistently emphasize rigorous habits and higher order skills. In addition, they inconsistently reflect planning that is informed by student data.

Impact
A diversity of learners, including English Language Learners and students with disabilities, do not have access to curricula and tasks that are cognitively engaging across grades and subject areas.

Supporting Evidence

- A math task, which referred to students as Math Detectives, provided students with a real world scenario for interpreting fractions as a form of division. Groups of students were to be provided with resources and had to decide amongst themselves how those resources would be used, as well as who would fulfill specific roles. The written directions encouraged students to work together and, "when stuck, talk it over, and rethink your ideas before calling on the teacher." Such emphasis on rigorous habits was inconsistent across lesson plans.

- At a crucial point in one lesson plan, the teacher makes an assumption that affects the content of the following activity. The plan states, "…, I notice that we all were thinking similar about one event. Teacher chooses an idea... Now what we are going to do is we are going to use this idea as a claim for our essay." This task utilizes the teacher's idea rather than ideas generated by the students.

- A reading lesson highlighted a purposeful instructional support for a small group of students with specific reading levels: "Will be in guided practice with personal reading strategy sheets and white boards." Similarly, a section within a math lesson plan was labeled, "Differentiation Needed Based on Data." Suggested activities included "Using graph paper and colored pencils to visually practice multiplying the fraction and to see the product as a double shaded area, as well as vocabulary cards with function and academic words to promote understanding of terms". However, such supports were not consistent in other lesson plans.

- A number of lesson plans presented variations of the workshop model, however after the guided practice section, some plans did not include any awareness of a diversity of learners in the assignment of independent tasks. For example, "After their first chapter, students will identify their characters; describe your artwork with your partner, provide helpful feedback and jot down notes; and students go off to make their mechanisms, draw/label it in their notebook."

Quality Indicator:	2.2 Assessment	Rating:	Developing

Findings
Across classrooms, assessment practices are loosely aligned with the school's curricula and inconsistently reflect the ongoing use of checks for understanding and student self-assessment.

Impact
Students and teachers receive limited feedback regarding student achievement. Teachers inconsistently make effective adjustments to meet students' learning needs.

Supporting Evidence

- Graded student work contained actionable feedback such as, "Next time, let's work on using punctuation correctly so your readers can read with expression"; "Remember to look for connections in multi-step problems", "Try to use transitions such as for instance, therefore and because", and "Great lead and organization is evident."

- An upper level student that mentioned that he gets *Glows and Grows* on English writing assignments shared a piece of work and noted that he did a good job of explaining the main idea with details from the text. Another student shared a math task for which he earned a perfect score of 4. When asked what he did well, he was not sure and stated, "I probably read the question and instructions right and did the right operation." When asked, another student was unable to explain the characteristics of a 3 he had earned from the rubric that was attached to his work. One of the youngest students to share graded work was unaware of any next steps needed to improve on the assigned tasks.

- Across grades, On Demand Writing Assessment Data sheets show pre and post rubric scores for skills pertaining to structure, development and language scores. Similarly, student reading levels are tracked, providing teachers with feedback regarding student achievement. However, such comparative assessment tracking tools are not used in social studies and science. In addition, there was little evidence that student performance data from math assessments are tracked in such a thoughtful manner.

- Across classrooms, teachers circulated during students' independent work time to provide supports. However, effective instructional adjustments using checks for understanding were inconsistent.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient

Findings
School leaders consistently communicate high expectations to the entire staff. School leaders and staff consistently communicate expectations connected to a path to college and career readiness.

Impact
School leaders provide training to staff and there is a system of accountability for the school leader's expectations. The communication of high expectations helps families understand student progress toward those expectations.

Supporting Evidence

- The principal noted that she is putting a strong emphasis on literacy throughout the school, with a focus on informational text and writing. Low inference evidence written in observation feedback to teachers included an acknowledgment that students had to write opinion pieces about chocolate milk. Another evaluation noted, "You asked questions and reviewed student writing to assess how they were doing. You had students read what they had written so far then had conversations about next steps."

- Staff has received professional development in the integration of informational literacy. Materials for that training included an emphasis on the power of re-reading, the role of read-alouds and the use of prompts in analyzing informational text.

- All grades send monthly newsletters home to parents, which communicate units of study and suggestions for supporting learning in reading, writing and math. One such newsletter informed parents that their children would be writing about a topic that they know a lot about. It encouraged parents to read the writing assignments along with their children and take notes so that they could learn from their young writers.

- Parents noted that they are welcome to engage teachers in person throughout the week; however, most of the engagement occurs on Tuesdays. "Even when parents don't show, teachers reach out to them."