



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2015-2016

P.S. 003 Charrette School

Elementary School M003

**490 Hudson Street
Manhattan
NY 10014**

Principal: Lisa Siegman

**Date of review: October 29, 2015
Lead Reviewer: Buffie Simmons**

The School Context

P.S. 003 Charette School is an elementary school with 792 students from grade pre-Kindergarten through grade 5. In 2015-2016, the school population comprises 7% Asian, 5% Black, 12% Hispanic, and 70% White students. The student body includes 4% English Language Learners and 17% students with disabilities. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-2015 was 94.6%.

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	Additional Findings	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	Focus	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 the entire staff. School leaders and staff effectively communicate expectations connected to a path to college and career readiness.

Impact

Structures that support the school's high expectations amongst staff, students and their families are in place and provide a path towards elevated student achievement and college and career readiness.

Supporting Evidence

- The principal communicates very high expectations to staff through a variety of means, such as newsletters, feedback to teachers during professional learning community and faculty meetings, verbal and oral feedback on walk-throughs, and through observation reports. The principal provides feedback to teachers via email – “You set the class challenge of rewriting the beginning of the piece that had no dialogue by working with a partner. The partner conversation was smooth, engaging and productive. After several pairs had shared their ideas, you chose one and the class worked together to rewrite the lead using dialogue. Students were able to use either alternatives to “said” or interesting modifiers. In this way, when students went to work on their own pieces, they had experience with the process and expectations.”
- In order to ensure parents are apprised of student expectations, school leaders and faculty communicate with families via parent bulletins, newsletters and parent workshops. Curriculum events are held to inform parents of curricula content. The school leaders, additionally, communicate expectations through articles. Parents received the New York Times article, ‘Five Things Teachers Wish Parents Knew: Your Children Can Do More Than You Think.’ Parents express that the school communicates with them about curriculum and school events, information about the Common Core Learning Standards and that they are invited into their children’s classes. Additionally, the parents shared that the school provides an array of choices to assist families with understanding student progress, such as publishing parties, homework workshops and updates through the school’s website.
- The school fully supports students and families on a path toward college and career readiness through curriculum night. Families feel very well supported by the school. A few parents shared that their children have siblings that have recently graduated and feel their children are well prepared for the next level of schooling.

Area of Focus

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Assessment practices are aligned to the school's curricula and incorporate the use of ongoing checks for understanding; however, there are some missed opportunities for students to receive meaningful feedback to accelerate their next learning steps.

Impact

Assessment data provides teachers with feedback on students' performance across most subject areas. Although most teachers address immediate needs of individuals or groups of students to accelerate their learning, a few students receive limited feedback in some subject areas hindering student outcomes.

Supporting Evidence

- In most classrooms visited, formative assessment practices were strategically embedded in daily lessons via questioning, sharing of ideas from a group or partner work providing for immediate feedback on student mastery of content and skills. In a grade 2 and 3 writing class, students were assessed on their ability to create three different beginnings for their personal narratives, their ability to include dialogue in their beginning, to ask a question in their beginning, to describe the setting in their beginning and to consistently write in the time allotted. Teachers plan based on analyses of student work and on information they have on individual students. Students are grouped accordingly. Across classrooms visited, teachers were doing check-ins and created small learning groups that targeted skills. Teachers use benchmark data to determine student groupings and differentiation needs.
- Checks for understanding were observed in classrooms and teachers circulated. For example, in one class a teacher said "Show me thumbs up if you know what you are going to do next." In another class, the teacher asked "How do you know? Turn and share with your partners" and then checked in to hear student responses. A few teachers were observed using a checklist to track student learning.
- There were missed opportunities to provide meaningful feedback and allow students to be well aware of their next learning steps. Some student work in math showed only checkmarks. During the student meeting, students articulated they get feedback from teachers when they ask. For example, a student stated "I do not know how to improve my grade. I guess I can ask my teacher." For example, during an Integrated Co-Teaching (ICT) class, during independent work time students relied on the teacher to evaluate their work.

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. Critical thinking skills are planned for all learners across grades and subjects.

Impact

Students are engaged in meaningful learning experiences and pushed towards high levels of achievement.

Supporting Evidence

- School leaders and teachers articulate how they ensure curricula are aligned to the Common Core Learning Standards and other content area standards and chose strategies for integrating the instructional shifts coherently across grades and subjects. The school supplements the Math TERC investigations with resources from *EngageNY* and Math in the City. Teachers consistently refine academic tasks to make sure all students can access the Common Core. Unit plans illustrate vocabulary/key terms, skills/strategies, essential questions, enduring understandings, content, lesson plan and activities, assessments, differentiation, and resources.
- Lesson plans and academic tasks include the integration of the instructional shifts across subject areas. For example, the grade 5 English Language Arts (ELA) task required students to write a persuasive essay and include three reasons to support their claim. Students posture their essay to agree or disagree and provide evidence in the form of facts and details to support their point of view. Some lesson plans include academic tasks that provided additional support and extensions for students.
- Teachers, for reading and writing, use Teacher's College Reading and Writing Project units as a source. Teachers and school leaders use student work and data to plan and refine curricula and academic tasks. Units of study are developed in grade teams, using professional books such as *First Grade Readers* (Parsons), *When Kids Can't Read...What Teachers Can Do* (Beers) and *Study Driven* (Ray) to provide guidance. The principal states that they are integrating more non-fiction writing throughout the year in content areas.
- Although there is a high level of rigor in the curricula, access for all learners was limited in a few lesson plans. For example, in a science lesson plan, differentiation and scaffolds were not identified however an extension was provided: "Why do you think that the hotter water caused the food coloring to mix more quickly?"

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Across classrooms, teaching practices are aligned to a set of beliefs that is informed by the Danielson *Framework for Teaching* and discussions foster higher-order thinking and learning.

Impact

Most students, including English Language Learners (ELLs) and students with disabilities, engage in challenging academic tasks and demonstrate their thinking in discussions and work products. Small groups predominate across classrooms based on the articulated school beliefs.

Supporting Evidence

- In keeping with the school's belief of how students learn best, across most classrooms visited, students engaged in partner work, small group instruction and independent practice. The school has adopted the practices of small group instruction and cooperative learning, which were evident across classrooms. To promote small group instruction, some classrooms had as many as three adults supporting student learning. For example, in a grade 1 class, there were two teachers and another adult each working with a small group.
- In most classes observed, students were engaged in high-level tasks. In a grade 4 science class, students use the scientific method to investigate how water and food coloring combine. Students discuss the concepts of constants of dependent variables and independent variables. Through partnerships, leveled materials, introduction of vocabulary, and teacher support, students are able to access the curriculum.
- In a grade 4 math class, the teacher used the random method to call on students and gave students time to respond to questions. When the student struggled, the teacher gave the student an option to call on a classmate for support. Students passed the discussion to a classmate without teacher intervention. The student modeled the strategy they used to solve the problem. Additionally, students in a Grade 2 and 3 writing class, worked on creating a juicy beginning to infuse in their personal narratives. The teacher introduced ways a writer can hook readers by beginning with a question. The teacher read a mentor text and then led students in a discussion about features of a juicy beginning and students worked independently to create "5 minute free write."

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

The majority of teachers are engaged in inquiry-based, structured professional collaborations, in which they take ownership and provide leadership.

Impact

Teachers’ professional collaborations have strengthened teacher practice and allow teachers to play an integral role in key decisions within the school.

Supporting Evidence

- All teachers are involved in inquiry-based professional collaborations. Teachers meet in horizontal grade-level teams and also vertical inquiry teams. In addition, they were presented an opportunity to choose to study a specific issue of concern to the school. For example, a grade 4 teacher articulated a concern that resonated with the administrative duo regarding effort based education. The professional collaborations devoted to collaborative inquiry feedback, looked at published research “An Ethic of Excellence”. The team’s first iterative cycle focused on learning from mistakes and engaging in productive struggle. A grade 2/3 class was observed and a pilot group was also formed to study the impact of student to student feedback on student effort.
- Teachers take on leadership roles in both formal and informal ways. For example, the school has three part-time support teachers/instructional coaches. Each of these teachers have experience as a teacher-leader and/or coach. These teachers focus on literacy support and mathematics. According to the teachers and administrators, the math instructional coach is in the process of analyzing NYS standardized test scores and providing teachers and administrators with reports on the specifics of student performance, both across a grade and in individual classes.
- Teachers lead the teams they participate in, both grade-level and vertical teams. The team leader collaborates with his/her colleagues to set the agenda, find additional resources and assign next steps. Teachers worked with administration to come up with the focus for the various inquiry teams. They also played a key role in deciding to implement recent math curricula to the ones they currently use. In alignment of the school’s instructional focus, according to the minutes from a grade 4 team meeting, teachers shared how reading is structured across the year, what reading workshop look like in their classroom, resources currently used to guide reading and to decontextualize the reading process into whole and small group sessions.