



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2015-2016

**P.S. 041 Greenwich Village**

**Elementary School M041**

**116 West 11 Street  
Manhattan  
NY 10011**

**Principal: Kelly Shannon**

**Date of review: May 19, 2016  
Lead Reviewer: Buffie Simmons**

## The School Context

P.S. 041 Greenwich Village is an elementary school with 721 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 9% Asian, 2% Black, 9% Hispanic, and 69% White students. The student body includes 2% English Language Learners and 15% students with disabilities. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014-2015 was 96.7%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
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	<b>Additional Findings</b>	<b>Well Developed</b>
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	<b>Additional Findings</b>	<b>Well Developed</b>
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	<b>Focus</b>	<b>Well Developed</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Additional Findings</b>	<b>Well Developed</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Celebration</b>	<b>Well Developed</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

All teachers are engaged in inquiry-based professional collaborations aligned to school goals and opportunities are embedded to empower teachers to assume leadership roles that directly impact key decisions across the school.

### Impact

School-wide instructional coherence fosters teachers' ability to play an integral role in decision-making that increases student achievement for all learners.

### Supporting Evidence

- School leaders and teachers have built a culture of professional collaboration in which they share insights relative to the coherency of teacher pedagogy, thus fostering improved outcomes for all learners. For example, in a math inquiry group, teachers focused on a lesson inquiry. Teachers completed the tasks involved in the lesson, named possible misconceptions and struggles students might encounter and planned supports for all students. They determined one potential misconception is that writing the rule or formula can be difficult. A strategy shared is if a student is writing expressions to math skip counting, ask them to reflect and see if there is a multiplication expression that matches their skip counting work. Teachers across the school community worked collaboratively to create a unified lesson plan to be used across the grade emphasizing a new structure indicating goals of lesson, rationale, context, vocabulary, modifications, grouping strategies, motivation, procedure, questions and misconceptions.
- Professional learning opportunities, hosted by teachers, on analyzing student work and data, questioning, and student engagement are provided weekly for teachers. At one team meeting, members reviewed a videotape analysis of a lesson. Colleagues provided feedback, noticings, and strategies to improve the viewed lesson. Essential questions leading this work include, "Is there evidence that our planning impacted student learning? What might be good next steps and what is the implication for the teaching?" Additionally, in an early childhood meeting, the focus was on how to help students build transference in reading, writing and word study instruction. During another team meeting, a teacher shared that 14% of students were reading below grade level at level M, 50% of students were reading at grade level at level N and 36% of students in her class were reading at a level O or higher. Learning strategies from her colleagues, she was able to create focus groups. For students who needed help decoding and verbal fluency skills she used chunking, vowel pronunciation and context clues from the text. As a result, students improved as evidenced by *Fountas & Pinnell* assessments.
- The school has many distributed leadership structures that are deeply rooted in the school's day-to-day operations. Distributive leadership has taken place through building capacity of teacher leaders, supports for self-facilitation of cycles of learning by the use of protocols as well as professional learning. Teachers share responsibilities including facilitating planning in their particular content area, acting as liaisons with administration in regards to communication and record keeping, and writing a monthly newsletter.

## Area of Focus

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

Across classrooms, teachers create assessments, rubrics, and grading policies that are aligned to the Common Core Learning Standards and the curricula. The school uses common assessments to determine student progress toward goals across grades and subject areas.

### Impact

The school provides actionable feedback to students and teachers regarding student achievement and adjusts curricular and instructional decisions. However, greater consistency of checks of understanding can further enhance student achievement.

### Supporting Evidence

- The school uses a range of common assessments that include running records and Teachers College on-demand writing assessments. Additionally, phonological awareness assessments were created by the speech department for kindergarteners. Areas assessed included rhyming, segmenting sentences and blending compound words. The analysis of assessment results has led to the development of instructional goals for teaching, reinforcement of skills across all subject areas and creation of Response to Intervention groups. Teachers gather data from formative assessments, rubrics, and student work to ascertain levels of student learning. The use of data to inform and adjust instruction in all content areas is consistent school-wide and checks for understanding lead to instructional adjustments that support all learners. Classroom visits and meetings with teachers and students revealed that feedback on student work includes next steps. Teachers were observed conferring with students and providing them with strategies for improvement.
- Across the vast majority of classrooms, the students' self-assessment rubric in all grades and subjects. There was evidence of assessment criteria on student work displayed in the hallways, classrooms and in student folders and notebooks. At the student meeting, every student selected a piece of work that they were proud of. Every piece of work had a rubric, and the students could articulate what they did well, and what they could have done better. During the student meeting students shared work products that included rubrics and teacher feedback requiring them to include text based evidence in their writing and details for clarity in writing. Students compared earlier writing to more current pieces and explained how the feedback from the rubrics helped them improve in writing. For example, one student shared enthusiastically, "I am a better writer and more confident. I know I need to write more complex sentences and use text evidence to support my claims." Rubric language was aligned to the curricula and tied to the feedback provided to students. For example, the targeted feedback highlighted student strengths and gave specific strategies and examples as to how students could begin to add more relevant details and expand their thoughts to think deeper.
- Teachers took low inference data while circulating to capture the learning. Throughout classrooms ongoing checks for understanding such as thumbs up, thumbs down, exit slips, checklists, turn and talk, and questioning technique were evident. However, in a class, while the teachers were working with a small group, students were unmonitored and a few students were off-task. In a fourth grade, the teacher used checklists to assess student understanding and identify patterns and trends in their learning. Based on that data, students were grouped accordingly and given specific work to meet their needs. In a third grade class, the students were grouped according to data, and the teacher used a checklist to capture the learning. Each group had different activities that were aligned to the topic.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and content standards and integrate the instructional shifts. Curricula and academic tasks are refined through the analysis of student work and data to facilitate access and cognitive engagement and promote college and career readiness for all learners.

### Impact

The on-going development and refinement of Common Core-aligned curricula facilitates access, cognitive engagement and promotes college and career readiness for all learners.

### Supporting Evidence

- Two instructional shifts that school leaders and teachers emphasize are balancing fiction and nonfiction literature and using questioning as a tool to answer text based questions. The content skills and practices the school is focusing on are: determining the central ideas, importance or main idea and lesson(s) of a text, determining the author's purpose/intent of a text, and responding to literature using evidence from the text. For math, the school uses the supplemental Common Core Lessons in Investigations curriculum, incorporates lessons from Math in the City/Contexts for Learning units and *EngageNY* modules. For example, in one kindergarten lesson, teachers, based on results from a common assessment, incorporated more work with teen numbers through quick images and investigation. In grade 3, similarly, teachers incorporated tasks from *EngageNY* to provide students with more opportunities to make sense of multiplying with multiples of ten.
- Rigorous habits and higher order skills are established and provide access to all students. The school focuses on the following practices: Construct Viable Arguments and Critique the Reasoning of Others and Model with Mathematics. For example, teachers present the class with multiple responses to a question or task and then step aside for the students to reason and justify to each other which of the responses is correct and where is the flawed logic. Additionally, teachers ask students to further explain their thinking by using a representation or model; students choose from a variety of manipulatives to support their understanding of and access to the math task. Teachers ask students to make connections across various models including equations, graphs, tables, tens frames, cubes, etc.
- School leaders and teacher teams develop and continually revise curriculum maps and plans in all core subject areas that are aligned with the Common Core Learning Standards and content standards. For example, kindergarten teachers refined their goals for their unit. They realized that students needed more practice and solidification of understanding of teen numbers as ten and more, combinations of ten and compensation and equivalence for an enrichment group. Teachers created possible outlines for encompassing all their goals, resulting in students reading a mathematical story. For example, one story read, "Eight passengers got on the bus. They all went to the top deck. How many seats are empty? How do we know? Turn and talk. Model on arithmetic rack at various parts of the story."

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

Across the vast majority of classrooms students are engaged in activities with rigorous cognitive demands including high levels of discussion among students without scaffolds from the teachers. All classrooms teachers deliver lessons aligned to the Danielson *Framework for Teaching* and allow students to interact with subject matter through high levels engagement and discourse.

### Impact

The use of various protocols in classrooms allows student tools to extend their thinking and make meaning as they engage in learning content, resulting in meaningful work products.

### Supporting Evidence

- All teachers follow the workshop model and rubrics are standards-based. These rubrics afford students the ability to peer-assess and provide next steps to their fellow classmates. During classroom visits, students self-assessed using rubrics, participated in discussions with peers and asked critical thinking questions. Across classrooms, students worked independently and in various group structures based on data, interest and choice. Teachers strategically used scaffolds and multiple entry points to provide access to content for all students. During lessons, teachers used various types of graphic organizers and mental models to support different types of learners. Teachers tailored instruction based on exit tickets from prior lessons and thoughtfully arranged groups to reflect the needs of specific students.
- Across the vast majority of classrooms observed, pedagogy is anchored to the Habits of Mind: viewpoint, evidence, connections, suppositions and relevance. To that end, discussions at the team and school level inform teaching practices and school-wide beliefs about learning. Conversations between teachers focused on highly effective instruction with a focus on intellectual engagement. The students develop and defend their thinking during discussions and written assignments. For example, during a book club, teachers asked students “Where else would they find historical fiction? What feedback and evidence do you have to substantiate your claim?” In an early childhood class, students engaged in station learning. Students worked in groups and shared similarities and differences of habitats and used accountable talk to enhance the discussion.
- During an Integrated Co-Teaching math lesson, the teacher emphasized to the students that they must think like mathematicians and to show the math in their work. The teacher explicitly modeled using the document reader. In a vast majority of classrooms, teacher presence was secondary to student presence. For example, in a second grade math class, students were working in small groups using tiles to estimate. The teachers facilitated the groups that were not working independently. Student voices dominated. There were meaningful conversations, and students had access to enrichment and re-teaching activities.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Well Developed</b>
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**Findings**

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

**Impact**

The school's high expectations result in a culture of mutual accountability and allow the school to successfully partner with families to support student progress.

**Supporting Evidence**

- The principal communicates very high expectations to staff through a variety of means, such as a staff handbook; monthly newsletter; informal and formal observations, walk-throughs; and modeling behaviors towards students and parents. Feedback on *Advance* observations reveals high expectations for teacher practice, even where teachers are receiving highly effective and effective ratings. The feedback is time-bound and specific to improving teacher practice and student outcomes, and shows that administrators will look for improvement in these areas the next time they visit.
- Just as school leaders have high expectations, teachers insist on a culture of constructive feedback and continuous improvement. The school's scaffolded professional development plan includes structures for peer intervisitations to support critical feedback. Teachers implemented their own cycle of inter-visitations of each other's classrooms, meeting both before and after the visits to debrief and share what they learned. Administrators expect teachers to visit each other, allow them to visit other schools, and encourage them to attend various professional development opportunities through the New York City Department of Education, universities and outside vendors. For example, "Learning to Improve" strategies have been shared with the staff to encourage them in the inquiry approach. One administrator stated, "all adults are expected to learn, and to model excellence to students." As such, teachers stated since joining the school staff they are always improving.
- The school fully supports students and families on a path toward college and career readiness. Children spoke of college as a goal in many classes and meetings, and were able to articulate expectations for middle and high school. The quality of feedback they receive in response to their class work and written assignments makes them confident that they are fully prepared for life beyond P.S. 041. Families feel very well supported by the school and that their children will be well prepared for the next level of schooling. Two parents stated, "We have children at the school and have siblings that are now in middle school. Our students were prepared academically and socially and they are doing quite well." Parents contribute to the school through the Parents Association and directly to students. Parents work collaboratively with the staff to publish the P.S. 041 News. Parents write articles, interview staff, share updates and provide resources to support each other. High expectations are demonstrated through *The 41 Times*, a newspaper written primarily by students. Parents receive newsletters from their child's teachers, including a movement and dance newsletter outlining monthly character traits, grades, and standards.