



Quality Review Report

2015-2016

P.S. 193 Alfred J. Kennedy

Elementary School Q193

**152-20 11 Avenue
Queens
NY 11357**

Principal: Diane Tratner

**Date of review: November 19, 2015
Lead Reviewer: Joan Prince**

The School Context

P.S. 193 Alfred J. Kennedy is an elementary school with 549 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 23% Asian, 1% Black, 21% Hispanic, and 54% White students. The student body includes 10% English Language Learners and 11% 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 95.2%.

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 | Celebration | Well Developed |
| 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 | Additional Findings | Well Developed |
| 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:

1.1 Curriculum

Rating:

Well Developed

Findings

School Leaders and faculty engage in a rigorous process of curriculum development aligned to the Common Core Learning Standards and strategically integrate instructional shifts.

Impact

Engaging curricula and tasks promote rigorous habits and higher order thinking skills across a majority of classrooms. Purposeful decisions to align curricula result in coherence across subjects that promote college and career readiness.

Supporting Evidence

- An examination of unit plans indicates they meet the needs of individual students, and contain rigorous content, promote critical thinking and problem solving skills. An English as a second language component is embedded into plans so that English Language Learners (ELLs) must demonstrate their thinking.
- *ReadyGen* lessons have been revised using more text evidence and containing multiple entry points aligned with the instructional shifts. The curriculum units summative assessment tasks from the Teachers College Rubric, includes scaffolding and enrichment. In English Language Arts (ELA), the students are required to restate, answer, cite, and explain to create responses. Thinking maps are embedded into all subject areas to scaffold learning and organize thinking.
- There is consistent use of academic vocabulary and coherence in math concepts. *Go Math!* is a base program. Additional math tasks with a deeper focus on the writing process to ensure rigorous habits have been created to extend student thinking while asking them to explain their process. Multiple choice questions are still incorporated in order to prepare children for standardized exams.
- The grade level curriculum units in science and social studies are aligned to match texts in the English Language Arts curriculum with a focus on using thinking maps and strategy charts to solidify instructional coherence. All documents are shared on a Google Drive to support collaboration among all teachers.
- A review of the unit plans and curriculum maps indicates a coherence of planning that includes the use of scaffolds and extensions to ensure rigor across grades and content areas. Higher order questions within differentiated groups provide multiple entry points and access to the same learning outcomes for all students.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Across classrooms, lessons provide multiple entry points into the curricula. Questioning and discussion techniques support high levels of student thinking and participation.

Impact

All learners, including English Language Learners and students with disabilities are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.

Supporting Evidence

- Teaching practices include differentiated activities and the use of instructional strategies that address the learning needs of a diverse population. In most, but not a vast majority of classrooms visited, teachers conferred with groups of students, while others were engaged in peer-to-peer discussions. Students expressed themselves confidently and one student stated that because he is a good reader he reads ahead or helps other students in the class.
- A review of student work across classrooms revealed a consistent focus on writing across the grades. Writing exemplars are used to make criteria visible and to allow students to self-assess. Most lessons included strategies to encourage higher-order thinking activities. For example, students were required to outline their reasons for agreeing or disagreeing with each other. Checklists and visual supports allowed students to self-monitor for organization on independent work. Visual supports are used to provide scaffolds for ELLS, students with disabilities and struggling learners. However, this was not seen in every classroom visited.
- There was evidence of grouping or pairing to assist in creating meaningful work products. Students were engaged in discussions using research skills and discussion protocols. Students in grade 4 were using multiplication or division to solve word problems. The Danielson *Framework for Teaching* and the Common Core Learning Standards are evidenced in teacher practice by multiple entry points, supports, and extensions for all students. High levels of student thinking and participation were observed in most classroom discussions and in student work products. Children in lower grades used sentence prompts and visual support to develop academic vocabulary.

Additional Findings

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| Quality Indicator: | 2.2 Assessment | Rating: | Proficient |
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Findings

Across classrooms, teachers use or create assessments, rubrics and grading policies that are aligned with the school's curricula. The school uses common assessments to determine student progress towards goals.

Impact

Assessment practices provide students and teachers with actionable feedback regarding student achievement. Curricula and lesson planning is adjusted based on data analysis.

Supporting Evidence

- A review of student work products at the student meeting revealed consistent quality work. All teachers use common assessments and adjust as needed; this is very clear in the younger grades as evidenced by the baseline assessment data charts. Teachers have created or modified rubrics and checklists aligned to key standards for each unit of study based on pre- and post-assessments built into the *GO Math!* and *ReadyGen* programs. In the lower grades this assessment is clearly evidenced through the use of *Fountas and Pinnell* running records to supplement data directly aligned to the Common Core learning Standards. Teacher assessment practices reflect the use of ongoing checks for understanding and assure student self-assessment. Teachers track student progress and make effective instructional adjustments to meet all student learning needs.
- Exit slips are used to check for understanding in the upper grades. A variety of graphic organizers that included T-Charts, KWL charts and Anchor Charts allowed students to self-assess. There are ongoing checks for understanding embedded into every lesson with teachers creating conferencing notes. Conference notes are put into STAR notes are utilized to provide information on Reading Tracker available on Google Drive. This allows teachers to provide extra support for struggling learners and also allows administrators to monitor progress. Writing Tracker, a school created data tracker, was created to provide additional information for inquiry work by teacher led teams.
- There is ongoing professional development in response to trends. Current data indicates that the instructional capacity of teachers has strengthened resulting in improved student outcomes. There is meaningful data analysis to show student growth along the continuum of the standards. Formative, periodic and summative assessments are used to plan and align lessons to meet the needs of all students and assist in planning professional learning opportunities to support this work.

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| Quality Indicator: | 3.4 High Expectations | Rating: | Well Developed |
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Findings

A culture for learning is established that communicates and embeds high expectations shared by faculty, families and students.

Impact

All members of the school community articulated that the principal has created a culture of expectations that is supported by mutual accountability for teaching and learning that permeates the environment of the school.

Supporting Evidence

- Teachers feel supported through workshops and the performance feedback that is constructive and actionable. The professional development workshops are presented by school leaders with extensive teaching experience who provide clear expectations for pedagogical and professional practice via verbal and written communication. Team meetings and regular meetings with the principal as well as the faculty handbook further communicate these high expectations. New teachers are provided an orientation and all teachers participate in study groups and planning sessions.
- Feedback is given to students regarding college and career readiness through the implementation of PBIS strategies that link academic knowledge to social emotional learning. Teachers prepare students for college and career readiness by building independence in academic and personal behaviors. Persistence, engagement, effective work habits and organizational skills are consistently stressed in all classes.
- Teachers regularly meet with parents to discuss their child's progress not only during the Tuesday Parent Engagement time, but in the early morning and after school as well. Parents stated that the school has an open door policy and clear lines of communication between all constituencies. The parent coordinator works with parents and the Parent Teacher Association in creating a bi-monthly newsletter that has a focus on the school vision of "Be all that you can be." At the parent meeting it was stated that, and I quote "Teachers are engaged in getting the kids engaged and they are succeeding because our children come home excited to learn."
- There are professional learning cycles that emphasize high expectations through professional workshops and learning communities. This involves teaching practices, assessment and aligning units to standards, and connecting strategies to instruction. There is an unwavering belief by all constituents of the school community that high levels of success will be achieved.

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

The teachers engage in inquiry based structured professional collaborations Leadership structures provide a means for teachers to have input on key decisions about curricula and teaching practices.

Impact

The work of teacher teams has resulted in school wide instructional coherence, improved pedagogy and student work. Shared leadership structures build capacity to improve student learning. 4.2a,b

Supporting Evidence

- Teacher teams work in assessing students using *Fountas and Pinnell* to ensure consistency across classrooms and grades. Data from Running Records is used to group students and is discussed at both grade and vertical team meetings. Teams have developed unit plans in reading, writing and math based on the Common Core Learning Standards and infused their own work with *ReadyGen* and *GO Math!* Teams used protocols to review student work and build a tool kit of strategies to help improve outcomes for all students, especially English Language Learners and students with disabilities.
- There is evidence of effective collaboration among teachers within all grades both vertically and horizontally. Google Drive is used as a tool during meetings to share information. The teacher teams reflect on planning and lessons with a focus on strengths and next steps. Each grade has developed a professional learning community that includes the Special Education teacher and specialists in English Language Learners as well as guidance personnel. The meetings use an inquiry protocol to focus on scores, MOSL, learning objectives and sample work from students across levels.
- Cross-grade teams meet to compare student notes, discuss data, creating an awareness of where students are challenged and where they need to go to succeed. Teachers stated that they now have more interest in working across grades to better meet the needs of students.
- Teacher teams help to facilitate inter-visitations and share methods to gain insight into their own strengths and challenges. Teachers share information, provided in a non-evaluative manner, and use Google Drive to document, schedule and track visits and provide feedback. Lesson plans created by the teacher teams are formulated to give guided reading and small group student support and often model both academic vocabulary and content area vocabulary.