



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2015-2016

P.S. 6 Corporal Allan F. Kivlehan School

Elementary School R006

**555 Page Avenue
Staten Island
NY 10307**

Principal: Elizabeth Waters

**Date of review: May 12, 2016
Lead Reviewer: Gary Knight**

The School Context

P.S. 6 Corporal Allan F. Kivlehan School is an elementary school with 630 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 3% Asian, 0% Black, 12% Hispanic, and 83% White students. The student body includes 3% English Language Learners and 24% students with disabilities. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2014-2015 was 94.5%.

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	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	Well Developed
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	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	Well Developed

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

The school leader consistently communicates high expectations to the entire staff, and provides training for those expectations. The school leader and staff consistently communicate expectations that are connected to a path to college and career readiness.

Impact

The school leader's consistent communication of high expectations has resulted in a culture of mutual accountability for those expectations. The school leader and staff successfully partner with families to support student progress toward those expectations.

Supporting Evidence

- The school leader expects teachers to provide a supportive child-centered learning environment that is rigorous and engaging. Communication to staff is accomplished in a myriad of ways including a staff handbook, classroom environment checklist with feedback from the school leader, a professional development plan by week that aligns to instructional focus, weekly notes, and school-wide, bottom line, non-negotiables. The bottom lines are focused on the staff building their work around the *Framework for Great Schools*. One-to-one teacher meetings, observations and feedback are conducted by school leaders with feedback given as it relates to the implementation of expectations. Teachers have internalized the bottom lines as indicated in conversations during teacher team meetings. They also collaborate to plan activities that are aligned to bottom lines, make visits to each other's classes, and provide feedback based on planned activities.
- The staff communicates with families via a parent handbook, family newsletters on units of study, emails and letters. Letters sent home include information on the instructional focus and instructional shifts, expectations for students completing reading response homework assignments, and an invitation to open-school week where parents visit their child's class for an authentic experience. Reading, math, and English Language Arts (ELA) workshops and academic websites were provided to help them assist their child at home. An ELA presentation entitled, Exploring the ELA: What Your Child Needs to Know and How to Support Your Child at Home, covered non-fiction passages and analysis of related questions, short response and review of scoring, extended response, writing to a prompt, *EngageNY* handouts on the instructional shifts and a guide to the Common Core. The parents were also exposed to the New York State ELA testing format. Workshops were also held for families of students with disabilities regarding student progress and ensuring the mandates of their child's Individualized Education Program are being met.
- To further improve communication with families, a survey was presented to families to better meet their needs and be more responsive. The survey captured information such as the best mode of communication, recommendations to improve communication, strategies to better support their child at home with work, needs assessment on the various types of workshops that are of interest to families, and suggestions or concerns regarding their child's educational needs. Additionally, parents work with children in classes, and volunteer services throughout the school day as part of the Learning Leaders parent volunteer program. The school and home partnering have a positive impact on student outcomes. The school is closing the achievement gap in math with its lowest performing students, and preparing students for next level readiness.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best and consistently provide multiple entry points into the curricula. Across classrooms, student work products and discussions reflect high levels of student thinking and participation

Impact

Although all learners are engaged in challenging tasks and demonstrate higher-order thinking skills in student work and discussions, there is little evidence of high-quality supports and extensions and not all learners take ownership of their learning.

Supporting Evidence

- The staff believes that students learn best when provided, standards based, student-centered learning using the workshop model. Lessons observed included instructional shifts such as, text-based responses, writing from sources, academic vocabulary, staircase of complexity, deep understanding and application. For example, during a grade 5 lesson, students were analyzing text closely by tracing the themes of the text and considering actions, dialogue, and thinking of the characters and how they contribute to the theme of the text.
- Across classrooms, it was evident that teachers provide access to all learners by infusing graphic organizers, reading progressions, leveled texts and provisions for grouping of students. These elements were observed in a grade 3 Integrated Co-Teaching class where students, with the effective use of paraprofessionals, were divided into three groups to complete a task on representing measurement data with line plots. The higher performing group analyzed data they previously collected and created line plots. The medium group completed pages from the workbook and differentiated questions and the highest support group also completed pages from workbook with modifications. However, there was little evidence of high-quality support and extensions.
- In each classroom visited, teachers posted higher-order thinking questions aligned to performance tasks and engaged students in turn and talks. During a grade 2 reading lesson on creating categories of information and collecting important facts, examples, details, and quotes under each category, students during mini-lesson read-aloud engaged in a turn and talk about how information can be added under the predator category. In a grade 5 math class, students were working in groups to name points using coordinate pairs and use coordinate pairs to plot points by planning a state fair. Students were heard articulating directions and seen plotting points. One student was heard explaining the Ferris wheel is the main attraction and that should be taken into consideration with its location.
- Students were observed working and responding to teacher questions and engaged in turn and talks to support learning. Although scholars had multiple opportunities to talk during class via partner, group and whole class discussions, there was little evidence of consistency in students developing their own questions and taking ownership of their questioning, discussion in the classroom and overall conversations.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Findings

The school leader and faculty ensure that curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts. Rigorous habits and higher-order skills are emphasized in curricula and embedded in a coherent way across grades and subjects.

Impact

Coherence in curricula and tasks across grades and subject areas promotes college and career readiness for all students and rigorous habits are embedded so that all learners must demonstrate their thinking.

Supporting Evidence

- Teachers use the *Teachers College Reading and Writing* curricula for English Language Arts (ELA), New York City scope and sequence for science and social studies and a Common Core-aligned *Eureka* math curriculum. Professional development sessions were conducted to unpack standards and to further develop teachers' understanding of standards and the progression of standards across the grades. For ELA, teachers pulled apart and analyzed each unit, identified priority standards, developed explicit Common Core-aligned learning intentions and success criteria. Across grades, academic shifts are infused with an intentional focus on embedding academic vocabulary. Review of a grade 5 reading unit, comparing and contrasting characters across two or more texts, shows science and social studies embedded in the unit with writing arguments to support claims in an analysis of substantive topics or texts and reading of informational texts. Academic vocabulary included, but was not limited to, craft, theme, interpretation, counterclaim.
- Similarly, the vertical team worked to unpack the math modules on all grade levels that led to mapping of units of study and learning intentions. A kindergarten Module 1 planning document on numbers to 10 has several focus and priority standards to include: know number names and the count sequence and count to ten the number of objects. Examples of learning intentions and success criteria are: analyze to find two objects that are exactly the same or not exactly the same; I can match two things that are exactly the same and I can find two things that are not exactly the same, respectively.
- Lesson study cycles are also occurring to improve scaffolds and supports for students with disabilities, researching effective supports for planning and lessons. As part of the planning process, strategies that focus on student learning, Higher-Order Thinking (HOT) questions via Webb's *Depth of Knowledge* (DOK) leveled questions and Bloom's taxonomy are used as a guide. Professional development workshops dedicated to HOT were conducted. In addition, teachers use a question item bank for students with disabilities. The school-wide unit planning template embeds essential and guiding questions. A grade 3 science plan essential question states, "How does the use of various forms of energy affect our world?" A grade 5 math plan asks, "How does place value effect the value of a decimal?"
- The professional development plan shows the foci for the 2015-2016 school year includes topics on developing learning intentions and success criteria for ELA and math, Danielson Teacher Evaluation and improving teacher pedagogy, and planning for all learners to ensure academic progress toward grade-level proficiency.

Quality Indicator:	2.2 Assessment	Rating:	Well Developed
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Findings

Across the vast majority of classrooms, teachers use or create assessments, rubrics, and grading practices that are aligned with the school's curricula and offer a clear portrait of student mastery. The school uses common assessments to create a clear picture of student progress toward goals across grades and subjects.

Impact

Assessment practices provide actionable and meaningful feedback to students and teachers regarding student achievement. Teachers track progress, and adjust curricular and instructional decisions so that all students demonstrate increased mastery.

Supporting Evidence

- Teachers use a variety of assessments, checklists, and rubrics to assess student progress. Assessments include: baselines in ELA, running records, online diagnostic reading assessment, On Demand writing, mock ELA and math tests, and end-of-module math assessments. Some of the school-wide rubrics used are: narrative writing, informational reading and writing. Feedback is documented via conferencing notes and next steps on assignments. An information writing assignment provided the following feedback, "Nice use of transition words, connected each page to the topic and taught how to do something. Next steps: grab the reader's attention at the beginning, for example, healthy teeth, here's how you should brush them right. Also, add some facts to your details and wrap up with a conclusion." A grade 1 reading conferencing notes for small group planning has next steps such as, re-read to search for meaning, pay close attention to punctuation, have student silently read sections of text and retell events.
- Common assessments are used by teachers to track student progress by standards. Based on analysis, teachers create action plans that are used to adjust curricular and instructional decisions. A grade 3 action plan based on mock math test analysis identifies the standard, question number, percentage correct and subsequent adjustments. For example, a standard identified was, use multiplication and division within 100 to solve word problems in situations involving groups, arrays, and measurement quantities, and question number 6, had a 58% percentage correct based on student responses. Instructional decisions were to use a problem-solving checklist, cross-walk *Coach Mathematics Teachers' Common Core Support Guide*, use Read, Draw and Write strategy, and encourage underline and highlighting important information, and identify the question being asked. Learning target and skill were also identified.
- Similarly, in a grade 3 ELA action plan, standards are identified with weekly data-driven, adjusted instructional decisions. For example, the standard, determine the main idea of a text, recount the key details and explain how they support the main idea, will be addressed by infusing science content area: Plant and Animal adaptations. The overarching question is, "What are some types of living things?" A video on Cheetahs will be shown, the use of text, pages 30-32 using boxes and bullets to determine the main idea of a text by recounting the key details and explaining how they support the main idea. The related homework assignment will answer the question regarding how living things grow. A follow-up re-assessment on the skill will be administered with the use of a biography. Based on the Teachers College reading and writing data, results indicate students receiving Special Education Teacher Support Services have increased approximately three levels. Math pre- and mid-module assessments show up to a 50% increase in scores for same students.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of Common Core learning Standards. Distributed leadership structures are embedded so that there is effective teacher leadership.

Impact

The inquiry-based, teacher team structure has resulted in school-wide instructional coherence and increases student achievement for all learners. Teachers play an integral role in key decisions that affect student learning across the school.

Supporting Evidence

- The school has a core instructional team that supports the implementation of Common Core curriculum alignment, instructional shifts, and academic expectations. Multiple grade-level teams and vertical math teacher team analyze student work, determine next instructional steps, and refine curricula.
- Review of an instructional team meeting shows teachers engaged in professional collaboration around assessing complex text, math unit planning, and learning intentions and success criteria. A 5-day plan aligned to balanced literacy components was included in session notes. Another team meeting agenda focused on analysis of data, unpacking the standards, what students need to know to demonstrate mastery, and planning for instruction. As a result, teachers are better able to plan, differentiate and meet the needs of students as evidenced in planning, classroom visits, and positive impact on student achievement. Students, including English Language Learners and students with disabilities are showing progress. Pre- and post-ELA assessment data for grade 4 students indicate that of the nineteen level one students that showed an increase, ten were students with an Individualized Education Program (IEP). Similarly, in math, of the thirteen level one students that showed an increase, nine were students with IEPs. Teachers College reading and writing data over a year's span shows an increase in English Language Learners performance, with an increase from an overall average of 1.16 to 2.06.
- In addition to teachers identifying priority standards and support for them, learning intentions and success criteria, there are three model teachers that developed think tanks for ELA and math based on information gathered from State tests. Information is shared via Google Docs and used to inform curricula. Teachers are responsible for school-wide annotating text symbols, creation of bookmarks, and a guided reading library, implementation of reading conference notebooks, selection and ordering of Common Core-aligned supplemental curricula and guided reading resources.
- The core instructional team implemented the bottom lines, which are non-negotiable school-wide expectations and academic goals. The bottom lines included, use of the Danielson *Framework for Teaching* to deepen the highly effective teaching practice in order to strengthen teacher pedagogy. The team also focused on building upon the development of clear learning intentions and success criteria to ensure clarity and cohesiveness of rigorous instruction, engaging in collaborative professional development opportunities, and working together to ensure a safe environment.