Quality Review Report

2016-2017

P.S. 001 The Bergen
Elementary 15K001
309 47th St.
Brooklyn
NY 11220

Principal: Arlene Ramos

Dates of Review:
January 24, 2017 - January 25, 2017

Lead Reviewer: Edward Hazen
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

P.S. 001 The Bergen serves students in grade PK through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
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</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Area of Focus</td>
<td>Developing</td>
</tr>
<tr>
<td>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</td>
<td>Area of Celebration</td>
<td>Proficient</td>
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</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
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</tbody>
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Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across classrooms, teachers use rubrics aligned to the Common Core Learning Standards and school curricula. Across grades and subject areas, the school uses common assessments to determine student progress toward goals. Teachers frequently use checks for understanding and student self-assessment so that adjustments to instruction can be made to meet all students’ learning needs.

Impact

Teachers analyze student assessment data to provide actionable feedback to students and teacher teams regarding student achievement levels. Across grades and subjects, assessment results are used to adjust curriculum and instruction.

Supporting Evidence

- Teachers create rubric-aligned student-friendly checklists to provide opportunities for students to assess their progress toward meeting proficiency with their writing across grades and subject areas. Additionally, a review of student work samples showed evidence that most students receive rubric-based feedback with next steps to improve their writing. During a math lesson in which students had to demonstrate their knowledge of equivalency by subtracting fractions with unlike denominators, a teacher was observed starting her lesson with a do now activity by projecting a zero to two-point scale "Problem of the Day Rubric" for students to reference as a reminder of the criterion required to receive full credit for their answers.

- Teachers regularly administer standardized assessments such as the Early Childhood Assessment in Mathematics (ECAM), and teacher created on-demand writing assessments, which are used as common assessments to measure student progress toward individual, classroom and schoolwide goals. The results of these assessments are also analyzed to adjust curricula and instruction during weekly inquiry based meeting time. During an inquiry meeting, teachers were observed using ECAM assessments and student work samples to identify gaps in proficiency. Teachers discussed specific skill deficits that the majority of students had in common and brainstormed together to identify instructional best practices that could be used to assist students struggling to master these skills. Suggestions were made to change the pacing guide for the unit to allow time for re-teaching using different pedagogy.

- Across classrooms, teachers were observed using checks for understanding and student self-assessment so that adjustments to instruction could be made. In a fifth grade co-taught English as a New Language (ENL) and Integrated Co-Teaching (ICT) math lesson, students were asked to turn to their shoulder partner to discuss the strategy they chose to solve a word problem and provide feedback to each other on their work. The teachers had check-ins with each of the pairs to give them feedback on their discourse with each other. In another ENL classroom, students studying verbs were asked to turn and talk to their partner to check their understanding of the question, “What type of verb would seeking be?” At the end of the lesson, the teacher was observed using a plicker and SmartBoard as an exit ticket assessment, which also served to provide immediate feedback to students on their ability to meet the objective of the lesson.
Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Developing</th>
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</table>

Findings

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

Impact

Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula, leading to uneven engagement in appropriately challenging tasks, uneven demonstration of higher-order thinking skills in student work products, and uneven participation in discussions, including English Language Learners (ELLs) and students with disabilities.

Supporting Evidence

- Across grades and subjects scaffolds such as graphic organizers, charts, diagrams, visual aids and modified worksheets and directions, adapted from the curricula, were created by teachers and instructional coaches and are available for teachers via the school's GoogleDocs to promote higher order thinking skills for all students, including ELLs and students with disabilities. Although these resources are available to all teachers, they were not consistently used across classrooms to engage students in high levels of discourse. For example, in a third grade class, a teacher was observed using questioning techniques to engage students in a discussion about a passage they had just read about the formation of growth rings in trees. The teacher asked students to consider conclusions that they could draw from the passage; however, lower-level answers based on students' prior knowledge were accepted, such as "the sun and the soil made them grow." Only one student was able to make a connection between the growth rings and the age of the tree. Limited opportunities were provided for all students to engage in the discussion as the teacher accepted answers from the same student on three out of five occasions. Consequently, as this was a primarily teacher-led lesson, students were precluded from having opportunities to demonstrate higher-order thinking skills.

- In a second grade math class, the teacher modeled a procedural strategy for solving a two-digit subtraction problem using base ten. Students were directed to sit on opposite sides of a line to argue whether they felt that the math strategy they had just learned was "easy" or "hard." Students who felt that the strategy was easy had to convince the students who thought it was hard that the strategy was easier than they thought. However, the pacing of the lesson did not give students enough time to fully participate in the lesson or complete the activity and the teacher did not provide closure to the lesson, leading to student confusion. A student who was still confused at the end of the activity was told, "It's okay. We'll talk more tomorrow." During another math lesson, a teacher was observed modeling an order of operations strategy. The learning objective was for students to be able to explain how the strategy could be used to help them solve math problems. When asked, students could not articulate how the strategy could help them solve math problems. Two students stated that the steps "help us get the right answer."

- In a self-contained classroom, half of the students were directed to work on iReady computer stations while the other group received explicit math instruction from the teacher. A student who was asked to work on the iReady program was observed staring at the computer without logging in. After logging in the student minimized the screen several times and clicked around on icons on the computer, thus not fully participating in the task. Once the student started the math assignment, he randomly selected answers with his cursor, finishing quickly with a success rate of 12.5 percent and remained seated in front of the computer with no further tasks to complete.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

School leaders and teachers ensure that the curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects are planned and refined using student work and data.

Impact

School leaders’ purposeful decisions to build coherence and promote college and career readiness have resulted in selecting standards-based curricula that focus on addressing student needs and accessibility and cognitive engagement for a variety of learners.

Supporting Evidence

- School leaders have a regular cycle in place to review and revise curriculum maps, unit plans, pacing guides, and lesson plans based on the analysis of student data and work products. A review of curriculum maps and meeting agendas indicate that teachers meet monthly to revise the curricula and create supplemental instructional materials and resources such as mentor texts, student checklists, entry/exit tickets and journal tasks, based on data and discussions with their grade-level colleagues. Reading, writing, math, and social studies committees have been created across all grades so that the members of the committee share updated maps with their colleagues during Professional Learning Community Mondays.

- Instructional shifts such as writing from sources and text-based answers are integrated within the reading and writing curriculum maps and unit plans. Across grade levels and subjects, learning objectives focus on citing textual evidence to support arguments in student writing and discussion. The reading curricula emphasizes identifying key details to make mental images which support content-related skill building such as making inferences and predictions. In response to students struggling with math fact fluency, the school decided to supplement the GoMath! curriculum by creating 20-minute daily math fluency structures to build math fact fluency. Similarly, student-centered math talks were added to curriculum maps to allow for the engagement of students in higher-order thinking, productive struggle, and collaborative discussion. Across grades and subjects, additional opportunities for student writing such as on-demand writing tasks have been embedded in the curriculum maps.

- Active student engagement through writing and higher order discourse, ensure accessibility for a variety of learners across grades and subjects. Entry points for English Language Learners (ELLs) and students with disabilities are identified in the curriculum maps. Scaffolds including visual aids, modified worksheets and charts, and graphic organizers accessible in English and Spanish, have been created based on identified student need to promote higher-order thinking skills for ELLs and students with disabilities and can be accessed by all staff members on the school’s Google Drive. Curriculum maps also contain hyperlinks to additional suggested scaffolds and supports for ELLs and students with disabilities.
**Additional Finding**

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<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating: Proficient</th>
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**Findings**

School leaders consistently communicate high expectations to the entire staff that are connected to the Danielson *Framework for Teaching*. School leaders and staff consistently communicate expectations to families that are connected to a path to college and career.

**Impact**

School leaders’ culture for learning communicates high expectations to staff, students, and families and provides feedback and support to teachers through a cycle of professional learning and observation of practice in order to achieve expectations.

**Supporting Evidence**

- School leaders communicate their expectations of the school’s goals and instructional focus on the Common Core across grades and subject areas through a variety of means, including email, memoranda, morning messages, grade level meetings, staff meetings, and observational feedback. In addition, weekly professional learning sessions serve as a means of communication and offer opportunities of support to staff members in meeting school goals. Teachers reported that school leaders email staff their intended instructional walk “look fors” ahead of time such as the frequent use of checks for understanding to adjust instruction. These instructional look fors are based on strategies learned during the weekly professional learning sessions, thereby holding teachers accountable for the expectations and level of instructional rigor.

- Staff training and intervisitation cycles provide teachers with feedback and support on the reading and writing workshop instructional model and how to implement the supplemental writing curricula. Additionally, instructional coaches provide in-classroom training on how to effectively conduct student conferences and provide actionable feedback to students so that they are accountable for improving their writing. Instructional coaches are expected to assist all teachers in accurately assessing students in order to determine appropriate grouping and to develop scaffolds used for instruction so that all students, including students with disabilities and English Language Learners, are engaged in relevant and rigorous tasks.

- The school staff communicates expectations to families via monthly newsletters that include information for the upcoming instructional units. Weekly parent workshops facilitated by the parent coordinator have offered parents information on various topics including the Common Core, homework help, and ways to help improve their children’s reading and math skills. Parents report that most teachers use ClassDoJo to communicate expectations daily, which has provided them with an opportunity to keep an open, ongoing conversation and that staff is very quick to respond via email or through ClassDoJo to any questions or concerns. Parents report being satisfied with how school leaders and teachers communicate the school’s goals to them and the frequency with which they are updated on the progress toward meeting them. Parents also report being asked for feedback on how to revise school goals and supporting activities if progress is not on track to achieving goals by the end of the school year.
Additional Finding

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating:Proficient |

Findings
School leaders support the professional growth of teachers using a cycle of observation that provides actionable feedback to teachers, including next steps for improvement, using the Danielson Framework for Teaching.

Impact
School leaders have an effective system that uses the Danielson Framework for Teaching to observe teachers and support their practice through follow up professional learning opportunities, resulting in the adoption of research-based instructional practices schoolwide.

Supporting Evidence

- An observation cycle has been created to support teachers by using feedback shared on Annual Professional Performance Review (APPR) evaluation forms. School leaders rate selected components of the Danielson Framework for Teaching based upon level of effectiveness and specific evidence collected during the classroom visit. Formal observations, along with additional evaluators' notes are then shared with teachers, thus providing a comprehensive rationale for the level of the rating, along with actionable feedback for teachers that includes recommendations for improvement.

- The school's administrative team meets four times a week as an instructional cabinet to discuss informal and formal observations and identify schoolwide trends in pedagogical practice. Consequently, the instructional cabinet then uses the classroom observation information to inform the work of the instructional coaches and to devise professional development to support teachers in the instructional practices that require improvement. The information is also shared with the inquiry teams to monitor the level of effectiveness in the implementation of the instructional initiatives across grade levels.

- Teachers receive timely actionable feedback as a result of informal instructional walks by school leadership, capturing areas of strength or “glows” and recommended next steps for improvement such as the use of instructional resources like scaffolds to meet the needs of all learners. Teachers that receive feedback from an informal observation are encouraged to have a discussion regarding some of the notes with the respective observer or an instructional coach. Teachers stated that the bar is set high when it comes to instructional practice and the school leaders’ expectations for increasing rigor. They noted that the instructional walks are usually based on what has been filtered down from the curriculum and inquiry meetings and that it has helped improve their practice.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

Findings

The majority of teachers are engaged in inquiry-based professional collaborations that promote the achievement of school goals and the implementation of the Common Core, including the instructional shifts.

Impact

Teachers’ structured professional collaborations using an inquiry approach promotes shared ownership of the school’s goal of using data to inform instructional decisions and focuses on improved student learning towards achievement of goals. Teachers’ participation in Professional Learning Communities (PLC) has resulted in the majority of teachers adopting instructional best practices that promote rigorous thinking.

Supporting Evidence

- Grade level inquiry teams meet every seven weeks to look at student data, to plan instruction collaboratively, and share best practices. A writing committee was formed to address teachers’ concerns that the Journeys English Language Arts curriculum did not provide a methodology to explicitly teach writing conventions, which was negatively impacting student success rates on schoolwide common and benchmark assessments. The committee created a structure for teaching writing, which included selecting mentor texts and a Common Core-aligned rubric. Expected student outcomes and pacing guides for teachers for each grade level was shared with teachers during Monday’s Professional Learning Community (PLC).

- Teacher team agendas and minutes indicate that teachers consistently participate in structured PLCs every week led by coaches or teacher-facilitators that have strengthened the instructional capacity of teachers. For example, a first grade teacher reported that sharing instructional strategies with colleagues followed by observations and feedback from instructional coaches has helped her and her co-teacher become better at teaching reading strategies. Advance data demonstrates that the ratings of teacher practice in the instructional domain of the Danielson Framework for Teaching are higher than the citywide average in all subcomponents.

- Teacher teams consistently analyze assessment data and student work resulting in improved teacher practice and progress toward meeting schoolwide, classroom level, and individual student goals. By implementing weekly PLC sessions, school Leaders have created a cycle to analyze assessment data and student work products that informs the revision of grade level curriculum maps, pacing guides and lesson plans by curriculum committee members. Curriculum committee members share revisions to the maps and pacing guides with their colleagues on PLC Mondays. Updated curriculum maps, pacing guides, assessment calendars, and instructional resources are accessible to all staff members on the school’s Google Drive.