Quality Review Report

2016-2017

P.S. 003 The Bedford Village
Elementary 13K003
50 Jefferson Ave.
Brooklyn
NY 11216

Principal: Kristina Beecher

Dates of Review:
January 4, 2017 - January 5, 2017

Lead Reviewer: Marion Wilson
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. 003 The Bedford Village 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>
<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>Developing</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>Additional Finding</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>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</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>
<td>Proficient</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>
<td>Proficient</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<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>Area of Celebration</td>
<td>Proficient</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>
<td>Proficient</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>
<td>Proficient</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>
<td>Proficient</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>Area of Focus</td>
<td>Developing</td>
</tr>
</tbody>
</table>
Findings

The school makes decisions about technology, partnerships, and service providers that are aligned to its goal of improving student reading levels and behaviors. Teachers are assigned based on student needs to help provide intervention and supports for students including English Language Learners (ELLs) and students with disabilities.

Impact

Organizational decisions that are made effectively support struggling readers and writers to help them create published pieces and art projects. Allocation of resources strategically supports access to varied learning opportunities leading to college and career readiness for all students and teachers’ holding themselves accountable for student progress.

Supporting Evidence

- The school has made strategic decisions to support their instructional goals and meet their student learning needs through grants, partnerships, and use of resources. For example, the school received a technology grant to ensure that every classroom was outfitted with a SmartBoard and laptops to support student learning, as many curricula resources are online. Thus, there is an interactive component to enhance student learning. Additionally, use of technology is well aligned to the school’s long-range plans of producing 21st century-equipped learners by the time they graduate as the. Tools are used in class for support in conducting research, typing papers, as visual aids, and interactive games. In one class visited, students shared that they use the SmartBoard to display their thinking when solving math problems. The school applied and was awarded a grant to allow students meaningful real-life experiences connected to the standards-based theme they were working on for social studies. For example, students visited the Museum of Natural History and created projects connected to their social studies learning. Project display boards that showcase typed reports with evidence collected during the trip were visible on bulletin boards and in hallways.

- The school applies for and receives grants for dance, visual arts, music, and theatre, which are aligned to the Blueprint for the Arts and offer sustainability, and consistency for students across grade levels. Students receive training so they can create meaningful visual, auditory, or performing artifacts that express their imagination and enhance their creativity, while developing technical skills. Thus, the school’s focus on integrating the arts into students’ lives is focused on helping them become well-rounded and productive citizens in their school's community.

- The school receives multi-year grant support and matches the funding to offer Response to Intervention (RtI) programming to their students both during and after the school day through the Reading Partners program. This program works with students, either in small groups or on a one-to-one basis, who are up to two and a half years behind in reading. Students are afforded time to work on increasing their reading stamina, building their fluency, and utilizing effective reading strategies. Student groupings are designed by student interest, reading level, behavior, and matched to the specialty of the adult providing the intervention. The principal’s purposeful hiring of teachers with multiple teaching certifications enables them to work with special populations. For example, recent hires may have additional training for Teaching of English to Speakers of other Languages (TESOL) or with extensions in special education. This has resulted in more teachers having the needed skills and training to support students’ reading and writing products.
## Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>5.1 Monitoring and Revising Systems</th>
<th>Rating:</th>
<th>Developing</th>
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### Findings

School leaders are developing a written plan to regularly evaluate and adjust curricula, pedagogy, and assessment practices, in response to student learning needs. Staff and administration are developing their process to review the quality of teacher teamwork and professional development practices.

### Impact

School leaders and staff have not made the needed adjustments to systems and practices related to the instructional core and the work of teacher teams in order to build coherence across the school related to student mastery of the Common Core Learning Standards.

### Supporting Evidence

- Based on identified areas of concern from previous State assessments, the school is developing a process of documenting target dates, key stakeholders, and evidence of success to evaluate the effectiveness of its curricula and instructional practices in order to make needed adjustments on an ongoing basis. School leaders verbally shared their present process to review curricula maps, lesson plans, assessment results, and teachers’ practices, but this is not being done on a periodic basis. School leaders inconsistently respond to issues or concerns about the instructional core as it relates to student learning needs based on the expectations of the Common Core Learning Standards.

- Administration and instructional coaches visit grade-level team meetings and attend professional learning trainings with teachers. Teachers are required to submit agenda minutes on a regular basis of their work. While the documentation from these meetings is kept in a binder and discussed at weekly cabinet meetings, the school is developing a process to regularly evaluate the effectiveness of the work of teacher teams as it relates to their inquiry work. Most teachers are meeting and reviewing student work on a regular basis. However, schoolwide faculty has not yet adjusted their teacher team practices around evaluating the effectiveness of their practices relative to both student progress and student mastery of the Common Core Learning Standards.

- School leaders provide feedback to teachers through frequent observations, critical friends, and they adjust the professional learning calendar throughout the year to cover a range of topics in response to teacher performance. The school offered teachers training from reading consultants to support teachers’ understanding of effective pedagogy around reading strategies to help students improve. Administration coordinates multiple opportunities for teachers to attend off-site professional learning experiences to assist them in how to better use small group instruction. Selected staff are then required to and turnkey their learning to their colleagues during team meetings; however, the implementation of the new teaching strategies is not coherent across grades and the school as evident from classroom visitations. The school is working on a template to coordinate regular monthly check-ins with staff to monitor the correlation of what they have learned to what they are doing in their classes, based on the professional learning sessions.
**Additional Finding**

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Developing</th>
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**Findings**

Curricula tasks inconsistently emphasize higher-order thinking skills across grades and subjects for ELLs and students with disabilities. Some tasks and unit plans reflect planning that provides access for a variety of learners to be cognitively engaged.

**Impact**

While written plans contain some evidence of higher-order skills across grades and subjects, and show revisions based on student work, the plans do not allow accessibility for a variety of learners including ELLs and students with disabilities.

**Supporting Evidence**

- Plans contained limited information on the school’s adoption of the Teachers College Writing Reading Program (TCWRP) to support their current instructional reading and writing program. Some tasks were aligned to the Common Core Learning Standards and referenced the instructional shifts, but many plans did not. Rigorous habits and higher-order skills in tasks and activities were inconsistent across teachers and grades and supports for ELLs and students with disabilities were vague or general. In an English Language Arts (ELA) lesson plan, the objective was that students would identify the main topic and retell key details and the ELLs would listen attentively to help them understand. In contrast, another lesson plan required students to examine different math strategies to help them better understand how to solve multiplication problems. The activity had several tasks where students had to ask questions, give rationales for their perspective, and an explanation of the strategy they selected. The teacher planned to have ELLs and students with disabilities paired with a partner who could help push their thinking and help them complete the activity.

- Teachers plan activities and tasks that inconsistently emphasize higher-order thinking skills across grades and subjects. In some instances, plans are taken directly from curricula tools, which required recall and lower level thinking for most students. Only a few plans contained pre-planned questions from varying levels of Depth of Knowledge (DOK) to ensure that students could think critically or be exposed to inferential and extended-learning type questions. Plans contained limited differentiated activities so that ELLs and students with disabilities had access to the curricula.

- Tasks reflect some planning in math and reading to provide students access to the curricula so they can be cognitively engaged, but this was not evident for science or social studies. For example, one reading plan did show refinement, but most plans did not show refinement of tasks based on assessment data or student work. Changes reflected in some written documents were based on the beginning of the year running record data or writing baseline data, but other unit plans were not updated. The scope and sequence for unit overviews were written in sequential order based on the teacher’s guide with no variation to meet the needs of the diversity of learners attending the school. Furthermore, there was limited evidence of revision of tasks based on current data that would allow access for ELLs and students with disabilities to be cognitively engaged.
Additional Finding

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

Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula for students, including ELLs and students with disabilities. Student work products and classroom discussions reflect uneven levels of student thinking and participation.

Impact

As a result of inconsistent teaching practices, students are not always exposed to tasks that provide opportunities for them to engage in discussions and higher-order thinking activities leading to varying levels of quality student work products.

Supporting Evidence

- In one math class visited with students with special needs, students were asked to count backwards one, two, or three times using the distributive property for multiplying. Students were given blue tiles to work with a partner on questions in their math workbook. Some students were unclear of the task. While manipulatives were provided to support student learning in partner work, students were not able to explain what they were doing. There were three different grade levels and all students were working on the same activity but were not able to complete the task. However, in another math class with students with disabilities, students were discussing which strategy they preferred to use to solve word problems. Students used close reading strategies to dissect what the problem was asking. Students were critical of their partner's choices and asked for explanations. Problems were displayed on the SmartBoard to support students who needed additional help. These practices were not common across classrooms.

- In an ELA class with a significant number of ELLs, students were asked to compare, contrast, and draw pictures to present community places and describe relationship between the illustrations in the text. There were clear expectations, the teacher modeled using the SmartBoard for students and included prompts to make connections between vocabulary words contained in the story and picture cues. The teacher afforded several opportunities for students to turn-and-talk in response to low-level questions. While students used accountable talk stems, their answers were of a low cognitive demand. The teacher utilized strategies such as total physical response, visualization, mind movies, and call and response. There were varied graphic organizers including those with space for drawing, sentence starters, and visual cues, but the pacing of activities was not appropriate as some students who knew the answer became fidgety.

- The school has activities and assignments that attempt to promote learning by requiring students thinking in depth and tasks that allow students different means of representation, expression, and engagement. For example, in a science class, students were asked to analyze and discuss the living and non-living parts of an ecosystem and how they interact. Students had the option of watching the video and creating their own understanding through their journal entries. There were differentiated activity sheets for each group based on their interest. Students asked questions of each other and watched a video that related to the material in their science textbooks. Students were highly engaged and were clear on the purpose of the activity. However, these practices are not yet consistent across most classrooms.
Findings
Most teachers create their own assessment tools and design rubrics aligned to curricula resources that provide feedback to students. Common assessments are used to adjust lesson plans and help to inform refinements to teaching points.

Impact
Teachers are able to use assessment results from running records to provide actionable feedback to students on their performance in reading and math. Assessment practices allow teachers to use the results to adjust small group assignments.

Supporting Evidence

- In the small group student meeting, students shared writing samples and performance tasks with glows and grows statements from their teachers. Students were able to explain their chosen work products and the use of the rubric and the task they were working on for math, reading, and science. Most students were able to share detailed information that helped them understand what grade level appropriate work should look like, their next steps, and how to assess their own work to make improvements. Some students also shared they receive the rubrics beforehand and engage in conversations with their teachers about what is expected of them. The school is working on introducing more student-friendly rubrics so that feedback is more meaningful and supports students to attain mastery.

- The school has an assessment calendar with important key dates including baselines, running records, periodic assessments, Fundations, rehearsal exams, and a growth report for each student. The information from these assessments is used to create goal sheets for each student with student-friendly I can learning statements based on the Common Core Learning Standards, and the strategies that students should utilize to achieve the standard. For example, results from the Standardized Test for the Assessment of Reading (STAR) reading and math assessments are broken down by skill for instructional planning purposes based on the Common Core Learning Standards and can be viewed by individual student, whole class, and grade level reporting features. Teachers have incorporated the use of more varied reading resources to help address the five pillars of reading for the lower grades with a specific focus on phonics and phonemic awareness, and they focus on point of view and author’s purpose for the upper grades.

- The school uses checklists, TCWRP progression rubrics, performance tasks, and summative data, to chart student performance on spreadsheets and tracking tools. Most teachers utilize the results from teacher created assessments, curricula tests, chapter tests, and STAR assessments to compare the item analysis with previously administered tests. The results from STAR have helped teachers select six focus students and group them for small group instruction. Additionally, information gleaned is used to adjust most teachers’ lesson plans and reteach critical areas. In addition, teachers use the information from multiple assessment tools to determine student performance and progress on tested reading and math skills in relation to created goals.
Additional Finding

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<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

Teacher teams use results from common assessments to note trends and patterns in student performance in relation to goals for groups of students. Teachers participate on teams and cabinet meetings to contribute to decisions regarding the school’s instructional core.

Impact

The impact of teacher teamwork has led to progress towards goals for groups of students in their reading and math performance levels. Grade level leaders and instructional coaches contributed to the school’s decision to change the reading program in order to help improve students’ reading skills.

Supporting Evidence

- Teacher teams look at assessment data from the June instructional reports and item analysis to devise a plan based on the standards chosen as a schoolwide priority for each subject area. They then decide that if the majority of students are not showing proficiency or making progress, they make changes to pacing calendars. For example, the fourth grade team noticed that they were teaching the problem-solving unit in math in the spring so they decided to move the unit up so it could be taught much earlier in the year. During common planning time meetings, teachers look at data from in-class assessments to revise rubrics to be closer aligned to the task. Teachers shared that they look at students using multiple measures of data, such as conference logs, running records, sample writing tasks, and exit tickets, to help revise pedagogical practices. In addition, during teacher team interviews, teachers shared their progress towards achieving one of the school goals of increasing the number of students across grades who are reading on or above grade level.

- During both teacher team meetings, teachers shared that they have flexibility in changing resources and utilizing materials that best suits their teaching style. Teachers also shared that when the core-reading program was not working, they had the freedom to introduce additional resources and materials to their teaching toolkit, such as EngageNY and online resources including Reading A-Z. Teachers have numerous opportunities to be a part of different planning committees to effect change across the school, including the RtI team and the Professional Learning Committee, and are part of organizing field trips and other schoolwide initiatives. Teachers generated the idea and are now incorporating additional activities for student engagement based on each student’s learning style preference.

- Instructional coaches who were once classroom teachers are able to contribute to key decisions that affect student learning, while also assisting teachers. Coaches are responsible to support teachers with the implementation of the new reading program and correlated assessment tools. During the teacher team meeting, teachers shared that when they noticed that students were not providing sufficient details to support their claims in writing, they decided to adjust their approach and incorporate the use of writing strategies to help remind students to cite evidence from the text. They also shared that administration allows them the freedom and flexibility to make decisions about schoolwide math projects, assemblies, conferences, and workshops they want to attend, as well as which team they would like to join for the school year. Teachers generated the idea of implementing a critical friend who they could work with to improve their teaching practices.