Quality Review Report

2016-2017

P.S. 067 Charles A. Dorsey
Elementary 13K067
51 Saint Edwards St.
Brooklyn
NY 11205

Principal: Kyesha Jackson

Dates of Review:
May 9, 2017 - May 10, 2017

Lead Reviewer: Kevin Bradley
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. 067 Charles A. Dorsey serves students in grade K 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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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></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>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>Additional Finding</td>
<td>Proficient</td>
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</tbody>
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## School Culture

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<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>Area of Celebration</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>
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## Systems for Improvement

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

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<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>
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<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>
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<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>
</table>
Findings

The school’s approach to culture building, discipline, and social-emotional support are in place to ensure that each student is known well by at least one adult.

Impact

A safe environment and inclusive culture that is conducive to student and adult learning that aligns with student learning needs is demonstrated through the school's Community Based Organization (CBO) Partnerships with Children.

Supporting Evidence

- The principal has a morning meeting daily at 8:00 a.m. in which staff and scholars recite their mantra, a poem, and sing “The Dorsey School Song" to set the tone for the day. A student reported that this was an important part of the inclusive culture. Community meetings are scheduled to reward students for their attendance, demonstration of the value of the month, and improving their reading skills. A student reported about the inclusive culture, “Yes, I think they know us well and that is good. During the morning meeting, when we go to morning meeting they welcome us, and everyone feels like they are part of the school.” The Positive Behavior Intervention and Supports (PBIS) Team has worked closely with Box Out Bullying to incorporate strategies for conflict resolution in the classroom. Both Box Out Bullying and Partnership with Children provide whole-class sessions addressing topics aligned to positive social skills. Students spoke of taking advantage of conflict resolution through the peace table, “We go to the peace table when we have a problem, and talk it out. We use a timer for five minutes, and give flowers to the speaker who is going to speak, to not talk over each other. We try to solve their problems, sometimes if you’re finished to solve it without the peace table.” Additionally, the school's Online Occurrence Reporting System (OORS) data reveals a downward trend in the total number of incidents for the entire school year as compared to last school year.

- The guidance counselor advises a student council. Students ran for office by launching campaigns, giving speeches, and holding an election. The student council meets every Friday with the guidance counselor. The students were responsible for implementing a sign-out book in classrooms to better monitor bathroom use and starting a salad bar in the cafeteria during lunch. Students also organized a jersey day. Additionally, students run a newsletter where students write all of the articles. Examples of articles include, profiling a fellow student in “Get to Know P.S. 67 Students," interviews with teachers in “Teachers Corner: Get to Know our Staff at PS 67," and an article written from a student perspective about upcoming state testing titled “Don’t Stress the Test.”

- Students are known well by at least one adult through the work of the Social Emotional Team (SEL), including the principal, the guidance counselor, and school social worker, led by the CBO Partnership with Children. Partnership with Children spearheads discussions of students on a case by case basis throughout the year to ensure that all students’ social emotional needs are being met. Teachers can go to the SEL team to be part of a team effort to support students who may be struggling as a one stop resource for connecting students to social emotional resources within the school and the community. The school’s attendance team meets bi-weekly and focuses on supporting students who are chronically absent. Both the SEL team and the attendance team use a student data sorter that allows them to look at students on a class-wide and school-wide basis to monitor academic, attendance, and guidance data for students on an individual basis. Each student during the student interview pointed out a particular adult that they feel knows them well and they can go to if they have a need at school. Some students even mentioned going to “Partnership” in reference to Partnership with Children as a resource for them to address social-emotional issues.
Area of Focus

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

Although, student groups reflect teachers’ work toward providing students with multiple entry points into lessons, their inconsistency limits students’ ability to participate in instruction. Additionally, students have limited opportunities to demonstrate higher order thinking skills across classrooms.

Impact

Students were unevenly engaged in appropriately challenging tasks and student discussions inconsistently reflected high levels of student participation and a lack of student to student discussions.

Supporting Evidence

- During a first-grade math lesson about telling time, students learned academic vocabulary of analog and digital timekeeping. While a lower group stayed with the teacher for additional supports, the rest of the groups transitioned to the next area and were given the same tasks which were neither differentiated for students nor made accessible through scaffolded supports was not clear. In a third-grade math lesson on area and perimeter and how the same area could have different perimeters, not all students could articulate what they were doing. Some could explain the task, such as the one student who was able to point out that 24 and factors of 24 were potential answers for different areas and perimeters. However, most students were dependent on having the teacher nearby to guide them. In addition, the lack of scaffolds resulted in students’ inability to identify the meaning of academic vocabulary terms such as horizontal, vertical, length, and width.

- During a first-grade science lesson on exploring air, after two students modeled parachutes falling, one with one passenger and another with two passengers, students were asked to think about what they saw and what may be the reasons behind what they saw. There was a missed opportunity to have table groups think-pair-share before transitioning to whole-class, teacher-directed questions to individual students. In a fifth-grade math lesson on polygons that included differentiated work for each group, one group in the back of the classroom working with a volunteer was very quiet and lacked any student-to-student discussion. During a second-grade math lesson on how to know when to regroup in addition, the teacher gave away the answers as she worked through the problems without returning it to the students to process. The lesson was teacher-centered and lacked any student-to-student discussion. During a fifth-grade geography lesson on maps, the teacher was writing down the objective and vocabulary after the students had already been seated waiting for the lesson to begin. Turn and talks lacked opportunities for students to share out what they discussed with their partner.

- During a combined second- and third-grade self-contained class, there was differentiation of tasks based on grade levels. Groups worked on finding evidence from Peter Pan about character motivation and another group worked on questions about James Madison. During a combined third- and fourth-grade self-contained class lesson about the colonies and reading maps to determine resources and trading options, the teacher rotated through groups that were assigned specific regions, and asked what were the resources they had. A fourth-grade math lesson included Number Talk, as students were able to articulate their learning and why they chose a particular strategy. However, not all students could hear student questions of the presenter, and when the teacher asked what would happen if the zeroes in the tens spot were removed, rather than directing the conversation and dialogue back to the students, answered the question by stating “nothing would happen.” While there were some teaching practices providing multiple entry points into the curricula, these practices were inconsistent across classrooms.
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 faculty ensure that curricula are aligned to Common Core Learning Standards and the instructional shifts. Curricula and tasks are planned and refined using student work and data and include extended day curriculum.

Impact

Curricula promote college and career readiness for all students. Faculty members adjust curricula so that a diversity of learners have access and are cognitively engaged.

Supporting Evidence

- Curricular documents revealed alignment to the Common Core Learning Standards and New York State content standards. The school uses Core Knowledge for ELA in kindergarten through second grade, along with Fundations. Teachers College Reading and Writing Program and Expeditionary Learning curriculum for reading and writing in grades three to five. GOMath! is used across all grades for math curricula. Passport to Social studies is used for social studies, and extended-day curriculum includes Junior Great Books, Exemplars, and iReady aligned to assessment data from the regular school day classes. Modifications have included integrating more academic vocabulary into curricula across content areas based on data from iReady and the Gates-MacGinitie reading level diagnostic tool and including more opportunities for Number Talks into curricula for math based on assessments indicating students struggling with being able to verbally articulate the steps to solve math problems.

- Curricular documents across grades and content areas evidence consistent alignment with the Common Core Learning Standards and the integration of the math instructional shifts. For example, in a second-grade math lesson plan, students are using regrouping to build numeracy during three-digit addition problems. In a fifth-grade lesson plan on recording hundredths as fractions and decimals, the lesson is introduced with real-world applications involving Olympic bicycle racing. Curricular documents included assignments evidencing integration of the English Language Arts (ELA) instructional shifts. For example, a third-grade lesson plan includes using textual evidence to identify character traits in Peter Pan. Another example includes a fifth-grade lesson plan having students write and edit an introduction for their informational writing, using a rubric and checklist.

- Teachers maintain a data-analysis binder, where data is tracked and monitored, to determine groupings of students during instruction. Students’ placement in groups for reading, writing and math were often adjusted in individual lesson plans, based on the results of an assessment. The lesson plan for a fifth-grade social studies lesson includes differentiated groupings with students identified by name. A fifth-grade math lesson plan indicates three different groupings of specific students based on data and an English Language Learners’ (ELL) scaffold is outlined with sentence starters. A first-grade science lesson plan indicates a three-tiered support structure with advanced-tier-one students receiving multi-step directions to allow for independent work, one-step instructions for tier-two students, and direct instruction and modeling for the tier-three students.
Additional Finding

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<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 and checklists aligned with the school’s curricula to inform feedback to students. School leaders use common assessments to determine student progress toward goals.

Impact

Students utilize teachers’ actionable feedback and use assessment tools in order to increase their achievement. Teachers maintain a classroom data binder to track analysis of data from common assessments that informs schoolwide curricular and instructional adjustments.

Supporting Evidence

- Across classrooms, samples of student work products showed teacher-written actionable feedback. For example, a teacher wrote on a math assignment, “You calculated the area and perimeter correctly. Next time, include the area and perimeter on your diagram.” A student’s ELA work showed, “You added fun facts to your informational piece. Next time, write an ending that reminds readers of the subject of the piece.” Another example of teacher feedback included, “You made valid inferences and claims. Let’s work on structuring your writing into paragraphs.” A student shared, “I learned how to add my fractions and how to solve my problem. I got a four and improved myself, my teacher taught me how to use my strategies to underline information.” Another student reported, “On a math test, I got a four on it, my teacher taught me all the stuff with a lesson. He gave me encouragement when I needed it.”

- Across classrooms, rubrics and checklists are used as tools of support for student growth. Rubrics that are aligned with the curricula, along with rubrics and checklists that have been modified for student use, are used across grades and content areas. Evidence of students’ use of these tools is posted on classroom walls, on hallway bulletin boards, and reported by the students themselves. A student reported, “I’m proud of my math piece; I worked really hard on it and all my hard work paid off. I would look at the rubric, level four, Chalk Talk, and when I was a little stuck my teacher would explain how to show tens from ones, with drawing.” A student shared about her writing piece, “I’m proud of it because it shows how much time I spent on it. My teacher graded it by using a rubric, I made sure there were no misspellings and it was correct. It’s okay to make mistakes because we learn from them.”

- Teachers maintain a data analysis binder in every classroom, where data is being tracked and monitored, including students who have demonstrated mastery, students who have underperformed, topics to reteach, and subgroups to focus on. School leaders meet with teachers to review the data analysis binder regularly throughout the school year. Data from common assessments in the binder include GOMath! chapter assessments, performance task benchmarks, iReady assessments in ELA and math. Additionally, included are data from the Gates-MacGinitie reading assessment, administered three times a year to kindergarten through second grade, Teachers College running records administered three times a year for reading data, and Teachers College writing on-demand and published work for writing data.
### Additional Finding

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

School leaders consistently communicate high expectations to the entire staff through a weekly memo and professional development plan (PD). School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness through college trips.

#### Impact

Prompt written feedback and support has increased teachers’ understanding and awareness of school leaders’ expectations around teaching and learning. Communication with families provides opportunities for them to understand student progress toward meeting standards.

#### Supporting Evidence

- High expectations for teachers are communicated through frequent classroom observations by school leaders as they are provided feedback utilizing the Danielson *Framework for Teaching* as the standard for professionalism and high quality instruction. In addition, teachers receive *This Week at the Dorsey School* from school leadership that reviews areas of school-wide focus such as recent outcomes of school-wide informal walkthroughs, accountable talk, independent reading expectations, and vocabulary instruction. A PD calendar makes clear that school leaders support teachers in their understanding of expectations in addressing topics such as curriculum mapping across content areas, looking at assessment data to inform instruction, and the power of productive struggle in math. Teachers also receive feedback from the principal regarding their classroom data binders, including their teacher-data reflection and action plans, and data analysis worksheets. Feedback includes, “All student work should have feedback and a student response. There should also be a class record of all the scores for the class.”

- The school promotes college readiness with paid college trips for students. Last year students went to Harvard University. This school year, students will visit Princeton University and Delaware State University. During the meeting with students, they spoke about the importance of the symbolism of the college pennants throughout the hallways and learning about their teachers’ colleges. Students also spoke about how the annotation skills they are learning in school is what people do in college, and learning different, higher-level vocabulary words helps to prepare them for college. As one student shared, “I think they prepare us for college with the work we do now.” Another student reported, “They are preparing us for college by treating us like young adults, by grading hard, letting us learn, and basically letting us know what it’s going to be like in college.” Another student noted, “They know we can go to college and they are helping us prepare for college.”

- Newsletters to parents include updates on reading, writing and math units along with information to help parents understand some of the instructional initiatives taking place at the school. In addition to monthly newsletters for each class, a variety of teachers use a mobile app for sharing with parents items such as photos, information about trips, as well as assignment due dates. Parents spoke of receiving phone calls, emails, and text messages from the school on a regular basis. One parent shared, “The school communicates with progress reports and report cards. However, the communication is so good, we know what’s going on with our kids even before we get the reports cards.” Another parent reported about the workshops offered to parents, “They have parent and teacher classes, APTT (Academic Parent Teacher Team), where they show us how to work with our kids based on what they are doing in class, with activities to do at home. The teachers play the games with us, and show us fun ways to teach our children.” Another parent mentioned, “We were having difficulty with Common Core in the beginning and they did a workshop for us to understand Common Core so we can better assist our children. They actually listen.”

13K067: May 9, 2017
### 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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**Findings**

The majority of teachers are engaged in inquiry-based grade-level teams that promote achievement of school goals and implementation of the Common Core Learning Standards. Teacher teams consistently analyze data and student work for students they share.

**Impact**

Collaborations within grade-level teams have strengthened teachers’ instructional capacity. Teacher team work typically results in progress toward goals for groups of students as tracked in *iReady*.

**Supporting Evidence**

- An observed fifth-grade inquiry team used the Datawise inquiry cycle protocol during their meeting as they looked at student work from informational writing on-demand assignments. Teachers reviewed students’ work samples and filled out an *I notice and I wonder* worksheet for compiling plusses and deltas. The team proceeded to discuss trends and patterns in student work in order to determine next steps. Teachers identified a learner-centered problem within the writing pieces and filled out a problem of practice worksheet. The team then determined instructional strategies to best address the problem of practice. Next steps were identified as designing lesson plans for teaching transitions, leads and elaboration skills to students.

- Teachers have strengthened their instructional capacity through team collaborations. A teacher reported, “We get more ideas meeting together than just what I have in mind, ideas that we’ve shared, and we keep exchanging these different ideas for both [students with disabilities] and [general education students].” Another teacher reported, “I like that our team meetings involve general education, Integrated Co-Teaching, and Special Class teachers. It gives me a good idea of what kids are doing and compare to other classes. It drives our instruction.” Another teacher shared, “Best practices come from trends. When something we’re doing might be working so well, we get to share that with our colleagues.” Another teacher mentioned, “We learn from each other. We bring students’ work, and pay attention to things that aren’t working and are working and we’re able to find suggestions that we all follow. We never leave empty handed.” A teacher pointed out the importance of meeting in vertical teams when reporting that “Vertical teachers’ teams, across grades, show what’s happening in the third-grade to second-grade and how to modify their curriculum to meet the needs of the kids.”

- Student progress towards goals is evidenced by data from running records and *iReady*. The *iReady* reading diagnostic assessment showed the number of students reading on grade level increased by eight percent from October 2016 to January 2017. In addition, the *iReady* math diagnostic assessment administered in January 2017 showed the amount of students on grade level also increased six percent since October 2016.