Quality Review Report

2016-2017

P.S. 133 William A. Butler
Elementary 13K133
610 Baltic St.
Brooklyn
NY 11217

Principal: Heather Foster Mann

Dates of Review:
January 10, 2017 - January 11, 2017

Lead Reviewer: AJ Hepworth
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. 133 William A. Butler 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
<td></td>
</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>Well Developed</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>Proficient</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><strong>Area of Focus</strong></td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## School Culture

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

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

## Systems for Improvement

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
</tr>
<tr>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.1</td>
<td>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>
</tr>
<tr>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>4.1</td>
<td>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>
</tr>
<tr>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>4.2</td>
<td>Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
</tr>
<tr>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>5.1</td>
<td>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>
</tr>
<tr>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

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

Findings

School leaders and teacher leaders consistently communicate high expectations to the entire staff. Teacher teams and staff mutually establish a culture for learning that systematically communicates a unified set of high expectations for all students through instruction, data, and professional resources.

Impact

Professional learning has established a culture of mutual accountability towards high expectations for staff. Additionally, students own their educational experiences and are prepared for the next level by receiving clear, focused, and effective feedback and guidance supports.

Supporting Evidence

- School administrators in conjunction with teacher leaders select research-based professional development to help progress towards meeting schoolwide expectations. Most recently staff received and benefitted from training aligned to the dual language initiative. Scaffolds and multiple entry points were further reviewed and purposefully identified as tools that would mutually benefit dual language, general education, and gifted and talented students. Several general education teachers reported instructional training has led to improvement with their pedagogy, such as a dual language teacher incorporating more scaffolds during a guided reading lesson. Other professional development focused on data analysis and team collaboration through a book study. Instructional coaches and staff play integrals role in addressing professional development expectations among themselves through discussions, planning sessions, and identifying targeted Common Core Learning Standards readiness skills that are then integrated into the curricula and pedagogy.

- Schoolwide professional development cycles addressing specific Danielson Framework for Teaching indicators last eight weeks. Groups of teachers focus on goals such as developing a shared understanding of effective questioning and discussion techniques and identifying the “look-fors” in a lesson. During professional development meetings, teachers engage in critical discussions while considering essential questions connecting their professionalism, instruction, and planning. One recently discussed essential question was “How can we develop or plan for asking more productive, high leveled questions?” Teachers also review online videos to norm their understanding of effective instruction prior to visiting peers’ classrooms. Staff discussions, and training are productive and lead to purposeful improvement of instruction.

- Students are made aware of their progress and participate in self-led conferences with their families and content teacher. In kindergarten through grade two, students are given a script to provide focused feedback about their educational experiences, specifically what they are doing well and what areas need improvement, in reading, writing, math, behavior, and demonstrating leadership. Students in grades three through five present their portfolios as additional evidence of their learning and answer questions asked by their families. Teachers are provided memos and support structures to assist students with being able to understand how to conduct student-led conferences, including setting a tone, focusing on the positive, and identifying the next steps to ensure success.

- Leadership roles are offered to all students through a job program which requires students to complete an application and interview process while meeting specific skills and qualities that make them fit to perform the job effectively. Jobs offered to students in the program include student council positions, hall monitors, and cleaner.
Area of Focus

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

Findings
The school uses common assessments to determine student progress toward goals across grades and subject areas and assessment practices across classrooms consistently reflect the use of ongoing checks for understanding and student self-assessment especially during active engagement portions of a lesson.

Impact
Assessment results are used to adjust curricula and instruction, and assessment practices in classrooms are used to make effective adjustments to meet all students learning needs. However, demonstration of mastery and a clear understanding of their next learning steps were not completely evident for all students.

Supporting Evidence

- Benchmark assessments are analyzed by grade level for trends and patterns. Identified trends and patterns are used to determine gaps in instruction, drive professional development, and make curricular adjustments. Groups of students are clustered using the assessment results, and efforts are made to create curricular modifications for them, including students with disabilities and English Language Learners (ELLs). Although strategic tracking of identified subgroups does not clearly demonstrate increased mastery, curricular adjustments are contributing to their academic growth. An example of a curricular adjustment was providing ELLs enrolled in dual language classes with visual vocabulary supports that included an animated picture along with simple next steps or modeling written out to help some students engage in their learning more effectively.

- Bar graphs provided to staff indicate student growth on proficiency rates by quartile on New York State exams in both English and math. Notes included highlighted growth on a year to year basis in grades three, four, and five. Further analysis shows a decline in the number of students performing at a Level 1 and 2 and more students performing at a Level 3 and 4. Teachers use the bar graphs and accompanying tables to identify subgroups of students by gender, ethnicity, and prior performance levels to further adjust instruction. Teachers maintain the individual student results from the provided data in their personal classroom data binders to assist with grouping of students during instruction.

- Students are provided opportunities to self-assess and review their work with classmates. Structures, such as checklists and goal sheets, are also provided to assist them in the accuracy of their self-assessments and reflections. Feedback forms attached to student work samples highlight a positive note, an area for improvement, and opportunity to note any lingering questions. While students value these tools and understand how they help support their understanding of their work, the feedback form or similar self-assessment tools, such as checklists, are inconsistently informing students of next steps. Teachers further provide feedback to students by attaching rubrics to returned work, citing their performance as a novice, apprentice, practitioner, or expert. The rubrics often provide an overall grade for students and additional comments helping them to understand next steps they should take to improve.
Additional Finding

| Quality Indicator: 1.1 Curriculum | Rating: | Well Developed |

Findings

School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and strategically integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data.

Impact

A coherence across grades and subject areas that promotes college and career readiness for all students exists. Additionally, planning allows all students to have access to the curricula and tasks that are cognitively engaging.

Supporting Evidence

- Unit plans and lesson plans are developed coherently across content areas to strategically ensure integration of the Common Core Learning Standards and the instructional shifts. Unit plans emphasize students will be able to demonstrate writing and reading in all content areas to promote skills for college and career readiness. Additionally, essential questions for each unit map are listed with skills students will be able to demonstrate through strategically designed performance tasks that are intended to challenge students' thinking and real-world skills. For example, a writing lesson plan in a grade one class includes an objective for students to explain what a family is by using personal connections. Similarly, a lesson plan for students in a grade three class expects them to engage in a collaborative discussion with diverse partners regarding how simple machines work.

- Lesson plans are developed to address the needs of all groups of students through purposefully designed curricula and academic tasks. A grade five math lesson plan indicates students will be placed into groups at stations and rotated to support their individual abilities. Later in the same lesson, students were expected to demonstrate their progress through a formative assessment; students who demonstrated unsuccessful achievement would receive additional specific small group instruction. Additional lesson plans are differentiated to meet the needs of all students strategically according to their reading levels, prior achievement levels on a benchmark assessments, or recognized misconceptions.

- Grade level teams have identified practices and set goals valued for engaging students cognitively across classrooms based on reviews of student work. Misconceptions are listed and used to provide clarification for groups of students using differentiated techniques that ensure cognitive engagement for all. For example, based on data analysis from a math end-of-module assessment, analysis concluded most students had difficulty understanding the relationship between addition and subtraction number sentences. As such, groups of students will receive differentiated instruction via centers. Centers include hierarchical development of using ten frames to work on problem solving and fluency and requiring students to create their own word problems.
Additional Finding

Quality Indicator: 1.2 Pedagogy
Rating: Proficient

Findings

Across classrooms, teaching strategies consistently provide multiple entry points into the curricula, student work products, and discussions.

Impact

Students, including students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills as reflected in high levels of thinking and completed work tasks.

Supporting Evidence

- Across classrooms, teachers provided opportunities for students to be engaged in appropriately challenging tasks aligned with the instructional flow of “I do, we do, and you do.” For example, in a grade three Integrated Co-Teaching (ICT) class, students were read to as a whole group. Students were asked questions based on the reading and recorded some of their thoughts in their journals. Students also provided feedback to one another during their reflection. Following the reading and discussion, some students were assigned to small groups to work on a task in assigned roles while others worked independently. Similar applications of the instructional flow were observed across other classes.

- Students were assigned differentiated tasks to complete during instruction. For example, in a grade one class students were assigned tasks including using white boards to demonstrate their mathematical thinking, rolling die to randomly be assigned numbers to solve equations, and interacting with online resources using a tablet device tiered for their level of competency. Another math class in grade three offered students the opportunity to select their own leveled worksheets to complete. Some students shared that they selected the worksheets because they knew they needed further assistance with that level of content, while others selected them because they had not yet completed that worksheet from a prior lesson.

- During instruction students collaborated with group members and supported each other through peer discussion and questioning. Students discussing the theme of a book they were reading challenged one another to provide text features for evidence to support theme identification. Some students referred to the headings, cover, or specific paragraphs within their reading. Others made predictions regarding how they felt the book would end using their insight. However, systemic use of high-quality scaffolds and extensions may have helped to further engage some of the students into taking ownership of the group conversation, as that part of the lesson was dominated by a few students.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

Findings

School leaders and teacher peers support the development of teachers with effective feedback and next steps from the strategic use of frequent cycles of classroom observations and analysis of student work. Additionally, feedback to teachers captures strengths, challenges, and next steps using the Danielson Framework for Teaching.

Impact

Observation cycles and feedback elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection. Additionally, feedback articulates clear expectations for teacher practice and supports teacher practice, development, and professional goals.

Supporting Evidence

- A review of recently conducted observations revealed that in their feedback to teachers, school leaders had highlighted how teachers had purposefully incorporated into their lessons suggestions leaders had previously offered that were designed to improve instruction. Notes from the school leadership include references related to the Danielson Framework for Teaching and guidance to collaborate with a colleague for additional peer advisement and support as necessary. Additionally, evaluator’s notes include supportive statements encouraging teachers to “continue to strengthen [their] craft.”

- Staff values the formal feedback they receive from school leadership and the informal feedback from their colleagues. One teacher shared a recent observation that provided very helpful information from a formal observation. The teacher noted following the observation of a reading lesson, feedback was provided encouraging more explicit modeling be provided to students during instruction. The teacher discussed strategies with one of the model teachers and had additional conversations following implementation of the suggested strategies. A teacher noted the quality of her instruction has become more effective since the observation feedback and discussions with her colleague. Structures are in place for staff to be given additional planning time by request to work with colleagues to further their own pedagogy. Other teachers noted that if they do not receive immediate feedback from their evaluator, they are disappointed as they understand it is designed to purposefully improve their practice.

- Teachers establish professional goals based on personal development and conversations from cycles of observations. Goals are discussed with school leadership and include purposeful plans for personal growth that are clearly articulated. Model teachers also support other teachers in developing their skills in curriculum writing, instructional delivery, and use of assessment to guide student achievement. Some of this is accomplished through teachers’ norming their understanding of effective pedagogy using online resources from the Department of Education WeTeachNYC professional learning website.
Findings
The majority of teachers are engaged in weekly inquiry-based professional collaborations that promote the achievement of school goals during a common planning period. Additionally, teacher teams consistently analyze assessment data and student work for individuals they teach and those not in their caseload.

Impact
Teachers' instructional capacity is strengthened through collaboration and analysis of their work during inquiry discussions and common planning time.

Supporting Evidence

- A learning focus to ensure centers are used by teachers more effectively during instruction is accomplished through professional conversations of inquiry through inquiry. Teams of teachers visited classrooms and collected low inference notes and findings to establish baseline data. Collaboration led to changes in the physical arrangement of centers, increased use of scaffolding, more precise directions for groups of students to support increased independent learning, and focused planning by teachers to develop more in-depth questions. A reflection by teachers of their “inquiry of inquiry” work led to improved instruction, highlighted a better understanding by teachers of what inquiry work is, established a more targeted use of tiered questioning to prompt critical thinking, and initiated a more purposeful approach to listening to student feedback and discussions during instruction, especially during small group work.

- Protocols and agendas are developed and used to facilitate inquiry meetings. All teachers meet twice a week on a team to review student work and establish next steps to target achievement. A recent grade one team meeting discussed how student goals for reading, writing, and math would be updated based on student reflections. It was suggested that students could use a series of question prompts to guide their reflection. During a subsequent inquiry team meeting, teachers expressed how they are concerned that their students are not using the prompts effectively and need further encouragement and independence to boost their confidence to help improve their achievement. Teachers also shared some explicit strategies, checklists, and scaffolds they use during teaching to help student achievement. Check-in and exemplars for students were identified as approaches used to determine progress towards improving students' ability to reflect and develop goals in reading, writing, and math.

- Minutes from a kindergarten inquiry team meeting highlight statements from teachers about the pulse of each classroom. Teachers reflect on their classroom pedagogy and management to further support the achievement of school goals. Additionally, teachers reflect on how they can use small group instruction to differentiate for individual students. Suggestions for implementation include planning for more strategic small groups, encouraging independence, and using formative assessments more purposefully.