Quality Review Report

2016-2017

P.S. 151 Lyndon B. Johnson
Elementary 32K151
763 Knickerbocker Ave.
Brooklyn
NY 11207

Principal: Jayne Hunt

Dates of Review: March 23, 2017 - March 24, 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. 151 Lyndon B. Johnson 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>To what extent does the school...</td>
<td>Additional Finding</td>
<td>Well Developed</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>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>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>
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### School Culture

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

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

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

<table>
<thead>
<tr>
<th>Area of Celebration</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>Well Developed</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>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>Well Developed</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>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>Well Developed</td>
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## Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Rating:</th>
<th>Well Developed</th>
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<tbody>
<tr>
<td>1.4 Positive Learning Environment</td>
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### Findings

Structures are in place to maintain a culture of mutual trust and positive attitudes created through the adoption of a Positive Behavior Interventions and Supports (PBIS) curriculum. Additionally, the school community strategically aligns professional development with consultants and teacher leaders, family outreach, and student learning experiences and supports.

### Impact

Students are well known by at least one adult who helps coordinate attendance, foster social-emotional learning, and provide guidance/advisement supports that address academic and personal needs, impacting their academic performance and personal behavior.

### Supporting Evidence

- Student led morning announcements, the singing of the national anthem, and daily guidance lessons are conducted to establish a positive learning environment and in-class discussion. Part of the guidance lesson includes a narrative, asking students, “Why should we start over?” During the social-emotional learning period after the announcements, all students engage in a class discussion with their peers and teachers connecting respect and their own behavior to “starting over.” Students unanimously feel supported and appreciate the morning guidance and advisement discussions. Students partake in other learning period discussions focusing on how positive behavior can support their own academic success at home and in school. Several students stated they feel comfortable knowing they can go to almost any adult throughout the building, including in the lunch area, for guidance.

- A tiered intervention has been adopted and is in place for all students to promote positive relationships, respect, and understanding of differences. The goal of the program is to improve student cooperation, empathy, and mutual respect for greater inclusion and connectedness. Students appreciate the interventions and feel empowered as a result of the program. Additionally, the Breakfast in the Classroom initiative was recently adopted to strengthen student and teacher knowledge of healthy living. The PBIS committee meets regularly to share school-wide academic and social-emotional learning expectations for all.

- Professional development of the recently adopted PBIS structure is conducted weekly by school leadership, teachers, and outside agencies. As a result of the teacher training, students now see their teachers as friendlier, more responsive to their needs, and contributors to building a community that embraces everyone. Parents appreciate the purposeful attention given to recognizing diversity of ethnicity, race, and religion. Parents are confident teachers’ instruction and emphasis on building a positive learning environment have contributed to their children's schooling, fostering an environment free of discrimination. Workshops, meetings, and events are also provided to families and align with creating effective academic and personal student behaviors. Some recent events and planned workshop offerings for families include a stress management workshop and a college and career readiness meeting for elementary school years.
Area of Focus

<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 benchmark assessments and feedback structures that are aligned with the school’s curricula. Additionally, the school uses common assessments to determine student progress toward goals across grades and subject areas.

Impact

Assessment results allow for actionable feedback to students and teachers and are used to adjust curricula and instruction. However, tracking methods of student performance provide a limited picture of their progress toward mastery.

Supporting Evidence

- A variety of benchmark assessments, including online diagnostic tools and traditional in-class assessments, are used to collect information about students across classes. Teachers use the results to gain insight into their students’ knowledge of specific Common Core Learning Standards and to determine what modifications to curriculum and instruction are needed. The benchmark assessment results are analyzed several times a year and used to create a six to eight week action plan addressing the academic needs of students for whole classes or subgroups. A data specialist also supports teachers in understanding how to interpret and use the data from digital platforms. However, the strategic use of the data driven action plans to move students towards increased mastery has not yet been realized for most students.

- Feedback provided to students is actionable and stems from the relative assignment rubric. It is guided by a grading policy that aligns performance level, percentage points, and letter grades with meeting the standard at one of four levels: distinction, meeting, approaching, or below. Multiple measures such as tests, written assignments, projects, and presentations contribute to the feedback given to students. Students receive their assignments back from the teacher and review their areas of strength and needs for growth according to the rubric. One student noted the feedback helped her understand she needs to focus on adding more punctuation properly. Specifically, she stated, “I need to use periods better and not just have a whole sentence and add a clearer conclusion.” Another student interpreted the feedback of adding a clearer conclusion to mean “probably more vocabulary, punctuation, and interesting facts.” Overall, while most students agreed the feedback helped them improve their work, there were some inconsistencies in how to use the feedback meaningfully, especially for students in the younger grades.

- Sticky notes with feedback from peers and teachers are provided to students on many assignments in alignment with teaching strategies and the Common Core Learning Standards. Teachers use the notes from student and peer written feedback to determine student proficiency and to guide the instruction they provide. Teachers use their assessment practices as a guide to support students in improving their work by considering scaffolds available during instruction, such as restating the question to keep the focus on the answer using the “restate, answer, cite evidence, and explain” strategy. Similarly, in math classes teachers will provide examples for students to help them understand the feedback. For example, some students received a suggestion to simplify the numerator and denominator by multiplying by a factor of two when reducing fractions. Teachers model this to ensure all students understand. Additionally, students use uniformly adopted rubrics to identify what they were successful with and what they still need to improve regarding their achievement.
### Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

Through consistent formatting of planning documents, curricula is aligned to the Common Core Learning Standards and instructional shifts while emphasizing rigorous habits and higher-order skills in academic tasks across grades and subjects.

**Impact**

All subject areas coherently promote college and career readiness skills based on the instructional shifts to push student thinking, including English Language Learners (ELLs) and students with disabilities (SWDs).

**Supporting Evidence**

- A focus across lesson planning documents is for teachers to support learning through opportunities that prompt individual higher-order thinking. A grade five lesson plan includes an “I do” problem where students have the opportunity to use manipulatives (fraction tiles) and annotation strategies with text to solve a problem. Students will work independently when solving the problem and refer to a checklist for completion of all necessary steps. Once complete, they will engage in a discussion regarding the techniques they applied to explain their thinking and reflect on their learning with the use of an oral presentation rubric. Similarly, a grade two unit of study documents goals for students when identifying different ways to add two-digit numbers, including applying concepts, drawing diagrams and pictures, decomposing numbers, using symbols, and engaging in verbal or written explanations using key vocabulary.

- An emphasis on the instructional shifts is evident when planning curricular experiences across grades and content. All English Language Arts (ELA) lesson plans identify instructional outcomes which require students to use context clues, cite text-based evidence, and write from sources using academic vocabulary. For example, a grade four Core Knowledge Language Arts (CKLA) curricular document includes an essential question requiring students to make connections and explain which side seemed more likely to win the war between the British and the colonists. Students will read excerpts from authentic texts, such as George Washington’s diary, and use vocabulary worksheets to develop an opinion and make an argument from the sources, thus promoting college and career readiness skills. Similarly, a science lesson plan addresses the Next Generation Science standard of analyzing data obtained from testing different materials by having students create a design that will help contain a simulated oil spill, addressing Webb’s Depth of Knowledge level four hierarchy of extended thinking.

- Rigorous habits are emphasized through interdisciplinary curricula and differentiated tasks for SWDs and ELLs. For instance, possible misconceptions are identified and addressed to help support those students during instruction. A grade five lesson planned to help students build an argument by collecting evidence that supports both sides of an issue identifies strategies to reduce misconceptions, such as for students to use different colored pencils to highlight evidence in the passage that supports pros and cons. Other multiple entry points planned across the majority of lessons include the use of visual supports with academic vocabulary and videos to increase comprehension.
Findings

Across classrooms, teaching strategies consistently provide multiple entry points into the curricula as students engage in small group discussions and agree or disagree with peers’ thoughts.

Impact

All learners engage in appropriately challenging tasks and demonstrate higher-order thinking skills and participation, thus producing meaningful work products.

Supporting Evidence

- A core belief observed across most classes during instruction is the use of strategic grouping to target misconceptions and support higher-order thinking discussions among students. Students in a grade four Integrated Co-Teaching (ICT) class were seated at desks in small groups. The students mediated their own conversations while reflecting on images and trying to determine the meaning or purpose represented by the pictures. Students sometimes challenged each other’s interpretations and thinking by providing more explicit details based on their understanding of the images. However, other students remained passive during the discussion and did not contribute or voice an opinion. Students in a grade five ICT class engaged in a discussion about social media, identifying pros and cons of its use by young kids and adolescents and developing strong opinions. When students were talking, they supported their opinions by referencing annotations they had made and specific evidence from the provided articles.

- Student engagement was evident through their appropriately challenging tasks leading to work products that promote higher-order thinking. Students in a grade one class were provided differentiated tasks and scaffolds to complete a table of contents for an informational book they are creating on a self-selected topic. The highest achieving instructional learning group understood they primarily work independently because they do not require as much teacher support. Similarly, the middle level group demonstrated how they use the sentence starters and graphic organizer to help them complete their table of contents while the teacher most often worked with the students who needed the most support. Although the high performing group was able to work independently and complete the assignment, they were not provided any extensions to further enrich their learning experience.

- Teacher questioning techniques were designed to elicit critical thinking and engage all learners in higher-order thinking. Questions posed by the teacher to students in a grade four reading class included, “What does the picture represent in your perspective?”, “What does it mean to surrender?”, and “Who is the author?” Students responded with explanations to support and disagree with their peers while those that did not verbally respond to the questions, demonstrated their thinking with color coded cups on their desk indicating a positive (green cup) or negative (red cup) thought regarding the discussion. During a math lesson, students were able to explain how they decomposed the equation to determine an answer in small heterogeneous groups.
Additional Finding

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<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating: Well Developed</th>
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Findings

School leaders consistently communicate high expectations to the entire staff via newsletters and professional development opportunities. Leaders create and share with staff effective pathways to provide families with college and career readiness supports.

Impact

Expectations between leaders, staff and families have resulted in a culture of mutual accountability which supports student progress toward meeting those expectations.

Supporting Evidence

- Communication to families by means of newsletters and workshops are frequent and designed to provide support and guidance towards a pathway for college and career readiness for students. Math and science newsletters inform families about curricular content and provide opportunities for them to build increased excitement for their children. A recent newsletter suggested playing math dice games to solve the same problem using different strategies while generating the right answer. Other newsletters communicated approaches to help children become self-motivated by pointing to the future, moving on from mistakes, and celebrating hard work. Workshops facilitated by the parent association and teachers emphasize skills addressing literacy and healthy nutrition. All communication is available in both English and Spanish. Parents report feeling valued, important, and appreciated through the effective communication school leaders and staff provide for them and their children.

- Schoolwide expectations to improve teacher practice by ensuring all students have an opportunity to self-assess their learning using assessment cups are enhanced by teacher-led training. Teachers modeled a variety of techniques showing how self-assessing cups can create opportunities for students to demonstrate their understanding. Teachers across all grades have incorporated the use of self-assessing cups to improve their instruction.

- Weekly newsletters are provided to all staff recognizing teachers’ professionalism and instructional successes. A recent newsletter celebrated a teacher-led collaboration which resulted in several evening functions and assemblies including partnerships with local precincts. Teachers who receive certificates for their commitment to furthering school-related initiatives are acclaimed. The newsletter also communicates additional professional development opportunities for teachers.

- Several teachers shared reflection sheets from professional development training sessions and expressed how these will positively impact their classroom practice. Teachers also shared how professional development can enhance the instructional practices of their colleagues. For example, one teacher stated how her training on project-based learning is a great idea for cluster and grade teachers to collaborate on creating an end-of-unit celebration with station teaching.

- Resources are provided for parents to have online access to engaging individualized instruction at home to help their children grow academically in both reading and math. Parents are provided user friendly diagnostic reports so they can fully support the learning towards college and career readiness.
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**

All teachers have common planning time built into their schedules for opportunities to engage in structured, inquiry-based professional collaborations which often involve examining and analyzing student work.

**Impact**

Promotion of school goals and the implementation of the Common Core Learning Standards strengthen the instructional capacity of teachers and foster student progress.

**Supporting Evidence**

- Short and long term inquiry goals are created by grade-specific teams in alignment with school goals. A kindergarten long term reading goal is for students to be able to read decodable books on grade level. Students who are well below grade level are identified by a variety of assessment structures and in-class running records. Following a series of benchmark assessments for those targeted students, next steps are then identified. Some of these include the following: decreasing small group instruction to three days a week; continuing to reinforce letter recognition, letter sounds, and concepts of print; focusing on consonant and vowel words; and implementing guided reading using grade level books.

- A "looking at student work" protocol form is used by teams of teachers to understand what student work reveals about their successes, challenges, and implications for instruction and learning. Teachers use this information to plan coherently and collaboratively so they meet the needs of a variety of learners through differentiation. Specific instructional strategies identified that would best support individual learners include identification of sentence patterns, guided “wh” questions, and visual supports with labeling. The strategies identified by teachers are shared in lesson plans to make further adjustments to promote what is working and to identify and remedy potential student misconceptions.

- During an inquiry meeting, a group of grade one teachers reviewed student work samples under a document camera and took notes to identify strengths and weaknesses. Some general findings about student work noted the inclusion of domain specific vocabulary, the use of fancy words, line spacing, and greater comprehension. Teachers spoke about individual students to identify opportunities for them to increase their competency. One instructional practice suggested to build student literacy was for students to bring in a personal object (like a favorite toy or stuffed animal) to reflect on, discuss, and write about. Another suggestion was for teachers to use more authentic chapter books, which several stated they would bring in from their personal collections.