Quality Review Report

2016-2017

P.S. 213 New Lots
Elementary 19K213
580 Hegeman Ave.
Brooklyn
NY 11207

Principal: Stanley Moise

Dates of Review:
December 6, 2016 - December 7, 2016

Lead Reviewer: Marion Wilson
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


## School Quality Ratings

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>
## School Culture

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

## Systems for Improvement

<table>
<thead>
<tr>
<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>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>Area of Celebration</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
Area of Celebration

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

**Findings**

School leaders observe teachers on a regular basis and provide meaningful feedback with concrete actionable next steps. Feedback accurately captures teachers’ challenges and includes supports for teacher development.

**Impact**

These supportive structures are positively impacting teacher ratings in the areas of questioning and discussion, formative assessments, and engaging students in meaningful learning activities. Their reflection on student performance along with their own professional growth results in teachers incorporating more effective teaching practices into their repertoire.

**Supporting Evidence**

- Teachers receive effective feedback with actionable next steps from the administration. Feedback is provided both verbally and in writing. Teachers are encouraged to reflect and contribute to their own next steps to improve their practice. Administrators created a tool to capture an informal non-evaluative support visit which focuses on practices that address organizing for effort, academic rigor in a thinking curriculum, the use of accountable talk, and learning as apprenticeship. A tiered teacher support plan is used and teachers are grouped into the following categories: tier 1 teachers know and understand what to do and can teach others; tier 2 can do the work with limited assistance; tier 3 teachers cannot do the required work without assistance; and tier 4 teachers cannot do the required work without intensive assistance.

- Teachers are frequently observed formally and informally across grades and subjects. The administrative team meets individually with teachers to review student work products and data in conjunction with their observations. Teachers have an opportunity to self-reflect on their performance in relation to the teaching practices they utilized in connection to the student outcomes. All teachers receive support based on their areas of strengths and areas needing improvement to help promote their professional growth. A review of teacher performance data indicates that the tiered support given teachers is resulting in improved teacher practice.

- In an observation report to a teacher, the feedback stated, “To help move your practice, reflect on your students’ self-assessment practices, and engage them in looking at the criteria you established beforehand. Encourage students to refer to their independent rubric each day and give themselves a quick grade at the end of the session and then use this information to confer with students.” The school leader gave the teacher one week’s time to implement the suggestion and revisited the class to ensure that the practice was properly implemented. The teacher’s follow up visit demonstrated teaching strategies that promoted increased student accountability for assessing their level of participation and productivity during their independent reading time.
Findings

Teaching strategies are becoming consistent in providing multiple means of representation, expression, and engagement for students, including English Language Learners (ELLs) and students with disabilities. Students have opportunities to turn and talk to their partners and engage in discussion.

Impact

The inconsistent supports provided during instruction prevent all learners from engaging in challenging tasks. In some classrooms student effort does not reflect high levels of student ownership and discussion.

Supporting Evidence

- Across some classrooms, supports for students with disabilities and ELLs are inconsistent. While teachers planned for the use of manipulatives or graphic organizers to support independent work, some students were unfamiliar with how to use them properly. In one math class, students were asked to complete problems on how to estimate or use compatible numbers to multiply two digit numbers. Students were struggling with completing the tasks independently and were not accustomed to using manipulatives. In another math class, students were given place value charts, individual, animated math models on the iPad, dry erase boards, and math cubes to compare and order decimals. Some students had various scaffolds but these supports were not always effective as students had to wait for teacher direction in order to move forward with completing the tasks.

- Levels of student thinking vary across classrooms. While some teachers attempted to have students engage in discussion using accountable talk stems, the level of conversation did not always push students’ level of thinking. Questions were at a literal level with a teacher to student directional flow in most instances. In a few classrooms, students were constantly interrupted by the teacher while they were answering which disrupted their thinking. In a math classroom, the teacher asked questions consecutively with little wait time. The teacher solicited responses from two students during the class session. Student to student conversation was not in evidence.

- There were missed opportunities for students to speak to one another. For example, while teachers posed questions that would help to foster high level discourse, in most classrooms teachers spoke to students one at a time in a whole group. In one class, students asked and answered questions as they read their shared reading text and participated in think, pair, and share activities. However, in other classes the lesson remained teacher centered where students were not always given the opportunity to respond to each other. In a reading class, students were sitting on the rug and were to act out their part in the choral reading of the text. Most students were not engaged in the lesson and did not participate. A few students had their head down, while others talked about to their partner. The pacing of the activity, the resources being used, and the way students were grouped did not afford students the opportunity to make meaning of the text and learn unfamiliar words.
### Findings

Curricula are aligned to standards and integrate focused instructional shifts across content areas. Tasks are revised using results from on demand writing prompts and other student work products.

### Impact

Revised tasks together with varied supports result in ELLs and students with disabilities having access to the curricula and are cognitively engaged with rigorous tasks that require critical thinking.

### Supporting Evidence

- Unit and lesson plans are aligned to the curricula, integrate instructional shifts based on results from assessments that focus on fluency, text complexity, and citing evidence to support arguments and claims. A variety of materials are used to plan tasks for reading, writing, math, science, and social studies. Analysis of data revealed gaps in the writing component of the ReadyGen reading program. This led to school leaders and teachers switching to the Teachers College Writing Reading Project (TCWRP) and incorporating the effective elements of ReadyGen. Tasks are differentiated and planned for low, medium, and high performing students as well as ELLs and students with disabilities. Teachers have access to materials for the grade above or below depending on the activity providing multiple entry points for all students.

- Various formats for lesson plans are used throughout the school. All plans address the Common Core standards, content standards, and the standards for both math and science practices. Plans use the workshop model format and include components to foster active engagement, the instructional shifts, differentiation, student grouping, small group activities, and assessments to check for student understanding. Unit plans contain tasks that require students to analyze informational text and reference the shifts involving balancing informational, literary text and text-based answers. Lesson plans reflect higher order thinking skills such as: writing arguments to support claims based on an analysis of topics using drawing and writing to provide information about the topic. In math the use of models to represent number equations or unknown quantities is incorporated across grades. Real world connections to further engage the learners were included in the lessons reviewed.

- Teachers meet to look at student work and then revise the pacing and sequence of lessons. The implications for instructional practice and how to support ELLs and students with disabilities to increase their stamina and fluency are a focus this year and evidenced across curricula plans. In some cases, specific students are named in the plan to identify modifications for future lessons. In one English Language Arts (ELA) plan, directions were to be read to identified students one step at a time, and provide additional scaffolds for the students to demonstrate their understanding of the task. For another lesson, there were various activities planned for students to demonstrate their understanding of the cause and effect relationship. One worksheet asked students to write out the effect (what happened?) and cause (why did it happen?) after responding to a prompt. While another approach for the same task asked students to read two different sentences and combine them into one, which included both the cause and effect.
Findings

Teachers consistently utilize rubrics, checklists, and common assessments to provide both verbal and written feedback to students across subject areas. Teachers use the results from multiple common assessments to adjust curricula and teaching practices on an ongoing basis.

Impact

The quality of feedback together with these assessment practices target students’ needs and promote their internalizing next learning steps resulting in improved on demand writing. Teachers’ use of data results in the adjustment of the curricula, and improved teaching practice.

Supporting Evidence

- The school has a schoolwide common assessment calendar. Assessments include the Teachers College Reading Writing Project (TCWRP) performance tasks, pre and post assessments, Common Core aligned benchmarks, and curriculum embedded assessments. Student independent reading levels are charted and tracked with color-coded charts to show students who are exceeding, meeting, or not yet meeting benchmark requirements. In addition, through the use of curricula aligned rubrics, teachers look at how student’s progress and share this information with them in relation to their classwork. Using rubrics from TCWRP, as well as teacher created task specific checklists and other tools, students receive feedback, sometimes verbally, on how to make improvements for future assignments. Teachers conference with students and explain the strategies they should utilize to achieve their goals.

- Periodic common assessments such as, on demand writing tasks, and quizzes are used to adjust the instructional focus as well as pacing calendars, unit chapters, and lessons. Each teacher tracks the progress of ten students they service and look at their work products, class assignments, and work habits to determine what further changes need to be made. Teachers change the length of time they will teach a particular concept after collectively looking at student performance each week.

- Data from the beginning of the year inventory exam revealed student weakness with inferring the central message in a text and the use of context clues to determine the meaning of words and phrases. Similarly, analysis of mathematics data revealed that students struggled with geometry and measurement. Teachers decided to use varied graphic organizers, provide additional reading strategies and create visuals to help them successfully solve word problems.
Additional Finding

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

The Danielson Framework for Teaching is used to communicate high expectations to all teachers and staff. School leaders and faculty ensure that parents understand what is necessary regarding a path toward college and career readiness.

Impact

Teachers understand these expectations and receive training and support to achieve them. Parents receive tools and resources to help students at home with Common Core assignments resulting in their making progress towards their reading goals.

Supporting Evidence

- During a teacher meeting, a teacher shared that the administration shares their expectations for lesson plans and student work products, and that teachers have to follow through on those expectations with assistance, if needed, internally or from the field support center. School leaders communicate to staff through one on one conversation with teachers, emails, newsletters, and snapshot visits. Lead teachers and administration provide training to ensure teachers have a better understanding of how to implement suggested strategies. Staff shared that school leaders consistently message the expectations and most teachers are getting a better and complete understanding of the Danielson Framework for Teaching. Latest data reveal an increase in effective teaching practices being utilized across classrooms. Cluster teachers are also incorporating these strategies focusing on questioning and discussion, assessment of learning and engaging students in meaningful learning activities. The staff handbook outlines what is expected and teachers receive reminders and ongoing encouragement to meet these goals.

- School leaders frame expectations for work performance utilizing the school designated priorities and domains based on the Danielson Framework for Teaching. Their understanding of planning engaging activities with the appropriate resources, pacing, and activities for students have improved. During a team meeting, one of the cluster teachers shared that she is being held to the same standard of understanding and implementation of the Danielson Framework for Teaching like all classroom teachers and receives supports to implement those practices. The quality of student work has improved and there is a stronger connection between the arts and academics. In dance class, students research and learn historic dance forms, and then have an opportunity to try learning the dance. Making the connection between the reading and math in other subject areas has been encouraged by administration and embraced by the staff.

- Parents are kept informed through emails, phone calls, face-to-face meetings, monthly newsletters, online communication tools, and rubrics that are sent home for assignments. Parents shared they have a better understanding of what student progress should look like and are able to better support their children at home because of the common core aligned resources they receive. One parent shared, “The school sent home a laminated Common Core chart sheet with tips for doing the new math, and I use it as a placemat at the kitchen table. It helps me help my daughter as she completes her homework every night.” Parents also commented on the promotion of online tools to support reading and math fluency as well as stamina that allow them to help their children. They expressed that they see an improvement since the last progress report.
Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
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<td>Rating:</td>
<td>Proficient</td>
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### Findings

Teachers consistently meet in teams and analyze assessment data from writing prompts, chapter tests, and teacher created assessments. There are distributed leadership structures in place and teachers are given key roles in the school community.

### Impact

Through the effective work of teacher teams, teaching practices are improving. Teachers have a voice in selecting curricula resources, tools, and strategies that are most beneficial for their students’ learning styles.

### Supporting Evidence

- Second grade teachers met and analyzed the results of a chapter test in math noting students’ areas of strengths and weaknesses. The action plans included an opportunity for teachers to spiral back and reteach concepts by reviewing the problem of the day with counting through hundreds and thousands and helping students who need additional support work on their place value skills. Teachers identified common student understandings based on the work and the misconceptions that cause students to make simple mistakes that inhibit their accuracy in completing the tasks. Teachers re-taught the content using small group lessons and additional scaffolds. Student performance data for this particular skill showed growth as the result of these revisions and modifications.

- When teacher teams meet to analyze the results of common assessments, they use a detailed analysis profile sheet for the tents they are tracking. This includes the results from running records, and standards based simulated practice tests. These analysis sheets help teachers identify those students who have made gains since the last summative assessment and assist in their developing additional interventions or resources to help their group of students move towards proficiency. For example, when teachers noticed that students were having difficulty with solving two-step problems in math so they introduced close reading strategies by having them understand what the question is asking, underlining key words and terms and then solve the problem. Latest results indicate that a number of students are demonstrating improvement in solving two-step word problems and remembering to complete each step and showing their work.

- Teachers are invited to apply for lead positions in various areas across the school, including but not limited to, facilitating professional learning, looking at data, creating newsletters, planning school trips, and ordering resources. Teachers shared that they have autonomy to incorporate resources outside of the regular curricula materials if it helps their students. For example, teachers decided to continue to utilize elements of ReadyGen and EngageNY to supplement the current TCWRP. Additionally, teachers provided input on the format of newsletters and the structure of the lesson planning template. They are encouraged to display creativity in delivering instruction in their respective classrooms and regularly share their ideas for continued school improvement.