Quality Review Report

2016-2017

P.S. 345 Patrolman Robert Bolden

Elementary 19K345

111 Berriman St.
Brooklyn
NY 11208

Principal: Wanda Holt

Dates of Review:
May 30, 2017 - May 31, 2017

Lead Reviewer: Michele Ashley
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


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>
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<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>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>Developing</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

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

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Area of Celebration</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
<td>Developing</td>
</tr>
</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.3 Leveraging Resources</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

Findings

Leadership prioritizes resources to support their instructional goals and targets funding to support additional personnel, consultants, and intervention and enrichment materials. Teachers meet weekly on grade teams and focus their time on instructional work, share practices, and resources.

Impact

The alignment of resources is evident in teacher and student work, Academic Intervention Services (AIS), and student participation in enrichment activities.

Supporting Evidence

- Leadership shared an instructional focus on close reading, text-based evidence, and student writing as well as an overall goal of fostering rigorous instruction throughout all content areas. Leadership allocated resources from the 2016-2017 budget to support these foci. Leadership allocated funds for AIS, including additional English as a New Language (ENL) and cluster teachers, and supplemental materials and online resources for teachers and students. A review of budget allotments and the school table of organization revealed that an additional AIS, writing, and social studies teacher joined the faculty this year. The school schedule identifies programmed AIS periods for all cluster teachers to provide intervention to assigned students.

- During classroom visits teachers and students utilized supplemental English Language Arts (ELA) and math materials as well as online resources. The teacher provided students with individual copies of texts and access to online resources for additional practice. In a first grade classroom students in a guided reading group each had a copy of the text, *Breathing*, by Honey Anderson. In this same classroom, individual students had copies of *Peter's Painting* by Sally Moss to complete a reading response. In a grade two classroom, students in small groups used math manipulatives and online interactive whiteboard activities to find the total value of groups of coins.

- Leadership utilizes the additional cluster periods to provide time for teachers team meet on grade level and vertical teams. Classroom teachers' weekly schedules include designated periods for guided reading and writer's workshop to support the school focus on close reading and enhanced student writing skills. Schedules also reveal alignment of ELA and ENL instructional periods and daily periods of academic intervention across the grades. AIS providers received professional development on the designated AIS curricula for each content area and grade level. All students in the bottom third for grade level performance receive AIS services weekly.
Findings

Across classrooms, teachers unevenly provide opportunities for student discussions and inconsistently model the expectations for learning, or provide the structures and supports necessary for all students to access the curricula.

Impact

A lack of direction and scaffolds in some classrooms limits students’ opportunities to engage in challenging tasks and discussions and hinders their ability to share their thinking at high levels.

Supporting Evidence

- Across classrooms visited, teaching practices inconsistently provided entry points for students to engage in the curricula and demonstrate their thinking at high levels. In a grade five classroom, the teacher modeled for students how to closely read the poem, *The New Colossus* by Emma Lazarus, by placing the text on the interactive whiteboard and modelling the use of annotation notes. With student input, the teacher pulled out the most difficult vocabulary to discuss both the literal and figurative meanings of words. This process demonstrated how to closely read the text and use notes to respond to the essential questions posed by the teacher. The level of modeling, structure, and scaffolds used in this lesson were not consistent across classrooms visited.

- In some of the classrooms visited, a lack of clear directions and expectations prevented students from effectively engaging in the task and hindered their ability to demonstrate higher-order thinking skills in their work products. For example, in a math lesson, the academic vocabulary used in the verbal and written prompts prevented some students from understanding the question, and consequently completing the task. In a science lesson, the teacher expected students to make observations, and discuss noticings. However, the directions posted on the board for the three learning station activities lacked clarity. Students at some stations did not complete the activity before moving on and others were unclear as to what they should discuss with their group.

- Although most teachers have begun to create opportunities for students to engage in discussions through small group activities and station tasks, the level of rigor, structure, and guidance provided for group tasks varies across classrooms. In a grade five classroom, the teacher grouped students by ability level and rotated groups through stations to complete multi-step math problems involving different units of length, weight, and capacity. Each station included a different question and required students to explain their reasoning and share examples of the math practices they used with their group. Students in this class, shared their thinking and questioned the practices of the peers. This level of rigor, guidance, and clarity at each learning station in this classroom, is not yet consistent across classrooms, hindering the level of student thinking and limiting participation for some students. In a grade one lesson, there was a lack of engagement in both the guided reading and small group tasks. Some groups struggled to complete their tasks and others finished early with no follow up activity.
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

Leadership and faculty ensure that lessons and unit plans align to Common Core Learning Standards and purposefully integrate academic vocabulary. Lessons and unit plans consistently emphasize writing from sources and the use of real-world application.

Impact

Alignment to Common Core Learning Standards and the integration of ELA instructional shifts build coherence across curricula and promote college and career readiness for all students, including English Language Learners (ELLs) and students with disabilities.

Supporting Evidence

- Across lesson and unit plans reviewed, teachers align learning objectives and focus skills to specific Common Core Learning Standards. For example, a grade five math lesson included the learning objective, “Students will participate in a gallery walk focused on converting measurements in the customary and metric measuring systems.” The plan aligned this objective to the standard that requires students to convert different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real-world problems.

- Most lesson and unit plans reviewed include the identification or introduction of academic or content vocabulary aligned to the specific lesson or unit. A first grade lesson in a unit on Observing the Message of the Natural World includes the introduction of unfamiliar words like breathe, nostrils, and air tubes. An ELA lesson, comparing the poem Colossus to a non-fiction text on immigration includes the introduction of text-specific vocabulary included the terms, colossus, refuse, tempest, exile, and famine.

- Across grades and content areas, lessons and units also require all students, including English Language Learners and students with disabilities, to write from sources and apply their learning to real-world scenarios. For example, in a grade two lesson, the teacher states that students will use text-based evidence to answer questions based on a close reading of the text Introducing Planet Earth. In a writing lesson, the teacher requires students to use information they have gathered from a variety of resources to write a thank you letter to UNICEF, sharing students’ learning and opinions about UNICEF programs, and thanking them for the opportunity to participate in the Kid Power program.
Findings
Teachers across classrooms use benchmark, unit and performance assessments to determine student progress and teaching practices consistently reflect the use of peer assessment. However, teachers are developing in their use of this data to inform instruction and inconsistently check for understanding.

Impact
Teachers are developing in their practice of using student data to make effective adjustments to curricula and instruction, limiting their ability to respond to and meet all students' learning needs.

Supporting Evidence

- During team meetings teachers review benchmark, unit, and performance data. Leaders and faculty record and monitor this data by class, grade, and content areas. Teachers have begun to use this data to identify groups of students for intervention services and to assign students to guided reading groups. Faculty record benchmark reading data and disaggregate data to monitor growth for the lowest performing students, ELLs and students with disabilities. However, this data has yet to be consistently used to make effective adjustments to curricula and instruction.

- A review of data analysis for AIS and ELLs target students includes February 2017 and May 2017 reading levels and summative data but does not identify specific adjustments to curricula or instruction to meet these students’ individual needs. Across classrooms visited, teachers assign students to working groups based on performance; however, tasks for these groups have yet to be consistently differentiated across classrooms.

- Across classrooms visited teachers have begun to engage students in peer assessment activities, however, some teachers have yet to incorporate checks for understanding into their daily instruction. Teachers have created a variety of peer assessment rubrics and checklists that students have begun to use across content areas. A Group Self-Evaluation Checklist requires students to identify the topic of study and group member names before responding to a series of items including, “We finished our task, encouraged each other and shared our ideas.” A group rubric asks students to rate their peers on a scale of one to four with four indicating that all members demonstrated on task behavior all of the time.

- In some classrooms, teachers move students into independent work or from one task to another without checking to ensure that students have a clear understanding of the task or the appropriate supports to effective meet the learning objectives. In a math lesson, the teacher sent students from the whole group lesson into independent work without guided practice. In this lesson, several students completed the independent task incorrectly. In a science lesson, the teacher sent students from one rotation activity to the next, although several students had not completed the first task.
### Additional Finding

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

Leaders provide training and consistently communicate high expectations to faculty and staff via a staff handbook and professional development. School leaders and staff communicate with families during face to face meetings, text and telephone conversations and workshops.

**Impact**

Consistent communication with faculty and staff clarify and hold staff accountable for meeting expectations. Ongoing feedback to families helps parents understand their child’s progress.

**Supporting Evidence**

- School leadership created a professional learning plan to support the articulated expectations for teaching and learning. The *P.S. 345 Professional Learning Plan* for 2016 - 2017 includes a theory of action and the 2016-2017 *Instructional Focus*. The articulated focus states that the school will foster rigorous instruction throughout all content areas, support students’ ability to read closely and provide text evidence and strengthen writing across content areas. The plan identifies the date, Professional Learning Activity, participants, facilitator and alignment to the Danielson *Framework for Teaching* and Framework for Great Schools. Topics include, but are not limited to, a *Common Core Writing Book Study*, *Language Progressions*, *Higher Order Questioning and Discussion*, *Guided Reading* and *Explicit Instruction*.

- Leadership distributes a *P.S. 345 Staff Handbook* to all faculty and staff at the beginning of the year faculty meeting. The handbook outlines expectations for policies and procedures and includes sample templates for lesson planning, progressive discipline, and grade specific progress reports. The handbook also includes clear statements of the school’s *Coherent Set of Beliefs about How Students Learn Best*. This section outlines five specific components of instruction leadership expects to see across all classrooms. These components include, explicit modeling of new learning, interaction with complex texts, student discussions with teachers and peers, monitoring of student progress, and teacher feedback.

- Parents shared that faculty communicate with them consistently via text messages, phone calls, and face-to-face meetings. Parents also shared that they are informed “Right away” if there is an issue. Faculty consistently invite parents to a variety of student celebrations and performances including Culture Walks, plays, choral readings, and a Black History Living Museum. The school leaders’ distributes a monthly parent calendar in English and Spanish and a *Special Needs Newsletter* for families of students with disabilities. The parent coordinator organizes weekly parent workshops for the general parent body. Parent workshop topics for this year include, but are not limited to, *Building Biliteracy*, math vocabulary, and a parent/child literacy workshop series that included ten sessions on literacy education via storytelling and puppetry.
Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Team and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

Findings

The majority of teachers are engaged in inquiry-based collaboration on grade level, and vertical teams analyze student work and data on and across the grade.

Impact

Teacher teams focus on school level instructional goals and collaboration has resulted in the adoption of new teaching practices and progress toward goals for groups of students.

Supporting Evidence

- The majority of teachers are engaged in inquiry based collaboration on grade level and vertical teams. Teachers meet weekly by grade level and bi-monthly on vertical teams that include teachers from across grades and content areas. Vertical teams include the ELL/ENL Team, Special Needs Team, Response to Intervention Team, Professional Learning Team, and Measures of Student Learning Team. Grade level teams include all teachers on the grade and a grade leader facilitates each session. Teams meet regularly and follow a present agenda that identifies a goal, activities and next steps. Teams also use established protocols for looking at student work. A grade two agenda for May 2017 sets a goal to analyze student work for the bottom third and create strategies to use to meet the needs of learners. Activities for this agenda included plans to quantify informative writing data and identify trends and patterns.

- School leaders and teachers shared that the work on teacher teams has helped to norm expectations for teaching and learning and has provided a venue for teachers to share best practices and tools. One teacher shared that teacher team discussions have allowed teachers to quantify the levels of student learning in their classrooms. Teachers have also collaborated to create school level rubrics, peer assessment tools and small group activities. Across classes visited there was evidence of these teaching practices and shared resources. For example, across classrooms teachers use variations of a SOLVE (Study the problem, Organize the facts, Line up the plan, Verify your plan with computation, Examine your answer) strategy to help students approach math word problems and organize students into groups based on performance levels.

- Teacher teams analyze student data for students on the grade and for target students on ELL/ENL and Special Needs teams. Leaders and faculty shared that target students, including the bottom third, ELLs, and students with disabilities, have made progress toward goals. A review of student performance on Fountas and Pinnel reading levels from fall 2016 to spring 2017 reveals that 92 percent of overall students made progress with disaggregated data. The review also demonstrating that 52 percent of ELLs and 56 percent of students with disabilities made progress. In addition, 67 percent of students made progress from beginning to middle of the year, based on 2016-2017 math benchmark data.

19K345: May 30, 2017

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