Quality Review Report

2016-2017

P.S. 38 Roberto Clemente

Elementary 04M038

232 East 103rd St.
Manhattan
NY 10029

Principal: Carlina Santos Barton

Dates of Review:
February 7, 2017 - February 8, 2017

Lead Reviewer: Kevin Bradley
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

P.S. 38 Roberto Clemente serves students in grade pre-kindergarten through grade five. 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](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>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>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>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### School Culture

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

<table>
<thead>
<tr>
<th>Area of Focus/Additional Finding</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>Area of Focus</td>
</tr>
</tbody>
</table>

### Systems for Improvement

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

<table>
<thead>
<tr>
<th>Area of Celebration/Additional Finding</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</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>Area of Celebration</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>
Findings

Across the school, grade teams meet on a consistent basis to analyze assessment data, student work products, and to share teaching strategies. Distributed leadership structures are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions.

Impact

Systematic analysis of student data and work products has resulted in mastery of goals for groups of students. Teachers have played an integral role in focusing on the instructional goals as well as the design and delivery of schoolwide coherence building to support student learning across the school.

Supporting Evidence

- Teachers in the third, fourth, and fifth grade inquiry team used a protocol to guide their analysis of student work through the lens of the school leaders’ instructional focus on using text based evidence to support writing. The teachers used a fifth grade writing post on demand assessment for argument writing to review the student writing samples. Students wrote pieces on their opinion of whether zoos are more helpful or harmful to people. Each teacher identified a student from the top third of the class, the middle third, and from the lower third to review a selection of writing samples. Next steps and outcomes of the meetings included highlighting a piece of checklist to support students, creating sentence starters, and transition charts for student reference during independent classroom time.

- Embedded distributed leadership was evidenced by teacher grade leaders’ representation on the Instructional Cabinet. Documentation from Instructional Cabinet meetings included implementing the Atlas protocol regarding teacher teams looking at student work, determining math flow of stations across grades, and analyzing baseline performance task data for English Language Arts (ELA) and math to determine next steps instructionally to support student learning. The Instructional Cabinet meets weekly to discuss progress in implementation of the instructional focus with input from grade team leaders. The Instructional Cabinet, both teachers and administrators, plan regular schoolwide walkthroughs that focus on specific instructional initiatives to assess progress in implementation and determine next steps. Teachers have voluntarily engaged in many intervisitations to see specific practices and initiatives. The administration promotes intervisitations on the “Wall of Fame” in the main office. On the wall, the principal highlights teachers and specific practices to showcase. Teachers then schedule to visit their colleagues to see the identified practice and learn how they can implement similar practices in their own classrooms.

- As of November 2016, students made an average of thirty-two percent growth towards their individual reading goals for the current school year. In February 2017, a comparison of teacher observation ratings from 2015-16 to 2016-17 includes a ten percent increase, nineteen percent to twenty-nine percent, in the number of teachers rated effective in Danielson Framework for Teaching, Component 3b, Using questioning and discussion techniques. A thirty percent increase, nineteen percent to forty-nine percent, in the number of teachers rated effective in Danielson Framework for Teaching Component 3c, Engaging students in learning. A thirty-seven percent increase, twelve percent to forty-nine percent, in the number of teachers rated effective in Danielson Framework for Teaching, Component 3d, Using assessment in instruction.
Findings

School leaders consistently convey high expectations to staff through ongoing feedback and professional learning aligned to the Danielson Framework for Teaching. Teacher teams are creating a culture for learning that communicates high expectations for all students.

Impact

Ongoing communication and support by school leaders centered on classroom visits support teachers’ understanding and awareness of expectations around teaching and learning. Although teacher teams are working toward ensuring that instruction supports high expectations for students, ownership of learning by all students is inconsistent across classrooms.

Supporting Evidence

- School leaders conduct frequent classroom observations to provide feedback utilizing the Danielson Framework for Teaching as the standard for professionalism, quality instruction, and high expectations. School leaders conduct regular data talks with teachers. After teachers shared their data, the first Comprehensive Educational Plan (CEP) goal around rigorous instruction was emphasized as a measure of high expectations and teachers were asked to identify the top forty percent of their class based on all the data collected. Progress monitoring is done for all students based on teacher created action plans; in addition, teachers are expected to submit specific forms that show how their top forty percent of students are performing on a regular basis. Additionally, teachers receive a professional development (PD) plan at the beginning of the year that is connected to specific components of the Danielson Framework for Teaching.

- The principal regularly conducts data talks with teachers. During a data talk, the principal meets with teachers to review various points of data resulting from classroom instruction. One example is a data talk with a teacher about the same students who are struggling lesson-after-lesson and then waiting until Friday for remediation. The principal’s feedback included mastery within 24 hours so that students understand the content and task by planning for a reteach station everyday. Another example of a data talk is with third grade teachers as they looked at students’ writing products. Only three students were writing at grade level and seven students were approaching reading at grade level. The principal’s feedback and next steps were to have the teachers offer a one hour afterschool session on Wednesdays and Thursdays with only the seven identified students to ensure they make progress up to third grade level.

- The school’s culture for learning consistently communicates high expectations that help prepare students for their next level of education. The school distributes two progress reports to students and parents, in addition to three report cards during the year. Teachers send home weekly homework sheets, with information regarding what is coming up in the classroom. Teachers also use Class DoJo to communicate with parents about student academic progress. Students reported that they are prepared for the next grade level through participation in Team Up Thursdays, a collaboration with fourth and fifth grade classes. During Team Up Thursdays, departmentalized strategies for literacy and math allow students to strengthen their academic skills in an environment that ultimately is helping them to prepare for middle school.

- Teachers are starting to provide clear, focused, and effective feedback and guidance supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level. For example, while the school uses Teachers College rubrics that include columns to inform students of previous, current, and next grade levels, there was inconsistency in students being able to articulate ownership.
Findings

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

Impact

Curricula promote college and career readiness for all students. Faculty members adjust curricula so that a diversity of learners have access and so that all faculty can identify where curricula adjustments had been made.

Supporting Evidence

- Review of curricular documents revealed alignment to the Common Core State Standards and New York State content standards where applicable, as well as integration of the instructional shifts across grades and content areas. ELA curricular modifications included in third and fourth grades were generated as a response to data regarding opinion reading and the need to do responses related to literature or text, and modify opinion writing until after the ELA test. In grades three through five, adjustments were made to testing in order to reduce the number of modules. In fifth grade, fewer modules were included due to complexity of text and preparation for graduation. In math, for example, Common Core Learning Standards identified for focus based on assessment data that resulted in modifications to curricula were in fifth grade, number and operations in base ten. In third grade, adjustments were made to ensure that students had the opportunity to apply properties of operations as strategies to multiply and divide using the commutative, associative, and distributive properties. In fourth grade, curricula modifications were focused on operations and algebraic thinking, specifically how to solve multistep word problems posed with whole numbers based on data assessment.

- The lesson plan for a fourth grade math lesson included stations for independent work, station one is today’s skill practice differentiated by the color coded groups that the school uses across classrooms, red group, blue group, orange group, green group, each with a different task. Station one also uses a scaffold use base-ten blocks (manipulatives), station two is focused on the school initiative of Box the question, Underline key words, Circle the numbers, Knock out unnecessary information, Solve! (BUCKS ) to support and scaffold students through math problems, station three builds fluency and student reflection of what strategy for multiplication works best for students and which do not. A science lesson on the forces of magnetism included differentiation outlined by the same color coded groupings, green group- reteach station, yellow group- practice, red group- fluency, and blue group- enrichment. A second grade math lesson included differentiated groupings for specific students.

- Curricula documents across grades and content areas evidence consistent alignment with the Common Core Learning Standards and the integration of the math instructional shifts. For example, in a second grade lesson plan, students were asked to build fluency as they added and subtracted within one hundred using strategies based on place value. They were then asked to explain the steps they took to solve the problem. Curricula documents also included assignments evidencing integration of the ELA instructional shifts. For example, a grade five lesson plan details the differences between reading fiction and non-fiction. A grade one lesson plan shows how some informative texts are structured. Other examples include tasks such as using post it notes to find important information the author shared via non-fiction text.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
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</table>

**Findings**

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs informed by the instructional shifts that fosters higher order thinking. Teaching strategies provide multiple entry points into the curricula.

**Impact**

Teaching practices reflect the articulated set of beliefs that students learn best when they are provided with clear expectations, explicit instruction with opportunities to discuss and share their thinking as they work in small groups on tasks. All learners, including English Language Learners (ELLs) and students with disabilities, are engaged in appropriately challenging tasks.

**Supporting Evidence**

- Across classrooms, teaching practices reflected the belief that students learn best when they are provided with clear expectations, explicit instruction with opportunities to discuss, and share their thinking as they work in small groups on tasks. Across classes, lessons began with structured mini-lessons that ended with a check for understanding that determined next steps, including groupings for tasks. During a second grade reading class, students were working in different groups at their level. Included was a presentation of vocabulary, a picture walk, and opportunities for building reading fluency. In a third grade math class, there were opportunities for turn and talk about how multiplication and division are related. Students were able to articulate their answers to their peers and then share out to the entire class when the teacher prompted them. A kindergarten mini-lesson included reading informational text to students and having them involved in identifying traits of informational writing.

- Multiple entry points allowed all learners access to the material. In a third grade math lesson, the teacher used a mini-lesson to pull students to do a follow up lesson for support. As a result of the mini-lesson, the teacher paired a student with another identified student and sent them to table two for differentiated support; other students from the mini-lesson were sent to station one to work on multiplication with base ten blocks. In a fifth grade math lesson, the teacher divided the class into targeted small learning groups after the mini-lesson, including students with disabilities and ELLs. Some students worked with the teacher, others were paired with the Integrated Co-Teaching (ICT) teacher, and some students were doing independent work on estimating place values and applying their knowledge to division problems. Based on assessment, the teacher transitioned one of the students who was sitting with her group to the third group to work with peers on estimating. Across classrooms, multiple entry points are highlighted by specific groupings identified within the classroom by students by name with differentiated tasks for groups based on assessed levels of need for support.

- Across classrooms, common instructional strategies were evident, including the Comprehension, Accuracy, Fluency, and Expanding vocabulary (CAFÉ) model for ELA literacy, the BUCKS model for math, and the use of MyON, an online tool that recommends books based on student interests and reading level to support reading. In a third grade class, students were participating in a literacy CAFÉ model. In a second grade reading class, students were using MyOn to build their literacy skills during a differentiated group rotation. In a fifth grade math class, students were using the BUCKS to determine unknown numbers. Fifth graders in the class could articulate the learning process using BUCKS as a strategy to help them.
Findings

Across classrooms, teachers use rubrics, checklists, and hand signals aligned with the school’s curricula to inform feedback to students. School leaders use common assessments to determine student progress toward goals.

Impact

Students utilize teachers’ actionable feedback and use assessment tools in order to increase their achievement. Teacher team analysis of data from common assessments as well as grade team findings and actions informs schoolwide curricula and instructional adjustments.

Supporting Evidence

- Across classrooms, samples of student work products showed teacher written actionable feedback directing students to the steps they should take to strengthen their work. Some examples of that feedback were: “You were able to complete most sections of the task completely, however, you forgot to give your estimate.”, “Next time, try citing evidence using ‘According to the text …’ or ‘The texts states that …’, “Good job leading with a question which told the problem in the story. I also like how you included time and dialogue. Next time, check and edit your work for spelling, capitalization, and grammar. Try reading your story out loud to yourself.”, and “Great structure and organization. Next time add more character and dialogue to make your story better.”

- Common assessments in math and literacy are used to determine student progress and considerations for school wide support. In literacy, all classroom teachers administer Fountas and Pinnell Reading Benchmark Assessments every six-eight weeks, including a rotating focus on fiction and non-fiction assessments during the cycles. This information is used to determine groups and identify specific needs students may have that may be supported in smaller groups versus whole class instruction. New York City (NYC) Performance Tasks are also administered school wide at the beginning, middle, and end of the school year to track student progress in math and literacy. After each schoolwide benchmark assessment teacher teams reflect on items that need to be revisited during a “Reteach Friday.” Formative assessment tools include weekly math and reading performance tasks in each unit of study. Unit assessments in math and reading are also formative tools that grade teams and individual teachers use to consider what needs to be revisited and retaught. All this data is recorded in a Google Doc that is accessible to the principal and all other support staff. Teachers have identified the top forty percent of their class based on all the data collected. Teachers submit specific templates that show how their top forty percent of scholars were performing on a regular basis.

- Across classrooms, rubrics and checklists are used as tools of support for student growth. Rubrics that are aligned with the curricula, along with rubrics and checklists that have been modified for student use, are used across grades and content areas. Evidence of students’ use of these tools is posted on classroom walls, on hallway bulletin boards, and reported by the students themselves. A student shared, “Our teacher uses a rubric to show how can we fix it and make it better next time, when we do it again.” Another student reported, “We have short response rubrics, 0-2, two point rubric assessment that assesses your short response after you read a book, such as Heart and Soul, and I read the teacher feedback written on the rubric.” In addition, there was evidence of differentiated reading, writing, and math groups in each classroom. Teachers use the data gathered from common assessments to regularly adjust these groups.
Findings
School leaders support teacher development with frequent classroom observation cycles and student data analyses. Prompt written feedback captures teachers’ strengths, challenges, and next steps using the Danielson Framework for Teaching.

Impact
School leaders facilitate periodic student-data reviews with teachers. Additionally, formal and informal classroom visits result in written feedback for teachers that make clear the expectations for teacher practice and the supports available to help teachers meet them.

Supporting Evidence
- Frequent cycles of classroom observation provide feedback utilizing the Danielson Framework for Teaching. Each rated item on observation reports includes specific language from the rubric, evidence from the classroom observation that supports the rating. Next steps for teaching improvements are included throughout the class-specific evidence directed to specific categories of the Danielson Framework for Teaching and at the close of each observation report. For example, one observation feedback included, “When planning, consider what are the key indicators of success? Develop questions that will get scholars to demonstrate those understandings. Also, consider feedback that will support scholars further develop that understanding.” Another example of effective feedback includes, “It is important that you practice actionable feedback strategies – See attached, Actionable Feedback Strategies for the Classroom.” It will help to guide your daily practice as you chart what each child needs to improve and what they have already mastered.

- In addition to the reports resulting from official classroom observations are the feedback that school leaders provide on teacher’s lesson plans. Teachers submit lesson plans for review to school leadership for support prior to instruction. For example, “Your essential question should be a question that has more than one answer. This one limits scholars to the use of blocks. Why not just say how can the values of multi-digit numbers be represented?” Another comment included, “What do you expect scholars to say here? How is this connected to the objective of the lesson?” The school leader adds the feedback, “Make this the question for them to talk about and work on the math board (make sure you have a model place value chart up).”

- In addition to the reports resulting from official classroom observations are the feedback emails that follow informal classroom visits. For example, in one such email the principal wrote about how the teacher it took five minutes to situate the students in the stations that were ready as the class transitioned from gym. Next steps were also offered to the teacher among which was to have groups posted for students to see and to post the specific tasks for students to see clearly. In another email, the principal shared next steps as develop a structure for what happens after reading that includes the reading journal. One teacher reported, “The strategies that are brought about during the teacher team inquiry process help me improve my instructional practices that help me improve on my Danielson Framework for Teaching observations and get higher ratings according to the Danielson Framework for Teaching rubric. Our intervisitations has also been a really helpful learning opportunity to grow, the learning grows outside of the school day.”