Quality Review Report

2016-2017

P.S. 014 Fairview
Elementary 24Q014
107-01 Otis Ave
Queens
NY 11368

Principal: Heather Benson

Dates of Review:
December 19, 2016 - December 20, 2016

Lead Reviewer: Luz Cortazzo
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. 014 Fairview serves students in grade 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.

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>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>
<td>Additional Finding</td>
<td>Proficient</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>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>Area of Celebration</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>

#### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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</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>
<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>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

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

Findings
School leaders and staff effectively communicate with parents and students about the expectations that children are preparing for college and career.

Impact
Parents partner with teachers and school leaders to support children in meeting expectations. Students are prepared for the next level of schooling and beyond.

Supporting Evidence

- During a student meeting, one student stated, and others agreed, that they are prepared for the next level by participating in college readiness activities in which they learn the importance of taking responsibility for themselves. One student stated that they are encouraged to apply the Leader in Me (LiM) habits in their daily life. The LiM paradigm sees that every child is capable, every child is a leader and encourages the following habits, “Be proactive”, “Begin with the end in mind”, “Put first things first”, “Think win-win”, “Seek first to understand, then to be understood”, “Synergize”, and “Sharpen the saw.” Teachers incorporate the LiM into curricula with each student having a leadership binder as well as an advisory period once a week. One student stated that his favorite habit is to be “proactive, by being responsible, getting good grades, and doing the right thing.”

- Parents are informed about the work their children are doing through monthly newsletters and regular reports that include reading levels as well as goals for reading and writing for each grade. In addition, parents receive a parent handout from school leaders that encourages them to integrate LiM’s seven habits at home. Moreover, some teachers use the online reporting system ClassDojo to allow parents and students track homework assignments and grades. The school also hosts workshops on helping parents of grade 5 students’ transition to middle school. On Tuesday afternoons during parent engagement time, teachers in partnerships or triads present to parents on topics like “You can be the difference” and “Teach leadership at home”, by providing parents with the principles found in the LiM process. Teachers also discuss activities parents can put into practice to help their children become leaders, or ways to encourage their children to read and write more and complete as well as ideas that support children in achieving the standards. Parents reported the constant communication helps them understand how they can help their children improve in developing good academic and personal habits.

- Parents, teachers, and students participate in student-led conferences during Parent Teachers conferences. In their home language, students present their leadership binders and performance portfolios including goals, strengths, and next steps to their parents. Students discuss the progress they have made, the goals they have set for themselves, and the support they need in order to succeed. Teachers noted that students are often harder on themselves than are their teachers. Students discussed how they set goals for themselves based on regular conferences with teachers. In addition, 147 upper grade students are monitors helping younger students throughout the school day.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |

Findings

The use of strategic teaching strategies that embed multiple entry points in the curriculum specifically for English Language Learners (ELLs) vary in student work products across the school.

Impact

Lessons do not always challenge all students, particularly ELLs, to their full potential, thus, limiting opportunities for them to engage in higher order to take ownership of or produce meaningful work products.

Supporting Evidence

- In a bilingual class, students participated in a Socratic seminar to develop a logical argument as to why schools should allow students to bring cell phones or not. Students were asked to formulate ideas as to why schools should and should not allow students to bring cell phones to school. Students in the inner circle participated first by discussing and providing reasoning for their thoughts. The outer circle used a checklist to assess their partners and check off what categories their partners completed. Inner and outer circles switched and the roles were reversed. A review of lesson plans for classrooms visited, indicated one out of fourteen classes use a language objective for students to demonstrate command of the conventions of standard English when speaking about their point of view which is particularly necessary in view of the high percentage of ELLs and former ELLs.

- In a fourth grade classroom during a math lesson, students were applying strategies for solving two-digit multiplication problems by tackling tasks at differentiated math stations. Station one asked for group one students to solve two of the multiplication task cards at the station, group two work on the estimation choice board, group three analyze different math problems, and group four use compass learning math Pathblazer for multiplication review. Station two, group one worked on an enrichment activity using two different strategies to solve their tasks.

- Across classrooms visited, students participated in class discussions, partner conversations, and small group discussions. Student engagement and discussion techniques are utilized during turn and talks and higher order thinking questions using the Webb’s Depth of Knowledge (DOK) as a guide. However, rigorous tasks that required students to develop higher-order thinking questions using DOK as a guide was only evident in a grade five classroom.
<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

School leaders and faculty ensure that curricula are aligned with the Common Core Learning Standards and address the instructional shifts. Academic tasks emphasize rigorous habits for all students.

**Impact**

The curricula and academic tasks constantly promote college and career readiness, as well as emphasizes higher order skills for all students.

**Supporting Evidence**

- Teachers use Teacher's College Reading and Writing Project (TCRWP) curricula for literacy, GOMath! for math instruction in kindergarten to fourth grade, Algebra for All in grade five, and Math Talks sample problems to begin lessons. School leaders and Teachers College staff developers review unit and lesson plans and tasks and provide feedback to teachers to strengthen the alignment with the Common Core and inclusion of the instructional shifts. Teachers use Fundations, in the lower grades. Fountas and Pinnell is used schoolwide to measure reading levels. Teachers use Imagine Learning, an online program, to support ELLs, and CompassLearning to challenge high-achieving students to explore new skills in math individually.

- Most lesson plans reference the relevant Common Core standards or content standards and include essential questions, teaching points, and rigorous tasks that incorporate the instructional shifts. A task in a grade four social studies lesson has students identify and generate descriptive charts with clear information about the different roles and responsibilities that children, women, and men had in the Native American culture. A grade five lesson plan encouraged students to look at DOK chart to generate questions as the teacher was reading a non-fiction article.

- Strategies for providing access to the content for students with different learning styles are incorporated in most lesson plans. A grade four lesson plan ask students to apply strategies for solving two-digit multiplication problems by tackling tasks at differentiated math stations. The plan identifies students to work in a group with a partner to complete a task and chart their work, independently to create their own problem, or with the teacher to analyze different word problems to determine when and how to use associative and distributive property. A lesson, in a self-contained class for students with disabilities, focusing on publishing and celebration of non-fiction writing, outlined tools for students to use to reflect on their own writing, from the beginning to the published piece noting the progress the students had made. Students were encouraged to use a rubric to self-assess as well as assess others writing.
Findings

Across classrooms, teacher assessments, grading policies, and rubrics are aligned to the school’s curricula. The school uses common assessments to provide actionable feedback to increase student progress across grades and subject areas.

Impact

Curricula and instructional adjustments are driven by a common assessment analysis and provide actionable feedback to students.

Supporting Evidence

- Grades three to five administered a common assessment in English Language Arts (ELA) to gather data about concepts students had mastered, as well as opportunities for growth. Student responses were graded and scanned into MasteryConnect, an online resource, to generate Common Core Learning Standards based item analysis. Teachers used the data to identify student trends, group students, plan differentiated instruction as well as identify target students and provide additional targeted instruction both during the school day and after school.

- Students use grade appropriate checklists and rubrics to guide them as they write and to remind them to include important details. One checklist uses smiley faces and frowns for young students to indicate how they did on the assignment. One fifth grader used a math response journal rubric to provide feedback to a peer adding, “I like the way you explained your work, next time show more work and more explanation.” Students in a self-contained class used a rubric to reflect on their non-fiction writing. They were asked to give themselves a glow or a grow between first and final draft.

- The school’s pre-and post-assessments in literacy and math are disaggregated and analyzed by teacher teams. Teachers use this information to form student groupings and adapt curricula to address individual learning needs in order to support improvement. Students create and reflect upon goals to address next steps in learning. Post-it notes are evident on student writing, and on student work posted on bulletin boards inside and outside of classrooms, indicating strengths and noticing’s according to rubrics.

- Grade level teams meet weekly to look at data trends from Running Records and end-of-unit assessments. Assessment Pro is used schoolwide to identify individual, grade level and schoolwide trends from Running Records data. Grade-level teams, as well as inquiry teams, use this information to monitor successes and challenges and make instructional adjustments as they implement units of study in each discipline.
Additional Finding

Quality Indicator: 4.1 Systems for Improvement
Rating: Proficient

Findings

Administrators have a system in place that supports teacher development with effective feedback and next steps using the Danielson Framework for Teaching.

Impact

Teachers benefit from effective feedback from administrators and peer teachers that is supporting their development. School leaders are making informed decisions and developing succession plans.

Supporting Evidence

- The principal stated that they have concluded the first cycle of observations for each teacher on staff. From that first cycle a trend emerged around the most common feedback given to teachers. A trending need involved designing and implementing lessons with clear and concise mini-lessons and Teaching points, as well as embedding opportunities for students to be intellectually engaged and take ownership of their own learning. This is in alignment with the schoolwide mission of encouraging students to be independent learners. Administrators meet with teachers following observations using the Danielson Framework for Teaching rubric as the grounding for their discussion. In collaboration with the teacher, next steps are agreed upon and the observer follows up in the next round of observations to track individual teacher progress.

- Administrators analyze Advance observation dashboard data to identify trends schoolwide, analyze evidence per cycle to norm their ratings, and ensure that comments are aligned to the rubric. Concurrently, they analyze this data that inform the school’s professional development plan. Cycle one of classroom observations completed, indicated a trending need around designing and implementing lessons with clear and concise mini-lessons and Teaching points, as well as embedding opportunities for students to be intellectually engaged and take ownership of their learning. The rating distribution reports generated on the Advance observation dashboard indicate the following results for teacher observation of the following three advance indicators of the Danielson Framework for Teaching. In Component 1e: Designing coherent instruction, 13 percent of teachers observed were rated developing, 64 percent were rated effective, and 22 percent were rated highly effective. Similarly, in Component 3b: Using questioning and discussion techniques, 18 percent of teachers observed were rated developing, 70 percent were rated effective, and 12 percent were rated highly effective. Lastly, in Component 3c: Engaging students in learning, 18 percent of teachers observed were rated developing, 58 percent were rated effective, and 24 percent were rated highly effective. Administrators indicated that they will be able to assess progress in each indicator at their next Advance data interim date of February 1, 2017.

- Teachers complete a professional development evaluation tool after attending a workshop. They use an agenda template to plan to turnkey to their colleagues. They present materials and strategies to their teams and submit agendas, resources, and feedback from participants to the professional development committee. At the following monthly Turnkey Day, teachers reflect on how they have applied their new learning to assess impact and submit to the committee. A review of the fall cycle of professional learning Mondays indicates various content, for example; Rigorous Professional Development Turnkey. Teachers are required to register for the workshop they want to attend during the monthly Turnkey meeting. Topics offered include, “questioning in science”, “Teacher’s College revision and editing”, “formative assessments”, and “suggestions to promote phonemic awareness skills.”
Additional Finding

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

Findings

Teachers facilitate grade team meetings, where they engage in inquiry-based professional collaborations to plan and adjust Common Core aligned curricula. Teachers are afforded decision making opportunities that affect student learning.

Impact

Collaborations across the school has given teachers access to various teaching strategies that support their pedagogical practice and engage them in decision making that influences student outcomes.

Supporting Evidence

- Teachers shared that they are encouraged to take on many leadership roles within the school, and that the administration encourage their voice in critical decisions that impact student improvement efforts. Examples included teacher’s responsibility with creating the protocol for inquiry cycles. Teacher teams submit an inquiry proposal that is reviewed and assessed by the principal and her cabinet members. School leaders then provide feedback until plan is approved. Once approved, the teams work together during the duration of the cycle, and are expected to present the results to their colleagues in an Inquiry Share Fair in February and June 2017.

- During an observed meeting, grade two teachers engaged in reading inquiry with a focus on how automatic sight word recognition improve reading accuracy. Teachers shared ideas, instructional strategies, and materials. They decided on common interventions for teachers and students across the grade and shared various suggestions and implications for teacher practice and at home use.

- In a meeting with a vertical team, consisting of grade and content leaders, teachers indicated that they have many opportunities to be leaders such as leads on grade level teams, serving on the school’s cabinet with the administrators, to ensure clear messaging of instructional goals and initiatives schoolwide. Teachers indicated that the feel empowered to have input on instructional decisions regarding resources such as the adoption of TCRWP, Algebra for All, and having input on decisions such as the departmentalization in some classrooms in grades three, four, and five to meet the needs of students’. Additionally, teachers serve on many other committees that support the school’s instructional focus as well as the five year plan.