Quality Review Report

2016-2017

P.S. 076 William Hallet
Elementary 30Q076
36-36 10th St.
Queens
NY 11106

Principal: Timothy Miller

Dates of Review:
October 24, 2016 - October 25, 2016

Lead Reviewer: Daisy Concepcion
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. 076 William Hallet serves students in grade PK through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

### Instructional Core

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</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>
</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>
</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>
</tr>
</tbody>
</table>
## School Culture

*To what extent does the school...*

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</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 Celebration</td>
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</tbody>
</table>

## Systems for Improvement

*To what extent does the school...*

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<tr>
<th>Area</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>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>
Findings

The new school leaders deliberately and consistently communicate high expectations for professionalism and instruction to all members of the entire school community including parents.

Impact

Teachers have risen to meet the high expectations set resulting in a culture of mutual accountability. Successful partnerships with parents have been established through clear communication of expectations, consistent feedback, and workshops that prepare parents to support student achievement.

Supporting Evidence

- Teachers shared that the new principal is an instructional leader who is consistently focused on increasing rigor for all students. They shared that there are “weekly highlight” emails on learning walks aligned to the Quality Review indicators. One of these emails outlines expectations related to multiple entry points to support student ownership in discussion. Teachers shared that the principal goes beyond emails and is always in the classrooms leading by example. They stated that in addition to being supported by professional development both in house and at Teachers’ College, the principal models and co-teaches with them as well as helps them, through observations and informal conversations that provide clear and actionable next steps. Teachers shared that in the one year that the principal has been at the school there is a very clear focus on purposely creating readers and writers and in deliberately providing support to achieve these expectation. Teachers shared, “This is the right message and the right leadership for this school. We are learning from him [the principal] and he is committed to the teachers and students. We are committed to supporting his vision for our community.” Thus there is a schoolwide culture of mutual accountability.

- Teachers stated that the principal demonstrates his high expectations for the school community through organizational decisions that support student achievement and teacher development. Recently, two assistant principals retired and the principal decided to convert one position into a coaching position and to hire one assistant principal with an extensive background in special education to support the forty percent of the school population who receive special education instruction. Teachers shared that this support for special education was a missing component in a school. Teachers who work in the ASD Nest program, which serves students on the Autism spectrum, remarked that this new assistant principal is also an instructional leader and that his expertise ensures academic rigor in classes serving students with individualized education plans. They shared that through working with him, they have learned more about how to successfully plan to meet students’ needs. Additionally, the assistant principal has created structures, such as case conferencing, that has already resulted in more targeted intervention supports for students. Teachers feel that this is another way that the principal communicates high expectations for all.

- Parents shared that the principal readily meets with parents and provides opportunities for them to support their students such as the new website that features monthly curriculum maps. Parents attend credit standards-based workshops that provide supplemental materials with preparing them to help their students. One math workshop was highlighted during a principal's choice session as one of these supports that allow parents to understand the demands of the common core. During a meeting, parents spoke clearly about the writing rubrics and the work that the students were doing to become proficient readers and writers. Some parents spoke about the newly instituted student-led conferences and shared how their children could now speak about their achievement and share their next steps. They shared that there is a new transparency in place that allows them to be able to understand expectations and to partner with the school to support student's achievement.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Developing |

Findings

Across classrooms, teaching practices are becoming aligned to the literacy curricula and beginning to reflect a set of beliefs workshops about how students learn best with student work products and conversations are reflecting uneven levels of thinking.

Impact

While literacy teaching practices are becoming aligned to curriculum, these have not yet led to high levels of thinking and participation across subjects so that students can produce meaningful work products.

Supporting Evidence

- The belief that students learn best in the workshop model was seen in a dual language kindergarten class. Students used the writer’s workshop period to work on phonetic development by writing a story about their families and sounding out the letters to write their story. They partnered and shared sounds and looked for support in the room to complete their tasks. In a grade two reader’s workshop, the teacher used a shared text to have students understand how to double-check text as a support for monitoring reading. Students used picture cues to make predictions of the events in the story and used word clues to address reading miscues. Students looked at a picture of a geese standing next to small dots and asked if the dots were seeds. The teacher uncovered part of the text to reveal the letters “gr,” and asked students to listen to the sound of “gr” and compare it to the sound of seeds. Students turned and talk before guessing words like “grape” before the teacher revealed the word “grain.”

- On the other hand, in a grade four class, students looked at a projected image of a map and a satellite picture of the same area. Students were asked to compare the two and think about land features that they were seeing. While the students had textbooks and had read two paragraphs listing examples of landforms, such as mountain range and glaciers, these were not necessarily on the images projected. As a result, the task was unclear and students looked at maps and questioned where the glaciers appeared. While the teacher focused on asking students to look for the main idea and look for supporting details, this language approach did not develop content knowledge. Students asked each other clarifying questions about the task, such as how to list landforms and to notice the different purposes of these maps, or how the landforms connected to each other.

- In a grade five science class, students looked at ten labeled rocks of various types. Students were asked to complete the worksheet by drawing and describing the rocks. Although the purpose of the lab was to have students use vinegar to identify carbonate minerals in rocks, there was never any discussion about the types of rocks or why identifying the presence of carbonate was important. Additionally, student worksheets were largely incomplete, and the ones that were that were completed, only displayed indistinguishable ovals and the repetition of the words “bumpy,” and “smooth.” The standard driving the lesson was “learning to write and explain a procedure.” Students were not engaged in content standard learning, and this was reflected in the student work products.

- In a grade three Integrated Co-teaching math class, students were asked to represent a data set using bar graphs. Although the teacher gave instruction about the importance of setting up the x and y axis when preparing the graphs, a look at the student work revealed that, except for the students working with one teacher in the guided group, all other students had papers that were not labeled with an x and y axis, or, where students had labeled the paper, they had inverted the axes and were erasing their error. Therefore, students did not produce meaningful products from this lesson.
Findings

School leaders are in the process of aligning the curriculum and content standards to the instructional shifts. Curriculum and academic tasks inconsistently emphasize rigor and higher-order thing across grades and subjects.

Impact

As a result, not all curricula are aligned to the Common Core Learning Standards or to the content standards and do not reflect purposeful decisions to build the coherency needed to promote college and career readiness. Since tasks are not fully developed, there is inconsistent rigor and student engagement across grades and subjects.

Supporting Evidence

- School leaders are transitioning curriculum to align it to their school beliefs and are in the process of making decisions about what curriculum to adopt. At the time of this review, the only complete curriculum in use was the Teacher’s College Reading and Writing Project. School leaders are in the process of rolling this Common Core-aligned curriculum out. At the time of review, school leaders stated that they were using the NYC scope and sequence in both science and social studies as it appears on the website. While teachers have access to curriculum that is based on the common core, school leaders and teachers are reviewing it and making decisions on how to best use it and thus have yet to make decisions around how to use it to promote college and career readiness.

- A review of lesson plans evidences detailed plans in English Language Arts requiring careful attention to the instructional shifts, such as close reading and annotations as well as close alignment to the Common Core Learning Standards, such as summarizing and supporting ideas with text details, this time and attention to the standards and shifts was not apparent in lesson plans in other contents. While a grade two English Language Arts lesson plan focused on adding dialogue, expression and sensory details to personal narratives, a grade four social studies lesson plan referenced Chapter 1, Lesson 3 and the essential question, "How are satellite photographs useful to mapmakers?" There were no other references to content standards or skills.

- There are well-defined tasks in English Language Arts that display rigor such as a grade four map where students read a non-fiction book on weather and learned to summarize in order to write a research paper. This task further asked students to consider why text structure is helpful in organizing information and why it is important to synthesize information and to consider the author’s point of view when evaluating research. This level of specificity was not seen in other curricula. A look at the grade two October science map lists that task as, “Students will conduct a series of experiments/investigations on various earth materials and how they change,” and a look at the November task lists the exact same sentence. A grade five math map lists the October unit of study as “Multiplication and Divide Whole Numbers” with an essential question “How can you multiply and divide whole numbers?” and then lists only the read aloud “A Drive through History” and the math game “What’s Left?” as tasks. Thus, there is inconsistency in the rigor of task across grades and subjects.
## Additional Finding

**Quality Indicator:** 2.2 Assessment  
**Rating:** Developing

### Findings

The use of common assessments to measure student progress across grades and subject is emerging. Across classrooms teacher practices inconsistently reflect the use of ongoing check for understanding during the lessons.

### Impact

As a result assessment data is inconsistently used to adjust curriculum and instruction. Additionally the inconsistent use of ongoing checks for assessment hinders teachers from making effective adjustments to meet student learning needs.

### Supporting Evidence

- While the school has several common assessments in place, such as running records, end of unit exams in writing, and math, as well as an online assessment program, teachers are still unpacking the results of the state exam and learning to correlate the assessment programs to be able to determine student progress. A review of teacher inquiry notes in mathematics revealed that in kindergarten, and grades two and five, students are having difficulty understanding what the question is asking and in “breaking down” the problem; however, the school had not yet identified the pattern and had only regrouped the students for small group conferencing. This limited the ability to make adjustments to curriculum and modify lessons to ensure that all students make progress.

- A review of data meeting, teacher, and inquiry notes reflects a focus on personalizing instruction and on developing a “tool kit” of strategies that a teacher can have at hand to support students individually during conferencing and in guided groups. At the time of this review, teachers had extensive assessments on students in their classes that they used for intervention and small group work. While the school collects notes on student needs, they are only beginning to see how all this individualized data forms a picture of student needs on each grade or across the grades. A grade three math data analysis sheet showed that teachers in grade three had recently met to begin to identify trends in student performance. Teacher notes reflect extending the units by adding an additional day or two in order to address student needs in small groups. The school focus on developing a “tool kit” for individualized use has hindered the ability of the school to make immediate changes to whole group lessons and the curriculum to ensure student progress across grades and subjects.

- Teachers as a whole rely on conferencing as their method for making adjustments. A mid-workshop interruption was used in a kindergarten class to focus students on sounding words in the narrative unit, and a teacher in a 12:1:1 class used transition to help settle her class when they had lost focus, but in most classes there were many missed opportunities to check for understanding in order to make effective adjustments to lessons. In a grade five Integrated Co-Teaching class, students worked on labeling the x and y axis. Although a student worksheet and workbooks showed that the majority of the class had labeled the graph incorrectly, there was no adjustment made other than to tell the students to erase what they had written and to re-label the chart. Similarly in a grade three math class, students completed bar graphs and answered questions. Although a review of worksheets showed that students were making errors, such as one student who chose the lowest bar graph labeled “Art museum” as the answer to, “Which location was chosen twice as often as the computer museum?” no adjustment were made to the lesson.
Findings
School leaders use observation data and informal observations from “learning walks” to effectively design and facilitate professional development and to make informed decisions on staffing. Teachers are supported through rubric-based feedback that accurately captures strengths, challenges, and next steps.

Impact
As a result, teachers are provided with feedback that outlines clear expectations for teacher practice and supports teacher development towards the school’s expectations and instructional focus. Leadership in the school is focused on building teachers’ instructional capacity and practices.

Supporting Evidence

- A review of teacher observations, emails from school leaders sharing the findings of "learning walks," and professional development all reflect the same practice of differentiation. In one of the principal weekly highlights, the principal shared that there were inconsistencies in the degree of the multiple entry points provided across classrooms. He shared with the staff that consistency is part of the language in the Quality Review. Subsequent professional development sessions focused on differentiation to meet student needs. In one observation, the principal addressed the need to include differentiation when designing the math lesson. He went on to say, “Remember our core belief as we work cohesively towards well-developed pedagogy in our school: 'We believe that students learn from differentiated small-group work.'” He suggested that the teacher use a mid-workshop interruption and build on an article on developing mathematical reasoning.

- One of the school’s instructional foci has been on developing student conversation as part of the newly adopted workshop model. The principal conducted a “learning walk” and noted that opportunities for conversations between students were limited. As a result, there was internal professional development as well as opportunities to attend outside professional development supporting conversation during the readers and writers workshop. A review of teacher observations continues to reflect the focus on developing student conversation. One observation read, “Your questioning was overly-teacher directed, and there were missed opportunities to set up student-to-student response, thereby creating a genuine conversation among students.” The observation referenced the fact that the teacher had attended on-site and off-site professional development and it suggested that the teacher be clear and concise with the teaching point and to model the scaffolded activities to maximize student engagement. The observations create a lens for a suggested interclass visitation and for a follow up by the school coach.

- A review of documents, including observations, shows that when the opportunity arose to hire a new literacy coach, the selection was made internally from the teachers on the staff based on the observations. Observation reports were made available documenting the coach’s strengths both in literacy as well as in familiarity and practice with the workshop model. This was also repeated during teacher team meetings where teachers spoke to the strengths of the teacher selected to be the coach.
Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

The majority of teachers are engaged in professional collaborations and inquiry. Broad distributive leadership practices are in place.

**Impact**

Teachers benefit from distributive leadership structures that give them wide latitude to make professional decisions. Inquiry based professional collaborations strengthens instructional capacity, builds leadership, and ensures that teachers have a voice in key decisions that affect student learning.

**Supporting Evidence**

- During a teacher team meeting teachers used a protocol to look at grade three student math assessments. Teachers shared challenges for their classes, such as a class having difficulty with skip counting and challenges across classrooms, such as students still struggling with regrouping. Teachers noticed that students could bundle numbers together to represent 10s and 100s but did not know what to do with single numbers. Teachers shared strategies for addressing the challenge, such as ensuring that students circle the key words in word problems that would clue them in on how to approach the problem. Teachers shared that by working together, they have strengthened their instructional capacity, such as using math drills to improve automaticity in students. Teachers shared that part of their inquiry work is to share best practices and collect these in a strategy toolkit that would be used across classes and grades.

- All teacher teams, such as the Academic Intervention Team and the NEST Case Conferencing, featured as part of the principal’s choice session, focus on looking at student work products to identify student challenges to meeting the standards or the instructional shifts. The NEST conferencing team is a weekly 90-minute meeting comprised of general education and integrated collaborative teachers, speech and occupational therapists, and guidance counselors. This team looks at student work products specifically to identify social, emotional, and sensory barriers to academic progress. During the meeting, one of the students discussed was struggling with visual orientation and while he was writing a story map as summary of what he read, he was not going back to the text to support his answers. Part of the suggestion made in this group was to practice the strategy of summary using a book that had more picture supports so the teachers could determine if it was the text that was the problem or the demand of the task. Teachers shared that this type of works supports them in understanding how to differentiate to meet the needs of students.

- Teachers stated that they have discretion in the pacing of lessons in their class, in the selection of intervention groups, and in the implementation of next steps as a result of their inquiry teams finding. Additionally, teachers stated that they are able to select their professional development based on their and on what supports their professional goals. When cluster teachers wanted to learn more about the Common Core, the principal led a book study group for them. Teachers stated that they needed more on-site coaching support, and the principal used the funds from a saved salary to create a coaching position and brought in a coach from an outside partnership to support teacher development. When teachers wanted to focus on intervention services, the principal bought an intervention program and supported this with additional paraprofessional periods and a literacy intervention teacher. Teachers wanted more books to support independent reading, and the principal purchased full classroom libraries for every teacher. As a result, teachers feel that there are opportunities for collaboration and participative decision-making that directly affects student learning.