Quality Review Report

2016-2017

P.S. 082 Hammond
Elementary 28Q082
88-02 144th St.
Queens
NY 11435

Principal: Grisel Rodriguez

Dates of Review:
January 24, 2017 - January 25, 2017

Lead Reviewer: AJ Hepworth
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. 082 Hammond serves students in grade K 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

<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>Well Developed</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 Quality Ratings continued

### School Culture

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

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

### Systems for Improvement

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3</td>
<td>Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
</tr>
<tr>
<td>3.1</td>
<td>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>
</tr>
<tr>
<td>4.1</td>
<td>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>
</tr>
<tr>
<td>4.2</td>
<td>Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
</tr>
<tr>
<td>5.1</td>
<td>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>
</tr>
</tbody>
</table>
Findings
Organizational decisions, including the use of staff, teacher time, and purchased resources, are well aligned and support the school’s instructional goals. A purposeful and extensive interview process for hiring of new staff and administration, the planning of teacher assignments, and the placement of students into specific classes all focus on promoting college and career readiness and academic achievement, especially for English as a New Language (ENL) learners.

Impact
Meaningful student work is produced with support from a variety of resources, and faculty hold themselves accountable for their students’ actions.

Supporting Evidence

- Support for all students, especially those identified as English Language Learners (ELLs), is furthered through long-range action plans. This includes the establishment of vertical teams to align Common Core Learning Standards content, professional learning with consultants, purposeful hiring and placement of additional paraprofessionals in classrooms, and the development of more specific scaffolds across grades, providing accommodations that build understanding of concepts and skills. For example, recent assessment results for all eight ENL students in a grade two Integrated Co-Teaching (ICT) class show significant growth from pre- to post-assessment tests for each chapter. Similar results are reflected in their writing workshop assessments. According to school leadership, the increased academic achievement of these students is the result of strategic organizational decisions.

- Common planning time is strategically scheduled for groups of teachers. The time is to ensure lesson activities are designed to meet the needs of all learners, ensure that teachers understand the strategies and accommodations required to meet the needs of students with disabilities, and to review performance scores for students, identifying trends and sharing best practices that will lead to more meaningful student work products. Reading stations were created based on diagnostic assessment results to address individual students’ needs. Once learning gaps are identified during common planning time, a daily rotation schedule of thirty minute blocks is established to allow individual teachers time to work with groups of students as they complete independent tasks, thus improving their achievement.

- New teachers are hired through a rigorous process intended to identify an ideal candidate for alignment with the instructional goals of the school and learning needs of the students. Candidates for consideration must have presented a model lesson and participated in a successful post-observation conference. New hires attend a new teacher institute led by teachers to norm their understanding of the staff’s instructional expectations and school culture.

- Additionally, placement of teachers across grades is strategic to facilitate student progress. Many teachers move grade levels annually so they continue to meet the intended instructional outcomes central to the varied abilities of students. Some teachers are placed in a lower grade, for example from grade two to grade one, because they can support the foundational skills of the students with an increased awareness of their next learning stage. Other teachers are placed in a subsequent grade so they can effectively challenge the cognitive levels of the students with whom they have already had extensive experience teaching.
**Area of Focus**

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

**Findings**

All teachers have common planning time built into their schedules that provide opportunities to engage in structured, inquiry-based professional collaborations. Distributed leadership structures exist among staff members including roles supporting data analysis and professional development.

**Impact**

Promotion of school goals and the implementation of Common Core Learning Standards strengthen the instructional capacity of teachers. Additionally, teachers have built leadership capacity and have a voice in key decisions that affect student learning across the school.

**Supporting Evidence**

- Distributed leadership roles are embedded in many beliefs conveyed by the principal and in structures throughout the school culture, although the role teachers play in making key decisions that affect student learning is emerging. For example, much of the data analysis is conducted and communicated by a teacher in the capacity as a data specialist. On all vertical teams, teachers have some leadership roles and participate in conversations connecting professional development to supporting school improvement. However, as the staff is relatively inexperienced, school leadership limits the full scope of their ability to be more independent until student achievement growth on standardized assessments is achieved on a regular basis.

- All staff are engaged in inquiry-based collaborations that meet regularly. An observation of an ENL vertical team following the administration of a mock New York State English as a Second Language Achievement Test (NYSESLAT) included a lengthy discussion regarding what teachers predict, wonder, and assume the data analysis will demonstrate about students and what role personal subjectivity plays on their thinking. Staff wrote on sticky notes and placed them into quadrants on large chart paper. Groups of teachers identified trends across the charted notes. Several reflections were generic or lacked specificity to allow for critical conversations; others appeared confused about how to explicitly interpret the provided data or even how the scores were generated. Although teachers realized the need to identify methods for improving teaching and student learning, such as placing a greater emphasis on mechanics in grades three and four or providing more purposeful questioning accommodations, a coherent schoolwide instructional plan was not clearly defined.

- During a grade four professional learning session meeting, teachers examined student work. Teachers were challenged with answering how the systemic examination of student work can help ensure that students are thinking critically and how reviewing and examining student work via a protocol can have classroom implications. While reviewing the protocol for looking at student work, team members acknowledged the importance of developing and norming their understanding of what samples of student work from level three or four looks like. The facilitator pointed out that the rubric also serves as a checklist for students. A review of work samples led to the conclusion that students were building their stories over time using the provided tools, such as anchor charts and transitional word sheets. Suggestions were made to make changes to the assignment and to adjust the phrasing of the task. These would be applied to the next writing task, a literary essay. Although student achievement was not a deliverable outcome of the team meeting, teachers were confident their conversations and their established criteria for modifying assignments would lead to more consistency and increased student learning.
**Findings**

Curricula, aligned to the Common Core Learning Standards and instructional shifts, emphasize rigorous habits and higher order skills in academic tasks across grades and subjects through consistent formatting of planning documents.

**Impact**

All subject areas coherently promote college and career readiness and push student thinking, including for English Language Learners (ELLs) and students with disabilities.

**Supporting Evidence**

- A focus for instruction to support a gradual release model of “I do, we do, you do” is evident across grades and content areas, building coherency with most lesson plan documents. A grade three lesson plan includes a series of presentation slides with essential questions and learning targets following the gradual release model. During one learning experience, focused on how division can be used to determine quantities, students would watch the teacher model then solve similar problems either with a partner or independently. Similarly, in a grade five lesson, the teacher initially would model how to identify a key detail from the beginning of a text, followed by students discussing with a partner key details form the middle of the text. Lastly, students would individually write or draw a key detail from the end of the text.

- An emphasis on the instructional shifts is evident in planning curriculum. A reading and writing pacing calendar for all grades identifies the time of year where certain shifts of instruction will be taught. A “math at a glance” pacing calendar also indicates when topics are being delivered through instruction. More specifically, daily lessons strategically integrate the instructional shifts. For example, a grade five lesson includes structures for students to compare and contrast concepts from two or more texts, to deepen their understanding of a topic. Sources include non-fiction books connecting food with eating habits of humans and food chains in the rain forest.

- Rigorous habits are emphasized through interdisciplinary curricula and differentiated tasks. Many teachers embed social studies, science and art into their instructional planning. For example, to better understand people, cultures, and societies, students in a grade four class will be expected to explain historical events based on information about three Native American nations from a text. Some students will be given sentence starters, key vocabulary lists with definitions, or graphic organizers. Similarly, a grade two math lesson word problem worksheet includes modifications for leveled learners so they can equally demonstrate their thinking of how to solve two-digit subtraction.
Additional Finding

Quality Indicator: 1.2 Pedagogy

Rating: Proficient

Findings

Across classrooms, teaching strategies consistently provide multiple entry points into the curricula as students engage in their work and participate in class discussions.

Impact

All learners engage in appropriately challenging tasks, demonstrate higher-order thinking skills, and participate at a high level, thus producing meaningful work products.

Supporting Evidence

- Student centered instruction includes differentiated tasks and varied access points for students to develop their understanding of learning objectives. Students in a bilingual class worked in one of three small groups. Students in the green group were provided enrichment opportunities and instructed to create their own problems and share with a friend after solving. Students in the yellow group were instructed to solve the problems provided, while the red group was guided through a reteach using picture problems. All students were provided manipulatives (counting discs) and math clue word lists as tools, if they needed additional support. The word lists provided opportunities for students to identify key terms in questions to know when to use addition or subtraction. However, a few students were not fully aware of how to use the support without some additional clarity.

- Rigor, relevance, and relationships are key teaching strategies used to make connections with students and engage them in appropriately challenging learning. Across most classes, teachers used physical proximity to express positive body language, indicative of warmth and caring. Most teachers were observed getting on the same level with students, kneeling or sitting with them at their work stations or on the floor. Doing so allowed teachers to connect with students and ensure they were communicating the importance of the content with conviction so students could master the learning objective. For example, a teacher moved around to groups of students, reinforcing fact-friendly language and encouraging students to use their dry erase boards and cubes to complete a math worksheet. Such movement provides ample opportunities for teachers to listen to groups of students discussing their thinking with partners, allowing the teachers to make instructional adjustments and to reteach, as needed.

- Across classrooms, teachers posed questions designed to elicit critical thinking and engage all learners in higher-order thinking. Questions posed to students during a grade five lesson included, “What are some similarities or topics that the authors covered?” and “What about differences?” Students responded mostly with one word answers, “nature” or “survival.” However, the teacher would encourage students to further explain their thinking. During another grade five lesson, students were asked to describe grotesque features of a character from a picture. Students viewed facial features of the character and shared noticings, such as “it looks like a tree is coming out of his head.” Other students elaborated on their peers’ comments, stating, for instance, that the artist used a lot of texture or used colors to elaborate.
## Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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### Findings

Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula. Teachers’ assessment practices also consistently reflect the use of ongoing checks for understanding and student self-assessment.

### Impact

Assessment practices, such as a problem of the week and running records, provide actionable feedback to students and teachers regarding student achievement. Additionally, teachers make effective adjustments to meet the learning needs of all students.

### Supporting Evidence

- Online diagnostic data from benchmark assessments are used by teachers and school leadership to identify placement of students for intervention services and sometimes for grouping during instruction. Using class profile reports identifying students at various levels of proficiency, the staff focuses on strategies and skills to improve assessment performance, especially with constructed response questions. Additionally, a problem of the week is provided to all students in all grades, intended to increase achievement. The intention with the problem of the week is for teachers to model strategies for success leading to peer and self-reflection. However, not all teachers follow the protocol exactly as intended. Students acknowledge that as a result of teacher modeling they are able to understand the application of the steps necessary for success and make real world connections.

- Running records maintained by teachers from math chapter assessments show clear, significant growth for all students. For example, students averaged scores of 16.8 percent on a chapter five pre-assessment while post-assessment scores on the chapter rose to 79 percent. Similar results are shown for students on benchmark assessments in English Language Arts unit assessments. Results from a unit two persuasive essay pre-assessment averaged 1.8 for all students in grade four, while post-assessment results showed growth to 2.9. Similar increased growth is shown with students’ reading scores based on prior end of the year reading levels and initial benchmark results from the beginning of the year to current reading levels. Additionally, students are challenged to meet both short term and long term growth targets. Teachers use the assessment results as a prelude to conferencing with students. This helps them understand what students are thinking, often resulting in the creation of more friendly rubrics.

- Students are made aware of their progress and reflect on their own learning through a variety of checks for understanding. Some students create personalized histograms of their pre- and post-assessment results using their math and reading levels. Students report this allows them to internalize their growth and be informed of their progress. Often students check their work using a checklist or rubric. Teachers state many of their students benefit from peer-reflection because they value the feedback from their classmates “more than self-assessment.” Students acknowledge both peer and self-reflection are beneficial in making their work better. Most accomplish this through writing “glows and grows.” Teachers’ use of monitoring student learning to offer feedback has resulted in creation of a rich instructional environment.
Additional Finding

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

Findings

School leaders consistently communicate high expectations to the entire staff, for example, through data meetings or Response to Intervention (RTI) training. Leaders also communicate effective pathways connected to college and career readiness for families with newsletters, parent workshops, and online resources.

Impact

High expectations have resulted in a culture of mutual accountability among staff and have supported student progress toward meeting those expectations.

Supporting Evidence

- Benchmark data discussions among staff and school leadership result in the analysis of students’ strengths and obstacles and the establishment of goals for groups of students to ensure high expectations for all are maintained. A recent data talk meeting included setting clear instructional strategies and methods to determine results for success. Staff were trained on how to continue to effectively use assessments in a variety of approaches, including as benchmarks, as formative evaluations of learning in the classroom, as tools for communicating grading, and for accountability with summative standardized tests. Staff concluded that more focused formative assessment strategies for the classroom would be most beneficial to achieving success for all.

- A Response to Intervention (RTI) training was conducted to ensure all teachers remain cognizant of the three levels of research-based support that can be given over time to students identified as “at risk.” Teachers were provided with explicit information about how to focus instruction and progress monitor through cycles to gauge success of implemented strategies or to determine the need to implement alternate strategies. Teachers acknowledge they get a lot of training, especially as new teachers, and find it very helpful.

- Families of students are made fully aware of their children’s progress through a variety of communications. Newsletters provided to families in both English and Spanish are mailed home and backpacked regularly, helping them become informed partners in their children’s education. Parent workshops are offered monthly to explain the impact of the Common Core Learning Standards, to clarify choices for middle schools and the application process, and to share approaches to help their children succeed with school, homework, and citizenship. Parents articulated how much they appreciate the opportunity to attend workshops and be informed of their children’s progress.

- Newsletters are created and provided to parents with content regarding important reminders, workshops, and notices. Reminders communicated include the importance of students’ being prompt to school, the need for continued math practice, and the regular practice of checking homework. Also included in the newsletter is information about special programs, like learning to swim for all second graders.

- Online resources are provided for parents to have access to engaging individualized instruction at home to help students grow academically in both reading and math. Parents are provided user friendly diagnostic reports so they can fully support the learning, helping their children move towards college and career readiness.