Quality Review Report

2016-2017

P.S. 105 The Bay School
K-8 27Q105
420 Beach 51st St.
Queens
NY 11691

Principal: Laurie Shapiro

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

Lead Reviewer: Carlos Perez
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. 105 The Bay School serves students in grade K through grade 8. 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>To what extent does the school...</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Area of Focus</td>
<td>Developing</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Finding</td>
<td>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>Area of Celebration</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

#### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>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: | 1.4 Positive Learning Environment | Rating: | Proficient |

Findings
There is a supportive and positive culture throughout the school stressing positive attitude, respect, and responsibility that promotes the academic and personal development of students.

Impact
Teachers and students share a mutually respectful rapport. Students are supported academically, socially, and emotionally. Student voice is valued and welcomed.

Supporting Evidence

- The foundation for the school culture lies in the expectation that everyone engage in a positive attitude showing each other respect and acting responsibly (PARR). Students and staff are familiar with the acronym and refer to it often. The Student Council decided to have one of these core values reflected every month throughout the school year. Teachers infuse the particular value into their lessons and assignments throughout the month. The PARR Team committee meets regularly and many ideas and structures that are currently in use throughout the school are a result of their input. Ideas such as Class Dojo and the use of Anchor Charts throughout the building, display that the school-based core virtues have been implemented. During the December 2016 meeting, it was decided that there would be a focus on “Positive Attitude” for the month of January and how to recognize those students who regularly display this trait.

- The school has implemented a program called Team Three that has teachers working with at-risk students and acting as mentors. Teachers work with their team of students every year and stay with those students throughout their years in the school. Teachers check in regularly to review schoolwork, conduct sheets, and to connect with them to ensure they feel welcomed and part of the school community. Students not only come to check in with teachers during their scheduled times, but they go out of their way to see teachers before school, during lunch periods, and after school. Teachers shared that they feel the impact that Team Three has had on students is “priceless.” One teacher shared that even when a student doesn’t physically see their mentor on a certain day, students go out of their way to text or email the teacher to say hello. Teachers are proud that other students want to be a part of their team, even though they have not necessarily been targeted. One student said, “I enjoy being on my team. I feel like I can go to my teacher for anything, when I have a personal problem or to help me with my school work.”

- There is a sense that students and staff share mutual respect. They explained that teachers are always there to support them when they are struggling with something in class and go out of their way to keep them safe and reward them when they do something well. Even when “someone misbehaves, the teacher never yells or screams at us.” During the teacher meeting, teachers shared the many ways they make their relationship with their students positive and respectful. They believe it begins first thing in the morning when they welcome the students into the classroom with a smile and a “good morning.” Teachers go the extra mile to make their classrooms nurturing and safe. Both teachers and students voiced that on many occasions they will eat lunch together in the classroom, rather than in the cafeteria.
Findings
Teacher pedagogical practices are uneven and not completely aligned to the school’s belief that students learn best through group work and the use of high level questioning strategies.

Impact
Inconsistent instructional practices hinder opportunities for students to participate in rigorous discussions and challenging tasks.

Supporting Evidence

- Although in some classrooms students were given opportunities to engage in group discussions, there were uneven levels of student thinking and participation. During a seventh grade science lesson, students were seated at their designated lab tables while the teacher addressed the students. Students were to create a review sheet they would cut out and fold into a cube. Some students had to be refocused several times. Opportunities for students to engage in group or partner discussions, limiting their critical thinking were not in evidence.

- Student partner interactions and discussions were inconsistent across classrooms visited. In a third grade reading lesson, students were asked to turn to a partner and discuss the importance of rules when it comes to committing crimes. Student’s discussed and shared the following, “If there are no rules for crimes, you can be in danger and you can get hurt.” The student’s partner responded, “I like what you said and would like to expand by saying that we need rules so that we are safe.” However, in a fifth grade math lesson, students did not engage in rigorous thinking with their partner. Students sat in predetermined groups but opportunities to share ideas as to how to they would arrive at a solution were not provided.

- There is a shared belief in the school that students learn best when they are involved in group activities and when rigorous questioning strategies are utilized. During a first grade literacy lesson, students were given opportunities to engage in collaborative work by asking students to turn to their partner and model the word sound taped on their partner’s back using their fingers. In a fourth grade math lesson, the teacher used level one, two, and three Depth of Knowledge questions such as, “What is an example of a multiple?” and “How can you find the unknown multiple?” However, in only a few of the classes visited were active student-to-student engagement and tiered questioning evident.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
Curricula are aligned to the Common Core Learning Standards. Unit and lesson plans across subjects and grades include rigorous tasks and require the use of higher-order thinking.

Impact
The aligned curricula promotes cognitive engagement, and critical thinking by all students, including English Language Learners and students with disabilities promoting college and career readiness.

Supporting Evidence

- The grade five English Language Arts (ELA) curriculum is created in a way that displays structure and clarity with respect to alignment to the Common Core and the integration of the instructional shifts. The unit plans divide all components into, essential questions, vocabulary, content, skills, and assessments. Plans focus on ways to determine an author’s purpose and viewpoint in order for students to be able to accurately quote from the text. In addition, there is a focus on activities that will help students draw inferences from their readings. One activity calls for students to compare and contrast two different texts with a similar theme or topic, thus allowing students to have opportunities to draw comparisons and infer.

- A review of lesson plans indicate provisions for offering support for all students including English Language Learners (ELLs) and students with disabilities. In a math plan, predetermined groups based on skill and ability was indicated. Student groups were labeled “Red, yellow 1, yellow 2, and green.” Students worked in these groups to estimate quotients using multiples. Support for ELLs and students with disabilities included simplifying and repeating oral directions, providing students with guided notes and the use of manipulatives. An ELA lesson plan included strategic support to assist students with finding the main idea of a text. Students in need of additional support worked on a separate assignment that dealt with routines and utilities. Those students were to make a checklist of things they do in order to get ready for school every morning and point out all of the ways that utilities are used in those routines.

- Unit and daily plans consistently provide students with opportunities to engage in rigorous tasks. An activity for a seventh grade music lesson required students to construct a 16-bar musical accompaniment using a variety of instruments. Students used the computer application Garage Band in order to develop their musical compositions. Students experimented using a variety of instruments and rhythms. A kindergarten science activity asked students to compare and contrast animals. Students were to engage in picture walks to understand the differences and similarities between amphibians and reptiles. In addition, the question as to whether they would prefer to be a reptile or an amphibian and provide an explanation was to be discussed with their partner.
Additional Finding

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

Teachers use curricula aligned rubrics and regularly use ongoing checks for understanding in order to assess students and offer “glows and grows” as a means to communicate student strengths and areas in need of improvement.

Impact

Feedback to students is actionable and timely. Teachers make effective adjustments to the curricula based on consistent ongoing checks for understanding and student-self reflection.

Supporting Evidence

- Ongoing checks for understanding that include student self-assessment were visible across the classrooms. Many student work products reflected a “glow and grow teacher assessment” as well as a “glow and grow self-assessment.” On one particular self-evaluation the student was able to share he did well on his spelling and grammar and realizes he needs to work on adding more details to his story. Teacher feedback supported the student’s findings and offered additional details and next steps. Feedback is used to help develop differentiated student groups to facilitate group instruction that addresses areas of growth where multiple students may need additional support.

- Teacher feedback is task specific and offers a “glow and grow” that supports what students do well as well as areas in need of improvement. One piece of student work reflected the following “GLOW: “Awesome job finishing your work! I love how all of your sentences have punctuation”. GROW: Next time we will work towards making sure our letters are written on the line.” In addition, there was evidence of feedback that offered students opportunities to meet with the teacher during specific lunch periods in order to help students with their next steps and answer any questions they may have.

- Across classrooms, there were multiple ways that teachers gauged student understanding during lessons. During a fourth grade math lesson, students had different colored cups that they held up as a check for understanding. The teacher used red, yellow, and green colored cups for quick assessment. Student responses were utilized to create and adjust student groups. Additionally, lower grades used the “thumbs up thumbs down” method to ensure understanding. An additional assessment had students take a wooden cutout with their name on it and place it in one of four colored pouches which indicated the level of understanding including one labeled “HELP.” During the student meeting, students shared they regularly assess their own work and additionally assess their peer’s as well. One student explained they are placed in groups after their teacher reads their self-assessment forms to help them work on areas they did not understand.
Additional Finding

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

High expectations are communicated regularly and through a variety of means including the school's weekly newsletter “Shark Bites” to all staff and families.

Impact

As a result of the regular and varied communications provided all teachers, students and families a clear path is provided for student progress, achievement of goals and college and career readiness.

Supporting Evidence

- School leadership communicates expectations through weekly reminders and newsletters. The principal sends out “Shark Bites,” the weekly newsletter, to all staff and posts a copy above the time clock in the main office. The newsletter serves to highlight staff members for their exemplar accomplishments and best teaching practices, while stressing instructional practices that are to be addressed. The principal, in one of the January newsletters, sent her congratulations to all of the teachers who helped with the college writing celebration that was attended by 100 parents. In addition, recognition was given to two teachers who used a new method to track mastery of multiplication facts. It also clearly reminded teachers that guided reading was to be incorporated daily and their guided reading conference notes should be available for review.

- In addition to traditional parent teacher conferences, the majority of the teachers are using Class Dojo to keep parents informed as to their child’s progress. In addition, the school is using Tuesday afternoons as opportunities to engage in student-led conferences. During the parent engagement session on Tuesdays, students present to parents their progress in their classes. The dialogue is mainly between the parent and their child, however, the teachers also elaborate and answer questions for the parent. During the parent meeting one parent shared the following, “The student-led conferences help me to know how my child is doing, and hearing it from them is great.”

- All teachers are presented with a flash drive at the start of the school year, which contains a digital copy of the staff handbook and a copy of the Danielson Framework for Teaching. Throughout the year, school leaders conduct workshops on the teaching rubric and meet with teachers regularly to review data based on observations and evaluations in an effort to track pedagogical progress. Teachers have opportunities to attend professional learning sessions both in school and off campus. Currently, one teacher from each grade level attends the Teacher’s College Reading and Writing Project trainings. Teachers are then expected to present to their colleagues and turnkey the information they have acquired. In addition, the professional learning calendar developed by the professional development planning team provides staff information regarding additional professional learning opportunities. Professional development sessions are available for all teachers in all subject areas.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams &amp; Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Teachers are engaged in regular inquiry sessions and evaluate student data and teacher practice. Distributive leadership practices exist throughout the school community.

Impact

The consistent cycles of inquiry have resulted in effective adjustments to curricula and improved teacher practice. These leadership opportunities promote teacher voice and positively affect student learning.

Supporting Evidence

- Teachers participate in ongoing professional learning opportunities throughout the school year and are expected to turnkey the information they acquire when they return to the school. The school’s guidance counselor recently conducted a de-escalation workshop for all teaching staff. This was a two-day training that school leadership felt was necessary based on feedback from students and teachers. Teacher feedback from the training was positive and teachers believed the knowledge they gained would be valuable in improving their classroom culture. One teacher shared that she would give more thought when responding to situations in an effort to help deescalate particular situations.

- During teacher team meetings, teachers discuss and analyze assessments, student work, and best practices. Teachers are in teams based on the grade and or subject area they teach. In addition to teacher teams, there are varied committees addressing all aspects of school life such as special education, PARR, college awareness, hiring, and professional development planning. Teachers meet regularly during common planning times and in addition, use Monday or Tuesday professional learning times when needed. Inquiry meetings give them the opportunity to review data, adjust curricula, and develop intervention plans. In addition, teachers voiced how teacher collaborations help them develop shared language and common expectations across classrooms.

- Teachers use the Data Wise Improvement Process as their guide when reviewing student data. The multi-step process allows teachers to identify a focus area or problem of practice and then develop an action plan to address any deficiencies they identify. For example, during a teacher inquiry meeting, teachers developed an action plan for the implementation of grade four phonics. Teachers participated in a structured inquiry session where they shared ideas on post-it notes that were arranged in a manner that teachers felt would be most appropriate for the students. Teachers divided the post-it notes identifying collaborative activities, explicit guided instruction, and independent activities. Further teacher conversations led to the implementation process of selected strategies. Developing the action plan was to be the focus for their next meeting.