Quality Review Report

2016-2017

P.S. 110
Elementary 24Q110
43-18 97th Pl.
Queens
NY 11368

Principal: Elisa Gomez

Dates of Review:
October 27, 2016 - October 28, 2016

Lead Reviewer: Adam Breier
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


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>Well Developed</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>Area of Celebration</td>
<td>Well Developed</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>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>Area of Focus</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**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
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</table>

**Findings**

High quality assessment practices in the form of teacher-, self-, and peer-assessment practices are embedded across all subjects and grades and evidence on display in hallways, on classroom walls as well as in student work portfolios. In addition, teaching practices are adjusted to meet students’ needs made evident by in-class assessment practices.

**Impact**

Assessment practices provide actionable and meaningful feedback to students and teachers regarding student achievement. Teachers’ assessment practices result in student groupings that are differentiated by both content and all students’ needs, and are flexible and change in response to current assessment data.

**Supporting Evidence**

- Across the school, students use checklists and rubrics as self-assessment tools during the completion of work. Examples of the checklists and rubrics used were posted on classroom walls, hallway bulletin boards, and within student work portfolios. The grade three informational writing rubric included high-level statements such as, “Demonstrates a literal and inferential understanding of details from the text,” and “Information is provided for each argument, including text-based evidence.” A grade two social studies rubric guides students to create relevant thinking maps, diagrams used to visually organize information, in order to ensure that responses address all parts of the assignment and are completely accurate. A kindergarten class used differentiated writing checklists for general and science writing assignments.

- Students came to quick consensus when reporting on the impact of their use of graphic organizers for the collection and use of self-, peer-, and teacher-assessments, accompanied by targeted feedback about each student's strengths and areas for growth. Completed assessment worksheets were observed across grades in classrooms, on hallways displays as well as student work portfolios. A math problem solving teacher and peer feedback form used in a grade two class included a peer feedback statement suggesting the student “try to use more math vocabulary, like algorithm” and a self-reflection that stated, “I will try to use more math vocabulary and label my model with numbers.” Examples of teacher-, self-, and peer-feedback on a grade four realistic fiction teacher and peer feedback form included a teacher's feedback to a student to, “include a balance of dialogue and action” and advice from a peer to reread what is written to find inconsistencies, as well as self-reflection. One student reported that at the end of last year, “a student told me to add more dialogue. So next [the] time I wrote a personal narrative I did that and it really helped a lot. I like writing personal narratives now.” Another student reported that her teacher directed her to focus on “small moments” in her writing and because of this feedback, “I focus on more small details and my writing is so much better.”

- Across all classes, students were grouped based on assessment data. Student groups during a grade 3 math lesson were determined based on an assessment from earlier that week. While one station was devoted to re-teaching, another focused on extensions of the lesson for students who already met or exceeded the lesson’s expectations the prior day. Across the school, teachers also keep detailed notes on in-class conferencing, organizing their noticings by reading, writing, and math. Teachers make transparent the groups to which students belong for reading, writing, and math in each class through wall postings that evidence the shifting nature of students’ placement in those groups. After conducting a check for understanding, one teacher said, “I notice that you all found the solution so now I will challenge you with a next step.” Another class had a station devoted to extensions that were differentiated to each of the various student groups.
Findings

School leaders support teacher development with effective feedback and next steps from frequent classroom observation cycles. Feedback to teachers based on the Danielson Framework for Teaching has been introduced into a new teacher-created goals and action plans initiative.

Impact

While school leaders to support teacher development use feedback to teachers from classroom observations, the breadth of observation feedback and next steps is limited. Additionally, the school’s new initiative of teacher-created professional goals, aligned to the Danielson Framework for Teaching, serving as a foundation for school leader and peer-led intervisitations, along with feedback and support from school leaders and instructional coaches, has not yet been utilized for an entire school year cycle and so will need monitoring by school leaders.

Supporting Evidence

- Frequent cycles of classroom observation provide feedback utilizing the Danielson Framework for Teaching. Each rated item on observation reports includes specific language from the rubric, evidence from the classroom observation that supports the rating, as well as actionable next steps. For example, observation report included evidence that indicated students was struggling with attaining high intellectual engagement during a guided reading activity. Feedback directed the teacher to adjust student groupings, and have a coach help plan and subsequently model these strategies. The next classroom observation praised the teacher’s growth and indicated the impact this had on students’ success during an observed guided reading activity. Another example of this use of feedback was found in observation notes in which the observer initially recommended using checklists. The subsequent classroom observation praised the teacher for having effectively incorporated checklists into lessons.

- Observation cycles have begun for all teachers for the current school year. Each rated item on observation reports includes specific language from the rubric, evidence from the classroom observation that supports the rating along with actionable next steps designed to help teachers improve student outcomes. For example, a teacher’s observation report contained feedback specific to trouble students encountered when establishing a scene for a character during a unit on realistic fiction. The feedback reads, “Directly model for students how to write a scene, keeping in mind the character’s wants and struggles. Teachers’ College is a resource you should use. For additional support, reach out to our literacy coach.” An observation written by another school leader includes feedback aligned to students’ questioning. Feedback directed the teacher to a schoolwide sentence starter resource and to specifically isolate those sentence starters that are pertinent to the current lesson’s questioning activity.

- The school has launched an instructional goal-setting initiative based on the Danielson Framework for Teaching that will serve as the foundation for feedback in addition to the classroom observation structure. All teachers have completed this step of the initiative and some have already begun conducting intervisitations guided by their Danielson-based goals. Teachers submit self-reflections, written in narrative form, to school leadership who then offer their feedback for next steps. One example from a teacher’s self-reflection related to engaging students in learning read, “I will implement the practice of posting the Thinking Map of the Week in the morning meeting area in my room just as I observed on this intervisitation.”
Findings
Across grades and subjects, rigorous habits and higher-order skills are emphasized for all students, including English Language Learners (ELLs) and students with disabilities. Curricula and academic tasks are planned and refined using student work and data.

Impact
Emphasis on rigorous habits and higher-order skills require that all students demonstrate their thinking. All students have access to the curricula and are cognitively engaged through differentiated groupings in each class specific to reading, writing, and math.

Supporting Evidence

- Unit plans reveal activities requiring higher-order thinking across grades and subjects, requiring that all learners, including special education students, demonstrate their thinking. For example, in a grade four non-fiction reading unit students “discern the differences between narrative and expository nonfiction and ascertain” different strategies with which to approach texts. To further this, lessons within this unit have students turn and talk with reading partners about the different non-fiction reading strategies they identify in each passage. Differentiated reading passages are provided for reading partners, including those dedicated to ELLs and students with disabilities. In a grade three math unit, students solve differentiated word problems. They then must explain their mathematical thinking in pairs, after which they report to one of four differentiated centers all designed to support various learners in this work.

- Lesson plans from all observed classes evidenced teachers’ planning for the cognitive engagement of all students. Lessons included group practice with differentiated groups, ensuring that students of all levels had access to meaningful and engaging assignments. In a grade four writing lesson, students were engaged in an essay writing activity wherein students were to support their arguments with evidence. Students first list all of the evidence they intend on using, then draft their paragraphs and revise essays by elaborating on the connection between their chosen pieces of evidence and how strongly they support the claims within the essay, followed by a peer editing process resulting in feedback to be used by students in writing final drafts. The lesson plan includes a plan for differentiation that physically places specific student pairs close to the front of the room for ease of re-teaching while other student groups receive differentiated checklists. In a grade one math lesson, students learn how to subtract one number from another with starting amounts of up to twelve. During the course of this lesson, students discuss the strategies they will use to build frames for each number, will the number they use fill more than one ten frame, and how many one’s will need to be in the second ten frame. After working through two sample problems, students must then discuss with their partners how they determined when to fill in the second ten frame. The subsequent activity included differentiated supports for students not meeting the standard and ELLs, including a review of the relevant vocabulary as well as additional modeling by the teacher.

- Without any State exam results having been reported yet, the school’s curriculum committee analyzed data from their school’s in-house assessment materials along with those accompanying their Common Core aligned curricula and determined that students needed writing and reading preparation. The committee decided to implement a separate curriculum that provides a systematic program in reading and writing critical foundational skills. Additionally, all learners benefit from the work of individual teachers and grade teams in ensuring that all units and lessons are differentiated, specific supports for ELLs and special education students are identified in lesson and unit plans, and that grade teams regularly evaluate the success of their curricular adjustments.
Findings
Across classrooms, teachers strategically provide multiple entry points and high-quality supports. Student work products and discussions reflect high levels of student thinking, participation and ownership.

Impact
Teaching strategies, including station-based learning coupled with differentiated group assignments and extensions, ensure that students benefit from multiple entry points and high-quality supports. Student work products, including reflections on process as well as self- and peer-assessments across all grades and classes, reflect a deep sense of ownership as well as, high levels of thinking.

Supporting Evidence

- In a grade four math lesson, students were divided into three differentiated groups based on a baseline assessment delivered prior to the unit. One group was designed for students exceeding the unit’s standards while the two other groups were designed for students on-level with those same standards. The two on-level groups were differentiated in order to meet their varying levels of achievement thus far. Students benefited from the teacher’s constant monitoring. For example, after noticing that the highest achieving on-level student group had completed the current task, the teacher said, “I notice that you all found the solution so I will challenge you with a next step. Round all of your answers to the nearest tenth.” A student from a different group then rose from her chair and walked toward a station in the rear of the classroom that contained three bins. Each bin contained extension activities directly connected to the current lesson, differentiated to meet each groups’ specific needs.

- In a grade three math lesson, students were divided into four differentiated groups which were circulating through four separate stations. Each station contained a posting that directed students to the specific assignment, as well the steps students were to take once they had completed each station’s task. Half of the stations included after-task work of self-assessment while the other half included peer-assessment. All groups reported to the re-teaching station where they would each receive instruction targeted to the specific skill for which they all needed support as determined by the prior assessment. After guiding a group through the re-teaching of brainstorming addition words and then using those words to create addition word problems, the teacher challenged this group once they had successfully completed the lesson.

- In a grade four writing lesson, the lesson teacher posed the following question, “Yesterday we wrote about ice cream and you all had opinions about ice cream. Today we’ll all write about someone who is important to us.” Students then discussed possible subjects for their opinion essays with partners during a turn and talk exercise. Once all students indicated that they had decided upon the subject of their essays with a silent thumbs up, the teacher facilitated a discussion as to the differences between facts and opinions. Students were then directed to conduct a second turn and talk discussion with a partner about the different pieces of information that they would use to support their opinion essay. At this point, the teacher identified which students would report to particular groups. Students were assigned to begin writing their opinion essays. To support students, the teacher then distributed three differentiated checklists to help guide students in their essay writing.
Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

Findings

School leaders consistently convey high expectations to staff through ongoing feedback and professional learning aligned to the Danielson Framework for Teaching. The school provides ongoing information to families regarding student progress towards college and career readiness.

Impact

Ongoing communication and support by school leaders, coaches and teacher leaders has increased teachers’ understanding and awareness of school leaders’ expectations around teaching and learning. The school’s communication with families provides opportunities for them to understand student progress towards meeting standards.

Supporting Evidence

- Frequent classroom observations provide feedback utilizing the Danielson Framework for Teaching as the standard for professionalism, quality instruction, and high expectations. Each rated item on observation reports includes specific language from the rubric as well as evidence from the classroom observation that supports the rating with actionable next steps. In addition, school leaders offer professional learning around the Danielson Framework for Teaching while modeling use of thought maps. The resulting thought map documents made evident not only teachers’ strong understanding of the Danielson Framework, but also their targeted work toward developing an even deeper understanding of the various Framework categories with their existing practice as well as the different connections that exist between a variety of the various domains.

- The instructional leadership team conducts regular walkthroughs. These classroom visits are followed by a written assessment of the activity, complete with feedback that highlights where the lesson was successful and where it could still improve, and the identification of best practices observed among the school's teachers. These follow-up feedback documents are shared with all faculty members and include photos of anchor charts, displays, and other positive classroom practices in order to help teachers identify strategies they wish to emulate. In addition to these walkthroughs, teams of leaders and teachers engage in “Rigor Walk” activities during which a classroom visit is made and low-inference notes are taken in response to five prompts that are aligned with the four domains of Webb’s Depth of Knowledge.

- Parents praised the school for meeting their request for an increase in workshops from previous years. Some topics scheduled to be covered in parent workshops this year include child abuse and neglect, the Common Core Learning Standards, information on New York State exams, nutrition and healthy eating, and summer activities that help maintain educational benchmarks. Some of the ways in which parents report getting regular information about middle school articulation, trips, celebrations as well as updates about students’ academic progress, is through applications on their cell phones, backpacked notes, email, and phone calls. Parents praised the school for the consistent communications sent home as well as always ensuring that they are translated.
Additional Finding

| Quality Indicator:  | 4.2 Teacher Teams and Leadership Development | Rating: Proficient |

Findings

The majority of teachers are engaged in grade-based teacher teams that use a schoolwide inquiry protocol for identifying students’ needs. Teacher teams consistently analyze data and student work for students they share.

Impact

Teachers’ collaborations have resulted in schoolwide use of thought maps as a strategy of guiding students through high-level questions. Teacher teams have identified problems of practice on which they focus cycles of inquiry.

Supporting Evidence

- Teachers have strengthened their instructional capacity through team-based collaborations. One teacher is a certified trainer for the creation of thought maps. This teacher has facilitated professional development on thought map design during teacher team meetings. Additionally, she has supported teachers across the school in this strategy. Evidence of the use of thought maps was observed across the vast majority of classrooms. One teacher reported, “She’s helped us create thinking maps. They’re great for helping students get through high level questions.”

- All grade-based teacher teams follow a protocol that entails data analysis, identification of a problem of practice, researching possible strategies and supports, followed by a decision to implement a strategy across the grade. Follow-up assessment data analysis determines next steps for these teams. For example, the grade two teacher team analyzed math assessment data and found that a large percentage of students had difficulty answering multi-step math problems. Additionally, the grade three teacher team administered an in-school designed number fluency assessment. Analysis of the resulting data revealed that a majority of grade three students were inconsistently secure with fluency up to the number two hundred. Both teams are engaged in the research phase of their respective cycles of inquiry.

- The grade four teacher team’s problem of practice on which their inquiry is focused was determined through the team’s analysis of State exam data. Their inquiry cycle began on October 17 when team members analyzed data from the previous year’s State exam. Analysis revealed that only .06 percent of students correctly solved a multi-step story problem that involved three steps. At a subsequent meeting, team members identified a target group of students for this inquiry cycle. Each team member reported to the October 24 team meeting with a journal article that highlighted a different strategy for addressing this skill. After reviewing each of the articles, team members designed a five step check-list. The designated recorder volunteered to format the checklist, print and distribute to all team members. It was also determined that at the next meeting, they would check-in on progress as per in-class informal assessments as well as plan for a formal assessment to be administered at a date to be determined within the next three weeks.

- Materials shared across grades that were found to be useful for students as per grade teams’ inquiry into student work. The development of strategies that followed include a chart of nonfiction text structures with definitions as well as clue words, a graphic organizer to be used by students in forming understanding while reading nonfiction, another graphic organizer that delineates three steps in writing an opinion essay, and a recording tool for students’ self-created writing and reading goals.