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. 028 Mount Hope 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

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</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>
<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>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

<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 Celebration</td>
<td>Well Developed</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>Area of Focus</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: | 4.1 Teacher Support and Supervision | Rating: | Well Developed |

Findings
School leaders, teacher peers, and coaches support teacher development with effective feedback. Feedback to teachers accurately captures strengths, challenges, and next steps.

Impact
Feedback to teachers articulates clear expectations for teacher support and development and is aligned to teacher goals. The classroom observations and analysis of student work promote teacher professional growth.

Supporting Evidence
- The feedback to the teachers accurately captures the strengths, challenges, and next steps using the Danielson Framework for Teaching. A review of an observation report showed a teacher receiving specific feedback on the various co-teaching models for an Integrated Co-Teaching (ICT) class. In addition, the report delineated additional support such as modeling a co-taught lesson for the teacher and intervisitation with another ICT teacher. The teacher was directed to experiment with the models and provided a time specific window to implement the suggested strategies.

- Sample observation reports reviewed also showed that the feedback to teachers aligns with the school’s instructional focus as well as the teachers’ professional goals. The principal relayed the instructional focus as a school that builds trust and students “taking educational risks by means of verbal and written discourse.” An observation report cited that the students were comfortable with the teacher’s teaching style, and willing to take risks. The teacher cited a professional goal of incorporating more higher-order thinking questions during class discussions. As part of the next steps, it was recommended to the teacher to have students formulate their own Webb’s Depth of Knowledge (DOK) questions to assess one another and to have students serve as the facilitators of their own learning. Another observation report mentioned students engaging in discussion such as scientific debates. In addition, the suggestions stated that including such discussions allows students to practice their discussion skills, which related back to the instructional focus of the school. The teacher’s next steps included getting support from personnel in the United Federation of Teacher’s (UFT) Teacher Center on the Socrati seminar.

- School leaders stated that teachers receive support from a literacy coach, and an instructional coach from the UFT Teacher Center. Similarly, during the teacher meetings, teachers stated that they receive support from the administration via lesson modeling, a universal reading coach, the New Teacher Center, the UFT Teacher Center, and teacher intervisitations. A review of the administrative team’s observation cycle revealed that most teachers are observed on a six-week cycle with the administrative team conducting informal observations, but the principal conducting the formal observations. In some instances, the observation cycle shows strategic support for some teachers with more frequent cycles of observations. For example, the observation cycle for a teacher shows a rating of Developing in the area of questioning and discussion techniques. A follow-up observation was conducted in four weeks and showed an improved rating of effective in the same area. In addition, the student work products cited in the observation demonstrated higher-order thinking.
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

Teacher teams consistently analyze student work for students they share. Distributive leadership structures are in place to build teacher capacity.

Impact

Teachers have a voice in key decisions, and the analysis of student work is resulting in improved teacher practice and progress towards goals for groups of students.

Supporting Evidence

- A first grade teacher team was observed analyzing a range of low, medium, and high student narrative writing samples for the closing out of the “Small Moments” unit. Teachers were observed using the “Tuning Protocol” to analyze the student work. Teachers observed the student work products and offered warm feedback such as the use of a good mentor text, transitional words, and students labeled their illustrations. Cool feedback included the effect on student writing if there were opportunities for peer editing and the addition of descriptive words in the writing pieces. Next steps were identified such as having students use more sentence starters, use graphic organizers, and focus on vocabulary.

- A review of a kindergarten teacher team notes showed that there was a need to generate critical thinking questions during a lesson. The team created a document entitled, “The Good Questions Planning Document.” For the plants unit, the document was used to craft Webb’s Depth of Knowledge questions that range in complexity. Sample questions for the unit ranged from, “Explain the life cycle of a plant,” to “Compare the life cycle of a plant to the life cycle of a human. Explain.” Similarly, a first grade teacher team meeting notes showed that the team wanted to devise ways to differentiate their lessons. The team constructed a template entitled, “The Differentiated Planning Template/Small Group Work.” A fifth grade team reviewed the English Language Arts (ELA) curriculum map and noted a non-Common Core aligned performance task. The team revised a narrative performance writing task using the Wonders program to ensure the task is Common Core aligned. Further, the team also revised the curriculum map to include the revised writing performance task. In addition, student work samples were reviewed. Teacher teams are consistently analyzing student work, but are not doing so in a systematic fashion in the upper grades.

- During a teacher team observation, members of the team assumed roles such as the note-taker, facilitator, presenter, and timekeeper. Meeting notes show roles are rotated after the completion of a unit of study which is approximately four weeks. Meeting notes also show that the teacher’s role rotates monthly. The administration, as well as the teachers during the teacher meetings, stated that teachers are surveyed and provide input into professional development planning. Teachers also stated that there is a professional learning team that is comprised of teachers and members of the administration. The teachers on the team turnkey information to the rest of the staff about what professional development should be offered. An example was shared during the meeting of a teacher providing a professional development session on how to include literacy through science.
Additional Finding

Findings
Curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts. Academic tasks consistently emphasize higher-order thinking skills and rigor.

Impact
School leaders make purposeful decisions to integrate the instructional shifts in order to promote college and career readiness. Curricula emphasize rigorous habits so that all learners can access the content.

Supporting Evidence

- School leaders ensure that curricula are aligned to the Common Core Learning Standards, integrate the instructional shifts to build coherence, and promote college and career readiness. In a third grade ELA lesson plan, students read a passage from a nonfiction text entitled, *Natural Beauty*, and determined the main idea of the passage using key details and giving text-based answers. In a second grade ELA lesson plan, students read the nonfiction article, “Do What you Love.” In this case, students received more supports such as graphic organizers and guided questions to include in their text-based answers to identify the main idea of the article.

- Curricula and academic tasks consistently emphasize rigor and high-order thinking skills across grades and subject areas. In unit plans and curriculum maps across subject areas, students are asked to justify opinions by citing evidence from the text to support their claims either through verbal discourse or in writing. For example, an ELA plan described how students groups would engage in discussions by citing two pieces of evidence from the text using sentence frames such as “I read that…” and supported by graphic organizers, visual representations for visual learners, and written as well as verbal cognates for English Language Learners (ELLs) so that all students had access to the curriculum.

- Interdisciplinary unit plans described tasks using varying levels of Depth of Knowledge (DOK) language such as students analyzing the question “What can animals teach us?” Tasks required students to investigate and to conduct research to produce an informational report about animals. In another unit plan, students had to analyze the question, “What does it take to put a plan into action?” Students through critical analysis explored the U.S. Constitution and deepened their knowledge of nature. Supports for the diverse learners included partially completed graphic organizers, audio books, illustrated vocabulary cards, and guided reading based on skill level.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

**Findings**

In most classrooms, teaching practices are aligned to the curricula and reflect a set of beliefs about how students learn best. Teaching strategies consistently provide multiple entry points into the curricula.

**Impact**

Pedagogical practices implement a set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching. Teaching approaches provide multiple entry points into the curricula so that the diversity of learners are engaged in appropriately challenging tasks.

**Supporting Evidence**

- Teachers use scaffolds, questioning, and other teaching practices to establish various ways for students to access the content or task to support student learning for all learners. In an ELA class, students were conducting a literature circle. Scaffolds were around the room to support the students during the activity. Students’ book selections varied in the class, and students were instructed to cite evidence from the text in response to a prompt. Students were responding to a prompt about a situation that happened to a character in the story, and the student had to decide whether he or she would react the same or differently from the character. A student read a book about Nelson Mandela and described the racism that South Africans experienced. A student questioned whether a person’s race could be determined if one’s hair and nails were examined. A student responded that the technology of the time was not equipped to answer that question. In a math class, the learning target stated, “I can divide tens, hundreds, and thousands by whole numbers up to 10.” Students used manipulatives and a worksheet within their groups to model and explain their representations of the number 120. Students queried one another about whether their model was divisible by four and how could they alter their model so that it could be divided in to four groups.

- School leaders voiced that students learn best when their learning experiences are aligned to the Common Core Learning Standards, are scaffolded, differentiated, and rooted in real world applications. For example, in a kindergarten ICT science class, the lesson objective stated, “Describe how bees collect nectar and pollen.” The teachers used multiple entry points for students to access the content such as the use of image cards and a role-playing activity to simulate pollination. At the end of the activity, the teacher asked the students a question pertaining to the consequences of honeybees being unable to conduct pollination. A student stated that without honeybees or pollination, flowers would not exist. Students were instructed to write in complete sentences in their journals what they learned about pollination.

- Teachers provide multiple entry points into the curricula so that all learners have access to the curricula. In a math class, the essential question asked students to master, “How can you solve problems using the act it out strategy?” Students simulated addition by acting out the number sentence $2 + 2 = 4$ and the rest of the class counted out loud the total number of students at the end of the number sentence. After the role-playing activity, the teacher used the SmartBoard to show a video of addition being acted out. The teacher asked the students questions about the number of objects seen in the video such as, “How many all together?” In an ELA class, the teacher introduced the lesson by showing a Brain Pop video that reviewed the text features that students will encounter in their books. Afterwards, students had to identify text features of informational texts. The teacher asked the students to differentiate between a table of contents and an index.
**Additional Finding**

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

**Findings**

Teachers use rubrics that are aligned to the school’s curricula. Teacher assessment practices consistently reflect the use of checks for understanding.

**Impact**

Teachers provide actionable feedback to students regarding achievement. Teacher assessment practices allow for adjustments to meet the needs of all learners.

**Supporting Evidence**

- In most classes, teachers’ assessment practices consistently reflect the use of checks for understanding and student self-assessment to make subtle adjustments to meet the needs of all learners. Strategies used included conferring with individuals and groups of students while taking notes, and questioning the whole group. In an ELA class, as students contributed to the literature circle discussion, the teacher was observed taking notes and asked the students if there were any words they struggled with while reading their texts. An on-the-spot adjustment was made when a student noted a vocabulary word that posed some difficulty, and another student defined the word for the class. Students also wrote their reflections of the texts on post it notes. In a math class, the teacher checked for understanding by posing questions to the class using academic vocabulary in order for students to identify components of their division problem. Within the groups, students were checking each other’s work and making corrections if an error was observed.

- Teachers use rubrics that are aligned to the school’s curricula and provide actionable feedback to students. The feedback notes glows, grows, or next steps. A review of student work showed a post-it affixed to a student’s personal narrative. The feedback commended the student on the usage of transition words, and the next steps stated that the student needed to capitalize the beginning of sentences. On a math task, the teacher commended the student for showing work and told the student to focus on grammar. The task was assessed using a math task rubric.

- During the student meetings, all students were aware of what a rubric is and how it is used. Students all stated that the feedback received from their teachers keeps them apprised of their next steps to improve on future assignments. A student’s fictional narrative writing piece included a rubric that commended the student on word choice and sequence of words used in the essay to make it entertaining. The next steps advised the student to include dialogue to create realistic conversations with the characters. A student produced a writing piece that compared and contrasted two different texts. On an extended writing rubric, a student was commended for including facts from both stories, the next steps advised the student to summarize the ideas in the conclusion.
Additional Finding

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

Findings
School leaders consistently convey high expectations for instruction and communication to the school community that are connected to college and career readiness.

Impact
The administration communicates expectations to the staff via training and implements a system of accountability for those expectations. Feedback is consistently provided to families to help them understand student progress towards meeting expectations.

Supporting Evidence

- Through monthly school calendars, curriculum nights, school messenger telephone calls, portals such as Class Dojo, a parent handbook, and written communication, staff members inform families about the expectations for their children. Family outreach activities, especially, during the weekly, designated time on Tuesdays enable parents to visit the school and meet with their children’s teachers to learn their children’s learning needs. Additional opportunities such as parent-teacher conferences are held three times a year in addition to report cards distributed three times per year, which also inform families of their children’s academic performance. Parents expressed during the parent meeting that they receive information through Class Dojo regarding how their children are performing. Events such as “Coffee Friday with Mr. Beckles,” “Family Paint Night,” “Bring a Male to School,” and the “100th Day Celebration,” as well as the honor roll and student-of-the-month assemblies are used to communicate high expectations to the families.

- On-site professional development is held on a weekly basis either by administrative staff or outside consultants. Examples of consultant-delivered professional development include “What is Guided Reading,” “Phonemic Awareness,” and an introduction to the DIBELS assessment program. Co-facilitation of professional development with a teacher includes a session entitled, “Developing Writing Skills in an English Language Learners’ Classroom.” During the teacher meeting, teachers conveyed that school leaders encourage teachers to attend professional development outside of the building. Teachers mentioned attending a workshop on Google SparkNotes and a “Whole Brain” strategy to turnkey to the staff. Teachers also relayed that there were professional development opportunities on how to use programs such as Waterford and iReady data to move instruction.

- Expectations of teachers are communicated by school leaders via a staff handbook, regularly scheduled faculty conferences, and written communication to the staff. Expectations for instruction are also shared through the professional development offerings such as “Looking at Exemplars in Student Writing,” “Increasing the Level of Rigor in Student Work Product,” and “Becoming More Strategic In Our Work,” as evidenced from a professional learning plan. Administration conducts monthly instructional rounds to monitor the implementation of the high expectations.