Quality Review Report

2016-2017

P.S. 035 Franz Siegel
Elementary 09X035
261 East 163rd St.
Bronx
NY 10451

Principal: Graciela Navarro

Dates of Review:
December 1, 2016 - December 2, 2016

Lead Reviewer: Kevin Bradley
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. 035 Franz Siegel serves students in grade kindergarten through grade five. 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>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>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 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>
</tr>
</thead>
<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>
Area of Celebration

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

Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations. Distributed leadership structures are embedded.

Impact

Teacher instructional capacity has strengthened while promoting the implementation of the Common Core Learning Standards and instructional shifts. Distributed leadership structures have played an integral role in focusing on the instructional goals as well as the design and delivery of schoolwide coherence building to support student learning across the school.

Supporting Evidence

- Inquiry teams regularly meet with specific protocols in place. To gather focused feedback to aid in planning, teachers use the tuning protocol. One member of the inquiry team starts the meeting and reviews the norms. One teacher presents their student work problem of practice and gets feedback from peers through clarifying questions. The inquiry team then analyzes the student work examples and asks any clarifying questions regarding the specific student work reviewed. The inquiry team then discusses potential strategies to address patterns and trends noted within the student work examples. The presenting teacher then has an opportunity to respond to the suggested strategy discussion from the other teachers. After inquiry team meeting, the presenting teacher shares results of that feedback later with group at a subsequent meeting. Using the tuning protocol allows teachers to analyze student work, teacher practice, and commit to using strategies suggested by members of the inquiry team group.

- The school has embedded distributed leadership structures with three English Language Arts (ELA) coaches, one math coach, and one special education coach that support teachers by providing daily instructional support and conduct professional development to build teacher capacity. The coaches support teachers through modeling, intervisitations, coaching sessions, and after school support sessions. All coaches have identified specific cohorts of teachers based on strategic priority of experience and observable needs for teachers. The coaches support new teachers with a focus on classroom routines and management; unpacking units in all connect areas, as well as implementing baseline assessments and the analysis of the assessments to inform instruction. The special education coach works with new Integrated Co-Teaching (ICT) teachers to build their skillsets as ICT teachers and supports teachers implementing behavior management strategies with students.

- Teachers have individualized goals linked to the schoolwide instructional focus on The Danielson Framework for Teaching Domain 1: Planning and Preparation, components 1a: Demonstrating Knowledge of Content and Pedagogy and 1e: Designing Coherent Instruction. Teacher goals are monitored by administration and instructional coaches through classroom support visits, observations, informal feedback, and analysis of student work products in inquiry teams and by school leadership.
Findings
Across classrooms, teaching practices aligned to curricula, reflect an articulated set of beliefs about how students learn best. Teaching strategies provide multiple entry points into the curricula allowing most students to be engaged in appropriately challenging tasks.

Impact
Students groupings ensure learners are engaged in appropriately challenging tasks and their work products reflect high levels of thinking. Teaching practices align with the Danielson Framework for Teaching and provide multiple entry points for most learners.

Supporting Evidence

- The comprehension, accuracy, fluency, expand vocabulary (CAFE) model is a schoolwide instructional model for ELA that was apparent across classrooms. The CAFE model requires teachers to consider the student grouping based on data to support English Language Learners (ELLS) and students with disabilities. The CAFE model board was evident across classrooms in charts that showed rotations and task of groups. Students were able to see the area they are working towards to meet their goal. For example, in one room, guided reading with the teacher, vocabulary, independent reading, and work on computers is charted by colored groups that are made up of specific students identified by data and students referred to the chart as they started a station.

- In a fifth grade ELA class during literature circles, students were engaged in collaborative groups that allowed them to identify vocabulary they had come across during their reading of When You Reach Me. This was further evidence of the CAFE model, as students were modeling the expanding of vocabulary by choosing and discussing specific vocabulary. Each student had an opportunity to share their vocabulary word, referencing other students to the words location in the book, while building contextual clues. Together, students offered feedback about the meaning of the word to collectively build greater understanding of their reading.

- During a first grade ELA class, students were working in small collaborative groups while supporting their own learning about why every part of the human body is important through a gallery walk. At each station there was a large sheet of paper with the body part listed in the middle, such as “feet”, and a question at the top, such as, “How does our feet help us?” As students proceeded through the gallery walk, they wrote their answers on post it notes to attach to the chart paper. For example, one student wrote, “We need feet so we can walk and jump and climb.” Another station asked, “Why is our head important?” One student wrote on his post-it note, “The head is important because it holds your brain and your eyes and your ears and your mouth. If you did not have them, you could not see or hear or talk or think.” However, in a kindergarten lesson about the sense of hearing, visuals of the text being read to students by the teacher were missing and evidence of multiple entry points for all students were lacking.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

Findings
The school leaders have ensured that curricula are aligned to the Common Core Learning Standards and other applicable content standards, with tasks that reflect the instructional shifts and offer all students opportunities to actively participate in diverse and engaging learning experiences.

Impact
Learning tasks are designed to promote high levels of student engagement in learning contribute to a program of coherent instruction that addresses college and career readiness skills for all students.

Supporting Evidence

- In math, the school uses GOMath! across all grades. In ELA, the school uses Core Knowledge in kindergarten to third grade, and ReadyGen in fourth and fifth grades. Curriculum maps of Core Knowledge show evidence of modifications as the existing twelve domains in each grade level have been pared down to four domains with a focus on informational and literary domains to address specific instructional shifts of the Common Core Learning Standards. Teacher teams based their focus on fewer domains to better meet the students’ needs by going deeper into the content of each domain.

- The school’s response to data that reading and writing were skills that needed to be worked on was to add additional writing tasks, close reading opportunities, writing across the content areas, increasing work with non-fiction and fiction texts and building academic vocabulary. Fourth and fifth grade units use ReadyGen to focus on chapter book studies of which three units are fiction and modified by teachers. The non-fiction units are taken from ReadyGen. Teachers use the 6 +1 writing traits (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to guide and check the implementation of traits by teachers during instruction in the writing units.

- Core Knowledge and ReadyGen texts are adapted by teachers to meet the learning needs of ELLs and supplementary texts are used from ReadyGen for ELLs and student with disabilities. The school restructured its ELA period pacing based on data by implementing stations to differentiate the learning experiences for the students. The use of stations within classrooms identifies student groupings by data and gives learners access to curricula and tasks that are cognitively engaging.
**Additional Finding**

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

**Findings**

Across classrooms, teachers use rubrics and grading policies aligned with the school’s curricula. School leaders and teachers use common assessments to determine student progress toward goals.

**Impact**

Teachers’ use of assessments and rubrics provide actionable feedback to students and teachers regarding student achievement as documented in student work products and the student portfolios. Assessments result in effective adjustments to support all students’ learning needs.

**Supporting Evidence**

- The school maintains individual student portfolios binders from grades kindergarten to five that track key assessment data for all of their students. At point of entry, each student has a binder with his/her previous grade’s baseline, midline, and end of year assessments. Parents can review these and students can share their progress and examples of their classwork and assessments during parent teacher conferences.

- Teachers provide actionable feedback with next steps to students, for example, on a math assignment task asking students to write a three-digit number in standard, word, expanded forms, and in place value form, an example of a teacher’s feedback to a student was, “You wrote your 3-digit number in different ways correctly. Next time, use the charts to spell the word hundred correctly.” Another comment to a different student was, “You wrote your 3-digit number in different ways correctly. Next time, only use one plus sign when writing a number without tens in expanded form.”

- The school uses iReady to track progress in literacy and math as they align curricula and instruction around data. Baseline, midline, and end of year benchmarks are tracked. Teachers analyze assessment data by class, grade, and vertically. Teachers meet with administration and instructional coaches to report data findings and give feedback to prior grade teachers at the beginning of the year to build coherence across grades. Parents and students have access to a student’s iReady profile and can see their progress in ELA and math.
Additional Finding

### Quality Indicator: 3.4 High Expectations

#### Findings

Administrators communicate high expectations for learning throughout the school community and implement varied systems for supporting staff and students in meeting the expectations set for them.

#### Impact

The school’s combined targeted and individualized supports for staff and students, has contributed to ensuring students’ are prepared for the next level and shared accountability for learning by all members of the school community.

#### Supporting Evidence

- Administration hold teachers accountable through Danielson *Framework for Teaching* observation feedback, that connects to improved instructional practices as measured through Advance observation data. This was evident in administrator’s feedback to teachers on how assessment is an integral part of a lesson. After advising to use checkpoints to make student thinking more visible, the administrator suggested the teacher could use the data to assess understanding; “Students were given the same text, you can have students in groups report their finding based on the questions you create. For students who might have trouble with the text, you may have them read only one or two paragraphs and answer one literal question and one analytical or evaluative question. In this way, you address all the components of Domain 3.” The administrator went on to suggest that “In questioning and discussion, give students more time to engage in a discussion on how the author painted the picture.” They felt if the teachers wanted it include a system that allowed the majority of students to participate then “Students can hold chips and turn them in so that you know everyone has participated in a meaningful way.”

- Teacher teamwork is designed to hold each other accountable through the inquiry team model that has all teachers responsible for presenting their problem of practice to peers at different intervals. Each teacher team shares their problem of practice, the work of their inquiry team, and the results of their teacher team work with the entire staff during professional development. This practice was evident in the schools professional development calendar. The school provides training to staff regarding high expectations as evident in the work of the professional development committee as they plan and modify the professional development calendar at the end of each cycle.

- The school prepares students for the next level by implementing a departmentalized format across grades two through five. Teachers are selected by strengths in content areas and the learning environment prepares students for not only the next grade level, but also for the transition to middle school. Teachers work with their colleagues across grade levels and content areas to ensure coherence in student learning progress from grade to grade.
Findings
School leaders support teacher development, including those new to the profession, with effective feedback and next steps from observation cycles. School leaders have an effective feedback system that aids teacher-created goals and action plans.

Impact
School leaders are providing effective feedback, next steps, and convey expectations to teachers that use the Danielson Framework for Teaching to inform improvement of instructional practices and align the professional development resulting in pedagogical growth and reflection.

Supporting Evidence

- The principal and assistant principal have designed the frequent observation cycles to include support visits early in the school year in order to build teacher capacity, especially for new teachers. The cycle of observations are also supported by the teacher leader literacy and math coaches who work closely with teachers on improving their instructional practice. One of the literacy coaches commented that teachers asked her to come into their room and replicate a formal observation process with the Danielson Framework for Teaching rubric and that teachers want to hear the feedback from the coaches on how they can improve their practice.

- In order to support all teachers, and in particular, new teachers, the school leader’s instructional focus includes Danielson Framework for Teaching, Domains 1A and 1E knowledge of content and pedagogy and designing coherent instruction. This focus was evident in observation feedback, for example, “To be effective and highly effective in Domain 3 Instruction you must work on 1E-Designing Coherent Instruction. This means that as you plan using Webb’s Depth of Knowledge to increase rigor. A few of your questions promoted critical thinking but most only required citing the text, a word or phrase.”

- The school has embedded distributed leadership structures with instructional coaches who support teachers by providing daily instructional support and conduct professional development to build teacher capacity. All coaches have identified priority cohorts of teachers based on strategic priority of experience and observable needs for teachers. Teachers reported, “The literacy coaches and math coach have been amazing. They’ve been very supportive, including modeling lessons of the same instructional practices we’re doing for our students.”