Quality Review Report

2016-2017

P.S. 048 Joseph R. Drake
Elementary 08X048
1290 Spofford Ave.
Bronx
NY 10474

Principal: Dwayne D'Avilar

Dates of Review:
March 1, 2017 - March 2, 2017

Lead Reviewer: Roxan Marks
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. 048 Joseph R. Drake 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>Area of Focus</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>Area of Celebration</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: | 4.2 Teacher Teams and Leadership Development | Rating: | Proficient |

Findings

Teachers work together in grade and content teams using an inquiry approach to analyze data and student work. Teams and other structures allow for input from staff.

Impact

Through teacher team collaboration, teachers’ instructional capacity is strengthened as teams analyze data, student work and plan common core aligned instruction. Teachers have a voice and shared leadership focuses on increasing student outcomes and progress towards goals.

Supporting Evidence

- School teams have undergone a process of refining their work by using a streamlined protocol for looking at student work and creating action plans to address the instructional needs of learners. Teacher facilitators lead regular weekly scheduled inquiry team meetings and communicate with school leaders during predetermined times. Teams follow established norms where members take on roles such as facilitator, mood-watcher, time-keeper, and note taker. Teams use protocols to look closely at student work and assessment results. During a teacher team observation, fifth grade teachers used a rubric to look at opinion writing samples for a range of learners in their classes. They discussed proficiency levels for a variety of students based on the rubric including thesis statement, details, voice, vocabulary, transitions, and conclusion. An inquiry team form was used to capture the areas for each class on the grade. The team created a list of skills based on the current unit that they need to focus on to guide future instruction and curricular planning. Meeting notes are uploaded in the shared drive.

- The principal shared that distributive leadership is valued, encouraged, respected and is a necessary component to build a collaborative community. Team leaders serve as liaison for their grade and come together as a vertical team to engage in discourse with school leaders. Instructional coaches work with consultants and provide support in classes and lead professional development to improve student learning. One teacher stated that everyone had input in the revision of the mission and vision statements. Staff serves on the hiring committee and plays an integral role in the selection of candidates for open positions. The professional development committee includes teachers responsible for creating the plan, organizing learning walks, and gathering input from the larger community. For example, staff was surveyed about the various topics, areas aligned to the instructional goals and best method for delivery of professional development. Teachers commented that this administration is very open and encourages input from staff.

- Teams use item analysis reports and tracking forms to progress monitor and identify specific skills identified as area in need of improvement for groups of students. Teams use their findings to modify unit and lesson planning documents based on the findings and analysis of data. Teachers work with coaches to plan and modify units and lessons. Data Dialogues provide opportunities for teachers and school leaders to discuss student progress. Teams conduct analysis of reading level data, on demand writing, unit assessment and simulations to determine progress, reteach or make adjustments to instruction. Each team identified a list of growth areas and created action plans.
**Area of Focus**

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Proficient |

**Findings**

The school community implements systems focusing on building emotional intelligence inclusive of student voice. Programs, clubs, and mentoring structures support the social-emotional needs for individual and groups of students.

**Impact**

A safe and inclusive culture exists where student voice is valued. Structures allow students to be know well by personnel that support their learning through guidance and advisement, however, there exists an absence of meaningful student voice in school improvement and personalized supports that impact on students’ academic and personal behaviors.

**Supporting Evidence**

- As a district initiative, the Recognizing, Understanding, Labeling, Expressing and Regulating emotions (RULER) approach from Yale University emphasizes fostering emotional intelligence for the school community. The PBIS team works on integration of RULER with the existing PBIS program, creating expectations for behavior and providing professional learning for staff and families. Student input in the creating of rules and culture rubric allowing for students’ involvement in school decisions. Daily announcements conducted by students allow for sharing of goals with the larger community. Students revealed that assemblies provide them with guidance and reminders of school wide rules and speakers such as the police officers to address bullying was very helpful. Another student liked that the school staff works hard to keep everyone safe. Recent data demonstrates a fifty percent reduction in school wide incidence during the same time period the previous year.

- A program aimed at fostering positive behavior in students, provides art and dance during lunchtime for students. Mentoring partnerships are fostered through the garden club and some students have the opportunity to learn karate which contributes to their self-confidence. Differentiated plans are created for students to build social emotional skills. Teachers mentor students in a wide variety of roles to further promote personal growth. For example, one teacher shared he mentors a group of students and teaches them how to play the guitar. Children’s Voices is an activity that engages students with a passion for writing via focused work with a mentor. The goal is expose students to the power and purpose that writing has in their daily lives. A student spoke on how participating in this program make him value school and improved his writing skills. Approximately seventy-five students are involved in the band program and when tragic loss of equipment students wrote a song leading to a donation for their music program. However, the avenues to welcome and meaningfully engage student’s voice in making and guiding school improvements efforts limit the academic and personal growth of students and adults.

- To promote academic and personal behaviors which lead to increased student achievement, core values of communication, collaboration, and celebration are encouraged. Teachers shared during instruction, students work in groups or partnerships which support the development of academic and personal behaviors. As a newly assigned principal, staff engaged in activities to revisit mission and vision statements. Strategies for building culture among students have led to the reduction of incidents, however, work is in progress to engage students and adults with outlining key elements of personal behaviors resulting in impact on academic press and personal behaviors.
Findings
School leaders and staff ensure curricula are aligned to Common Core Learning Standards and integrate the instructional shifts. Teacher teams refine curricula and adjust to lessons.

Impact
Teachers and leadership ensure coherent curricula focused on college and career readiness. Modifications to units and lesson planning documents ensure access for English Language Learners (ELL) and students with disabilities.

Supporting Evidence

- Teachers implement curricula aligned with the Common Core Learning Standards assisted through a partnership with Teachers College Reading and Writing Project (TCRWP) and National Training Network (NTN) with math content. The curricula planning documents include identification of Common Core Learning Standards, essential questions, and learning objectives written using "I can…" statements. Unit plans include the assessments, key texts, sequence of key learning activities, vocabulary, and questions. A first-grade math unit also included differentiated plans for groups of students at, on, and below grade level. The math curricula include non-linguistic representations and graphic organizers to build fluency and concept development. Variations in design and levels of content allow access for students in managing the task. A third-grade unit plan identifies several purposefully selected higher order thinking questions for turn and talk activities during instruction, “Why does Elizabeth keep speaking to the dragon? How does Elizabeth’s feeling change in the story?” Other questions in a math plan, “Why do you have to change unlike fractions? How can we solve the problem without using the model?"

- The math curricula include scaffolds to support English Language Learners (ELLs) and students with disabilities (SWDs) to enable access during instruction and develop conceptual understanding. A math lesson plan focuses on the addition of fractions with unlike denominators to address possible misconceptions with students who frequently do not reduce the answer to simplest form. Most plans included differentiated activities for three levels of learners. For example, a first-grade writing plan included different organizers including simple texts and visuals to support access for purposefully identified groups of learners. Planning for extensions was seen in a grade three lesson plan finding text based evidence that included a higher order challenge question.

- Students shared they annotate text and look for evidence in text. Lesson planning documents reviewed integrated shifts that promoted development of fluency in mathematics. For example, a fifth-grade math plan included warm up multiplication activity to gear and build fluency. In a second grade ICT class, sentence starters were used to support students in finding the central idea. In a third-grade ELL class, lesson plans included sentence starters and visuals for a group. Similarly, in a grade three ELA Integrated Co-Teaching (ICT) plan, students were locating evidence from a story to provide details to show how the character was brave. The plan included a character chart organized into categories making it more accessible for some students to find well-aligned evidence.
Additional Finding

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

The instructional shifts and use of Danielson *Framework for Teaching* inform teaching strategies. Teachers use strategies to provide access into learning, including engaging students in problem solving, providing opportunities for collaboration, and multiple entry points.

Impact

Teachers engage learners in complex tasks that challenge thinking and results in meaningful work to promote college and career readiness skills.

Supporting Evidence

- Staff believes students learn best when they are intellectually engaged with content that challenges critical thinking and allow students to work together and talk with peers. Teachers shared that by providing multiple entry points, appropriate scaffolds including support for ELLs and targeted instruction to groups are core beliefs held in the community. In a second grade ICT class, a group of students worked with a teacher to identify details that support the main idea. Some students had a different graphic organizer that included a sentence starter to support their engagement with the assigned task. Students worked with texts at their independent level to identify supporting details. The other teacher modeled for one group using the smartboard and base-ten blocks before having them work in groups to compare two three-digit numbers.

- Teachers discuss strategies they use to support learners in navigating new content, including the workshop model, acronyms as strategy prompts, sentence starters, language objectives, and other scaffolds; which were all observed throughout instruction in classrooms. In a fifth-grade departmentalized math class, a group of four students were working on a challenging fractions activity. In another special education class, three groups were working on persuasive writing, planning allowed for higher proficiency-leveled students to be engaged in a more complex task. Across classes, students utilized visual and graphic supports, checklists with picture prompts, word banks, how to spell anchor chart, differentiated work, and sight word folders.

- One emphasis this year centered on embedding academic vocabulary across all disciplines by integrating the use of words walls, word banks, and developing academic language. The instructional shifts were apparent in ELA lessons where students used text based evidence to describe the character of the story. In another class, students were making inferences about the text *Enemy Pie* using specific evidence to respond orally and in writing. Questions such as, “Why would you want to give the delicious pie to your enemy? How does he feel when Jeremy is about to eat the pie?” Questioning across classrooms promoted thinking used to engage in partner dialogues. Beliefs were reflected across rooms as teachers used rubrics, checklist, visuals, technology, and modified tasks to encourage access. In a third-grade ICT class, two students were working on the computer to increase fluency as a teacher worked with a guided group on comparing fractions.
**Findings**

Across grades teachers use assessments, checklists, and rubrics aligned to the curricula. Teachers use assessments to measure growth towards goals.

**Impact**

Common assessments and rubrics are used to provide actionable feedback to students and make adjustments to lessons and units.

**Supporting Evidence**

- Teachers use assessments from various sources including benchmark data to measure growth in core subject areas. Teachers maintain data binders for classes and groups of students. Students could articulate their reading levels, what they are working on, and their individual goals. Teachers shared they gain insight through conferences and using targeted assessment questions to measure learning. Various checklists were in folders and students in small group were able to discuss how checklists and rubrics are used to assess their work. Teachers use data to make revisions as seen in the team observation when teachers created a list of skills for the next unit and documented it in Google drive.

- Rubric based feedback was seen on work in folders and on bulletin boards. Feedback included next steps for the learner. One teacher wrote, “Good comparison, next time include more text evidence.” Students shared that teacher’s conference with them and provide feedback. During a classroom visit, a small group of students working together, had graphic organizers and strategy templates to help them solve math problems, students then self-assessed using a provided rubric. In a third-grade class, two students were working on the computer to increase fluency as a teacher worked with a guided group on comparing fractions. Despite the teacher making adjustment to her lesson by using another visual tool to help select students, several appeared still confused and lacked understanding.

- School leaders engage in data discussions, with teachers, using a protocol to help deepen the use of data and uncover gaps in student learning. Item analysis of state tests and benchmark assessments are used to identify focus areas. The analysis of a reading test measures decoding, word knowledge, and comprehension. Staff shared these various points of data help them prepare for instruction and create purposeful groups to work together. Based on disaggregated data, targeted intervention is provided to groups of students. Partnership with City Year allows volunteers working to specific student to also gather data which staff uses. Reading records and inventories are used to create guided reading groups. Evidence of group charts and other tools to manage processes were seen in classes.
Findings
School leaders communicate high expectations to the entire school community and teachers communicate expectations to families regarding student progress towards standards.

Impact
School leaders provide professional development and training to ensure staff can meet expectations. Partnership with families helps families understand progress towards college and career goals.

Supporting Evidence

- School leaders continuously communicate expectations through data meetings, informal talks, emails, bulletins, and in the observation process. The weekly communication from the principal provides expectations for learning targets, anchor charts, workshop model, manipulatives and other instructional aspirations. Staff handbooks cover basic routines, procedures, bulletin boards, instructional initiatives, planning, and other areas. Staff receives professional development aligned to Danielson Framework for Teaching, including planning for differentiation, analyzing writing, conferring, behavior management systems, and developing effective questions in lessons using Depth of Knowledge framework.

- Progress reports are shared with families twice a year and translated in Spanish to ensure all families have an understanding in the school community. A lower grade report has the grade level reading expectations, reading behaviors, homework, and feedback for all subject areas. A third-grade progress report uses a four-point rubric to assess growth as well as academic and personal behaviors. Parents discussed the welcoming environment, direct access to staff, ongoing communication with teachers, conduct cards and meetings are ways they remain informed. A few parents commented that an online grade-reporting tool is helpful, the school uses additional online platforms to communicate with families as well as monthly informational calendars, newsletters, and workshops. College Night, college t-shirt days, and guest speakers including a National Football League running back talk with students about characteristics needed to be successful in school and life.

- School leaders hold staff accountable by conducting walkthroughs, classroom visits, supporting collegial inter-visitations, and informal conversations with teachers. Through the observation process teachers receive actionable feedback in person, opportunities to discuss data and support for their professional growth. Staff developers, intervention teachers, and lead teachers provide training for their peers and receive professional development from external sources. Partnership with two local schools supports teachers and team development. Teachers engage in inter-visitations to enhance their pedagogical practice and knowledge of data, planning, and implementing tailored instruction. They observed the flow of the reading and writing blocks, using the scrapbook as a resource and tool to assess students' writing. Teachers shared they visited another school to see the teacher team process and as a result refined their team process and protocol.