Quality Review Report

2016-2017

P.S. 066 School of Higher Expectations

Elementary 12X066

1001 Jennings St.
Bronx
NY 10460

Principal: Kevin Goodman

Dates of Review:
March 16, 2017 - March 17, 2017

Lead Reviewer: Lenneen Gibson
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. 066 School of Higher Expectations serves students in grade K 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](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>
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<tbody>
<tr>
<td>To what extent does the school...</td>
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</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>Area of Focus</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>
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</tbody>
</table>
## School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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</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>Area of Celebration</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>

## Systems for Improvement

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<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
<td>Proficient</td>
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<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>
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Area of Celebration

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

Findings

School leaders convey high expectations to staff and families through written communication and professional learning opportunities.

Impact

School leaders partner with families by communicating expectations connected to college and career readiness to support student progress toward those expectations. Mutual accountability for high expectations for staff are delineated through staff-promoted intervisitation.

Supporting Evidence

- School leaders communicate high expectations for instruction that is grounded in the Danielson Framework for Teaching to the entire staff and provide training that results in a culture that fosters mutual accountability for those expectations. Expectations for instruction are delineated through classroom environment notices that detail classroom organization and displays of student work and a calendar indicating the beginning of a module and pre-assessment dates, all articulated through a classroom environment checklist. A math action plan captures learning walk observations, current practices, and goals to be implemented to maximize student engagement in mathematics classes.

- High expectations for professionalism are communicated via a staff handbook, school calendars, and a weekly principal’s newsletter that articulates expectations for instruction, professional development, and events that impact the school day. Staff facilitate professional learning and also have opportunities to attend off-site workshops. Teachers facilitate professional learning on topics such as planning and implementing the Teachers College writing units as well as a series of workshops on classroom management techniques and best practices and instructional strategies for English Language Learners (ELLs). Teachers attend off-site professional learning sessions and, in return, turn-key the sessions to the staff. School leaders hold teachers accountable through instructional walk-throughs that provide teachers with non-evaluative feedback on their practice and learning environment. Moreover, teachers hold themselves accountable by taking the initiative to conduct their own intervisitations. During the teacher meeting, it was stated that teachers, “Feel safe and trust to conduct their own intervisitation.”

- Staff members implement effective strategies for communicating high expectations about college and career readiness to families, partnering with them to ensure students meet those expectations. Parents are apprised of their children’s academic progress through weekly parent engagement meetings, phone calls to the home, teacher-specific interim progress reports, notices about their children’s reading levels, quarterly report cards, ClassDojo, parent teacher conferences, and the “Meet the Staff Evening” event.

- The school provides ongoing events and creates opportunities to partner with and engage families in supporting their children’s learning experiences that are connected to college and career readiness. Parent workshops provide families with tools to enhance their children’s learning outside of school, with topics such as supporting their child on State English Language Arts (ELA) and math exams, “Helping your child in first grade,” math homework support, support for inclusion parents, ELA support, and “No Parent Left Behind.” In addition, parents are invited to celebratory events for perfect attendance and a family and staff luncheon. University sponsored parenting workshops, English as a Second Language classes, and wellness classes in cooking and exercise are also offered.
Area of Focus

| Quality Indicator: | 1.1 Curriculum | Rating: | Proficient |

Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards (CCLS) and integrate citing textual evidence. Curricula and academic tasks are planned and refined using student data.

Impact

Curricula and academic tasks show integration of the instructional shifts and refinement; however, non-strategic integration of these shifts has not yet resulted in coherence across grades and subjects. Refinement of tasks does not consistently include lowest-and-highest-achieving students to ensure all students are cognitively engaged.

Supporting Evidence

- Lesson plans show refinement based on data collected during classroom instruction. A mathematics lesson plan with the learning target, “I can multiply multiples of 10, 100, and 1,000 by single digits, recognizing patterns” was refined to include a modeling portion by adding manipulatives as part of the lesson. Another mathematics lesson plan was refined to include a modeling activity before assigning the task as a fluency activity. An ELA lesson plan for diverse learners shows extension and enrichment activities for higher achieving students, such as using evidence from a poem to support the mood of the poem as well as assigning additional poems for analysis. The lesson plan indicated that the ELL students would form a small group for reteaching, and further language supports were provided through use of technology. Additionally for the ELL students, the lesson may be extended an extra day. However, in another ELA lesson plan for diverse learners, the lesson plan noted that the ELL students would work with buddies but did not note the students or the strategies for grouping. Further, the plan did not delineate supports for additional groups of students such as the high-achieving or the lowest-third students.

- Mathematics lesson plans show refinement for diverse learners such as reinforcing vocabulary, using translated texts, grouping students based on exit ticket data, pull out groups for reteaching, and, in some instances, supports for high-achieving learners. A mathematics lesson plan depicted a station activity using manipulatives to represent fractions. The lesson plan was differentiated for diverse learners including the use of additional wait time, student choice, and an extra station activity for higher-achieving students. Another mathematics lesson plan offered small group instruction and short mini-lessons for struggling students, but did not include tasks for higher-achieving students. Science and social studies lesson plans show cursory supports, such as reinforcing vocabulary and using visuals for ELL students or having high-performing students verbally summarizing the learning targets. However, plans do not consistently show additional refinement of tasks for diverse learners, including the lowest and highest achieving students.

- During the leadership meeting, the principal stated that there is cohesiveness within the grades due to the integration of the instructional shift of citing text-based evidence. Lesson plans in ELA and social studies, and, in some cases, science, show the integration of text-based evidence and the building of coherence. However, this placement of the shift is not strategic and does not delineate the connections between the shifts and the topics in each subject. For example, ELA lesson and unit plans show students are required to cite textual evidence from poems and from articles in different content areas. However, science lesson plans show students required to read articles but do not include strategies for citing evidence. As a result, this practice has not yielded coherence across the content areas.
Additional Finding

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

Teaching practices, student work, and discussions are aligned to the curricula and reflect workshop teaching structures.

Impact

Student work products and class discussions reflect high levels of thinking and participation. Teaching practices articulate a set of beliefs about how students learn best that is informed by the Danielson *Framework for Teaching*.

Supporting Evidence

- In a science class with diverse learners, students were tasked to answer the lesson’s objective, “What effect does glacial movement have on landforms?” Students used clay, pebbles, and paper plates to simulate the movement of glaciers across bedrock. In their student groups, students created their own hypotheses and were heard saying, “Glaciers will cause a landform. Sediment is sticking to the glacier.” Similarly, in an ELA class with diverse learners, the lesson objective stated, “I can determine the mood of a poem and explain how I identified the mood in the poem.” During turn and talk, the teacher posed the question, “How did this poem make me feel?” Students in their groups stated the poem either made them happy or disappointed, and referred to the words or phrases that evoked a specific emotion.

- In a mathematics class with diverse learners, students conducted a station activity to meet the learning target that stated, “I can break a whole into equal parts and count unit fractions.” Each station represented a different fractional unit such as halves, fourths, or thirds, and manipulatives were provided for students to demonstrate their fractional unit. Students in their groups, when approached, articulated the expectations for the task. In an ELA class, the learning target stated, “I can analyze the main point and identify the reasons and evidence that supports it.” Students in their groups were observed locating evidence that supported the main point, discussing the details, and placing the details on a post-it.

- That teaching practices are aligned to the curricula and reflect a core set of beliefs of how students learn best is exemplified through the workshop teaching structure. In an ELA class with diverse learners, the learning target stated, “I can use my feelings/emotions to plan a color poem.” The teacher modeled by reading a color poem and used a planning sheet to demonstrate how to write a poem with the color orange as the example. Afterwards, students used a planning sheet to construct a plan to write their color poem.
**Additional Finding**

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

Teachers use assessments and rubrics that are aligned to the school’s curricula. Teacher assessment practices reflect the use of checks for understanding and student self-assessment.

**Impact**

Teachers’ feedback to students is actionable and implements checks for understanding to meet the needs of all learners.

**Supporting Evidence**

- Teachers’ assessment practices reflected the use of checks for understanding with opportunities for peer and self-assessment to ensure that learning needs of all students are met. For example, in an ELA class, the teacher posed a question during a turn and talk to discuss the emotion evoked from a poem. Based on the students’ responses, the teacher reconfigured the student groups. In a mathematics class, the teacher checked for understanding by using orange, yellow, and green self-assessment cards. Students displayed the color green to signal that they understood the task. In an ELA class, the teacher checked for understanding by conferencing with students and asked, “What do sub-topics mean?” A student responded to the prompt. However, the teacher did not make any on-the-spot adjustments to the lesson.

- In a science class with diverse learners, the teacher checked for understanding by conferencing with the student groups and keeping conference notes. Moreover, the teacher used the thumbs up or down system as an additional check for understanding. In an ELA class with diverse learners, the teacher checked for understanding by using a checklist, conferred with the students, and commented on noticings such of the students’ writing process. In another ELA class conducting a station activity, the teacher conferenced with the students and asked a group, “What does every good sentence have?”

- Teachers use assessments and rubrics that are aligned to the school’s curricula and provide feedback to students. Student work shows “glows” and “grows” as feedback from the teacher. A sample of student work, an informative writing piece on slavery, was assessed using an informational writing rubric. The student was provided with an opportunity to self-assess using “glows” and “grows.” The student was commended for the organization of the work with supporting evidence for the sub-topics. The recommendation warned the student to check for spelling and grammar errors. A science station activity task required students to measure the mass of water and a solid object and the temperature of a liquid using a thermometer. A rubric was used and the students had an opportunity to self-assess. The feedback to the students detailed the next steps such as the need to ensure that the factors such as vocabulary, facts, concepts, and principles were accurate.
Findings

School leaders support the development of teachers with effective feedback that captures strengths, challenges, and next steps.

Impact

Feedback to teachers is grounded in the Danielson Framework for Teaching and articulates next steps to elevate schoolwide instructional practices and support teacher development.

Supporting Evidence

- A review of an observation report showed a teacher being commended for differentiating the lesson for all learners. The feedback articulated growth was needed in questioning and the assessment portion of instruction. Time specific next steps outlined identifying common misunderstandings of a topic, asking three questions about the topic and ranking the questions in order of importance, incorporating more “why” questions, and building capacity in students to agree/disagree with one another when questions are posed. Another observation report revealed a teacher being commended for the student thinking being visible and high student engagement fostered by questioning. The next steps noted were tracking students who participated in the discussions, setting rules for discussion, sharing criteria for peer and self-assessment, and providing opportunities for students to document their contributions in writing. This is aligned to the school’s instructional focus of promoting writing throughout the school, thus supporting teacher practice and teacher development.

- Additional observation reports revealed a teacher being celebrated for the use of the workshop model structure and the teacher’s knowledge of the characteristics of nonfiction texts and the skill of sequencing. Time specific next steps provided a recommendation for professional reading on varied instructional strategies to incorporate increased classroom discussion. Additional recommendations correlated to the instructional focus of including writing during instruction. Similarly, another report noted next steps such as engaging students in learning and using assessment in instruction. The teacher was provided with reflective questions, such as, “How did the activities/and or assignments promote student thinking?” Additionally, the report mentioned that students should be participants in the assessment process. Furthermore, the teacher was provided with support for his practice through an instructional coach.

- Teachers are supported by school leaders through effective feedback, next steps, and analysis of student work/data. An observation report outlined in detail that a teacher needed to capture student data by keeping conference notes to support the formation of strategic small groups, using this data to inform next instructional steps. A subsequent observation report shows that the teacher improved in the assessment component as a result of support from an instructional coach and follow-up observations.
Additional Finding

<table>
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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Content and grade level teams are engaged in structured, inquiry-based professional collaborations that foster distributive leadership structures.

**Impact**

Teachers’ inquiry-based professional collaborations promote the achievement of the school goals and the CCLS, thus strengthening teacher capacity. Distributive leadership practices are in place so that teachers have a voice in key decisions that affect student learning across the school.

**Supporting Evidence**

- A third grade teacher team was observed engaging in inquiry work by analyzing student ELA simulation assessment data. Teachers were looking at the third grade reading standard that states, “Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.” Previously, the team looked at the standard, “Distinguish their own point of view from that of the narrator or those of the characters.” Using a data driven dialogue protocol, the team looked at specific focus questions from the simulation that targeted this standard and generated trends and patterns in the student work. Teachers devised an action plan that included strategies such as including historical texts in ELA, differentiating instruction with short passages, using cross-curricular material, increasing the level of text complexity, and using signal words in all genres. Teachers also began to create a learning target for answering text-based questions. As a result of these inquiry practices, teachers mentioned improvement in student reading, the sharing of best practices among teachers, and the discovery of new teaching strategies to differentiate lessons for diverse learners.

- A review of teacher team meeting notes showed a mathematics vertical team’s goal of implementing the instructional shifts of fluency and number talks into the daily math lessons to ensure students use the number relationships/structures to add, subtract, multiply and divide. The rationale for this goal was to build consistency across grades. Actions taken by teachers to achieve this goal included promoting daily fluency activities at the beginning of each math lesson, having students take ownership of their own problem solving strategies, and increasing the use of manipulatives during instruction.

- Distributive leadership practices are in place and teachers have a voice in key decisions that affect student learning across the school. During horizontal and vertical teacher team meetings, teachers are empowered to make modifications to the curricula, which affects student learning. In addition, there is a point person on each grade who works on curricula. Teachers are surveyed for their input on the professional development (PD) that is offered to the staff and serve as facilitators for some PDs, such as sessions on writing unit baseline assessments, analyzing published writing pieces from units, deepening the next writing unit of study, and strategies for English as a New Language students.