Quality Review Report

2016-2017

P.S. 067 Mohegan School
Elementary 12X067
2024 Mohegan Ave.
Bronx
NY 10460

Principal: Jeffrey Santiago

Dates of Review:
January 31, 2017 - February 1, 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. 067 Mohegan School 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.

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>
<td></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>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>
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</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<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 Celebration</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>
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### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<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>
</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>
</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>
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<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>
</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>
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</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.4 Positive Learning Environment</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings
The implementation of a Positive Behavioral Intervention and Support (PBIS) program, character education classes, student government, and student celebrations fosters the school’s approach to building a safe and inclusive culture. The school has teams in place to ensure that each student is known well by an adult.

Impact
A safe and inclusive school culture focused on social and emotional learning fosters and values student voice and supports students’ learning needs.

Supporting Evidence

- The school has supports in place, such as a PBIS program, character education classes, student government, and student celebrations resulting in a safe and inclusive school culture where student voice is welcome and valued. Teachers have a classroom management plan that is aligned to the schoolwide PBIS program. Scholars are rewarded for making good choices through school trips, special events, and awards. The school has partnered with a program to further support the social/emotional learning by sponsoring character education classes. The tenets of the character education class are responsibility, sharing, and caring. Students are exposed to topics such as, “Why should people be honest?” “How can bullying behavior affect us?” and “Why should people show humility?” During the student group meeting, students attested that the character education class is supporting them in being role models, good citizens, and responsible individuals. Student government members meet with an assistant principal monthly to be involved with shared decision-making. Student government is involved in events such as the wall mural project, career day, holiday door decorating day contests, trips, multi-cultural day, and career day. During the student group meeting, students attested to their involvement in the wall mural project. As a result of these practices, the number of school incidences has been reduced by 23 percent.

- Structures, such as the pupil personnel consultation, attendance, and school implementation teams allow for students to be known well by an adult. During the attendance team meetings, chronically absent students are identified and outreach is conducted with the families in concert with supporting agencies. An action plan is devised to target the absenteeism. Weekly pupil personnel consultation and school implementation team meetings identify at-risk students and make recommendations for response to intervention (RTI), re-evaluations, behavior interventions plans, and/or support from external agencies. As a result of these practices, students are demonstrating improvement in their social/emotional behaviors which then supports their learning needs.

- The Individualized Educational Programs (IEP) at a glance practice was implemented for teachers of students with disabilities and general education students to be cognizant of their students and the supports required. Information about a student with disabilities is succinctly captured in a profile that notes the student’s strengths, accommodations/modifications, details for designing instruction, motivators/reinforcement, goals, and areas of difficulty.
Area of Focus

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

Teaching strategies, such as questioning and the use of scaffolds, consistently provide multiple entry points into the curricula but do not always include extensions for students. Student discussions reflect high levels of student thinking and participation.

Impact

Pedagogical strategies consistently provide multiple entry points into the curricula to ensure all learners are engaged in appropriately challenging tasks that demonstrate student thinking and participation.

Supporting Evidence

- Teaching strategies provided multiple entry points into the curricula. In a mathematics class, students compared fractions through using number lines, bar models and fraction circles. To differentiate the lesson, the teacher used a ring toss activity in which students placed their rings on the letter of the multiple choice question deemed correct. Questions were projected on the SmartBoard such as, “Point E represents which fraction on the number line?” Students were given a choice of letter A or B. The number of questions a student answered correctly determined the entry point into the lesson. Extensions to the curricula were evident as students sought out additional problems comparing two fractions. Similarly, in a reading class with diverse learners, students compared and contrasted characters from the texts *Pearl and Wagner* and *Charlotte’s Webb* by citing evidence from the text to substantiate their reasoning. Students worked on differentiated tasks: one group used a Venn diagram to compare and contrast the characters of both stories, another group played a vocabulary building game while a third group worked on the computer completing an *iReady* task. Early finishers were given an additional assignment. In an English Language Arts (ELA) class, students analyzed the main idea of a passage using texts features. Students read passages that were differentiated by the students’ Lexile levels. Early finishers who completed the task were given an additional passage to read. While they were present in these examples, extensions into the curricula were not evident in the majority of classrooms.

- In an ELA class, the lesson focused on how readers ask and answer questions about a text to gain understanding of a story. During a turn and talk, students responded to the prompt, “Why was Austin allowed to ride the cobra last summer?” Using evidence from the text, students discussed this prompt in their groups using accountable talk stems. Students also used academic vocabulary such as “inference” in their discussions. In a science class with diverse learners, the students explored the size and strength of magnets. Students engaged in a turn and talk, responding to the prompt, “What did you notice about the magnets?” A student group described some magnets repelling one another. Students were able to articulate what they were investigating as well as the purpose of their inquiry. However, in another science class, students were not given an opportunity to engage in student-to-student discussions, and the line of questioning was from teacher-to-student. Consequently, although some students were engaged in student-to-student discussions, ownership of student learning was not evident across all classrooms.

- In an ELA class, students were charged with the task of identifying the main idea to better understand the text. Students read a passage about Pocahontas featuring texts as well as reading comprehension questions that were differentiated for students based on their Lexile levels. In another ELA class with diverse learners, students completed differentiated tasks as they compared and contrasted texts citing evidence. Students also engaged with the texts differently, as some students used a scaffold to compare and contrast the texts while other groups annotated with different colors that signified evidence of either a comparison or a contrast.
Findings
School leaders and faculty ensure that lesson and unit plans are aligned to the Common Core Learning Standards (CCLS) and integrate the instructional shifts. Teachers modify curricula and academic tasks using student work and data.

Impact
Alignment of the curricula to the Common Core Learning Standards and the integration of the instructional shifts build coherence to ensure college and career readiness for all students. Refinements to the curricula and tasks ensure that a diversity of learners has access to the curricula.

Supporting Evidence

- Unit plans are aligned to the CCLS and integrate the instructional shifts. For example, in a first grade English Language Arts (ELA) unit entitled, “Things about Me,” students are charged with the task of creating three questions they would like to ask a character from one of the stories read. In a fourth grade lesson plan, the essential question asked, “How can attention to detail and evidence help solve a problem?” Students were tasked with making an inference about the main idea of a passage about Jamestown using text features. Similarly, a third grade lesson plan required students to ask and answer questions by referring to evidence from the text The Cobra, and a social studies lesson plan asked students to identify text features to answer the essential question, “Who were New York’s first people?” All tasks integrated the ELA/literacy shift of providing text-based answers, thus showing coherence across the grades and promoting college and career readiness for all students.

- In a second grade science unit plan, students are required to create a model of erosion and deposition using academic vocabulary in their accompanying informational/explanatory writing pieces. In a fourth grade writing lesson plan, students read an article entitled “A Comeback,” conducted research, and produced a research writing piece based on animals. In a kindergarten class, students read a text entitled Little Panda and, through different modalities (reading, writing, speaking), students learned about the changes a panda undergoes as it grows. All of these lesson plans were aligned to the CCLS and incorporated the instructional shifts of literacy instruction in all content areas, thus promoting college and career readiness for all students.

- Tasks reflect planning and refinement to provide students access to the curricula so they can be cognitively engaged. For example, a third grade unit plan was modified to include a pacing calendar and updated texts. The modification was informed by looking at student work. A fourth grade mathematics curriculum map was modified so that unit plans included big ideas, resources, and differentiation for diverse learners. Student data captured during “data talk” meetings are used to inform the modifications such as curricula revisions and re-teaching. For example, a fifth grade ELA unit plan was revised in the skills component. Comparing and contrasting was added based on results from student performance on the baseline assessments. In addition, emphasis on vocabulary in speech and writing, quick writes, a narrative checklist, and a rubric were included in the modified unit plan.
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
Common assessments are used to monitor student performance towards goals across subject areas. Teacher assessment practices are aligned to the school’s curricula.

Impact
Results from common assessments are used to adjust curricula and instruction. Teachers’ assessments provide actionable feedback to students about their achievement.

Supporting Evidence

- Teachers in teams utilize a process known as “data talk,” in which common assessment data is used to adjust curricula and instruction. For example, one team’s goal used data to drive and differentiate instruction. The assessment data used to inform this goal was a unit one ELA baseline item analysis. Based on the data, students demonstrated difficulties with character, setting, facts, and details. Action steps included modifying the curricula by including specific tasks on these areas during small group instruction. Evidence of success entailed self-assessment checklists, student work analysis, conferences with students, and a reteach of the skills. Another data talk used the third grade mathematics simulation assessment data to inform the goal of using data to drive small group instruction to reteach interpreting and creating picture graphs. Action steps included the use of manipulatives to represent graph symbols, a teacher-created reteach sheet to use during small group instruction, and additional curricular resources. Evidence of success included completion of an exit slip and data collected from questioning during the small group instruction. In addition, notes were collected to address student misconceptions. Although teams are utilizing data talks to adjust curricula and instruction, these practices do not result in mastery for diverse learners. According to the 2015-16 school quality snapshot, English Language Learners did not show significant growth in moving to mastery levels.

- In most classrooms, teachers use rubrics that are aligned with the school’s curricula and provide actionable and meaningful feedback to students to apprise them of their next steps toward increased academic achievement. Other assessment practices include teacher feedback in the form of “glows” and “grows” and student reflections. On a math task, the teacher commended a student for correctly circling a number that rounds to 500. The feedback stated that the student needed to check his work, while the next step built on the feedback by specifying to check the addition procedure with subtraction. A student’s writing piece included the teacher’s and student’s reflections. The student’s “glow” cited that the research paper’s information was organized by topic and included many interesting facts and details. The “grow” noted the need for more adjectives so the reader could create a visual. The next steps informed the student how to use descriptive text structure and language in his writing. During the student group meeting, students unanimously stated that feedback is in the form of “glows” and “grows” and that this feedback helps them improve their work. Although the students are receiving actionable feedback, this feedback does not offer a clear portrait of student mastery to advance the students’ learning.

- Assessment data from State mathematics and GO Math! chapter exams were analyzed for trends and patterns. Using the data from the assessments, the school employs a re-teach and assess system to address student needs. For example, a trend noted from the third grade mathematics data showed students were struggling with place values in addition and subtraction. Selected problems targeting this specific skill are used to reteach the students and, subsequently, students are reassessed. As a result of this practice, students are making gains in the targeted skills.
## Additional Finding

### Quality Indicator:

| 3.4 High Expectations | Rating: | Proficient |

### Findings

High expectations are conveyed to the staff through professional development and written communication that reflects the Danielson Framework for Teaching. School leaders consistently communicate high expectations to families connected to a path of college and career readiness.

### Impact

School leaders consistently communicate high expectations to the school community, providing training and a system of accountability to ensure those expectations are met. School leaders and staff offer ongoing feedback to help families understand student progress toward those expectations.

### Supporting Evidence

- The principal communicates to the staff through the *Mohegan Times*, including expectations for lesson planning, communicating with parents, and instruction, such as the school’s definition of rigor. School administrators also publish grade specific newsletters for the teachers they supervise. Expectations for scholar portfolios and bulletin boards are delineated to the staff through a checklist. Teachers are provided written feedback on the checklist to ensure that the requirements for scholar portfolios and bulletin boards are explicit and meet the schoolwide expectations. Administrators as well as teachers facilitate professional development on topics such as “Using Levelled Questioning,” “Setting Instructional Goals,” and “Effective Lesson Planning.” These professional development (PD) sessions are aligned to the school's instructional focus and the Danielson Framework for Teaching. In addition, the staff handbook articulates the expectations for professionalism and includes a template to utilize when conducting inquiry team work. Administrators hold the staff accountable through walkthroughs and frequent classroom observations.

- Staff members inform families about the expectations for their children through a variety of methods: weekly grade newsletters, progress reports, report cards, monthly calendars that explain what their child is learning in each content area, backpacked letters articulating the school's instructional focus, curriculum nights, face-to-face meetings, texts, and phone calls. Additionally, there are workshops for parents to support their children at home in Common Core mathematics, reading, and anti-bullying. Moreover, parent workshops are provided to explain the instructional expectations at each grade, and student-led workshops run during parent teacher conferences where they present the exemplars of their portfolios. During the parent meeting, parents discussed the implementation of curricula that supports students in character traits such as citizenship, maturity, responsibility, and morals to help prepare their children for the next level as they move towards college and career readiness.

- Expectations are communicated to staff through the professional development that is offered to support teachers. For example, a workshop was conducted on “Differentiation through Literacy Stations.” Teachers are also provided with professional development on Quality Teaching for English Learners (QTEL), strategies to support English as a New Language students in English language acquisition. Professional development on guided reading strategies and utilization of scholar data in instruction further supports the school’s expectations for instruction.
### Additional Finding

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

Teachers are engaged in structured inquiry-based professional collaborations. Grade level leaders exemplify distributed leadership structures.

**Impact**

Teacher professional collaborations promote the achievement of school goals, thus strengthening the instructional capacity of teachers resulting in increased student achievement. Teachers have a voice in key decisions that affect student learning across the school.

**Supporting Evidence**

- Teachers across grades and subjects engage in weekly inquiry-based structured professional collaborations that strengthen teacher instructional capacity. A third grade team noticed that students were struggling in the area of fractions and engaged in inquiry-based work to answer the question, “How can we improve our students understanding of a fractional parts of a whole and using components of writing?” Using a protocol, the teachers analyzed student work and determined the students' misconceptions. Next steps to support students included having students annotate their work, incorporating a checklist, and reteaching the topic with the addition of an exit slip. In addition, adjustments to the curriculum map were made based on the inquiry work. During team meetings, strategies are discussed that are applicable across disciplines, so students can experience success across content areas. In the teacher meetings, teachers stated that the impact of teacher teams has instituted coherence across the grades and subject areas. The work of the team is in alignment with the school goal to increase student performance in English Language Arts (ELA) and mathematics on the State exams by three percent and five percent, respectively.

- An ELA team sought to answer the question, “Were students able to determine the point of view using text evidence?” Using a protocol, student work was reviewed. Trends and patterns were noted, such as students not using proper capitalization in their writing, students not highlighting important passages from the text, and students not referring to the text when explaining point of view. The next steps included a re-teach of highlighting and the use of a checklist to ensure students are providing text-based evidence. Similarly, a science team was looking at student writing about the concept of kinetic energy. The team observed proper capitalization and the use of academic vocabulary, but grammar and spelling issues surfaced. Next steps were identified such as small group instruction and using a word wall. The team noticed that the same trend and patterns were occurring across the grade and decided to adjust the curriculum map by adding grammar lessons, further building schoolwide instructional coherence.

- Distributed leadership structures are in place so that teachers have a voice in key decisions that affect student learning across the school. For example, there is a teacher leader at each grade level that serves as a liaison to the administrative team. Teachers also serve as mentors to their colleagues. A teacher-facilitated professional learning session entitled “Using Data to Drive Instruction” was observed. Teachers facilitating the meeting did a review activity that unpacked an ELA narrative writing standard into a big idea and an essential question. The teacher facilitators shared their data binders with the participants. A sample of student work from the narrative unit was analyzed and trends, patterns, and next steps were captured on a graphic organizer. Teachers completed reflection sheets following the session and noted that they will use data in small group instruction, specifically using the Teachers College writing rubric vertically across grades.