Quality Review Report

2016-2017

Bedford Park Elementary School
Elementary 10X077
3177 Webster Ave.
Bronx
NY 10467

Principal: Carolyn Heredia

Dates of Review:
December 13, 2016 - December 14, 2016

Lead Reviewer: Buffie Simmons
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

Bedford Park Elementary School serves students in grade K through grade 2. 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>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>Area of Focus</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### 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 Celebration</td>
<td>Well Developed</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>Well Developed</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>Additional Finding</td>
<td>Well Developed</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

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.4 Positive Learning Environment</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings
A highly supportive and extended family culture is evident throughout the school that promotes students’ personal growth and academic development.

Impact
Students are adopting effective academic and personal behaviors as a result of a nurturing and personal learning climate with effective social and emotional structures in place.

Supporting Evidence
- Parents, students, and teachers say the school is welcoming and inclusive. Families also say they are valued and invited to participate in the school’s life by volunteering in the classrooms, the school library, or to work on various committees. The school has also adopted the 7 Habits of Happy Kids, the core of the Leader in Me program, that are intentionally implemented across grade levels in support of the academic, social, and emotional growth of all students, with a purpose of maintaining a trusting and safe school environment. Additionally, parent and student interviews revealed that teachers and leaders embed habits like “be proactive” and “have a plan” in daily lessons, thus providing common language for discussing responsibilities and strategies to meet the academic and social and emotional challenges.

- The supports are personalized to assist the students, such as the school has a full-time guidance counselor who facilitates, together with the parent coordinator, immediate response, interventions, and contacts with families of identified at-risk students and provides them with external resources. There is also a child study team that focuses on the needs of individual students; therefore assisting students and families with mandated and at-risk services, holding parent meetings, and collaborating with teachers and support staff on developing individualized guidance and social and emotional learning improvement plans.

- Teachers are prepared to guide students’ academic and social and emotional learning with deliberately implementing the Leader in Me. As a result of these efforts, the number of safety or behavior infractions is very low, as evidenced in the school’s Online Occurrence Report System and minimal disruptions in class. Additionally, the parents stated during the interview that their family feels very safe and school staff creates a family atmosphere.
Findings

The use of rubrics and common assessments provide teachers and students with actionable feedback on student progress towards set goals.

Impact

Students and teachers get actionable feedback that provides them with an understanding of academic achievement. Data analysis results in adjustments in curricula and development of multiple strategies toward improving student achievement.

Supporting Evidence

- Across classrooms, teachers use various assessments, such as conference notes, checklists, behavioral data and rubrics. Teachers administer running records to assess student fluency and comprehension of fiction. This data is used to determine strategic groups, refine whole class instruction and determine student need for additional instructional support. Students are provided glows and grows feedback from their teachers verbally and in writing. Students are invited to check their work using checklists which incorporate a rating scale. Additionally, teacher-created rubrics have been developed in writing. Teachers continuously refine rubrics to strengthen connections to standards, content, and communication of next steps.

- At the beginning of the school year, each teacher receives a copy of the Assessment Calendar for the school year which lists the assessments to be administered by grade. Students in kindergarten to grade two are assessed in reading using the Fountas and Pinnell Benchmark Assessment system four times a year to monitor the progress towards the established benchmark levels. The analysis of assessment results has led to the development of instructional goals for teaching and reinforcement of skills across all subject areas. Teachers gather data that includes formative assessments, rubrics and student work to ascertain levels of student learning. The use of data to inform and adjust instruction in all content areas is consistent across classrooms and classroom checks for understanding lead to instructional adjustments that support all learners.

- All teachers utilize item analysis and disaggregated data to identify learning gaps, trends and patterns. Analyzed test scores of specific subgroups of students has enabled teachers to pinpoint the level of which standards have been mastered and which group of students require re-teaching, remediation, and enrichment. In math and writing, students are assessed three times a year for a beginning, middle and end of year assessment. In addition to this information, teachers also administer chapter tests in math. In writing, the end of unit published pieces which are scored using a rubric, are used to assess students’ writing skills. For reading, writing and math, teachers use a Focus for Instruction sheet to identify the focus skill, and strategies they will use to address the needs identified. These sheets are updated as new assessments are administered. Progress is monitored by teachers on an ongoing basis through guided practice and one on one conferences in reading, writing, and math. As a result, over 65 percent of students are performing on or above grade level in reading.
Additional Finding

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

Findings

School leaders and faculty ensure that curricula across grades and content are aligned to Common Core Learning Standards and are planned and refined using student work and assessment data.

Impact

Curricula across grades and content is cognitively engaging, integrates the instructional shifts, and promotes college and career readiness for all learners, ensuring student access and engagement in rigorous curricula and tasks.

Supporting Evidence

- The school embraces a balanced literacy approach with the workshop model. Curriculum maps reflect grade level curricula, rubrics, checklist, standards indicators, essential questions, performance tasks, academic vocabulary, end of unit assessments, menus of complex texts with phonics and recognition skills, content knowledge, and challenging academic vocabulary. Students are tasked in their writing assessment to complete multi-step activities. For example, grade one students on their narrative writing performance task wrote a personal narrative about their family members. Students were tasked with including the elements that made a good story, drew pictures depicting what they did, labeled the pictures, and incorporated a juicy main event and two secondary events. Math maps include complex, multistep word problems and fraction activities to increase mathematics fluency.

- The school provides the community a dual language program as a choice program from PK to second grade. In the dual language, English and Spanish lessons are given on an alternating day cycle, providing students with an even balance of instruction in each language. In each grade, there are two classes that participate in the program using the self-contained model. A hallmark of the dual language program is a language objective, global connections objective, and content objective for every lesson. The English Language Learners population is 29 percent, with a total population of students learning a second language over 50 percent.

- Curricula and academic tasks are planned using student work and data. Teacher teams reviewed student work and assessment data to gain a better knowledge of their students’ abilities and challenges. Teachers revised performance tasks, created standard-aligned rubrics and refine lessons to accommodate all learners. Teachers identified schoolwide key focus standards to incorporate along with instructional shifts: algebra, number sense and operations and measurement. For example, in grade one, students contend with operations and algebraic thinking and explanation. Additionally, students struggle with number and operations in base 10, specifically, how to use place value to model, read and write numbers to 120.
### Findings

Across most classrooms, teaching practices are aligned to the curricula and academic tasks that foster higher-order thinking. Strategic entry points, high quality supports for diverse learners, and student discussions that prompt rich thinking vary across subject areas.

### Impact

Most students demonstrate higher-order thinking, refinements of instructional strategies, including questioning and discussions techniques that ensure entry points for all learners into the curricula.

### Supporting Evidence

- Instruction and pedagogy are centered on providing students with opportunities to think deeply about their work and reflect on their progress, as they make their thinking visible through discussions. Across classrooms, teachers used supports, such as chart paper, strategy cards, manipulatives and writing anchor charts. For example, one chart illustrated types of punctuation and another reminded students to ensure each sentence starts with a capital, is written neatly, has a space between each word and includes given punctuation at the end (SWAG).

- Across classrooms, students were provided with opportunities to think independently and work in groups to create meaning. For example, in a literacy class, teachers conferred with students while the remainder of the class worked in partner reading groups to retell their story, discuss cite words and describe pictures from their book. In another literacy class, students described how reasons can support author’s point of view.

- In a kindergarten class, students use patterns and strategies to find sums and differences for basic facts. The teacher asked the following questions, to deliver the message, “What do you know about doubles facts? When have you used doubles facts before? How do you represent a doubles fact with counting cubes?” Students completed the problem of the day: “Nathan has six toy cars. Alisha gives him 6 more toy cars. How many toy cars does Nathan have now?” Students discussed with their partners what they drew, the addition sentence they wrote, and some doubles facts they knew. The teacher explained that the students can use doubles facts to find sums for other facts.
Additional Finding

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

Findings

School leaders consistently communicate high expectations of the Danielson Framework for Teaching to staff and successfully partner with families to communicate expectations connected to college and career readiness.

Impact

High expectations result in a culture of mutual accountability, collaboration, and buy-in on the part of teachers, leaders, and families, thus creating an atmosphere conducive to the developmental needs of all students.

Supporting Evidence

- The principal provides focused and targeted leadership that clearly communicates expectations of elevated academic achievement for students as well as models excellence while providing supports and responsibility. The principal’s theory of action since opening the school has focused on developing and sharing a high standard of expectations for effective teaching across the classrooms. Promoted by all staff, there is a strong culture of high expectations to prepare students for a better future. This is evidenced by high levels of expectations for all staff throughout the community via workshops, staff handbook, website, peer-visitations, progress reports, orientations that emulate a culture where accountability is reciprocal between all stakeholders. Frequent cycles of observations with the completion of the teacher self-reflection tool intended to support teachers in celebrating growth and strengthening practice hold staff accountable for meeting expectations for pedagogical practice. Teachers advise and hold each other accountable through the regularly scheduled team meetings and intervisitations where teachers work together to refine pedagogical practices via demo lessons and co-planning opportunities.

- During interviews, staff and parents expressed that they strive for the best in all that they do and are appreciative to have a caring principal and nurturing staff members. Parent workshops provide information regarding the importance of dual language. The staff emphatically shares that they believe in their students. This belief was echoed during the student and parent discussions. A parent stated, “My child was not doing well at another school and on the verge of dropping out of school, this school has saved him, and now my child is reading.” Another parent stated: “My child is learning Spanish to advance her future.”

- Parents shared that the school sends frequent updates on the progress of their children towards expectations for learning. Additionally, the school sends newsletters which highlight monthly events and activities to support students in developing literacy skills. Parents attend publishing parties to support students presenting their writing and celebrating their accomplishments. All students have portfolios in writing, math, social studies and science containing at least three samples of their best work from each unit of study accompanied with a rubric and self-reflection that identifies areas of strength and areas of improvement. A parent stated, “This school pushes my child to be excellent and pushes me to learn about Common Core Learning Standards so I can partner in her education.”
Additional Finding

<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

Teacher teams are engaged in structured professional collaborations and regularly analyze student work through an inquiry approach. Teachers benefit from a variety of distributed leadership opportunities to research effective instructional techniques and play an integral role in key decisions that affect student learning.

Impact

Teacher team collaboration builds distributed leadership capacity and strengthens the instructional capacity of teachers resulting in school-wide instructional coherence and increased student achievement.

Supporting Evidence

- To build teacher capacity and support teacher teams in data-driven inquiry work, the school provides opportunities for all teachers to meet daily. In grade-level teams, teachers plan, utilizing a focused agenda, capturing next steps, and outlining a timeline for the work to be completed. Follow-up meetings begin with a discussion of next steps from the prior meeting, resulting in modifications to mapping and lesson delivery. Teachers meet regularly in grade teams and analyze curricula and student work, engage in shared reflection, and develop action plans to address next steps. For example, teachers have developed an inquiry protocol in which they rate students’ work. Teachers use the outcomes to collaboratively support instructional capacity. Agendas and minutes of all instructional meetings are shared ensuring coherence and shared accountability for schoolwide improved instructional practice. For example, during the teacher team meeting, the agenda of the kindergarten meeting included the purpose of the meeting to collaboratively discuss and share the process of norming student writing end of unit on demand. Teachers shared the end of unit on-demand writing task and discuss how the rubric correlates with the Common Core. Teachers normed the on-demand writing samples and shared how to use the data to group students and identify areas and weaknesses in student writing. Teachers stated that they are able to identify teaching points for a future writing unit based on student needs and the goals of the unit.

- In grade-level teams, teachers plan, utilizing a common planning debrief form that includes a focused agenda, captures next steps, and includes a timeline for the work to be completed. Follow-up meetings begin with a discussion of next steps from the prior meeting, resulting in modifications to mapping and lesson delivery. Additional to the instructional team, the vertical and horizontal team doubles as a child study team. The purpose of this team is to create action plans for struggling students, which includes an action plan and follow-up supports to ensure the proper supports are implemented.

- A distributive leadership structure is embedded as an integral part of the school culture. Teacher leaders facilitate grade level meetings and teachers assume a leadership role in supporting colleagues in instructional decisions that impact student programming and curricula development. Grade level team meetings, dual language team meetings, or a professional development committee, teacher teams meet to discuss and analyze data, and recommend changes to curricula and instruction. Teachers affirmed that they that have significant voice in key instructional decisions, and stated that their perceptions and findings are taken into consideration. For example, grade teams meet each summer to co-plan and collaboratively revise curricula across grade level and content areas.