Quality Review Report

2016-2017

P.S. 107
Elementary 08X107
1695 Seward Ave.
Bronx
NY 10473

Principal: Katherine Hamm

Dates of Review:
October 27, 2016 - October 28, 2016

Lead Reviewer: Tracie Benjamin-Van Lierop
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. 107 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>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td>Additional Finding</td>
<td>Proficient</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></td>
<td></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>Developing</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 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>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>Additional Finding</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

<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**

Structures are in place so that each student is known well by at least one adult who helps to personalize attendance supports and coordinate social-emotional learning. The school community strategically aligns professional learning, family outreach, and student learning experiences.

**Impact**

Guidance and advisement supports positively impact students’ academic and personal behaviors and there is a culture of positive attitudes resulting in the adoption of effective academic and personal behaviors.

**Supporting Evidence**

- School leaders and teachers believe in holistically educating students by addressing their academic and social emotional needs. Working with community-based organizations to support students in the arts, double dutch, soccer, robotics, and chess both during and after school has had a direct impact on student attendance, which currently ranges between 93 to 95 percent, a marked improvement from 91 percent during the 2015-16 school year. The monthly schoolwide attendance contest also helps to create a culture that encourages students to come to school in spite of some of the challenges students experience such as homelessness. Classes that have attendance rates of over 90 percent receive special acknowledgement over the school’s announcement system. The School Leadership Team (SLT) and faculty attribute their improvement in attendance to students having at least one adult who knows them well and overall communication among teachers, the attendance coordinator, students, and their families.

- Students with disabilities account for 35 percent of the school's population. The child study team meets monthly to discuss students who exhibit challenges in their academic performance and social emotional issues prior to recommending children for additional evaluation for special education services. “Our role is to ensure that we are doing everything we can do to meet the child’s needs before we make a recommendation for additional services”, stated a child study team member. The team also works with families to develop a plan and provide them with opportunities to receive supports in academics and social emotional strategies to use at home with their children. A student who moved from out of the state had previously been in an abusive setting and when she arrived at PS 107 her attendance was poor. The child study team provided the family with supports within the community and her attendance has improved. A student arrived at the school a selective mute and teachers worked together along with the social worker to provide small group play and work for the student along with Saturday enrichment activities and the student is now verbal and actively involved in extra-curricular activities.

- The school hosts Terrific Tuesdays in collaboration with the Soundview public library where parents receive keyboard training and workshops on reading to your child. The school has also benefited from district professional learning opportunities for the parent coordinator in an effort to increase the effectiveness of work done with families.
Findings

Across classrooms, teaching strategies inconsistently provide scaffolds and multiple entry points into the curricula. Student work products and discussions reflect uneven levels of student thinking and participation.

Impact

Students are not consistently engaging in appropriately challenging tasks or demonstrating higher-order thinking skills in their work products, as the needs of some learners not being met.

Supporting Evidence

- Some of the instructional foci statements for the 2016-17 school year are geared toward students who are also referred to as “rockets”. They include using strategies to engage in discussion and ask questions to understand what they are learning, become better problem solvers and learn how to explain their math work, and become better writers by organizing their thoughts. Students were observed problem solving and explaining their work in a second grade math class working in small groups using manipulatives and ten’s chart to solve their problem. Students who were not fully participating initially were encouraged by their group mates to work together as the teacher circulated throughout the room, reminding students to be team players and demonstrate their thinking. Although there were a limited number of students who were not able to clearly articulate the lesson’s objective when asked, students in their group assisted them in understanding the task. During a math enrichment class, students were organized into groups; however the majority of the students were unclear about the activity and its purpose when asked by the reviewer. The task lacked scaffolds or multiple entry points to meet the varying needs of the students. Students were able to articulate a word-problem mnemonic and point to a sign in the classroom, however some students were not able to make the connection between the strategy and the task they were assigned.

- During an English as a New Language (ENL) class, students in two of the groupings did not understand the number operations and functions task and became unengaged and started to speak with their group mate in Spanish. After the math lesson, the teacher transitioned into a literacy lesson and groups were to work on annotation and main idea. One group did not have a set of books for a portion of the lesson and had to wait for their books to be brought to the class while another group had to share books. Some students were not able to engage meaningfully in the task.

- In a science class, routines were evident as soon as students entered the classroom. They went to their groups and knew their assigned roles. The students were engaged in the lesson and worked collaboratively, yet the level of questioning did not push student thinking and garnered low-level responses. Questions included, “Who can tell me some of the things they saw?”, “What organism would you find?”, and “What do we usually find in sedimentary rocks?”
**Findings**

The SLT and faculty ensure that curricula are aligned to Common Core Learning Standards and content standards. Curricula and planned academic tasks consistently emphasize rigorous habits and higher-order skills across content areas and grades, specifically for English Language Learners (ELLs) and students with disabilities.

**Impact**

School leaders and teachers make purposeful decisions to build coherence and promote college and career readiness for all students. The Common Core curricula are designed to be accessible to a variety of learners.

**Supporting Evidence**

- The school’s curricula encompass their school-wide focus on guided instruction in English Language Arts (ELA) and math with a targeted focus on their ELLs and students with disabilities. The incorporation of technology through the use of interactive whiteboards and student iPads is included in lesson and unit plans across content areas and grades. A music lesson plan included academic music vocabulary, materials needed, along with questions to assess understanding such as, “Were students able to identify the sections and follow along the music score?” and “Were students able to understand the rhythmic and melodic changes taking place within the song?”

- Lesson plans are aligned to the Common Core standards and integrate the instructional shifts, are connected to students real world experiences, and include questions for teachers to consider when planning their lessons such as “How will I introduce academic vocabulary?”, “Who have I identified to work with during small group instruction?”, “Which students will I conference with?”, and “What are additional resources for my ELLs and students with disabilities?” During the small group student meeting, students across grades stated the lessons they found most interesting were the September 11, 2001 and Acquired Immune Deficiency Syndrome (AIDS) units because they were able to connect with them most personally, which helped them write in more detail.

- School leadership and teachers agree that math has become an even larger focus for this school year as students have not made the academic progress expected, which has informed the planning around number sense and operations in grades two through five along with solving multi-step problems. The faculty has also adopted Fundations for grades kindergarten through two based on student performance in phonics. The school has placed planning emphasis on their struggling student population as evidenced in their curricula; however, the observed implementation does not consistently require all students to demonstrate their thinking.
Findings

Teachers incorporate assessment practices, grading policies, and rubrics that are aligned with the school’s curricula. The school uses common assessments to determine student progress toward goals across grades and subject areas.

Impact

Teachers and students obtain actionable feedback that they share via conference notes and through written comments on student work products. Teachers use assessment results to adjust curricula and instruction.

Supporting Evidence

- All students are graded using a four-point scale that reflects their performance on assignments and assessments. Teachers use formative and summative assessments such as iReady and MasteryConnect in reading, writing, and math to inform their instructional practices. Summative assessments include unit and chapter tests and performance tasks to measure student progress. Teachers also assess students using Developmental Reading Assessments (DRA) four times a year. The results inform the school’s focus on guided reading, which has improved student literacy levels. Additionally, the results revealed a need to focus on phonics, which informed the decision to include Fundations in the school’s curricula. The 2015-16 school snapshot shows the school rated Excellent in closing the achievement gap for students with disabilities and with their lowest performing students.

- Students commented that they receive feedback through conferencing and comments on their work. They also stated they know their current math and ELA levels and know how to move to the next level based on the feedback they receive. Although students agreed on the benefits of the feedback they receive, it was noted that while student feedback was actionable, the progression of feedback related to creating a clear picture of student mastery was inconsistent.

- Data presented by the school showcases the monitoring of student levels in math and reading three times a year, in October, January, and May. Teachers receive data by grade level standards, identifying which students are at each level ranging from one to four.

- A review of grade three student monthly goals and objectives conference sheets included feedback in literacy, math, and science, in addition to a section entitled “Rockets caught being good.” The conference sheet includes the Common Core standard being addressed, the unit goal, teacher goal and how the student would meet the objective along with a section for student comment.
Additional Finding

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

Findings

School leaders consistently communicate high expectations to the entire staff, providing professional learning opportunities that focus on professionalism, instruction, communication, and elements of the Danielson Framework for Teaching. The SLT and faculty consistently communicate expectations that are connected to a path to college and career readiness.

Impact

There is a culture of accountability to meet high expectations throughout the school. Families receive ongoing feedback to assist with understanding student progress toward achieving the expectations of college and career readiness.

Supporting Evidence

- Faculty has noted students are more actively engaged and there is increased awareness of what the school’s academic expectations are as a result of communication from teachers, school leadership, and through the use of MasteryConnect. Parents raved about the electronic communication they receive, whether it comes from an application, a text message from a teacher or email communication. One parent stated, “The apps my child’s teacher shares with me helps me understand the high expectations of the Common Core, especially in math.”

- Parents appreciate the open-door policy encouraged by the faculty. A parent shared, “We get a lot of assistance at this school. We are the only school open until 5:45pm in the neighborhood and our kids are benefitting from this support.” A grandparent of a student in the school commented, “We could really make a difference if we had more parents involved in working with the school.” Four of eight parents noted they were seeing academic improvement with their children since the start of the school year, which they attributed to the library being open early for students to utilize and the increased focus on technology and math.

- High expectations are communicated via the staff handbook, school website, weekly rocket staff newsletter, and daily school community announcements. Professional learning for the school year, according to the school’s plan, includes guided reading sessions, Fundations training, looking at student writing, small group instruction in math, and differentiating instruction using technology. The SLT holds the faculty accountable through classroom observations and school-wide intervisitations.
**Additional Finding**

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

**Findings**

The majority of teachers are engaged in structured, inquiry-based professional collaborations in grade and content areas. Teacher teams consistently analyze student work and State assessment data for students they share or on whom they are focused.

**Impact**

Professional collaborations promote the achievement of school goals and the implementation of the Common Core Learning Standards, strengthening the instructional capacity of teachers and typically resulting in improved teacher practice and progress toward goals for groups of students.

**Supporting Evidence**

- Teacher team collaboration logs included methods of collaboration, meeting focus, next steps, and requests for additional resources or support from school personnel. A second grade log, targeting curriculum, included a meeting focused on guided reading, a second math block to focus on skill reinforcement, and beginning of year assessments. Next steps included bringing guided reading templates, running record data, and memorializing instructional strategies used in the classroom to be discussed at the next meeting. A grade five team log included a trend analysis of Measures of Student Learning (MOSL) data and how it would inform differentiated instructional strategies.

- The kindergarten team’s review of baseline data resulted in student progress in literacy. The team assessed students who were not labeling correctly or using legible letters based on a recent chapter test. The team decided to make modifications to the unit by adding pictures to the narrative lessons and placing a higher emphasis on academic vocabulary.

- Teacher teams use looking at student work protocols to analyze a task within a lesson or unit to establish evidence of alignment with the targeted Common Core standard and to improve the task and related instructional materials. A grade three team analyzed student work focused on whole number operations and rounding within 1,000. Teachers’ analyses determined that none of the students answered a multi-step word problem correctly; however they used a math strategy implemented in previous lessons. Moving forward, teachers acknowledged the strategy did not address multi-step word problems and they collectively decided to designate additional time to address the learning gaps for their students.