Quality Review Report

2016-2017

P.S. 132 Garret A. Morgan

Elementary 09X132

1245 Washington Ave.
Bronx
NY 10456

Principal: Anissa Reilly

Dates of Review:
November 29, 2016 - November 30, 2016

Lead Reviewer: Marion Wilson
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


School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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</thead>
<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>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>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

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

<table>
<thead>
<tr>
<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>Additional Finding</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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</tbody>
</table>

#### Systems for Improvement

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</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>Area of Celebration</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>
</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>
</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>
</tr>
</tbody>
</table>
Findings

The school provides regularly structured times for teachers to meet and plan based on the school's instructional focus and to improve their pedagogical practices in teaching reading. Teacher assignments and student grouping supports all students especially English Language Learners (ELLs) and students with disabilities.

Impact

Time and professional development are dedicated to help improve teacher practice and to challenge students to think critically. Programs aligned to the school's instructional goals are available for teachers and students so that students are able to create meaningful work products.

Supporting Evidence

- School leaders restructured the school's schedule in order to afford teachers a daily continuous block of time to meet to plan and review student work. Each day, all classroom teachers receive three periods, which incorporates their lunch period, allowing them flexibility to meet within and across grade and content area teams. Teachers shared that this time helped them to strengthen their inquiry work and make thoughtful adjustments to lesson plans, which has in turn improved their instructional practice. For example, teachers are able to watch videos, review practices that work, or analyze data, which in turn has led to students writing more during classwork.

- The school has invested human and monetary resources, above and beyond what is offered by the City, to support the training of paraprofessionals to provide additional reading intervention and support to targeted students. On a daily basis, paraprofessionals pull out individual students previously identified by teachers to provide phonics, phonemic awareness, fluency, vocabulary, and comprehension support through the Reading Rescue program. As a result students' reading levels have gone up at least two to three levels since the baseline assessment was administered. More students are able to read and grapple with grade level appropriate text since they have strategies to help them resolve reading difficulties and be able to read fluently and comprehend text at an independent level.

- There are after-school, before school, lunchtime, and Saturday programs that are offered to provide mandated and enrichment activities for students. Students have access to additional support to complete projects or homework or to prepare for the upcoming state exams through the Harvard Saturday tutoring program. These programs give students additional opportunities to complete assignments and to receive tutoring assistance in their area of most need. In addition, the school incorporates an online self-paced personalized reader for students to help build their reading stamina and fluency skills, while supporting the school's reading and writing goals. Students’ reading logs reflected an increase in the number of books read and in time spent reading both in and out of school.

- There are three dedicated English as a New Language (ENL) teachers for each grade, additional staffing through social work interns, additional paraprofessionals, and newly hired instructional coaches to help develop teacher practices and to improve student learning products. More ELL students are moving to higher proficiency levels and are demonstrating growth on state exams as a result of this targeted support from push-in and pull-out services. The school was able to meet targets for this subgroup. Furthermore, coaches and ENL teachers push into classrooms to lower the teacher student ratio, which helps to support and promote effective teaching practices. Students receive increased opportunities for targeted small group instruction on a daily basis. As a result, students with disabilities are provided supports to be mainstreamed for core content areas.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Developing |

Findings
Across classrooms student engagement, including thinking and participation, is inconsistent. Teacher practices demonstrate uneven applications of multiple entry points and extensions for ELLs and students with disabilities.

Impact
Inconsistent application of scaffolds and multiple entry points to the curricula prevents some students, including ELLs and students with disabilities, to work independently, engage in meaningful discussions, and complete challenging tasks.

Supporting Evidence

- Across some classrooms visited, teachers tried to provide visual supports, differentiated reading materials, and scaffolds to support student engagement in lessons. However, laptops, whiteboards, manipulatives, graphic organizers, picture cues, and other devices were sometimes utilized ineffectively to help students make meaning, to work independently and to complete tasks. In some classes, ELLs and students with disabilities were not clear on the learning objective of the lesson and couldn't read the objective for the lesson. Furthermore, while teachers attempted to help struggling students, there were missed opportunities to help students address the gaps in their understanding or to refer to the supports that were available to them. As a result, some students were compliant and quiet, but did not complete the required tasks. In a few instances as students struggled to complete tasks, students who were finished ahead of time had to wait for others to complete the tasks. In a second grade math class, students could neither read nor understand the objective as stated on the smartboard. While assigned to work together in partners, students worked independently in their math workshops and were getting the incorrect answers.

- Although the schoolwide expectation is for students to lead discussions and to ask higher order thinking question, this practice was only observed in a few classes and generally remained between select students and the teacher. For example, students in an Integrated Co-Teaching class participated in a hands-on experiment using the scientific method to decide which objects were better able to float or sink in a container of water. All students had to engage in collaborative discussions with their groups to develop explanations for this natural phenomenon in a creative manner. They created hypotheses and tested them out with the teachers' acting as facilitators of the lesson. Students designed their own questions about the different objects, such as sponges, spoons, and coins, and described rationales for whether their composition would cause certain objects to sink faster or slower. The lesson was student-centered with minimal teacher directions and with students assisting each other. They also could choose the graphic organizers, and materials that they felt would best support their experiment.

- Student-led discussion is an emerging practice across classrooms. For example, in a reading lesson, students attempted to engage in peer-to-peer discussion as they worked to use key points and details to compare and contrast two stories. While there were group work protocols and the use of accountable talk between partners, there were missed opportunities for students to fully engage in dialogue as the conversation remained primarily between teacher and students. Students neither challenged each other nor referred to details from the text to support key points or select details. Students utilized accountable talk stems to add on to, to agree, or to disagree with their peers, but did not add additional intellectual value to the discussion. Some students did not have an opportunity to share and were disconnected from the lesson.
Additional Finding

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

Curricula are aligned to Common Core Learning Standards (CCLS), content standards, and mathematic practices and integrate the instructional shifts. The school makes purposeful decisions to build on standards by noting the development of the standard from one grade to the next. Pacing calendars and lesson plans emphasize critical thinking skills across grades and subjects and for ELLs and students with disabilities.

Impact

Curricula are designed to be accessible for the variety of learners in the school based on the CCLS and include engaging activities to promote critical thinking across various levels of Webb’s Depth of Knowledge (DOK).

Supporting Evidence

- There are common planning templates used to plan lessons across grades and subjects which contain the teaching point, CCLS, vocabulary being addressed, essential questions, key ideas, the Danielson Framework connection, small group and independent work, teacher modeling, differentiation support for tier one, two and three learners, reflection and connection, and some type of exit ticket or culminating activity. There is a detailed pacing calendar that highlights the standard and focus by grade across subject areas with considerations for unpacking standards by grade. For example, the school examined the CCLS reading standards for informational text and determining the main idea of a text and explaining the main idea from kindergarten through fifth grade as well as the learning needed at each particular grade level. This standard analysis tool is incorporated into plans and is helping to build coherence within and across grades and subjects.

- Most lessons are planned according to the students’ Individualized Education Program (IEP) goals and support the proficiency levels of ELLs with specifically planned activities based on student preferences, needs, and learning styles. For example, in one plan, the special education support included a detailed listing of personalized activities by student to expose them to grade level appropriate work aligned to the expected instructional outcomes. One lesson plan illustrated that one student should work with animated math models to practice the concept of using different strategies to find number patterns and complete number sentences, while the plan for another student offered support by allowing the student to choose the type of manipulative that would best support his thinking and understanding of the math problem. Activities are centered on students’ developing their conceptual understanding in math and science as well as building their inferential comprehension in reading and social studies.

- The social studies scope and sequence affords students diverse opportunities to apply knowledge of maps, to create their own communities using geographic features, to compare and contrast physical and political maps, to draw conclusions about the locations of cities and countries and to identify similarities, and to develop their own questions about their research. Lessons are planned so students can engage in inquiry, develop questions, and design elements to explore and create models and meaning aligned to content standards including analyzing primary sources and documents. Maps are also aligned to the New York State Learning Standards for Mathematics, Science, and Technology (MST) as well as to the Next Generation Science Standards (NGSS). Plans provide multiple opportunities for students to experience virtual labs, hands-on activities, and leveled reading materials to develop critical thinking skills in science.
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**

There are common assessments that are utilized across grades and subjects that inform curricula modifications and adjustments. Rubrics, checklists, performance tasks, and simulated exams are based on the school’s curricula and provide information on student performance, progress, and mastery to both teachers and students.

**Impact**

Results of common assessments are used to plan and revise lesson plans, performance tasks, and rubrics. Students across grades are aware of their performance levels and teachers know which students have mastered skills and are on track to proficiency.

**Supporting Evidence**

- Rubrics, simulated practice exams, EngageNY sample tasks, performance tasks, baseline data, running records, and checklists requiring students to note evidence of the work they completed are evident across the school. There are rubrics aligned to specific tasks across subject areas. The school creates a data profile spreadsheet for each student, which contains their beginning-of-the-year and end-of-year evaluations, performance targets, previous year’s data, and proficiency levels based on item analyses from state tests and teacher-created simulated tasks. This information is shared with students, teachers, and parents so students are aware of their performance levels and of areas needing improvement in each subject area. As a result, more students are answering test questions correctly and are improving their performance on key standards.

- Across classrooms, teachers utilize the information they receive from assessment data to identify ten students per class on whom they focus to help improve their academic progress and achievement. Teachers collaborate on the school’s focused approach to on-going monitoring of student growth. Periodic assessments, running records, and teacher-created assessments refine teaching strategies and identify skill and content deficits. Teachers use rubrics to review student work and to identify gaps in their learning. This information informs pacing calendars that embed the instructional shifts. Pre- and post-assessments target students’ understanding of each unit’s content and cognitive demands. For example, data analysis of constructed responses helped teachers to better align learning activities to the instructional outcomes for the particular skill students are supposed to learn and mastery.

- The school faculty administers periodic assessments and analyzes the data to provide a focus for the competencies defined by the instructional shifts to support the core programs. For example, second grade students were given a teacher-simulated third grade assessment at the end of the previous school year. The results were used to re-design another test given at the beginning of the school year to assess student understanding and to note patterns and trends in student performance. This information is further used to adjust what is to be taught earlier in the school year and to identify the standards that can be moved to later in the year. For example, geometry was a focus area for the school across grades three to five. This had implications for grades kindergarten to second grade where students performed well in this domain. Results show that a majority of the students are becoming proficient and are demonstrating mastery so the school has begun to focus on measurement and data, number and operations, and base ten after this analysis.
Additional Finding

| Quality Indicator: | 3.4 High Expectations | Rating: | Proficient |

**Findings**

School leaders consistently communicate high expectations to staff through various communication tools and then provide support to achieve expectations while holding them accountable. Parents partner with the school so parents are able to play a role in their child’s academic life.

**Impact**

Teachers receive non-negotiable expectations from administration for their professional performance and receive coaching support to be on track to achieving stated professional goals. Families attend workshops and receive training and support based on the CCLS to help support the school’s efforts in helping their children become better readers and writers.

**Supporting Evidence**

- During a teacher team meeting, teachers shared that administrators use the Danielson *Framework for Teaching* to outline high expectations for instruction, with targeted focus on identified expectations prior to the start of a new school year, and on ongoing follow up with professional development and coaching support to help them meet expectations. All teachers receive professional development to support their use and understanding of critical thinking questions and of higher order thinking challenges for all students. The teacher’s handbook outlines academic and behavior expectations along with the professional development calendar for staff. Teachers, coaches, and administrators contribute to frequently published newsletters. As a result of regular face-to-face conversations, and on-site coaching support teachers are meeting high expectations.

- Coaching supports and logs are created for each teacher, and these logs highlight their goals, action plans, and the supports that will be given throughout the learning cycle based on expectations communicated by administration. For example, each teacher can speak to their progress in completing or achieving articulated expectations and can provide evidence on whether the goals were met or not. Administrators encourage teachers to reference, and make connections to, the elements of effective teaching practices in all written and verbal communication and during institutes, workshops, and trainings.

- Communication with families is consistent and on a regular basis. Families receive information through face-to-face conversations, emails, telephone calls, and progress reports. Parents receive information that helps them support their children at home and while in school. During the parent meeting, one parent said, “If we see something, we have to say something about the educational programs whether good or bad, if we feel it will help our child in the end.” As a result, parents visit classrooms to learn more about the CCLS and attend workshops to help improve their understanding of the work students are doing. Parents have access to online reading resources including books from the NYC Public Library that support the school’s efforts in building effective reading habits at home. In addition, ENL classes for parents help parents acquire the language skills they need to better support their child’s learning of complex materials. One parent shared and others agreed that all of the school’s efforts supports them and gives them hope that their children can one day attend an Ivy League school like Harvard University.
**Additional Finding**

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
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</table>

**Findings**

Teams analyze various assessment data for groups of students, particularly the ten students they are responsible for, to improve staff and student achievement. Teachers initiate and execute ideas and decisions that help to improve student learning.

**Impact**

Teachers and instructional coaches regularly reflect on and improve their capacity to deliver high quality instruction to students. Distributed leadership structures result in teachers working together to provide input on decisions regarding curriculum that improve student achievement and teacher work.

**Supporting Evidence**

- All teachers have dedicated blocks of time each day to work with grade level counterparts, team leaders, coaches, and service providers. In a teacher team meeting, teachers shared that their lens for examining data to identify strengths and areas for improvement in student work has led to their improving student proficiency in common problem reading areas. Teachers decided to focus on the five pillars of reading, including phonics and phonemic awareness, to support students in improving their reading. Each teacher has ten students on whom they are focused. Students are selected based on multiple criteria and have shown improvements in skills across content areas as a result. Teacher team activities reflect shared practices and data analysis to identify strategies for adjusting instruction as needed to accelerate student mastery of the CCLS. Teachers reported looking at item analysis reports to determine individual student mastery of specific standards. They focus on assessment results and create action plans for students, including remediation, to improve student performance and progress.

- Teachers, grade leaders, and coaches work directly with school leaders to implement schoolwide instructional priorities, to change curricula resources, to develop curricula, and to implement instructional initiatives. For example, the school recently decided to supplement the curricula by including other research-based resources to fill in the gaps for the reading, writing, and math programs. The instructional cabinet meets with administration and provides feedback on a weekly basis on what is working and not working in classrooms. Teachers create agendas for meetings, initiate curricula changes, propose new programs and design, and implement workshops for parents and peer teachers. Teacher leaders create their own monthly newsletter to share with all members of the school community.

- Teacher leadership structures are put in place so teachers have opportunities to experience leadership capacity within the school and can make decisions accordingly. School leaders designed a role and responsibility posting for grade level leaders, and teachers are able to volunteer to fill such posts in collaboration with other teachers. Teachers on the team monitor the timeliness and effectiveness of the grade leader and have the opportunity to make changes to support their efficiency and efficacy as a team to improve student learning. As a result, teachers are seeing improvement in student progress and are incorporating more effective teaching strategies into their daily routines.