Quality Review Report
2016-2017

P.S. 360
Elementary 10X360
2880 Kingsbridge Terrace
Bronx, NY 10463
Principal: Iris Aldea Pollack
Dates of Review:
May 30, 2017 - May 31, 2017
Lead Reviewer: Kevin Bradley
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. 360 serves students in grade PK 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>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>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 of Focus</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>Proficient</td>
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<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>Proficient</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>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>Proficient</td>
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<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>Proficient</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>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>Proficient</td>
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</table>
Area of Celebration

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

The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote achievement of school goals and implementation of the Common Core Learning Standards. Distributed leadership structures are in place with a PD committee and a peer collaborative teacher.

Impact

Teachers' collaborations have strengthened their instructional capacity. Across the school, teachers have built leadership capacity and have a voice in key decisions that affect student learning.

Supporting Evidence

- The observed third grade inquiry team meeting involved the teachers engaging in a discussion protocol for analyzing student work and teacher practice as a result of the recent cycle of intervisitations. Intervisitations rotate among the third grade teachers. The team recapped the team’s next steps from the previous cycle of intervisitations that started in April regarding student engagement. They shared low-inference notes and student work from lessons viewed. The team discussed how students chose a character trait and some evidence from the text to support that trait. The team made connections to the Danielson Framework for Teaching from analyzing low-inference notes and student work. The team referenced the Danielson Rubric and noted 3c, Engaging Students in Learning, and discussed how they could get to highly effective. The team identified areas of strength and areas for growth for students and teachers. The team’s next steps included having students connecting two characters to the same trait. The next lesson would be about character traits and patterns, which would include a partner read from a series and have them share a discussion about story elements, including setting, using a choice board with their partners. The teachers planned for level ones and twos, based on data analysis, to take them to small groups, and to reteach character traits for deeper understanding. The goal of every teacher team meeting is for teachers to take something with them by creating a lesson plan together; one teacher would teach it, and this opens up a cycle of intervisitations and teacher feedback.

- Teacher teams are organized by grade level and content area. Horizontal, grade level teams and vertical, content area teams each meet weekly. Grade level teams focus on student assessment and work within the grade level. Content area teams focus on creating continuity between grade levels. Teachers reported, “With this whole process of intervisitations, we’re getting that support, for an entire lesson, I get to see what she uses and use it for our special education students.” Another teacher added, “Us planning together, coming together was so beneficial; I felt so confident. We looked at Danielson and at how can we get [rated as] effective and highly effective; we did have a lot of higher level questions embedded within the lesson.”

- Distributed leadership was evidenced by teacher leaders’ representation on the professional development (PD) committee. The PD committee meets to discuss progress in implementation of the instructional focus and to plan PD activities for the staff. The school’s teacher leadership includes a math coach, a literacy coach, and a peer collaborative teacher who leads professional development for staff on Danielson-related topics. A teacher reported, “Intervisitation ideas have been well received, as we take it a step further, [in terms of] how to move our instruction. I love the concept of working with my grade team. We went to first grade; it was really helpful to see what’s expected at that level to see what our expectations should be. When we do this PD about what each Danielson component means at the teacher team level, the peer-to-peer feedback has been a great start. We videotaped a lesson that was great to learn what you should try next time. Even when I sit in on a lesson and have to write the evidence, it made me really think about my lesson.”

10X360: May 30, 2017
Findings
The school’s approach to culture-building, discipline, and social-emotional support aligns professional development, family outreach, and student learning experiences.

Impact
A safe environment and inclusive culture are conducive to student and adult learning and student voice is welcome and valued, but student voice is not yet included in meaningful ways. In addition, the promotion of effective academic and personal behaviors is apparent, however the results were not evident.

Supporting Evidence

- The school is in its second year of implementing a Positive Behavior Interventions and Supports (PBIS) program based on the school’s core values: R.O.A.R.S. (Respect, Ownership, Attitude, Responsibility, Safety). A P.S. 360 R.O.A.R.S. chart appears in classrooms and hallways throughout the school and includes the five core values aligned to expected behaviors in classrooms, hallways, stairs, bathrooms, cafeteria, and the yard. Each location includes specific behavioral expectations aligned to be respectful, be responsible, and be safe. Students and classes get rewarded through coins for exhibiting the expected behaviors of the core values. As part of the PBIS program, many students trade in their coins to spend time with their favorite teacher. The PBIS program includes one grade level assembly per month to positively reinforce the core values with students.

- Student voice is valued and welcome through student council, which meets weekly. Topics discussed by student council include peer mediation, promoting good communication within the school, promoting respect and responsibility, planning the school talent show, and working together to create a student handbook. The school’s Online Occurrence Reporting System (OORS) data reports shows a decline in reported incidents this school year compared to the same time last year. Assessing the school climate, using the OORS data report, the reduction of incidents shows drops in OORS incidents over the last three years. While a safe environment and inclusive culture are in place at the school, an area of focus remains for the school to meaningfully involve student voice in decision-making, leading to missed opportunities for students to initiate, guide, and lead school improvement efforts.

- Monthly newsletters for all grade levels are sent home to parents informing them of topics of study, including ways to support their students at home, and upcoming events and workshops. A variety of means of communication are used by the school to reach out to parents, including some teachers using ClassDojo. Quarterly report cards are provided to parents, along with parent teacher conference sessions. Student progress is also shared with parents as needed via parent engagement Tuesdays. Parents reported, “There’s a ton of homework, I’m learning too. They send home monthly agendas, with writing tips [about] how to help our children in literacy and/or math. They also have workshops that we attend to learn how to help our children at home.” While the school promotes the adoption of students’ effective academic and personal behaviors, there was a lack of evidence that these efforts have led to positive results.
### Additional Finding

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

School leaders and faculty ensure that curricula are aligned to the Common Core State Standards and integrate the instructional shifts. Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills.

**Impact**

Coherent curricula are building to promote college and career readiness for all students, including citing textual evidence. A diversity of learners has access to the curricula and tasks and is cognitively engaged.

**Supporting Evidence**

- Review of curricular documents revealed alignment to the Common Core State Standards and New York State content standards where applicable, as well as integration of the instructional shifts across grades and content areas. The school uses the Teachers College Reading and Writing Project (TCRWP) curriculum for reading and writing, and GO Math! is used for mathematics. Curriculum documents include evidence of modification by adding extensions that were not included in the adopted curriculum. The school also ensures curricular coherence with the New York City (NYC) Social Studies Scope and Sequence and the New York State (NYS) Standards.

- The instructional shift requiring that students apply math concepts in real world situations is evident in curricular documents. In a fourth grade lesson plan, students calculate elapsed time using real world examples. Examples include figuring out what time a student needs to wake up to get to school on time or figuring out what time a student started her homework given the time she finished and the time she spent doing each subject of her homework assignments. The instructional shift requiring that students develop their skill in writing from sources emphasizing the use of text based evidence is apparent in curricular documents. In a second grade English Language Arts (ELA) lesson plan, students are tasked with giving evidence to support each of their opinions. In a kindergarten class, students are learning about being nonfiction readers noticing similarities and differences in books about similar topics.

- Curricular documents provided evidence of emphasis on rigorous habits and higher-order skills for all students, including students with Individualized Educational Plans (IEPs) and English Language Learners (ELLs). For example, a grade two lesson plan for students describing the setting of their realistic fiction story includes independent work designed for students based on their New York State English as a Second Language Achievement Test (NYSESLAT) level with specific groups identified for targeted supports. Another lesson had students writing a “Meet the Author” page to introduce themselves and their writing to readers and included differentiated supports for users including sentence starters, picture cards, and checklists for certain identified students.
# Additional Finding

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

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best. Across classrooms, student work products and discussions reflect high levels of student thinking and participation.

## Impact

Students produce meaningful work products and take part in discussions that reflect high levels of student thinking and participation through peer and group work in classrooms.

## Supporting Evidence

- Teaching practices evidence the shared belief that all students learn best when they are provided with ample time to engage in peer and group work. For example, during a fifth grade lesson students were working on peer feedback while practicing writing with post it notes on a sample essay to prepare for giving their own feedback on a peer’s piece of writing. During a fourth grade lesson about big ideas in small details, the teacher read a piece from *Number the Stars* and modeled expectations prior to students transitioning from the whole-group activity to book club groups. During a second lesson, students were working in groups supporting each other, writing letters to someone about a book they had read. Students could clearly articulate what they were doing during the lesson.

- Students took part in discussions that reflect high levels of student thinking and participation. During a second grade ELA lesson, students were working on letter writing to a friend about a book they have read. During a first grade phonics lesson, students were practicing sounds of letters with body movements representing the sounds. Individual students got to come up and sound out the blend in front of their peers. Then the whole class practiced the movement representing the blend. During a fourth grade math lesson about how to problem solve elapsed time, students were involved in two turn and talks, and through the use of a microphone students decided who was next to speak. The teacher walked around with probing questions to conferencing and check for understanding.

- Students took part in discussions that reflect high levels of student thinking and participation. During a kindergarten reading lesson on similarities and differences as students read about bees and grasshoppers. During a third grade reading lesson on character traits of Tinker Bell, students were prompted to think about the why from the story. The teacher charted the responses and explained the chart and asked what the students were going to do before they returned to their desks. During a third grade writing lesson on finding ideas for true stories, as the teacher modeled through her own personal experience, she asked students to come up with their topic based on a moment with a special person. Students were asked to close their eyes for 15 seconds and think about who the special person is and some memories and then to turn and talk. Students had opportunities to use a microphone to share out their discussion with their peers during the turn and talk.
**Findings**

Across classrooms, teachers use and create assessments and rubrics that are aligned with the school’s curricula. Teachers’ assessment practices consistently reflect the use of ongoing checks for understanding through conferencing.

**Impact**

Teachers’ use of assessments and rubrics provide actionable feedback to students and teachers regarding student achievement as well as guide them to make effective adjustments that support all students’ learning needs.

**Supporting Evidence**

- Across classrooms, samples of student work products showed teacher-written actionable feedback. One example included, “Strengths: Good job writing about one small moment. Areas to work on next: Let’s work on stretching out your sentences with more detail.” Another example included, “Strengths: Great job adding a lot of dialogue between your characters. Areas to work on next: we will work on developing your lead to have the readers picture the setting and who your characters are.” Another example stated, “Excellent job getting to a mixed number, and then simplifying. Very neat, organized, and thought out. Check your work, use units and make your answer clear.” Feedback from a fifth grade ELA lesson includes, “Strengths: Good organization and you included an ending that tied to your story. Areas to work on next: Use more figurative language. After your dialogue always state the speaker.”

- Assessments and rubrics are used across all classes and grade levels. Common assessments are tracked with SchoolNet. A “My Editing Checklist,” included student friendly language, with topics such as, “I have checked the words on the word wall,” “I have spaces between my words,” “I have checked my end punctuation,” “I stretched out the tricky words and wrote all the sounds I heard.” This checklist also includes a column for student checkmarks, an additional column for partner checkmarks and spots on the bottom for a student signature and partner signature. An example of a fifth grade student self-assessment reads, “I did great on making my problem challenging and hard. I need to improve on making a bit more steps to make my problem MORE challenging.” A student reported, “It helped me because I tend not put punctuation, and the feedback helped me learn. Sometimes, I complete a writing assignment, and I have to go over my rubric and check something, when I may have missed it, I have to fix it to learn or I won’t get a 3 or 4.”

- Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding. For example, during a second grade ELA lesson, as students were writing letters to a friend about a book they have read, the teacher was checking for understanding with an iPad app as she conferenced with students. During a first grade phonics lesson, individual students came up to the front of the classroom to sound out the blend in front of their peers. Then the whole class practiced the movement representing the blend. During a fourth grade math lesson about how to problem solve elapsed time, the teacher walked around with probing questions to conference and check for understanding. During another second grade ELA lesson, the teacher moved from table group to table group, conferencing with students, focusing their work on evidence from the text.
Additional Finding

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

Findings

School leaders consistently convey high expectations to staff through ongoing feedback and professional learning aligned to the Danielson Framework for Teaching. The school provides ongoing information to families regarding student progress towards college and career readiness.

Impact

Ongoing communication and support by school leaders around classroom visits support teachers’ understanding and awareness of expectations around teaching and learning. Communication from school leaders and teachers provides opportunities for families to understand student progress towards meeting standards.

Supporting Evidence

- School leaders conduct frequent classroom observations and provide feedback utilizing the Danielson Framework for Teaching as the standard for professionalism and high quality instruction. Teachers discussed the principal's classroom visits, in addition to those visits within the formal observation process, and explained that these were additional ways of holding them accountable to instructional and professional expectations. One example of feedback from school leadership reads, “You only gave students five minutes to complete the main task. The pacing of the lesson is important. Determine the time needed for each instructional activity and follow a plan. Use a timer to better monitor your instructional time. I attached the handout titled, ‘Maintaining an Appropriate Instructional Pace’ for more ideas about structuring your lessons.” One teacher reported the impact of observation feedback by explaining, “I think the feedback, specific actionable feedback, has been helpful, with ideas and strategy that I can use. The independent part was just at the end with the exit ticket, I moved the independent part right after the mini-lesson. My mini-lesson was too long, so I’m timing myself based on the feedback.”

- The principal sends out Monday Memos on weekly basis covering details about homework assignments, attendance folders, baseline assessments, a color weekly schedule, and expectation of an updated flow of the day to be maintained in all classrooms. In addition, teachers receive a staff handbook that covers a wide variety of expectations ranging from Chancellor’s Regulations, student attendance, establishing and maintaining orderly classrooms, and staff attendance. A professional development plan makes clear that school leaders support teachers in their understanding of expectations in addressing topics such as “Improving Planning & Pedagogy: The Gradual Release Model of Responsibility,” “Making Data Useful TCRWP: Analysis of Baseline Writing,” and “Building Math Fluency Effective Strategies.” A teacher reported, “The last few PD [sessions] have helped me reach [a] highly effective [rating] with questioning and discussion in my practice. The question and answers and working with our peers during PD and seeing each other’s questions have really been helpful.”

- Monthly family newsletters to parents from each classroom teacher include updates on reading, writing, math, social studies, and science units along with specifics of how parents can support this learning at home. A newsletter from a teacher of a second grade class states, “Ask your child about a science topic they’ve been studying. Have him/her share some facts they know about that topic.” A newsletter from a fifth grade teacher asks parents to support their students “by helping them gather reliable information online and at your local public library.” In addition to newsletters, the school communicates with families during parent teacher conferences, parent-outreach Tuesdays, and ClassDojo. A parent reported, “They send home their workbooks, my daughter told me, ‘Mom, look I completed this book and this is what I have learned.’”

10X360: May 30, 2017