Quality Review Report
2017-2018

P.S. 224 Hale A. Woodruff
Elementary 19K224
757 Wortman Avenue
Brooklyn
NY 11208

Principal: Rochelle Hinds

Dates of Review:
March 27, 2018 - March 28, 2018

Lead Reviewer: Elsa Kortright-Torres
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. 224 Hale A. Woodruff 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>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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<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>
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</tbody>
</table>
### School Culture

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>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>Area of Celebration</td>
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</tbody>
</table>

### Systems for Improvement

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

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<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</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>
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</tbody>
</table>
Area of Celebration

<table>
<thead>
<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 toward college and career readiness.

Impact
Ongoing communication and support by school leaders around classroom visits support teachers’ understanding and awareness of expectations regarding teaching and learning. Communication from school leaders and teachers through a web application and newsletters provide frequent opportunities for families to understand student progress toward meeting standards.

Supporting Evidence

- The school personnel promote high expectations for learning by referring to students as scholars. In addition, through the use of an online platform, faculty meetings, professional learning sessions, and various written documents, school leaders consistently communicate high expectations to the entire staff. The staff handbook articulates a motto “Soaring above and beyond expectations,” a vision, mission, and instructional focus. The staff is informed on a regular basis of upcoming professional learning opportunities around the instructional focus and components of the Danielson Framework for Teaching. The school’s emphasis on establishing guided reading groups in classrooms was rolled out in the beginning of the school year and thereafter, teachers were expected to apply balanced literacy centers and guided reading instruction in their classrooms to improve reading levels. School leaders hold teachers accountable for these expectations and ensure that teachers use the resources available to implement guided reading such as leveled books located in a central location of the school. In addition, teachers are held accountable for planning lessons that are engaging and by having students read books that are appropriate for their independent reading levels.

- School leaders exemplify high expectations by ensuring that there are embedded systems for team collaborations and by having clear expectations around planning and instruction. For example, school leaders modeled how to have collaborative meetings with teachers and gradually expected teachers to lead their own meetings. School leaders and teachers report having frequent meetings to examine student data using protocols and recording their findings in an online platform. School leaders are frequently reading notes of the meetings using the online platform and respond back with immediate feedback. Clear and high expectations are also communicated through staff memoranda and newsletters. In a communication to the staff, the principal writes that a recent visit from district school leaders noted some glows and grows. She emphasized one of the areas of growth as lack of rigor in classrooms and referred teachers to resources given in the past to support them in planning lessons that align to the Common Core, are cognitively engaging, and motivating for students. School leaders consistently communicate high expectations that provide opportunities for professional development; however, the school has yet to evidence a culture of mutual accountability.

- Through a parent handbook and meetings, parents are informed of high expectations leading to a path of career and college readiness for all students. For example, there is a calendar with workshops for parents which includes one on tips of how to help your children achieve academic success. In addition, school leaders shared a protocol with staff for student-led conferences to take place and for students to explain to their parents their areas of strength and growth in the future. School leaders provide feedback to parents; however, there have yet to successfully partner with families to support progress toward a path of college and career readiness.
Area of Focus

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

Findings

Teaching practices across classrooms are beginning to reflect alignment to the school’s beliefs of how students learn best; however, classroom activities and student discussions do not yet consistently align with the gradual release of responsibility in engaging in rigorous tasks and productive struggle that are the school’s key instructional foci.

Impact

Across classrooms, teaching strategies do not yet fully reflect the gradual release of responsibility leading to student ownership of their work. Students inconsistently demonstrate critical thinking and participation.

Supporting Evidence

- In a grade-two English Language Arts (ELA) lesson, the teacher worked with a small group of students while there were other groups working on different tasks such as buddy reading, using a Venn diagram to compare two characters, reading and answering questions on the computer, using Leap pads to identify main idea, and reading a text to answer Bloom’s Taxonomy-based questions orally using accountable talk stems. While the teacher used different tasks for different groups during guided reading, and a gradual release model with the guided reading group, during this lesson, the students in the other groups had tasks that were not rigorous to engage them in meaningful student discussions or productive struggle. Instead, students were engaged in casual conversation or independent work. In a grade-one math class, the teacher read aloud a book to the class to introduce a unit on measurement and posed a turn and talk question. She asked the students, “If you had to tell someone what the word longest means what would you say?” Transitioning into a rigorous task and productive struggle about measurement was missing after the turn and talk or after reading a section of the book. These activities are starting to reflect the school’s core belief that students learn best by providing them with rigorous tasks to engage them in a productive struggle.

- In a grade-four science class, the learning objective was to identify the stages of the water cycle with a picture-match activity. Students worked on the worksheet while the teacher circulated and asked questions. There was a missed opportunity for students to create an argument or a plan to conserve water which was a question posted on the board, “How do we conserve water?” In an Integrated Co-Teaching grade-five math class, the teacher posed a problem of the day. While students used mini dry-erase boards to work on the problem, some students did not have dry erase boards resulting in uneven levels of participation by students demonstrating their thinking of the problem of the day. Therefore, across classrooms, students are inconsistently engaged in activities and tasks that are rigorous and rooted in the Danielson Framework for Teaching.

- Across classrooms, discussions prompted by higher-order thinking questions, and a gradual release model are inconsistent. In a grade-four ELA class, the teacher had the students turn and talk to discuss what words helped them visualize what was happening to draw conclusions from the text about Molly Pitcher, a brave historic character. There were missed opportunities for student-led discussions to quote accurately from the text to support their responses such as, when the teacher asked whether being a girl or boy would influence them to join their fathers and brothers in the war. One student shared out that he would fight in the war; however, the discussion did not continue and other students did not participate in the discussion. In another class, students watched a video on two different artists’ styles of painting. The teacher lectured the second-grade class on Matisse and Picasso’s styles with minimal student participation.
Findings
School leaders and faculty ensure that curricula are aligned to the Common Core and purposefully integrate literacy and writing from sources across subjects. Across classrooms, teachers plan and refine curricula and tasks using data from State benchmark and pre- and post-unit assessments.

Impact
Alignment to standards and the purposeful integration of the instructional shifts build coherence across curricula. Data-informed planning refines lessons to include access and opportunities to engage a diversity of learners.

Supporting Evidence

- A review of units and lessons across subjects reveal alignment to the Common Core and the instructional shifts. For example, in a grade-four science unit, the teacher aligned reading standards to a unit on the water cycle. The instructional shifts are purposefully integrated into this unit to allow students to analyze scientific concepts by reading appropriate text. Students are expected to write about the process of water forming on earth. Another math grade-one unit on measurement integrated the Common Core and instructional shifts by reading *Inch by Inch* by Leo Leonni and *The Foot Book* by Dr. Seuss. Students learned how to express the length of an object as a whole number of length units while learning academic vocabulary. There is evidence in the curricula of coherence across grade levels such as the use of the circle, underline, box, evaluate and show your work, CUBES strategy, to make thinking visible in math. Coherence is reflected across English Language Arts (ELA), science, math, and social studies in the use of citing evidence from sources and making thinking visible.

- School leaders and faculty plan lessons that incorporate the instructional shifts and collaborative skills to promote college and career readiness for all students. For example, in a grade-four literacy unit on a female historic figure, the essential question, “How do individual acts of bravery shape history?”, guided the lessons and activities planned by the teacher. Students had to engage in a think, pair, and share to discuss details from the text that support the actions of the character and use evidence from the text to support their claims. In a grade-three unit, students learned about drawing conclusions. After reading a story and writing an extended response, the teacher planned on modeling discussion sentences to provide effective peer feedback on their classmate’s essay and use these guided sentence stems, a rubric, and checklists to grade their classmate’s paper and provide feedback.

- Analysis of academic tasks and curricula evidence refinement to cognitively engage and provide access to all students. For example, in a grade-five math unit plan on fractions, the teacher created different tasks for four different groups. Access for English Language Learners (ELLs) is provided by integrating them into a group with students that speak the same language, providing visuals, and mini-dry erase boards to make their thinking visible. In addition, the unit plan provides appropriate scaffolds for students with disabilities such as the use of sentence starters, word problems read by classmates, and manipulatives. In a grade-three literacy unit, students are provided with the restate, answer, cite evidence, and extend answer (RACE) strategy. The plan calls for students to be read to, work independently or with a partner and use accountable talk stems and checklists to answer short-response questions by annotating and identifying supporting details.
**Findings**

Across classrooms, teachers use and create content-specific rubrics and grading policies that are aligned to the curricula. Teachers review data from GO Math!, Fountas and Pinnell (F&P), State data, and progress monitoring to determine student progress toward goals.

**Impact**

Teachers provide students with actionable feedback regarding their academic progress and use student assessment data to make adjustments to curricula and instruction.

**Supporting Evidence**

- Across classrooms, teachers use rubrics that are aligned to the Common Core and provide actionable feedback for students. For example, in fifth grade, the ELA teacher uses the New York State Writing Rubric and provides glows and grows for students to understand their next steps when writing. The teacher wrote on a rubric for a student who wrote an expository writing piece that she answered all questions and included reasons and consequences for the reasons. As next steps, the teacher suggested that, in her analysis, the student needs to include more relevant details from the text such as why the discoverers did not touch the mummy and write about challenges that the main characters face. In math, the teacher used a two-point rubric and provided the student with feedback on using the properties of addition. The teacher wrote that the student demonstrated understanding of the task and used the properties of addition. As next steps, the student should use the commutative property and the associative property in some of his calculations and that he needs to use more academic vocabulary in his response. Various students reported receiving actionable feedback on a regular basis such as using the RACE strategy to organize paragraphs and adding more details to their writing.

- The school uses common assessments to keep track of student progress toward goals. For example, Fountas and Pinnell (F&P) is used to track student progress in reading. Based on the performance of students in the beginning of the school year, it was noted that students struggled with understanding non-fiction. As a result, the school decided to provide additional interventions for about twenty students. Teachers report that all students have improved by one or two levels. When asked, students reported their current reading levels and that they are making progress toward their goals. Teachers decided to use more non-fiction text and provide students with scaffolds such as the use of more student discussions, incorporating text-based evidence in writing and incorporating reading into all subject areas such as art. Teachers adjust curricula by using an online platform that allows them to make immediate changes by grade levels to build coherence and scaffolds. Adjustments are made on a regular basis by using student performance data on F&P and writing tasks.

- The school uses pre- and post-assessments from the GOMath! program to keep track of student progress and to inform curricular decisions. For example, after analyzing pre- and post-assessments, the school recognized gaps in the curricula such as providing students with more strategies to solve word problems such as CUBES. In addition, teachers started incorporating more lessons from EngageNY and creating more standards-based lessons. For instance, after examining results from the State math assessment, teachers realized that their curricula needed to be modified to move fractions and decimals to be taught earlier. Curricular and instructional decisions are driven by the use of common assessments.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

School leaders support teacher development using the Danielson *Framework for Teaching* and provide effective feedback that captures strengths, challenges and next steps from frequent analysis of learning outcomes within the classroom observation process.

Impact

Clear expectations and alignment of feedback to the Danielson *Framework for Teaching* support the development of teacher practices.

Supporting Evidence

- School leaders support teacher development informed by frequent cycles of classroom observations. For example, as a result of *Advance* data, school leaders realized that teachers needed support with designing coherent instruction and engaging students in learning. A professional learning session was executed to unpack these two components in the Danielson *Framework for Teaching*. School leaders also reviewed lesson plans to gauge improvement in designing coherent instruction as well as by analyzing student data. Findings from the review of lessons and teacher observations are used to drive professional development opportunities as well as to support teachers including new ones.

- The school provides ongoing professional development as evidenced in the school’s professional development plan. Adjustments to the plan are made according to student outcomes and teacher performance. For example, based upon classroom data, school leaders decided to postpone a planned session on fostering collaboration to add one on defining rigor to actively engage students. Teachers and school leaders defined rigor according to their instructional focus and set expectations for rigorous tasks according to a set of criteria such as alignment to the Common Core, centrality of text, cognitive challenge, and motivation. Teachers reported that they receive frequent feedback on whether lesson plans and units are rigorous according to their collective agreement of using these criteria. Teacher growth is supported by effective feedback and analysis of student and teacher data.

- School leaders report that teachers have improved their practice as a result of professional learning opportunities around teaching literacy, designing coherent instruction as well as, engaging students in learning of the Danielson *Framework for Teaching*. School leaders have frequent cycles of teacher observation in which they provide an area of celebration, an area of focus, and next steps. For example, a teacher went from effective to highly effective in designing coherent instruction by applying the feedback that she was provided in her previous observation, to spend more time activating students’ knowledge. In her next observation, she modeled a hands-on group learning activity by having students gather around her before releasing the students to work in their cooperative groups. Another teacher improved her rating from developing to effective in engaging students in learning. In her previous observation, the school leader stated that the teacher did not allow enough time for students to be intellectually engaged and that it was mainly a teacher-directed lesson. In her next observation, the school leader acknowledged that the teacher invited students to make their thinking visible by having discussions with appropriate leveled-texts.
### Additional Finding

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

All teachers engage in structured professional collaborations using inquiry protocols to implement the Common Core and consistently analyze assessment data and student work.

**Impact**

Collaborative teacher work promotes the achievement of school goals, strengthens the instructional capacity of teachers to identify gaps in learning, and is focused on improved student learning.

**Supporting Evidence**

- The majority of teachers meet in professional collaborative teams to support school goals and strengthen their practice. Teams conduct inquiry work by analyzing student work with the Atlas Looking at Data protocol. For example, the fifth-grade team met to discuss the results of the middle-of-the-year math benchmark assessment. Teachers examined student work and used an item analysis to share their findings. One teacher shared that students did not use the CUBES strategy to divide whole numbers and interpret the remainder. Teachers also discussed the need for students to practice more to build stamina. The teachers ended the meeting with a list of next steps such as creating an action plan for each of their classes and share it using an online platform. Teachers shared that in the upcoming lessons, they would provide meaningful feedback and encourage students to take risks and self-monitor by discussing their areas of challenge with a partner.

- Teacher teams meet to discuss the progress of groups of students. For example, the fifth-grade team monitors reading levels and areas of challenge in reading for groups of students using F&P data. After discussing the data, the teachers concluded that their students had challenges such as decoding multi-syllabic words, using context clues, and analyzing character traits. Teachers decided to use small-group instruction with more frequency for these students to teach strategies such as stop and jot, using checklists for self-monitoring, and using context clues to define words. Students that have not made any progress would be closely monitored by tracking their progress using Response to Intervention.

- Teacher teams meet on a regular basis to engage in collaborative inquiry work. The fourth-grade team met to discuss the beginning-of-the-year opinion essays of two students from each of their classes. Teachers shared that, in general, students were able to write about their opinion but struggled with supporting it with three reasons. The teachers decided to use a four-square graphic organizer and teach students elements of the rubric by creating a rubric with easy-to-understand words. Another team met to discuss ways to infuse math read aloud into math lessons after analyzing State data where students had difficulty interpreting word problems. The teachers in this team discussed the need to select grade-appropriate books so that students make a connection with the information in a book and the skill they intend to teach. School leaders and teachers report that their instructional practices have strengthened as evident in the middle-of-the-year benchmark results showing that students reading at grade level increased from 52 to 96. In math, there were 354 students below meeting State standards that decreased to 249 students with 40 students meeting grade-level standards in math.