Quality Review Report

2017-2018

P.S. 375 Jackie Robinson School
Elementary 17K375
46 Mckeever Place
Brooklyn
NY 11225

Principal: Schwanna Ellman

Dates of Review:
January 18, 2018 - January 19, 2018

Lead Reviewer: Jacqueline King-Robinson
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. 375 Jackie Robinson School 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><strong>To what extent does the school...</strong></td>
<td></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>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>
</tr>
</tbody>
</table>
## School Culture

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

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

Findings

Distributive leadership structures are in place including an instructional core team that is comprised of model teachers, lead teachers, and school leaders. Teacher teams are engaged in professional collaborations through grade and content level teams.

Impact

Teacher teamwork promotes the achievement of school goals and strengthens the instructional capacity of teachers. Teachers’ involvement in instructional decision-making affect student learning schoolwide.

Supporting Evidence

- All teachers engage in professional collaborations during grade and content team meetings. Team meeting times are embedded in the school schedule to ensure that teachers meet weekly for common planning and inquiry. A teacher leads each meeting and follows a structured agenda. A second grade common planning agenda called for teachers to analyze the upcoming module. The team identified focus standards for the module, determined strategies to address the focus standards, and propose next steps. The teachers identified five lessons from the module to be used as their focus at the next meeting. Teachers decided to provide students with manipulatives, including base ten blocks and place value charts.

- The school participates in the Learning Partners Program (LPP). Teachers had the opportunity to apply to become model teachers. Selected teachers attended school team training over the summer and continue to meet two hours per month throughout the school year with LPP lead trainers who support them in their development as a LPP model teacher. Model teachers have additional release time to support the development of teachers at their school. Teacher leaders play an integral role in schoolwide instructional decisions that lead to increased teacher capacity.

- A professional development committee collaborates with school leaders to develop a professional learning community plan that identifies dedicated time to allow teachers to engage in inquiry work. The plan identifies the inquiry topic, length of the cycle, and the alignment to the Danielson Framework for Teaching. Teachers and teacher leaders lead inquiry meetings. Facilitators prepare structured agenda for all meetings. Meeting notes are shared digitally with the school staff. Teachers and school leaders articulated that the promotion of distributive leadership has improved staff relationships across the school.
## Area of Focus

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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, teachers utilize the workshop model and common grade level rituals and routines that are aligned to the curricula and reflect the school community’s articulated belief that students learn best through a growth mindset. Most students’ work products and discussions reflect high levels of student thinking and participation.

### Impact

Students were engaged in student-to-student discussions with a high degree of thinking and participation; however, student ownership of their learning has yet to be evident across the vast majority of classes.

### Supporting Evidence

- During a technology class students identified coordinates using North, South, East, and West to inform the teacher the directions she had to program to move the cursor to the appropriate destination. All students were able to code the cursor and explain what they were trying to accomplish. However, this high level of participation and thinking was not observed across the vast majority of classrooms. Student ownership of their learning was not as of yet apparent.

- During a fourth grade writing lesson, students were expected to improve their writing by extending their elaboration to make their writing more interesting. The teacher utilized a student’s writing sample to identify where in the text the author used elaboration. At each table group there was a student created table tent that provided students with tips for elaborating. All students were provided with a checklist that was also projected on the white board. All of these practices were aligned to the school’s growth mindset and the belief that students need opportunities to improve their work products.

- Across most reading and writing classes, students were engaged in discussions with their small groups that demonstrated high levels of student thinking. During a kindergarten writing lesson, the teacher modeled for students how to add feelings to the characters in their story to make the story more interesting to the reader. Students were provided with feelings charts to help them identify their characters’ feelings and spell the emotion in their stories.
### Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and integrate academic vocabulary across the content areas. Staff utilizes student work and data to refine academic tasks.

### Impact

Curricular alignment to Common Core Standards and the integration of the selected instructional shifts build coherence across grades and subjects. Curricula and lessons are modified, resulting in all students having access to the curricula and tasks.

### Supporting Evidence

- The school's curricula for math and English language arts are based on alignment to the standards, and the instructional shifts. The math curriculum is focused on developing conceptual understanding, procedural fluency, and coherence across grades. A second grade math unit included lessons that provide students with the opportunity to practice fluency, apply knowledge to a problem, and the use of models to help develop concepts. Opportunity for reflection, as well as active processing of the lessons' experiences was included as well. Lessons provided student choice allowing learners to select the tools they wanted to use, and, possible solution paths, thus promoting access for a variety of learners.

- Review of curricula documents evidenced alignment to the Common Core Learning Standards and content standards, as well as incorporation of academic content vocabulary. Units across all content areas included integration of the standards for literacy and writing. A balance of fiction and nonfiction reading and writing was evident. A fifth grade English Language Arts unit called for students to analyze a variety of primary source documents to identify what is included in one's human rights and how do people and fictional characters respond when those rights are challenged. The unit addressed four of the six instructional shifts as demanded by the Common Core State Standards.

- Teacher teams analyze student data to identify power standards for each grade that will promote acquisition of the identified long-term transfer goals that students should possess prior to going to middle school. Subsequently, teachers use common planning time to collaboratively plan three lessons per unit. Lessons are implemented across the grade and teachers use a protocol to examine the student work. Teachers identify the common struggles faced by the learners in the lowest third and develop strategies for use during their schoolwide daily Response to Intervention (RTI) period. A third grade math lesson included RTI center activities for students who were experiencing difficulty with applying conceptual understanding of measurement to solve two-step word problems. The center activity asked for students to solve addition and subtraction word problems using the ruler as a number line, which provided students with the opportunity to develop the prerequisite skills needed for the lesson.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

School leaders and staff use Measures of Student Learning (MOSL) assessments to determine students’ progress towards goals. Across classrooms, teachers utilize standards based rubrics and checklists that are aligned to the curriculum to assess student learning.

Impact

Assessment results are used to adjust curriculum and instruction, measure student progress towards grade level power standards, and make effective adjustments to meet the learning needs of a variety of learners. Teachers provide students with feedback in the form of glows and grows based on rubric criterion to improve their work.

Supporting Evidence

- Baseline assessments in English and math are administered at the beginning of the year. They administer winter and spring summative assessments. The data from common assessments is compared to the data included in the June instructional report and the power standards that have been identified for each grade to measure progress towards school wide goals. Additionally, school staff administers Fountas and Pinnell (F&P) three times a year to assess students’ independent reading levels and the progress they are making toward the grade level reading benchmarks. Comparative F&P data shows an increase in students’ reading levels including those of English Language Learners and students with disabilities. Data analysis results in targeted instruction for individuals and groups of students and enhances teachers’ ability to provide students with actionable feedback.

- Across classrooms, teachers consistently use checks for understanding in the form of data trackers, one to one conferencing, and the use of a template that identifies the teacher’s pivotal questions to be asked during the lesson, the students who did not understand, and next steps for individuals and groups of students. In addition, teachers administer pre-assessments and the results are used to purposefully group students for RTI, enabling teachers to address students’ individual needs.

- Across all classrooms, teachers provide students with rubrics and checklists that are aligned to the school’s belief that students need opportunities to self-assess and make adjustments to their work. In a third grade writing lesson, students were observed utilizing checklists to peer edit their partner’s writing piece. Students were editing and revising, not only for conventions, but structure as well. Students provided one another feedback in the form of grows and glows. Students could articulate the steps they needed to take to improve their work. Peer feedback on an informational writing assignment stated, “You didn’t answer questions as to when was the first time you played a video game? What did the game look like? How long do you play the game?” Work products and discussions reflect high levels of student thinking and participating though not observed across the vast majority of classrooms.
Findings

High expectations aligned to the Danielson Framework for Teaching are consistently communicated to the staff via staff handbook and weekly newsletters. School staff communicates expectations to students’ families through the student and parent handbook provided at the start of the school year.

Impact

Consistent communication and clear expectations help families understand how to support their children’s progress and prepare them for their next learning level. School leaders’ use of an effective system holds staff accountable for schoolwide instructional expectations.

Supporting Evidence

- At the start of the school year parents are provided with a student and parent handbook. The handbook outlines the expectations for attendance, discipline, uniforms, and homework. It informs families of important dates for the school year, the grading policy, and suggested ways they can support their child at home. All parents must sign acknowledgement of receipt of the handbook and having reviewed the expectations with their child.

- All staff members receive a staff handbook, which communicates clear expectations regarding curricula, instructional expectations, and schoolwide policies and procedures. Staff members must sign to acknowledge receipt of the handbook. School leaders provide staff with JRS PRIDE NEWS, a weekly newsletter. The newsletter contains school news, expectations for the classroom environment, professional development and growth, as well as the expectations for the implementation of the Data Wise protocol for inquiry. School leaders provide staff with professional development to support them with meeting the expectations. Teachers are held accountable to meeting these expectations through frequent cycles of observation. Professional development training is established early in the year with input from instructional leaders and staff. A recent teacher’s professional learning community plan listed professional development sessions that are aligned to the Danielson Framework for Teaching and support staff with meeting schoolwide expectations.

- Staff receive a Positive Behavior Interventions and Supports (PBIS) handbook that outlines the expectations for students’ social emotional learning. The PBIS handbook provides guidelines for teaching positive behavior expectations, sample teaching strategies for lessons, and one hundred ways to praise a child. There is a strong belief in the importance of social emotional learning as evidenced in the weekly newsletter stating, “Teachers can’t expect students to conduct themselves in a certain manner when they do not observe the behavior from the adults. You must utilize, implement, and infuse the PBIS system within your classroom environment to address students’ behavior.” School leaders utilize walkthroughs to gather data and provide staff with timely feedback to ensure all are meeting schoolwide expectations.
Additional Finding

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<thead>
<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 the development of teachers with frequent cycles of classroom observations and the use of a guide for conducting informal walkthroughs. Feedback to teachers identifies areas of strength, areas in need of improvement, and next steps using the Danielson *Framework for Teaching*.

Impact

Formal and informal feedback articulates clear expectations for improvements in teacher practice and support teacher growth. Teachers’ benefit from intervisitations by their peers.

Supporting Evidence

- School leaders conduct four formal cycles of observation throughout the year, as well as informal observations and walkthroughs. Staff members conducting informal walkthroughs are provided with a guide for classroom walkthroughs to ensure they develop effective low inference notes. Additionally, staff receives feedback from their peers based on intervisitations. Teachers agreed that feedback from their peers was valuable in improving their practice.

- Feedback from school leaders and teacher peers aligns to the Danielson *Framework for Teaching* and articulates strengths, challenges, and next steps. Included in the feedback is the identification of staff members that will support the development of effective teaching practices. Next steps to one teacher stated, “Provide students with response sheets for their activities. Display focus questions for group activities that will provide a purpose for the activity. You should also have a check for understanding recording sheet to assist you in assessing student progress towards meeting the learning objective.” Feedback to another teacher indicated, “It is important to capture data during your lesson. The questions you ask allow you to know what students understand, what you were trying to teach, as well as enables you to group your students accordingly for the remainder of the lesson.” Thus, the teacher knew specifically what next steps to incorporate in her daily teaching practice.

- School leaders and teacher peers support the development of teachers, including new teachers who are supported by model and lead teachers through intervisitations, professional articles and books to read, instructional videos, and professional development aligned to the school’s instructional focus. Teachers visit with one another, examine student work and data, and collaboratively develop strategies during team meetings. Teachers believe that these professional collaborations are resulting in increased instructional capacity. Observation reports show improved teacher ratings in those domains addressing assessment in instruction, creating an environment of respect and rapport, and managing student behavior.