Quality Review Report

2017-2018

P.S. 005 Ellen Lurie
Elementary 06M005
3703 Tenth Avenue
Manhattan
NY 10034

Principal: Christophe Anest

Dates of Review:
May 10, 2018 - May 11, 2018

Lead Reviewer: Phyllis Siwiec
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. 005 Ellen Lurie 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

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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</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>Area of Focus</td>
<td>Developing</td>
</tr>
</tbody>
</table>
### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Well Developed |

Findings

Structures are in place to support students’ social and emotional growth. Within the school community, professional development, family outreach, and student learning experiences are strategically aligned to support effective academic and personal behaviors.

Impact

Each student is known well by at least one adult who helps personalize attendance and support social emotional learning and youth development through the recognizing, understanding, labeling, expressing and regulating emotions (RULER) approach and Character Education Assemblies.

Supporting Evidence

- One of the structures in place to support each student’s social and emotional learning is the school’s commitment to the RULER Emotional Intelligence approach from Yale University. RULER stands Recognizing emotions, Understanding emotions, Labeling emotions, Expressing emotions, and Regulating emotions. All teachers receive training throughout the school year in implementing the various components of the RULER approach. The components focused on during this school year include the Class Charter and Mood Meter. Both of these features provide an opportunity for each student and the class to proclaim their emotional status throughout the day. Teachers develop skills and coping strategies to model for students, helping them to practice and acquire the emotional skills they need to succeed. According to school leaders and teachers, they are committed to educating the “whole child,” so all staff will continue the training on the RULER approach during the school year. In addition, character education assemblies led by guidance counselors along with follow-up classroom sessions are provided to develop understanding around character traits using the program “Connect with Kids.” There is also an Attendance Team that monitors student attendance and follows-up on chronic absenteeism and late arrivals.

- Another structure in place that supports each child being known well by at least one adult is the school’s Schoolwide Enrichment Model (SEM). The school staff and community believe that students learn in varying ways and administer a 12-week cycle of a STEAM-focused SEM model classes that teachers create, such as coding, movie making, science experiments, cooking, and poetry. For these classes, students self-select multi-grade clusters of approximately 15 students (with guidance support, as needed) that meet two periods each week. Students also attend one cluster-aligned field trip. The cycle culminates with the SEM Family Expo, an exhibition of student projects that families come and view.

- There is a strategic alignment among professional development, family outreach, and student learning experiences and supports. As an example, the social and emotional programming focused on students has a professional development component in the area of Emotionally Responsive Practice, with topics such as Respect for All-Bullying Module and Emotional Response-RULER. Parents were offered workshops through the Parents and Teachers Association (PTA) on academic and emotional support for their children. In addition to these, academic support workshops for parents include topics such as the Middle School Application process, a Dual Language Program at PS 5, What Parents need to know about NYS Math test, and a Literacy partnership.
Findings

Teachers use and create a variety of assessments, rubrics, and checklists and pre- and post-tests loosely aligned to the curricula. Teachers’ assessment practices inconsistently reflect the use of ongoing checks for understanding and student self-assessments.

Impact

Teachers provide feedback to students, but not all is actionable. Teachers inconsistently make effective adjustments to meet students learning needs.

Supporting Evidence

- Teachers use and create assessments, including rubrics, checklists, and interim assessments, in English, math, science, and social studies that are not always aligned with school’s curricula and do not always provide actionable feedback for students to guide their improvement. One example of actionable feedback was given to a grade three student regarding a writing project: “Work on writing about events that happened at your favorite place.” Another was, “Great job adding facts and details to your writing! Next time, try to add more specific vocabulary about pandas to teach your reader even more.” An example from math was, “You did an excellent job using both models and equations to solve the problems. Remember to include the area formula (l x w=area) in your explanations. Try to include math vocabulary.” Students stated that rubrics guide their next steps and provide a way to get a higher score on the paper. However, some feedback given in math was a series of check marks on correct answers to problems with a standard 4-point rubric that is differentiated for different units in math but on which teachers write very little in the form of next steps.

- The use of rubrics is most evident in writing projects resulting in teacher feedback. There are various guides used throughout the writing process that serve as methods of communication between the teacher and individual students. In some classes, the initial task has a checklist of criteria that needs to be met, with a list of items starting with the stem “I am working on…” Examples include “Telling about a memory and including details about what happened,” “Staying on topic,” and “using vivid verbs.” This checklist is used to keep track of both components and dates when items were accomplished. The teacher can also add written comments such as, “Try not to use the word ‘And’ at the beginning of most of your sentences.” The process continues with the actual draft being annotated by the teacher, with comments about the student’s writing. The culminating rubric is extensive and descriptive, with the teacher using the rubric to rate various components of the final writing piece by placing circles or checks in particular sections as feedback to the author. There are often teacher comments added to the final draft, such as, “Great job! You were able to create a question and answer book about bees. Next time, be sure to use capitalization and punctuation.” Since science and social studies are integrated into ELA classes, rubrics also serve as guides in this case to create an end product that fulfills two purposes, research and writing genre practice.

- Across classrooms, teachers inconsistently use ongoing checks for understanding and student self-assessment. In observed classrooms, teachers’ assessment practices varied. They either walked around and checked-in with students who were working independently or used a “thumbs up” method. In some classes, there was no evidence of checks for understanding at all. Students did share that some teachers have a log that students can sign if they need help and sometimes they move to a particular table for help. Students also reported that the use of peer and self-assessment was infrequent and inconsistent. Consequently, not all teachers make adjustments to meet students’ learning needs.
Additional Finding

| Quality Indicator: | 1.1 Curriculum | Rating: Proficient |

Findings
Curricula, aligned to the Common Core Learning Standards, integrate the instructional shifts and are planned and refined using student work and data.

Impact
The alignment with the Common Core builds curricular coherence and provides access to a diversity of learners while promoting college and career readiness.

Supporting Evidence

- Common Core alignment and coherence in curricula appear in unit designs across the grades in English Language Arts (ELA), math, social studies, and science, from kindergarten through grade five. Examples illustrate that there is much emphasis on skills fostering reading and writing at grade level to promote college and career readiness for all students, including English Language Learners (ELLs) and students with disabilities. The development of skills and competencies evolves as the student grows and becomes better able to build on the foundation developed in the earlier grades. Both school leaders and teachers shared that these skills become the foundation of those needed for success in career and college in later years. The strategic integration of the instructional shift of providing a balance of non-fiction and fiction texts is apparent in the kindergarten through grade five continuum. A review of curricular maps shows both vertical and horizontal balance of narrative and informational texts in reading and writing genres.

- According to school leadership, the school engages in a systematic and strategic approach to curriculum. Teacher teams and school leadership use student data and student work, the Common Core, and the instructional shifts to refine curriculum and plan next steps. Lesson plans follow the belief in the gradual release of responsibility. This includes a teaching point, a modeling strategy, active engagement with student discussion, an independent and/or group task, and an assessment, such as an exit slip, class share, reflections, and discussion questions. Teachers improve students' performance by frequently using the results of formative assessment and student work products to adjust and differentiate instruction through daily guided reading, flexible math groups, and independent practice.

- The Instructional Team, which meets weekly, consists of the principal, assistant principals, literacy coaches, math coach, data coordinator, and IEP teacher who helps guide adjustments for students with disabilities. Assistant principals and coaches report on data discussed at grade planning meetings to determine schoolwide curriculum adjustments, as well as professional learning for teachers. One result of their work was that several grade level teams reorganized the yearlong calendar in math. For instance, the kindergarten team substituted chapters 7 and 8 instead of chapter 5 in GO Math! because chapter 5 was assessed as not being rigorous enough. In grade one, Ready (the paper version of iReady) unit 3 was not taught since the team felt based on student data that unit 3 did not provide enough practice with strategies needed in operations. Unit 4 in GO Math! was taught instead.
Additional Finding

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

Students engage in high levels of discussion and participation across the classrooms. Teaching practices are aligned to the curricula and reflect a belief that students learn best in a community that supports the gradual release of responsibility model.

Impact

Students produce meaningful work products that reflect the workshop structure that is aligned to the Danielson Framework of Teaching.

Supporting Evidence

- The gradual release of responsibility is best demonstrated with a workshop model of instruction, which was found most noticeably in ELA and math lessons. ELA workshop lessons had teachers modeling teaching points in minilessons, followed by guided practice, and independent or small group work with a shared reflection about what was learned. In math, teachers used five Practices, a variation on workshop model in math periods with the model in reverse, with students beginning with independent work, then working with a partner while the teacher moves about the class, asking questions and taking notes to capture what strategies were being used, including noting misconceptions and teaching points that arise throughout the lesson. Several students share their work with the rest of the class, asking questions with comments. Then the teacher, after assessing how the lesson unfolded, presents the teaching point. Within this structure, there are small group instruction, conferring with individuals, reflection by teacher and students, and next steps that develop from the lesson.

- The workshop model in writing provided opportunities for students to work in partnerships, small groups, and independently with teacher guidance and feedback. In a grade three session, the student’s independent writing task was to complete the “Marvelous Memories” worksheet, select one person from one of the memories, and then write about this person in the writer’s notebook. In a grade two writing workshop lesson, the unit was focused on non-fiction research on a favorite topic. The student in this ELA-science or social studies integration had to read relevant text, collect entries, narrow the research, formulate their own questions, and continue researching. Then they were to organize the facts with a narrative sense to write and publish their stories. The observed lesson showed students at all different stages, with most writing independently with appropriate differentiated guides that gave them language and formats that were adjusted for different entry points.

- Student discussions are seen in most classes, with turn and talks sighted the most. Small table groups are a favorite structure that supports small group discussions. There are scaffolds for discussions in the form of question prompts and response supports. Students are encouraged to create their own questions and reference Depth of Knowledge (DOK) levels to develop challenging and interesting queries.
Additional Finding

### Quality Indicator: 3.4 High Expectations

#### Rating: Proficient

### Findings

School leaders consistently communicate high expectations to the entire staff through the staff handbook and the principal’s weekly update. Teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students.

### Impact

School leaders provide training through Monday afternoon professional development (PD) sessions and have a system of accountability through walkthroughs and teacher observations. Staff offer ongoing and detailed feedback and supports that prepare students for their next level of education.

### Supporting Evidence

- The school's motto, *Ancora Imparo*, means *I am still learning* and is displayed all over the building and in publications. The principal’s “Week in Advance” newsletter is published on Sunday nights and lists upcoming events, including PD sessions for Monday afternoons, Family Engagement Time on Tuesdays, special events, and any due dates as well as thanks to teams and individuals who have helped out, led, or assisted on past occasions. The staff handbook is presented to teachers at the beginning of the school year with the feedback from the previous year’s Danielson *Framework for Teaching* overview that sets the tone for expectations for the new year. These expectations are made clear to the staff and include the ways in which they will hold each other accountable for meeting those expectations. School leaders visit classrooms informally and give feedback in a timely manner both verbally and in writing, which teachers have come to expect, according to the principal. Feedback given during informal visitations will be referred to in official observations. There is a database where observations and next steps are recorded. Follow-up visits with coaches are monitored to ensure that they take place and to review the types of supports teachers are receiving. In addition, school leaders have a mid-year check-in with each teacher to assess the teacher’s progress on meeting goals and student performance.

- There are several systems for accountability to ensure that instruction is becoming coherent, teachers are building capacity, and expectations are being met. Professional Development sessions on Mondays are designed to reflect *Advance* reports and student achievement data. Differentiated PD groups established in September included pre-kindergarten, kindergarten through grade five, out-of-class educators, cluster teachers and paraprofessionals for training in STAR assessment administration, new teachers for STAR orientation, and another group of paraprofessionals to learn more about documentation and student attendance procedures. The groupings change week to week to allow vertical and horizontal teams to train together. Every week has a new or deeper level of content and pedagogical learning in writing, math, or assessment. In addition, learning walks on specific topics are taken by school leaders, with feedback given to teachers that include glows and grows for that targeted group. Topics include writing mini-lessons and interactive read alouds. Grade level teams are visited at the same time and with same topic, so the feedback can then be discussed at grade level team meetings for further exploration and next steps.

- According to students, they are getting ready for their next level of learning in various ways. The grade five students are already doing grade six math that is noted on the practice pages of work assigned. Feedback from teachers is focused on preparation and practice for the next grade. Departmentalization in grade five helps prepare students for changing classrooms and having several different teachers instruct different subjects. Other supports that prepare students for next steps include Career Day, College Day, and the accessibility of guidance staff, who help with middle school selection process.
Additional Finding

| Quality Indicator: | 4.2 Teacher Teams and Leadership | Rating: | Proficient |

Findings
Teacher teams consistently analyze assessment data and student work at grade level team meetings. Distributed leadership structures are in place.

Impact
The analysis of student data and work products by teacher teams results in improved teacher practice as evidenced in *Advance* ratings and progress in student achievement. Distributed leadership structures increase opportunities for teacher leadership with a voice in key decisions.

Supporting Evidence

- According to school leaders and teachers, various teacher teams function for specific purposes. The vertical ELA and math assessment lead teachers’ team receives ongoing training through the consultants Assessment Matters in facilitating teacher team meetings. They meet to participate in schoolwide decisions regarding curriculum based on assessments given and students’ mastery of the standards and to turnkey information to grade level teams. Mastery Connect is the system used that reports student progress as levels of mastery for grade level standards in math and ELA. Those results are then analyzed to see which students need support in specific learning standards.

- Teachers use protocols to examine student work in mathematics to decide whether students need remediation on a focus standard or to address a new standard through a new cycle of inquiry. Teacher teams discuss lessons/unit adjustments in order to provide differentiated instruction according to student needs. A newly-developed common assessment or one already available through the curriculum is administered to determine if teaching practices were effective in increasing students’ progress.

- Grade level teacher team collaborative planning meetings take place once a week. Coaches and/or assistant principals attend meetings and provide support to teachers. In addition, teacher teams have at least two additional common preps to meet during the week. Prior to implementing a unit, teachers review the Common Core Standards addressed in the unit, as well as the expected outcomes of the unit, and consider the needs of students, including those of English Language Learners (ELLs) and students with disabilities. During the unit, teacher teams share student work, using a protocol to make adjustments to the unit, including scaffolds to provide multiple entry points for ELLs and students with disabilities. After completion of the unit, chapter tests and/or performance tasks are analyzed using a protocol.

- School leaders are developing teacher capacity through distributed leadership by selecting Assessment Leads, Math Teacher Leads, and ELA Teacher Leads. The Assessment Matter Leads attended a three-day training on leading teacher teams through the use of protocols for analyzing students’ work. These leads work closely with consultants, including Assessment Matters and Fundamentals of Writing, as well as coaches and school leaders in order to receive on-going, on-site support and to facilitate grade level teams in building data analysis skills. Teacher Leads also turn-key PD and teach their teams. In addition, teachers create agendas for their grade level meetings. They also are integral to the hiring process for new teachers.