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

Mosaic Preparatory Academy 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>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>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>Well Developed</td>
</tr>
<tr>
<td>1.2</td>
<td>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</td>
<td>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>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

## Systems for Improvement

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

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

| Quality Indicator: | 1.3 Leveraging Resources | Rating: Well Developed |

Findings

The use of resources concerning partnerships, coaches, family and student support and development, and other organizational decisions is well-aligned to and supports the school’s instructional goals. Staff time is structured so that teams have substantial meeting times, aligning teachers’ professional responsibilities with the school’s instructional goals to meet student learning needs.

Impact

The use of resources to advance the school’s instructional goals are evident in meaningful student work products, particularly in writing, research, and math problem-solving work. Structured and focused staff time results in improved instruction that engages all students in challenging academic tasks.

Supporting Evidence

- The leadership team has allocated funding for coaching and consultation for teachers, particularly to advance the school’s goals in math and English Language Arts (ELA) student achievement. Math consultants support the third and fourth grade teachers, focusing on lesson studies and implementing Common Core-aligned math instructional practices. The fifth-grade math teacher has a consultant specializing in the Algebra for All initiative throughout the year. Consultants work with teachers on literacy instruction, implementing the reading and writing curriculum and integrated social studies and science content across grades. Student writing pieces demonstrate research writing from sources including a historical research piece in the fifth grade about Colonial Times and a third grade animal research paper using texts and images. Additionally, teachers, particularly in kindergarten and first grade, are sent to outside professional development (PD) to implement reading intervention programs to ensure all students are on grade level before leaving first grade, meeting reading benchmarks along the way. As a result of resources dedicated to early reading support, the percentage of students in first grade reading below grade level according to Fountas and Pinnell (F&P) benchmarks decreased from October to December from seven percent to 23 percent. The number reading above grade level increased from nine percent to 29 percent.

- Additional resources have been allocated to support teachers, including those new to the profession or the school, through the designation of a Teacher Center and a dedicated coach. The full-time coach supports teachers with unit and lesson planning, modeling instruction, and matching resources to student need. Teachers reported that the coach visits classrooms frequently, provides feedback, and helps teachers identify and respond to student needs quickly, creating targeted intervention plans. Additionally, the coach helps organize resources on the school’s google drive including data, assessment, and tracking student progress towards instructional goals. Student writing has improved from September and December, including a third grade class average narrative writing score of 8.37 in September increasing to 19.08 in November. Moreover, Fountas & Pinnell (F&P) reading levels in fourth grade increased from ten percent of students on grade level in October to 26 percent in December.

- Staff meetings are structured to provide teachers with PD time on Monday afternoons as well as a double common planning block during the week. Teacher teams meet on Tuesdays to engage in inquiry with student work and data. Additionally, intervisitation aligned to PD cycles and school goals enables teachers to visit each other’s classrooms and debrief during meeting times. As a result of structured staff time, improved instruction engages students, as evidenced by growth in teacher observation data for planning and preparation, student engagement and questioning, and meaningful writing and research projects and conceptual math problem-solving tasks for students.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |

Findings

Across classrooms, teaching strategies consistently provide multiple entry points into the curricula, but there were missed opportunities to strategically provide high-quality supports and extensions for all learners. Student work products and discussions reflect high levels of student thinking and participation.

Impact

Teaching strategies consistently ensure that all learners are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills with texts, writing pieces, and math discussions, but there were missed opportunities to ensure student ownership of discussions across the vast majority of classrooms.

Supporting Evidence

- Across classrooms, teachers consistently used scaffolds, including graphic organizers and strategic pairing, to provide students with multiple entry points into lessons. However, there were limited opportunities observed of strategic supports and extensions in lessons across the vast majority of classrooms. While students had access to extension tasks in a fifth-grade ELA lesson, this was not observed in other grades and classrooms. For instance, in a third grade math lesson, students shared different strategies for multiplication with a partner. However, there was confusion as to which strategies would help solve a particular problem. The teacher listed the strategies called out and then asked everyone to solve using a tape diagram. There was a missed opportunity to be strategic in terms of targeting who needed additional support based on the misconceptions heard.

- There were missed opportunities to strategically provide high-quality supports in some classrooms. In a kindergarten reading lesson, the teacher modeled a reading strategy with a copy of a text while students were on the rug. The strategy involved using her finger to read words and check the meanings of words while using the pictures. However, the text was not visible to all students, which made it challenging for each student to see the model clearly. In a second-grade reading lesson, students worked on reading fluency with partners. Students struggled to respond to the teacher’s question about how reading aloud helped them be better readers, thus missing an opportunity to ensure high-quality supports so that all learners could engage with the objective of the lesson. In a first-grade reading lesson, students were given a sentence frame to engage in a turn and talk with a partner about the text, but some pairs misunderstood the prompt and talked about something else. The teacher told the class that some read what was on the board and some gave their own ideas, but did not provide an opportunity to correct the misconception.

- Across classrooms, student discussions reflected high levels of thinking and participation, such as a number talks discussion in a fifth-grade math lesson and partner discussion of a persuasive speech in a fourth/fifth grade self-contained class. On the other hand, there were limited opportunities for student ownership of discussions and missed opportunities for the teachers to provide feedback to students attempting to take ownership of discussions. In a fourth-grade class, a group of three students worked with a paraprofessional to offer each other feedback on a writing piece. One student read his piece as the other two listened and gave feedback. But the two students did not refer to a checklist or rubric to offer feedback, instead giving suggestions that were personal opinions. Consequently, this was a missed opportunity to ensure that peer feedback is grounded in shared rubrics or checklists, so students can engage in ways that reflect high levels of thinking related to the content.
## Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

### Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards (Common Core) and content standards through curriculum mapping and lesson planning, strategically integrating instructional shifts including dual intensity in math and balancing informational and literary texts in ELA, social studies, and science. Curricula and academic tasks are planned and refined using student work and data.

### Impact

As a result of integrated resources and teacher planning, there is coherence across grades and subjects that promotes college and career readiness for all students. Lessons and tasks are planned so that individuals and groups of students have access to the curricula and are cognitively engaged through differentiation strategies.

### Supporting Evidence

- School faculty made curricular changes in response to assessment data and the demands of the Common Core. In math, to address the instructional shifts of deep understanding and dual intensity, additional curricular resources have been incorporated that address conceptual understanding and problem-solving; math blocks begin with a number talks activity to facilitate student discussion of numbers, build mental math, and improve number sense. A fifth-grade math lesson plan reflects the dual intensity focus, with a fifteen minute number talks component at the beginning of the lesson, multiplication fluency practice for five minutes, and problem-solving work with a debrief at the end using student work. A third grade math lesson includes practice with multiplication and division fluency along with real-world problems with visual models. As a result of strategically using common resources and teaching approaches across grades, there is coherence in math instruction that promotes college and career readiness for all students.

- Leaders and faculty have integrated science and social studies content with reading and writing to support the instructional shifts of balancing informational and literary texts and building academic vocabulary. The faculty plan units of study using Teacher’s College Reading and Writing Program (TCRWP) integrated with social studies and science curricular resources. A fourth-grade reading lesson incorporates video and texts about weather to generate questions for discussion and research ideas. Students then choose a research topic for an informative writing unit. A second-grade science lesson on forces and motion incorporates vocabulary work and texts to build background knowledge, group discussions, and note-taking. Vocabulary instruction is strategically integrated and assessed across grades, using three curricular resources to support students by grade band, kindergarten through first, second, and third through fifth. This strategic alignment and integration result in curricular coherence across grades.

- Lessons and academic tasks are planned and refined using student work and data to ensure individuals and groups of students have access to the curricula and are cognitively engaged. A fifth-grade reading lesson on analyzing a persuasive article includes diagrams and annotation support for students with disabilities and English Language Learners (ELLs), as well as an additional extension article for high-achieving students. A third-grade reading lesson emphasizes identifying the main idea of a grade-level text and differentiates through strategic pairings, graphic organizers, and sentence frames to support writing. A fourth-grade reading lesson indicates specific texts and teacher support for two pairs of students to engage in the lesson. A kindergarten reading lesson includes a video and sentence frames to provide access for ELLs as well as a thinking map and diagram to support students with disabilities.
### Findings

Across classrooms, teachers use assessments and rubrics that are aligned with the school’s curricula, including common ELA rubrics and F&P assessments to determine student progress toward goals across grades and subject areas.

### Impact

Common assessments, rubrics, and checklists provide actionable feedback to students and teachers regarding student achievement and instructional next steps. The results are used to make adjustments to curricula, units of study, and lesson plans.

### Supporting Evidence

- Students receive feedback on tasks aligned to a checklist or rubric, as well as informally in class through conferencing. Teachers use TCRWP and New York State (NYS) rubrics for writing and create checklists from these to provide students with actionable feedback. For example, one student received a four on an essay scored with a fourth and fifth-grade NYS writing rubric. His strengths were on command of evidence, and his next steps included working on verb tense. Math checklists are created to align with standards. For instance, a fifth-grade math checklist broke down a fractions standard into eight components that students could reflect on and use to guide their instructional next steps. In math, the school uses a common online assessment to provide feedback to students and teachers regarding student achievement. The assessments, which are aligned to grade-specific benchmarks, are used to inform teachers and students of progress made with operations and fluency and specific next steps to master. In fifth grade, three students were considered fluent on the pre-test, which grew to seven students on the post-test.

- Across grades, teachers use F&P assessments four times a year to inform and adjust groupings for tiered intervention instruction and guided reading groups. Teachers have administered two rounds of F&P testing, in October and December. In pre-kindergarten and kindergarten, the data in December revealed that seven students were at-risk of falling behind in terms of benchmark reading progress. Consequently, leaders are supporting teachers to deepen targeted instructional work with Fundations and adjust groupings so that the identified students receive additional support. F&P data were also used to identify students at-risk in first grade, and eight students were provided with targeted intervention support using a reading program. The leadership team and faculty track student progress, and seven of the students grew by at least three reading levels between October and December.

- Leaders and faculty analyzed results from the 2017 state assessment to inform planning of units of study for reading and writing. In fifth grade, teachers were informed of gaps in the data for the rising fourth graders in order to inform planning. For example, data showed students had gaps in standards connections between historic and scientific events in a text (RI.3.3) and word meaning in context (RL.3.4). In fourth grade, teachers looked at data from the incoming third graders and found gaps in identifying main idea and theme to inform their planning.
**Finding**
School leaders consistently communicate high expectations for instruction and professionalism to the entire staff through email, meetings, observations and feedback. School leaders and staff effectively communicate expectations connected to path to college and career readiness and successfully partner with families through frequent teacher contact, workshops, and events.

**Impact**
School leaders communicate expectations and provide training for staff, resulting in a culture of mutual accountability and high expectations in the building. Successful partnerships with families support student progress toward expectations for classwork, homework, and a path to college and career readiness.

**Supporting Evidence**

- School leaders consistently communicate high expectations to the entire staff through the shared google drive, which includes data, the staff handbook, the school calendar, and documents related to instruction and curriculum. Professional development also focuses on expectations for instruction aligned to the Danielson *Framework for Teaching*, particularly questioning and discussion in classrooms. Teachers have intervisitation opportunities to see best practices from colleagues. Leaders hold teachers accountable through observation and feedback, as well as through individual data meetings four times a year, where teachers review student data with the principal and set instructional expectations and goals. Teachers provide feedback on the quality of professional development to leaders, which informs next steps and support. As a result of these practices, staff and leaders hold each other accountable to meet schoolwide expectations.

- School leaders and staff run frequent workshops and events for families, including curriculum workshops on Tuesdays, monthly workshops run by the assistant principal with staff members, and workshops run by the parent coordinator. Families reported being well informed of events at the school through frequent communication by email, online applications, phone calls, and calendars. Family members utilize Class Dojo to stay informed daily as to student behavior, homework, and classwork. Teachers support students’ leading parent conferences, and parents reported being able to see their children’s portfolio, assessments, and progress toward goals. An online program provides support for reading and research that students utilize both at school and at home. In December, the faculty ran a workshop to support utilizing the program, attended by about twenty-five family members, and another workshop in October, offering information about Title 1, was attended by about fifty family members. An event to engage fathers and share academic goals in September drew about fifty family members. These practices demonstrate successful school-family partnerships to support student progress toward expectations connected to college and career readiness.

- School leaders and staff help families support student progress through a variety of partnerships that provide resources for weekend learning experiences, workshops for parents, food, clothing, and arts education. The school has a ten year partnership with NY Cares that supports students through weekend trips and tutor support, as well as workshops for parents on supporting students at home with school work. There is a visiting chef who teaches nutrition and cooking classes for students and families. Families reported being provided with books related to social-emotional topics studied at school in addition to having free access to an online library with workshops to support home use. As a result of these programs and practices, school leaders and faculty successfully partner with families to support their children’s progress on the path to college and career readiness.
Additional Finding

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

Findings

The majority of teachers are engaged in structured, inquiry-based teams that meet weekly and foster collaboration between teachers. Teacher teams consistently analyze assessment data and student work, including F&P reading levels, writing pieces, and math assessments for students on whom they are focused.

Impact

Teacher team work promotes the achievement of instructional school goals, particularly on improving student writing outcomes, early reading foundations, and number fluency, and strengthens the instructional capacity of teachers. Consistent analysis of student work and data results in progress toward goals for groups of students as measured by F&P reading levels, improvement in writing task scores, and number fluency assessments.

Supporting Evidence

- Leaders provided training on collaborative inquiry protocols at the beginning of the school year to ensure teachers are engaged in structured weekly teacher team meetings. Teachers analyzed reading data in order to inform targeted intervention plans to improve reading levels for students reading below grade level. All grades assessed F&P reading levels in October and December. The first grade reduced the percentage of students reading below grade level from 70% to 23%, the third grade decreased from 44% to 34%, and the fourth grade decreased from 38% to 33%.

- The work of collaborative teacher teams facilitates sharing of strategies and supports between teachers. In a teacher team meeting observation, the fourth grade team analyzed the writing of three students with disabilities to assess strategies for teaching next steps for elaboration and brainstorming. Teachers reported that meeting with their teams each week has resulted in improvements in their instructional capacity. This is also evidenced by teacher observation ratings. Teachers overall ratings in the planning and preparation domain have increased from an average of 2.85 to 3.2 and from 2.70 to 3.33 in student engagement.

- Teacher teams meet weekly in three-week inquiry cycles to analyze student work and data with a specific instructional focus. All teachers engaged in a cycle on elaboration in writing in order to support the school goal of building stamina in writing. Teachers analyzed work samples from the on-demand pre-assessment to inform instruction for specific student misconceptions. As a result of the inquiry work on writing, groups of student have made progress toward goals. The average score for the fourth grade for elaboration on the rubric increased from 2.27 in September to 4.7 in November on the post-assessment. The average score for in second grade increased from 1.07 to 1.28.