Quality Review Report

2017-2018

P.S. 050 Talfourd Lawn Elementary School
Elementary 28Q050
143-26 101 Avenue
Queens
NY 11435

Principal: Rina Manjarrez

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

Lead Reviewer: Luz Cortazzo
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. 050 Talfourd Lawn Elementary 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>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></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>Area of Celebration</td>
<td>Well Developed</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>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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</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>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

Quality Indicator: 1.1 Curriculum

Rating: Well Developed

Findings

All curricula are strategically aligned to the Common Core Learning Standards and illustrate integration of the instructional shifts. Rigorous habits and higher-order thinking skills are consistently emphasized across grades and subjects.

Impact

As a result, there is coherence across subjects that promote college and career readiness and students are consistently pushed to demonstrate their thinking.

Supporting Evidence

- Teacher leaders and their colleagues reflect, plan, revise, adapt and modify curricula, utilizing a comprehensive program for reading, writing, and math, including resources from Teacher’s College Reading and Writing Project (TCRWP). For kindergarten through grade 5, GOMath! program, NYC Pathways for Social Studies, and Foss Science Kits, results in shared cross curricula essentials and rigorous academic tasks. Curriculum maps and unit plans are updated and revised on a continuous basis based on reflection on the teaching of lessons and student’s performance and work products from classroom lessons.

- Teachers in English Language Arts (ELA) use various resources to inform their planning, such as rubrics and exemplars from Writing Pathways for kindergarten-grade five. Fundations pre-kindergarten through grade 2, and math routines designed with the help from Metamorphosis and Context for Learning units in grades kindergarten through grade 5 have been incorporated to collect formative assessment data on standards that data has shown students struggle with. This results in clear student models, expression of mathematical thinking and their understanding of real world problem solving.

- Lesson plans are designed using Webb’s Depth of Knowledge, and Universal Design for Learning (UDL) principles with a combination of higher order thinking activities. The use of multiple means of representation, expression and motivation for learning activities are evident. Teacher use visuals, manipulatives, review academic vocabulary and graphic organizers for English Language Learners (ELL’s) and students with disabilities so that they are engaged in rigorous tasks with supports. For example, students are asked to decide on the types of strategies they would use to solve a multi-step math problem, or strategies to improve language conventions. Each student can choose their own strategy if they are able to show their work and provide an explanation of the solution and methodology.

- Driven by a schoolwide focus on students developing computational fluency, teachers plan complex math problems and tasks designed to deepen conceptual understanding in line with the instructional shifts. In addition, unit plans highlight prioritized standards which emphasized conceptual skills and enduring understandings students must have in each unit as evidenced by the work across maps focused on student understanding of visual models and strategies that best align to the big ideas of the units and the individual learning styles. Maps for grades 1 through 4, include basic facts for all operations.
Area of Focus

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

While the school uses common assessments in all subject area to track student progress, and consistently checks for understandings, the use of student self-assessment varies across the school.

Impact

The school’s systems to monitor progress through data analysis and during instruction are used regularly to guide adjustments in lessons to meet students’ learning needs, yet there are missed opportunities for all learners to take ownership of their learning with student self-assessments.

Supporting Evidence

- Across classrooms teachers use multiple methods to check for understanding. The methodology includes but is not limited to, mid-workshop interruptions, thumbs up, thumbs down, a modified traffic light system in math, exit slips with reflections, peer feedback checklists, task specific rubrics and essential questions. Some of the specific adjustments that were observed in response to information on student understanding included the use of leveled texts, a variety of graphic organizers, sequence organizers, and the use of technological aids. Students complete self-assessment checklists on certain written assignments, yet teachers sporadically use this information to provide actionable feedback to students. As a result, students are sometimes unable to take responsibility for their next steps.

- The school collects frequent formal and informal assessment data in all subject areas which provides information on student performance and progress. These assessments include, but are not limited to Teachers College assessment tools, ongoing running records, writing on demand, math unit tests, chapter tests, and checklists across grades and content areas that include opportunities for teachers to examine students’ strengths and needs.

- Teachers regularly analyze information about individual student performance and progress on common assessments. Trends and patterns are monitored through multiple assessments to monitor student understanding of subject matter across grades and content areas and is color coded with yellow, green, and red to indicate students who need intervention and support. Teachers use these results to form small instructional groups according to need. Students are also identified for academic intervention services, such as Leveled Literacy Intervention (LLI) and extra help academies. Teachers maintain Tier 1 support within their classrooms while additional support is provided by cluster teachers and paraprofessionals during assigned blocks. Teachers share their class level information from pre- and post-assessments using an online document-sharing program. Information from baseline to mid-year is beginning to provide a clear picture of student progress.
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

Teaching practices across classrooms provide multiple entry points and challenging tasks for students and reflect a coherent set of beliefs about how students learn best.

Impact

Across classrooms teaching strategies, which support the curricula, result in instruction that is student-centered. All learners, including English Language Learners (ELLs) and student with disabilities are active participants and engage in appropriately challenging tasks.

Supporting Evidence

- All lessons included tasks for students to participate in text-based discussions and activities that evoked higher-order thinking. In a grade four social studies class, students engaged in high-level, text-based discussions during which they learned about New York’s development and how it became a center of commerce by analyzing the geography and natural resources of the different regions of the thirteen colonies and then focusing in New York. Using a prototype view of New Amsterdam and a contemporary view of New York students worked in partnerships to study the region of New York through pictures. They completed a chart listing a natural resource and how this resource contributed to life in New Amsterdam. Students share out and question each other at the higher levels of Hess’s Cognitive Rigor Matrix.

- English as a New Language teachers push-into classrooms at various times during the day. They do this to support ELLs. For example, in a grade three writing lesson, the regular teacher was teaching a mini lesson on generating an idea and finding appropriate evidence from the text within the book *Ruby the Copycat*, while the ENL teacher worked with targeted students using differentiated materials and different entry points to introduce their next writing unit. The teacher prompted the students to come up with ideas after listening to a read aloud. Using an anchor chart, the teacher modeled for the students how to write a baby literary essay. The instruction of these additional teachers makes individual attention possible and supports the school’s vision of strong academic vocabulary and effective writing.

- In most classrooms, there was evidence of differentiated instruction, multiple entry points and scaffolds, such as the use of varied graphic organizers, technology supports, and visual aids, built into the lessons so that ELLs and students with disabilities could access curricula materials and produce student work products in their own way. In math, differentiated games were observed in kindergarten and first grades that enables students to engage in thoughtful conversations to deepen and expand their understanding of mathematical concepts. In grades kindergarten through five students participate in exploratory investigations through Context for Learning. These investigations engage students, allowing for deeper conceptual understanding through real world problem solving, visual models and mathematical reasoning.

- Across classrooms, there was evidence of structured routines for small group work, work in pairs or with the assistance of a para-professional, as seen in a self-contained kindergarten class, and during math lessons in grades two and three.
Additional Findings

<table>
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<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

The school promotes a culture of high expectations around a path to college and career readiness for staff, students and families.

Impact

As a result, all constituents contribute to a culture for learning. There is a sense of mutual accountability and students are supported by teachers and family to progress towards those goals.

Supporting Evidence

- Administration, staff and parents accept responsibility for, and have a mutual collective understanding of, doing what is necessary to meet high expectations. Structures and systems are in place for teachers to meet during multiple common planning periods. Debriefing sessions after teacher observations provide detailed feedback in a timely, explicit and constructive manner. There are elevated expectations for teacher practice across the school along with strategic supports to help staff meet those expectations. School leaders provide support and coaching to staff through instructional coaches, off-site consultants, and expert leaders extensive modeling and intervistations. All of which, support and improve pedagogy.

- During the meeting with families, they all stated that they are regularly invited to workshop sessions where they learn about expectations for their children. The families also expressed appreciation for the many layers of communication which school staff members provide, via the school's website, school messenger calls, ClassDojo, school/grade newsletters, monthly event calendars and emails. Utilizing progress reports that are sent home, all staff members partner with families in accelerating students' progress towards middle school and college and career readiness goals.

- Students understand academic expectations for academic performance and work to achieve goals. One student at the student meeting stated, "The teachers are great and provide me with a good foundation for learning." Another student shared her understanding of readiness skills for college and careers. She stated, "Teachers teach us to be organized, to be responsible and ready for the next grade." All students knew their reading levels, could articulate how ready they are for the next level and how they will progress towards goals. Parents shared that there was a clear path to college and career outlined for their children through classroom organizational skills, articulated school values, and specific support programs.
### Additional Finding

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<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

School leaders and teacher peers support the development of teachers, including new teachers, with effective feedback and next steps from observation and data.

**Impact**

Feedback articulates clear expectations for teacher practice, supports teacher development, and aligns with professional goals for teachers, leading to improved quality of student work.

**Supporting Evidence**

- The principal starts the year by implementing initial planning conferences (IPC’s) with teachers and administrators to discuss annual goals, revisiting their prior year Measures of Teacher Practice (MOTP), as well as New York State exams. The MOTP data and conversations at the beginning of the year inform the school’s professional development offerings, such that teachers are empowered to direct their learning as per their MOTP and administrators' guidance, as well. Professional development topics highlight strategies and best practices to enhance teachers' pedagogical practice and ultimately improve student outcomes. Benchmark data is evaluated to determine the impact of said strategies and best practices. It is expected that teachers implement their new learning from professional development in both the design of their lesson plans and implementation.

- A review of the school’s professional development calendar indicates that throughout the school year professional development is organized around the school’s foci for English Language Arts (ELA) and math. Staff developers and teacher leaders lead Monday sessions on topics aligned to school goals in ELA and math. The principal stated that through review of student work and observations they can monitor teacher progress in implementing school’s goals, as well as the impact on student achievement. Throughout the school year, administrators revisit data sources, including student work to determine improvement and identify gaps in learning to inform and refine professional development and pedagogical practices. The year concludes with end of year conferences discussing teacher practice related to the Danielson Framework for Teaching and next steps for professional support both individually, as well as schoolwide.

- During the teacher team meetings, new teachers spoke highly of the many levels of support provided by the administration and teacher peers. For example, new teachers participate in a new teacher induction professional development series in which they received training in management, routines and procedures, workshop teaching, lesson and unit planning. In addition to the professional development that they receive with their grade level colleagues, they continue to meet monthly with the induction committee, to continue to develop their practice. For example, a teacher who may be struggling with managing student behavior receives guidance and coaching from a teacher with highly effective practice from the book: “Managing Student Behavior.”
### Additional Finding

<table>
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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
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#### Findings

All teachers are engaged in structured, inquiry-based professional collaborations through which they analyze their own practices, as well as student work and data. Distributed leadership structures are embedded into the school vision.

#### Impact

The work of teacher teams has resulted in schoolwide instructional coherence, as well as improved pedagogy and student work. Shared leadership structures build capacity to improve student learning.

#### Supporting Evidence

- Teacher teams engage in collaborative inquiry that supports goals and strengthens teacher capacity. Student work and data analysis within teams improves teaching and learning. There is modeling, guided practice and independent practice designed by teacher teams to strategically align with desired student outcomes. Teacher teams have worked with the administration to identify key standards and designate benchmark targets in literacy and math. Data reports are analyzed to identify student strengths and deficiencies. For example, the vertical team reviewed student data, from the state exam, and realized that students struggle with multiple-choice questions. This work has resulted in using various resources to inform their planning, including tweaking their Close Reading Protocol to accommodate the changes aligned to their findings. This work continues to grow as teachers' capacities are built.

- During both teacher team meetings, teachers stated that shared leadership is demonstrated through school leaders' designation of lead teachers on each grade level. Additionally, teachers collaborate with peers to implement professional learning sessions and intervisitations, based on the needs of staff members. Lab Sites; and Professional Learning Communities (PLC) created and agreed upon lens that is informed by school data. All of which confer responsibility for high-level decision making, in collaboration with administrators. For example; lead teachers facilitated a New Teacher Induction Professional Development series prior to the start of the school year, in which new teachers received training, in management, routines and procedures, as well as the workshop model and unit and lesson planning. These systems and structures for teacher leadership are embedded in the school's day-to-day operations.

- The school's schedule includes common planning periods for all teachers to meet and make decisions that include the support of ELLs, students with disabilities and the integration of out-of-classroom personnel. The school utilizes teacher leaders, to facilitate inquiry-based activities within weekly team meetings. Teachers work directly with teams of teachers, framing school goals, implementing school-wide protocols, and developing curricula and instructional initiatives. They collaborate with peers to implement professional learning sessions and intervisitations, based on the needs of staff members.