Quality Review Report

2017-2018

P.S. 054 Hillside
Elementary 28Q054
86-02 127 Street
Queens
NY 11418

Principal: Anita Prashad

Dates of Review:
November 13, 2017 - November 14, 2017

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. 054 Hillside serves students in grade K 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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</thead>
<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>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

<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>1.4 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>
<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>Area of Celebration</td>
<td>Well Developed</td>
</tr>
</tbody>
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### Systems for Improvement

<table>
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<tr>
<th>To what extent does the school...</th>
<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>
<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>Proficient</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>Well Developed</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>
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</tbody>
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28Q054: November 13, 2017
Area of Celebration

| Quality Indicator: | 3.4 High Expectations | Rating: | Well Developed |

Findings
School leaders and staff consistently communicate expectations for high levels of shared responsibility and provide training, aligned to the Danielson Framework for Teaching. All staff members communicate and partner with families to support expectations for college and career readiness.

Impact
The effective communication results in a culture of mutual accountability among staff. The successful partnership with families supports children in meeting expectations.

Supporting Evidence

- The principal creates an elevated level of clear expectations for all staff, which are evidenced throughout the community through verbal and written structures, such as the school’s At a Glance publication that states school goals and the instructional focus with specific expectations for shared accountability for staff and students. The instructional focus is to support scholars to become deep critical thinkers with a stronger proficiency for real world applications. To support this goal, teachers engage in professional development workshops during the extended day on Mondays, led by peers and school leaders and attend citywide professional development events. In addition to providing workshops aligned to the Danielson Framework for Teaching to support more effective questioning, teachers engage in intervisitations to view strategies used by their peers, aligned to Webb’s Depth of Knowledge Matrix. These practices help them develop expertise in meeting all instructional expectations.

- The principal provides the faculty with a daily bulletin which outlines high expectations for teaching and learning. In conjunction with the daily bulletin, the principal provides a monthly calendar with reminders, such as instructional focus, school goals, and units of study in reading and writing. The calendar also includes school wide events, such as family literacy and math night, workshops for parents, Parent-Teacher Conferences, and Tuesday Family Engagement sessions. The principal communicates this information to support and maintain high levels of instructional expectations.

- During the meeting with families, they all stated that they are regularly invited to participate in frequent sessions where they learn about expectations for their children. Several noted that they attended open-school week which offered an overview of curricula, expectations for class work homework, and grading policies. Parents stated that these information sessions are helping them to support their children at home. The families also expressed appreciation for the many layers of communication which school staff members provide, via the school’s website, text messages, school messenger calls, newsletters, event calendars and emails. Parents stated that the different means of communication not only allow them to be aware of the events that are occurring at the school, but also, they are given the opportunity to hear the school’s expectations to support their children for middle school and college readiness.
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 most classrooms, students were engaged in discussions and completed assigned tasks. While teaching practices consistently reflect multiple entry points, the deepening of learning through extensions into curricula and tasks was not typically evident.

Impact

Consistent application of scaffolds and multiple entry points result in students being engaged in tasks and discussions across most grades and content areas. However, there were missed opportunities to further extend learning for students via tasks that elevate their thinking and promote ownership of learning.

Supporting Evidence

- In the classrooms visited, teachers provided visual supports and scaffolds for students to be engaged in learning. Students were observed in small group activities, one-to-one conferencing with the teacher, or working together with a partner to respond to the task, prior to sharing with the whole class. In a grade five math class, based on criteria outlined by the teacher verbally and via an interactive whiteboard, students used least common denominators to create equivalent fractions. The students described the steps they took to use the least common denominator to solve the problem, listed the multiples of five and of nine, identified the least common multiples that these two numbers have in common, and wrote a rule to show how they use a common denominator to add or subtract fractions with unlike denominators. Similarly, in a grade four Integrated Co-Teaching (ICT) literacy class, groups of students analyzed characters within a text by interpreting visuals and events within the text using a graphic organizer. In both cases, teachers provided support, as needed, for students in each group.

- School leaders place emphasis on providing students with multiple opportunities to participate in high-level discussions that allow students to justify and challenge each other’s thinking. In the classrooms visited, most teachers provided guided questions which required students to think about the concepts and skills taught. However, students’ discussions and participation do not yet reflect students’ ownership of their learning. For example, in grade three social studies class students engaged in identifying and discussing the elements of culture in a world community by using elements from the text. During the time of observation most of the lesson involved students completing a graphic organizer to identify examples of cultural elements from their assigned page, followed by a group share out with a teacher-student question and answer sequence that left little opportunity for students to challenge each other’s thinking through high level peer-to-peer questioning during discussions.

- The use of extensions of tasks to deepen student engagement in challenging work was evident in most classrooms, including an Integrated Co-Teaching (ICT) math lesson where students modeled multiplication and found factors by using arrays. The teacher used arrays to model products and factors, the students solved problems by drawing tiles on their whiteboards, and used arrays to model multiplication and find factors by using math vocabulary. The tasks were differentiated as well as constant support for English Language Learners (ELLs). Students shared findings with a peer and then with the whole class. The teacher followed up by posing additional questions that challenged students to show their work. A similar extension of tasks was not evident in other classrooms visited, including classrooms with advanced learners.
## Additional Finding

### Quality Indicator: 1.1 Curriculum

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<th>Rating:</th>
<th>Proficient</th>
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### Findings

Curricula are aligned with the Common Core Learning Standards and address the instructional shifts. Academic tasks emphasize rigorous habits with supports for all students.

### Impact

The curricula consistently promote college and career readiness across all grades. Academic tasks push students thinking for all students including English Language Learners and students with disabilities.

### Supporting Evidence

- Teachers use *ReadyGen* for literacy and *GoMath!* for math instruction in all grades. There is a schoolwide policy that students must engage in Close Reading Strategies across content areas. School leaders review unit and lesson plans and tasks and provide feedback to teachers to strengthen the alignment of the Common Core and inclusion of the instructional shifts. Teachers use *Fundations*, for students with disabilities, *Great Leaps*, and *Wilson*. *Fountas and Pinnell* is used schoolwide to measure reading levels as well as *Ticket to Read*. The school follows the New York State Scope and Sequence aligned to the Common Core Learning Standards for science and social studies. Additionally, the grade level curriculum units in science and social studies are aligned to match texts in the ELA curriculum, with a focus on incorporating the instructional shifts.

- Most lesson plans reference the relevant Common Core standards or content standards and include essential questions, learning targets framed as “I Can” statements and supported by language objective designed to support language development for all students, and rigorous tasks that incorporate the instructional shifts. Teachers use a lesson plan template where academic language is infused, and Universal Design for Learning strategies are embedded into planning to ensure multiple entry points for all students, including English Language Learners (ELLs) and students with disabilities.

- Strategies for providing access to the content for students with different needs are incorporated in most lesson plans. A grade one lesson plan identify students to work in a group with the teacher completing a one-page character scaffold feelings anchor chart, sentence frames, while other students would be working independently to complete a graphic organizer where they had to select events from the beginning and middle of the story and identify how the character was feeling. They were asked to use text evidence to prove their answers. A lesson, in a self-contained class for students with disabilities, focusing on comparing sets with different numbers of objects by using matching and counting, outlined tasks for specific students, noting that two of them will be pushed to use a ten frame to solve addition problems by using a ten frame.

- Teachers create additional resources to address gaps in the published curricula adopted schoolwide. They use materials from *EngageNY* and adapt items from past State and ELA exams to incorporate pertinent vocabulary. A math lesson incorporated graphic organizers to guide their problem-solving efforts on which students will note important information they need to understand, plan to find the solution, show their work, and check to make sure their solution is reasonable.
### Additional Finding

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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**

Across the school, teachers use or create assessments, rubrics, and grading policies that are aligned to the school’s curricula. Teachers common assessment analysis drive curricular and instructional adjustments.

**Impact**

The analysis of formative and summative assessments has provided opportunities for teachers to make curricula adjustments in response to learner’s diverse needs. Actionable feedback is provided to students regarding their achievement.

**Supporting Evidence**

- Student work is assessed using standards-based rubrics by highlighting the descriptions that most closely match the qualities of the student work. Teachers provide written feedback to students. A first grade student was reminded to include two or more events in sequence with the use of temporal words and include an illustration to match her small moment writing piece. On a second grade on demand writing task, the teacher provided a glow, and grow, and an example to model how the student could conclude the narrative with a description of what the character is feeling. Not all the student work is accompanied by such a detailed feedback. A second-grade student indicated that her teacher told her she had done well on a science report on measuring cups, but no written feedback was included. A grade five student was praised for her excellent narrative conveying the meaning of the story and reminded to use transitional phrases to alert the reader.

- The school leader presented an assessment calendar by grade and subject. Teachers also embed pre-assessments, projects, end of unit tests, and short constructed response items as part of unit plans for all grades and content areas. Item skills data charts with class and school level data presented by staff, illustrate ongoing tracking of student progress across grades. A review of a collection of anecdotal reports from teachers also indicates that most teachers’ complete assessment analysis logs that show growth in student performance, especially in English Language Arts.

- Teachers regularly analyze information about individual student performance on common assessments to determine if students are making progress and to identify skills that need extra attention. Across grades and content areas, they form small instructional groups according to need. Students are also identified for targeted cycles of interventions. Teacher intervention using Response to Intervention is built into the schedule to allow out of classroom personnel to provide support for at-risk students. Teachers maintain intensive supports for students within the classroom while additional support is also 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

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Proficient |

Findings

Administrators and teacher leaders, support teacher development with effective feedback and next steps using the Danielson Framework for Teaching. The principal can articulate a rationale for professional development decisions.

Impact

Teachers benefit from collaboration, coaching, inter-visitations, and effective feedback from administrators and peer teachers that is supporting teacher development.

Supporting Evidence

- As part of the school’s instructional practice, the school administrators have utilized various data sources to inform not only professional development, but also targeted instruction, Academic Intervention Services (AIS) and pedagogical foci. Data collected during observations, around Danielson Framework for Teaching component for Using Questioning and Discussion Techniques is resulting in an increase of one level within this component as measured by Advance observation reports reviewed.

- During the teacher meeting, multiple teachers, indicated that next steps received in observations reports consistently align with their goals and is resulting in improved teacher practice. Throughout the school year, administrators revisit data sources and refine professional development. The year conclude 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. In addition, the administration ensures that MOTP feedback is connected to the schoolwide pedagogical practices and instructional frameworks. This promotes an ongoing consistent conversation and implementation of best practices throughout the school.

- The principal can articulate a rationale for professional development decisions based on cycles of observations. Professional development decisions are based on an analysis of teacher progress made on previous feedback. Trends in teacher feedback is leading to differentiated plan of support for new, struggling and effective teachers as articulated by teachers during the teacher team meetings.
### Additional Finding

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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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</table>

**Findings**

Teams of teachers meet regularly to systematically analyze their instructional practices and develop strategies for improving staff and student achievement. Distributive leadership structures facilitate teacher collaboration with school leaders to make critical decisions about teaching and learning across the school.

**Impact**

Through extensive teamwork, teachers regularly reflect on their pedagogy and play an integral role in key decisions that improve teacher capacity and mastery of goals for groups of students.

**Supporting Evidence**

- During team meetings teachers purposefully analyze data across the grade. The grade three teacher team analyzed samples of student writing from an end unit on opinion writing at three levels of student proficiency (high, medium, and low). Each teacher presented noticing for each child in their target population providing feedback related to strengths, as well as the areas that needed improvement. Using an Opinion Writing Checklist, teachers discussed the structure, development and language conventions of the work sample, the features that distinguish a high from a low-level performance and what the teacher would need to teach/reteach to improve on each student’s performance. One teacher shared that the writing samples reflected that the students needed more support staying on topic. The team agreed to use a graphic organizer in which the students would organize specific information prior to starting the writing assignment. A second teacher shared that her writing samples lacked transition words. A recommended strategy was to provide an exemplar highlighting transition words and conduct a one on one conference to provide targeted students specific support. A review of pre-assessment writing and post assessment writing samples reveals that the use of these strategies resulted in students using more transitional words and students staying on topic with overall improved writing by their students.

- During both teacher team meetings, teachers stated that shared leadership is demonstrated via school leaders’ designation of Grade Leaders; Lead Teachers; Lab Sites with specific lens; Professional Learning Communities (PLC) created on agreed upon lens/interests and informed by school data, all of which confer responsibility for high level decision making, in collaboration with administrators. Furthermore, teachers collaborate with peers to implement professional learning sessions and intervisitations, based on the needs and/or interests of staff members. These systems and structures for teacher leadership are embedded in the school’s day-to-day operations.

- The school utilizes teacher leaders known as “ambassadors” from each content area, to facilitate inquiry-based activities within weekly team meetings. Ambassadors work directly with team of teachers, framing school goals, implementing school-wide protocol, and developing curricula and instructional initiatives. They collaborate with peers to implement professional learning sessions and intervisitations, based on the needs and/or interests of staff members. Additionally, vertical team sessions known as Book-End Meetings provide an opportunity for content area teachers to meet and share current student outcomes; share best practices; and brainstorm supports for areas identified in need of additional attention. Teachers stated that these meetings support transparency of practice and high expectations for teaching and learning and allow them to be critical decision makers across the school.