Quality Review Report

2017-2018

P.S. Q222 - Fire Fighter Christopher A. Santora
School

Early Childhood 30Q222

86-15 37 Avenue
Queens
NY 11372

Principal: Yvonne Marrero

Dates of Review:
May 8, 2018 - May 9, 2018

Lead Reviewer: Lisa Reiter
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. Q222 - Fire Fighter Christopher A. Santora School serves students in grade PK through grade 2. 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>
</tr>
</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>Area of Focus</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>Additional Finding</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>
</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>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>Area of Celebration</td>
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<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: | 4.1 Teacher Support and Supervision | Rating: | Well Developed |

Findings
School leaders and teacher peers support the development of teachers with effective feedback and next steps from strategic cycles of observations that include both evaluative and non-evaluative observations. Feedback to teachers accurately captures strengths, challenges, and next steps using the Danielson Framework for Teaching.

Impact
Feedback to teachers from classroom observations is used to elevate instructional practices and promote teachers’ professional growth. Additionally, feedback articulates clear expectations for teacher practices, supports teacher development, and includes progress toward professional goals.

Supporting Evidence
- School leaders conduct frequent classroom observations and provide feedback aligned to the Danielson Framework for Teaching. Each rated item is supported with specific detailed evidence from the observed class to support the rating. Included at the end of each report are next steps for teacher improvements and connections to student work. For example, one observation report in mathematics, includes that 20 percent of the students had a misconception that prevented them from completing the task. The next steps included modeling, making different combinations of ten, using different colored manipulatives and providing time for students to complete the self-assessment checklist. Additionally, school leaders plan strategic cycles of observations. An annual schedule is created to provide teachers with an evaluative observation every six weeks. Additionally, school leaders conduct non-evaluative observations and provide teachers with verbal or written feedback. An example of written feedback included complimenting the teacher on the student discussion that occurred and encouraging her to continue with this practice. Thus, these practices elevate instruction and promote the professional growth of teachers.

- Observation reports contain feedback that captures teachers’ strengths, challenges, next steps, and progress toward professional goals. At the beginning of each school year, school leaders and teachers collaborate to identify professional goals, metrics that will be used to measure success, and an action plan. For example, one observation report praised the teacher for incorporating auditory, visual, and kinesthetic processes for exploration of different steps. Next steps included, modeling the writing component of the math lesson. The report ends connecting the observation to the teacher’s professional goal of designing differentiated lessons based on students’ learning styles. Another observation report praises a teacher for her progress in incorporating scaffolds within literacy lessons, which was her professional goal. Next steps included, to craft open-ended questions that will increase the level of student discussions. Therefore, teachers receive feedback that supports teacher development and aligns to their professional goals.

- Teacher peers support the development of peers through intervisitations aligned to the Danielson Framework for Teaching. At the beginning of the school year, school leaders share teachers’ strengths with the staff to encourage intervisitations and peer support. Teachers came to a quick consensus on the support they receive from each other through intervisitations. One teacher shared that she visited a colleague to observe how she implemented stations and transitioned students through each station. Teachers also complete an intervisitation form that includes a section for teacher reflection on supports they may need to implement the newly learned practice. Thus, teacher peers support the professional growth of one another, which elevates schoolwide instructional practices.
**Area of Focus**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

School leaders and staff ensure curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts; however, all curricula have yet to strategically integrate the school’s identified focus of text-based answers. Curricula and academic tasks are planned and refined using student work and data.

**Impact**

Curricula promote college and career readiness for all students. Staff adjusts materials so that a diversity of learners, including English Language Learners (ELLs) and students with disabilities, have access to the curricula; however, some tasks and curricula are not refined to ensure the highest-achieving students are cognitively engaged.

**Supporting Evidence**

- Review of unit plans and lesson plans across grades and content areas reveals alignment with the Common Core and integration of the instructional shifts. The instructional shift of text-based answers is evident in numerous English Language Arts (ELA) curricular documents such as grade-one and grade-two unit plans. For example, a grade-two unit plan includes a task in which students will support their responses to how a character responded to being trapped by the earthquake with text-based evidence from the novel. In addition, math unit plans for kindergarten, first, and second grade includes specific weekly fluency tasks. While science and social studies unit plans and lesson plans integrate the instructional shifts, evidence of the strategic integration of the school’s stated focus of text-based answers was not apparent. For example, a grade-one science lesson plan includes a task in which students will write about what you wear and activities you can do during the summer. While the lesson plan includes that students can use books to assist them, the task did not require students to use text-based responses or academic vocabulary.

- While curricula and academic tasks are planned to support students with disabilities and ELLs, the instructional supports do not consistently provide all students, including the highest achieving students, access to cognitively engaging tasks. A grade-two ELA lesson plan includes differentiated tasks for groups of students. All students will describe the challenges characters faced while trapped by an earthquake and how they responded. Students in one group receive sentence stems and prompting questions to support students' responses. Students in the second group do not have the additional supports and answer a third question in which they identify the lesson or moral. In a grade-two social studies lesson plan, students have access to anchor charts and a checklist to support their completion of the task. However, specific supports or extensions for students are not included.

- A grade-two math lesson plan on creating different arrays to solve a word problem also includes an extension task in which students will evaluate which solution is the best. Therefore, all students, including the highest achieving students are cognitively engaged. However, extension activities were not consistently included in unit plans or lesson plans. A kindergarten math lesson plan for a class that includes students with disabilities and ELLs includes a task in which students break apart the number ten using manipulatives. Included in the lesson plan is a small group of students that will receive additional support from a teacher. Additionally, there are two versions of the graphic organizer that students will complete. However, the lesson plan does not include extensions or a differentiated task for the highest achieving students.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
Across classrooms, teacher practices are aligned to the stated belief that students learn best when concepts and skills are explicitly modeled, and they have opportunities for discussion. Teaching strategies consistently provide multiple entry points into the curricula.

Impact
All learners, including ELLs and students with disabilities, engage in challenging tasks and produce meaningful work products.

Supporting Evidence

- In a grade-two ELA class, the teacher modeled for students, how to use textual evidence to respond to the prompt, “How did the character respond to the challenges faced?” This was before students discussed the prompt and wrote their responses. One student shared that the earthquake in the novel, also caused fires and people were dying. Another student added that an additional challenge was that people were trapped in buildings and did not have food or water. In a grade-one special education class, students used textual evidence to identify and discuss who the narrator was in a story. One student said, “The narrator is Ms. Rumphius's niece. I know this because she said, ‘Once upon a time’ at the beginning of the story.” Another student added that the narrator wanted to make the world a more beautiful place like Ms. Rumphius. Therefore, across classrooms, teachers follow the workshop model and explicitly model skills. Additionally, students engage in discussions to produce meaningful work, such as writing a response to literature.

- In a grade-two math class, students worked collaboratively to create different arrays to determine the best chair arrangement for twenty-four parents. The lesson focused on students connecting that repeated addition and multiplication are two math strategies with the same answer. Students had manipulatives to assist them as they created different seating arrangements and multiplication sentences. One student suggested they break the number twenty-four into five parts and another student wanted to try breaking it into seven parts. A third student in the group said, “Remember, we have to create equal groups.” The students then determined that using three groups of eight would create even groups. One student then said, “I didn’t think seven would work, but I wanted to explore to find out.”

- Across classrooms, supports were available for all students, including ELLs and students with disabilities. Some common scaffolds included different graphic organizers based on a student’s level of need, sentence starters, math manipulatives, and anchor charts. In a grade-one math lesson, some students had sentence frames on their graphic organizer to assist them while comparing two different quadrilaterals. Students were also reminded to use the anchor chart that contained different shapes to help them identify and spell various shapes. During a grade-two ELA lesson, some students received a graphic organizer with sentence starters that allowed all students to complete the same task. Additionally, all classrooms contain word walls with content-, specific words and academic vocabulary that students use throughout their lessons as needed.
### Additional Finding

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

Across classrooms, teachers use student-friendly rubrics and checklists aligned with the school’s curricula. Teachers consistently check for understanding through conferences and questioning.

**Impact**

Teachers provide students with actionable feedback. Additionally, teachers make effective adjustments to meet all students’ learning needs.

**Supporting Evidence**

- Across classrooms, samples of students work products showed teacher-written actionable feedback. One example of feedback directed a student to make sure words are spelled correctly by using the word wall and charts in the room. Other examples included writing the number story and the matching number sentence, labeling each shape and adding more details to your topic. Additionally, evidence of the use of rubrics by teachers and students across grades was evident on hallway bulletin boards, classroom displays, and in student work portfolios.

- Teachers include student-friendly language and symbols on checklists and feedback so that students in kindergarten through second grade can understand their next steps. One student reported, and all present agreed that the feedback given by their teachers has a direct impact on improving their work. Students came to a quick consensus that they receive feedback on all written work and final projects. A second-grade student shared that she received feedback to add more details to her book review. She said, “I only included a couple of details and needed to add more. It is important to add more details so the reader will understand.”

- Teachers continually check for understanding throughout daily lessons through whole-class questioning, “thumbs up and thumbs down”, and individual conferences. In a grade-one ELA class, during an individual conference, the teacher asked a student to expand his answer to include why the narrator wants to make the world a more beautiful place. During a grade-two math lesson, the teacher had conferences with small groups of students. After noticing one student wrote an incorrect number sentence, she directed him to use the manipulatives to check his answer. Additionally, across classrooms, students self-assess their work by using a checklist. During a grade-one math lesson, the teacher reminded students to use their checklist to make sure they completed all the steps. Therefore, teachers’ assessment practices consistently reflect effective adjustments to ensure students meet the day’s learning target.
Additional Finding

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

School leaders consistently communicate high expectations to the entire staff. School leaders and staff effectively communicate expectations and successfully partner with families through parent workshops and newsletters.

Impact

Communication connected to high expectations and professional learning results in a culture of mutual accountability. Families receive verbal and written reports that allow them to support students in their academic progress.

Supporting Evidence

- School leaders provide staff with a handbook that includes both procedural information and instructional expectations. Included in the handbook are strategies to differentiate instruction and how to tier instruction so that all students have access to the curriculum. Additionally, there is an observation checklist for a differentiated classroom that school leaders and teachers use as a tool to support understanding of instructional expectations. School leaders provide transparency to staff by including goals for weekly common planning sessions and the focus for professional learning sessions in monthly newsletters. For example, the March newsletter revealed that teachers focused on strategies to increase academic language in the classroom and paraprofessionals engaged in professional development on a reading intervention program. Additionally, school leaders encourage teachers to attend outside professional development that aligns with schoolwide expectations and teachers’ professional goals. Taken together, this level of communication and transparency provides teachers with an additional level of accountability and support from administration.

- One teacher stated, and all present agreed, that there is a culture of supporting each other to ensure all students succeed. Teachers support each other through intervisitations and team meetings in which all teachers bring artifacts and ideas to share with their colleagues. Additionally, teachers on the staff development committee shared with school leaders that teachers needed additional common planning time to meet the high expectations of planning for a differentiated classroom. In response, school leaders developed a schedule that allows all teachers an extra period of common planning. Thus, there is a culture of mutual accountability between teachers and school leaders.

- School leaders and staff members use phone calls, in-person meetings, newsletters, and progress reports to communicate with families. Grade-level monthly newsletters include the current unit of study, helpful suggestions, and connections to college and career readiness. For example, in a grade-two newsletter parents are reminded to read with their child to listen for the phonics components that were reviewed in class. Additionally, the newsletter includes how the current math, science, and social studies units support students’ path to college and career readiness. Additionally, families receive progress reports several times a year that includes current reading level and skills mastered. Parents also attend monthly workshops on various topics such as fostering meaningful conversations, writing in all content areas, and advanced literacy skills. Several parents shared that parent workshops and meetings with teachers provide them with specific strategies to use at home to support their child’s continued progress. One parent shared that because of a workshop, she now asks more open-ended questions to her child. She also shared that her child practices these skills with his friends and it leads to more meaningful dialogue at home and in school.
**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**

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations. Distributed leadership structures are embedded.

**Impact**

Collaborations within teacher teams strengthen teachers’ instructional capacity resulting in schoolwide instructional coherence and student achievement. Across the school, teacher leaders facilitate different teams and have an integral role in key decisions, such as curricula choices, that affect student learning.

**Supporting Evidence**

- All teachers serve on grade-level inquiry teams that meet regularly. Each team follows a protocol to look at student work and develop strategy lessons that result in new insights and perspectives on teaching and learning. During a grade-two inquiry meeting, teachers discussed implications for instruction on research-writing based on a previous student-work analysis. Each teacher shared noticings and data from a mid-unit checkpoint. Data was shared that revealed 80 percent of students have improved from the on-demand writing to the mid-unit checkpoint. Several teachers shared that students need to add more details to their writing and practice summarizing, rather than rewriting facts from the text. Teachers then developed two strategy lessons to support students with these skills. One teaching point focused on adding more details to a research report by adding a definition or story. One teacher shared that adding voice in informational writing can be challenging and this lesson would help her students. Another teacher suggested creating anchor charts may also help students. All teachers agreed that they would implement one of the two strategy lessons and bring student work to the next meeting to discuss the impact on student performance.

- One teacher stated, and all agreed that teacher team meetings had improved their instructional practices and increased student mastery. A grade-two teacher shared that, because of the teacher team meeting, she tried a new vocabulary strategy that has helped her students learn tier-two and tier-three vocabulary words. She added that the strategy was very beneficial for the ELLs because it included non-examples and images. Also, a review of teacher team minutes reveals that 90 percent of grade-one students demonstrated proficiency in supporting an opinion with more than one reason, because of strategy lessons developed during team meetings. Therefore, teachers’ instructional capacity, as well as student achievement, has increased, as a result of professional collaborations.

- Teachers have an integral role in decisions that affect student learning. Teacher leaders are identified on each grade to facilitate meetings and act as a liaison between school leaders and teachers. Additionally, teacher leaders serve on various committees that are charged with leading key initiatives and supporting teacher development. After reviewing student data, the advanced literacy committee recommended adjusting the order of units in first and second grade to meet the needs of the students. For example, the unit on *Charlotte’s Web* was moved to later in the year, when students are more equipped for the demands of a chapter book. Additionally, the staff development committee makes recommendations as to the types of professional learning and supports teachers may need to be successful.