Quality Review Report

2017-2018

P.S. 011 Highbridge
Elementary 09X011
1257 Ogden Avenue
Bronx
NY 10452

Principal: Joan Kong

Dates of Review:
November 1, 2017 - November 2, 2017

Lead Reviewer: Liza Zarifi
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


School Quality Ratings

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

<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>
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## Systems for Improvement

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</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>Area of Celebration</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>
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## Area of Celebration

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

### Findings

The vast majority of teachers are engaged in structured, inquiry-based collaboration on grade level and vertical teams. Distributed leadership is embedded through structured teacher teams and school committees.

### Impact

Collaborations strengthen the instructional capacity of teachers, promote the Common Core Learning Standards and result in schoolwide instructional coherence and increased student achievement for all learners. There is effective teacher leadership and teachers play an integral role in key curricular decisions that affect student learning across the school.

### Supporting Evidence

- The vast majority of teachers are engaged in grade level teams to analyze student work for specific groups of students with a content area focus. Teachers are engaged in grade level teams as well as vertical teams that use protocols and annotation strategies to analyze student work and make changes to instruction. As all grades implement the EngageNY curriculum in math, teacher teams are focusing on improving conceptual understanding through problem solving. Lesson plans and lessons across grade levels reflect the integration of conceptual problem solving in math instruction. In a third grade teacher meeting, teachers analyzed multi-step word problems to assess students’ use of multiple strategies and showing their work. Four pieces of work representing the inquiry focus group were analyzed, and all students made progress from previous samples of work, showing multiple strategies in multi-step problems. Teachers reported feeling better equipped, because of their teamwork, to use debriefs of tasks to support students with problem-solving strategies and ways to demonstrate their thinking. In the third grade meeting, teachers shared instructional strategies to simplify multi-step problems by using annotation and partner discussion. These practices have resulted in schoolwide coherence in the approach to instruction and increased student achievement in math for all learners, as assessed by exit tickets and performance based tasks.

- Kindergarten and first grade teacher teams in dual language and general education classrooms work in teams to increase the reading levels of students by using the *Fundations* curriculum and analyzing student data. Dual language classes incorporate word work into daily instruction so that all kindergarten through grade two classrooms utilize the program for the same amount of instructional time. Teachers shared that, because of teamwork, students in dual language first grade classes grew two to seven reading levels between September 2016 and June 2017. In the second grade classes, students grew between three and seven reading levels.

- Teachers take the lead on proposing and making curriculum modifications through their teamwork and planning. For example, the fifth grade team made a change to one of the texts to better match student choice, and redesigned lessons to teach the same standards with the new text. The kindergarten and first grade teams analyzed reading levels as a problem of practice to find out why dual language students across the grades were not making the same progress as other students. The team identified the differences in phonics instruction between general education classes and dual language classes, and proposed a program change to the administrative team. This year, students receive daily phonics instruction in both general education and dual language classes, and reading level data reflects progress for all students including dual language students.
Area of Focus

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

Findings

Across classrooms, teaching strategies and student tasks consistently provide multiple entry points into the curricula and teachers provide opportunities for student discussion. However, there is limited access to high-quality supports and extensions.

Impact

Across most classrooms, learners, including English Language Learners (ELLs) and students with disabilities, are engaged in challenging tasks and demonstrate higher-order thinking skills in their student work products and classrooms reflect high levels of participation. However, students have not yet taken ownership of discussions and the lack of extensions limits some students' ability to demonstrate their thinking at the highest levels.

Supporting Evidence

- Across most classrooms, tasks, lesson structure and supports provide multiple entry points into the curricula so that all learners are engaged in challenging tasks. In a second grade science class, the teacher provided a vocabulary bank to support labeling and recording of observations. In a dual language kindergarten class, students worked in pairs and had access to number cards, cubes, and frames to support their learning. In a self-contained kindergarten and first grade class, students worked on the rug with manipulatives before the teacher split the class into three groups including a teacher-led group, an independent group, and a small group with a paraprofessional. In a self-contained fourth and fifth grade class, students had access to differentiated tools to support their writing and research project. For example, students utilized checklists for self and peer assessment, research question prompts, and anchor charts. However, students in a first grade class worked in small groups on addition problems and had no extension activities when finished with the task. Students in a kindergarten Integrated Collaborative Teaching (ICT) class had access to manipulatives to make the number six, and had access to task cards that explained the activity, but were not able to understand the instructions on the task card. Limited access to high-quality supports and extensions hinders some students' ability to demonstrate higher order thinking.

- Across classrooms, teachers engage students in discussions in pairs and small groups and most students demonstrate high levels of thinking. In a fifth grade English Language Arts (ELA) classroom, students engaged in discussion in pairs and triads to give peer feedback on a narrative writing task. Students first put written feedback notes on work and then discussed the feedback. Students in a dual language kindergarten class engaged in active partner talk using questioning to push their thinking throughout a math lesson. However, students in a second grade classroom engaged in limited partner talk while observing their plants and did not push their thinking beyond the prompts. Students in a third grade ELA lesson discussed what they wanted to know about nonfiction texts, but the discussion was primarily student to teacher. Although students are beginning to take ownership of their discussions in some classrooms, this practice was not evident across classrooms.

- In a fifth grade lesson, students worked in groups and utilized multiple tools to show their thinking. Some students had roles such as facilitator or one on one helper. Students in a kindergarten and first grade class engaged in a discussion facilitated by the teacher. The teacher requires students to explain their thinking. Across classes, there are missed opportunities to build student ownership into discussions and facilitate more peer-to-peer discussion. For example, students worked in small groups in a third grade classroom to discuss nonfiction texts, but the majority of the conversation was students answering questions directly to the teacher.
Additional Finding

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

School leaders and teachers ensure that curricula aligns to the Common Core Learning Standards and strategically integrate complex text, the citing of evidence, and conceptual learning across all content areas and grades. The vast majority of teachers use student work and data is to refine the curricula, plan daily lessons, and academic tasks.

Impact

The curricula is coherent across all grades and content areas and promotes college and career readiness for all students. Refinements to curricula ensure access and cognitive engagement for all learners including ELLs, students with disabilities, and the lowest and highest achievers.

Supporting Evidence

- Faculty analyzed student data from assessments and identified a need to enhance the math and ELA curriculum, as well as embed content area instruction into a dedicated block across classrooms. For math, the faculty integrates content from three curricular resources to ensure the integration of the instructional shifts. In ELA, leaders and faculty work with Learner-Centered Initiatives to plan units of study built on complex, grade-level appropriate texts that reflect the rigor of the standards. Academic vocabulary is identified in lessons and units and explicitly taught and made visible in classrooms. Across all grade levels, teachers plan weekly Passport social studies lessons, which are implemented every Friday across the school, and have embedded ELA standards to support literacy instruction with informational texts. These practices result in coherence across grades and promotes college and career readiness for all students.

- Teachers refine the curricula and academic tasks using data and student work to support access for individual and groups of students, including ELLs and students with disabilities. For example, dual language kindergarten teachers integrated word work and phonics into daily lessons to support student development in both English and Spanish. Teachers revised second grade, beginning of the year, units to include a foundational unit that addresses prerequisite gaps and incorporates elements from the bilingual curricula to promote alignment and support language development. For example, the first second grade reading unit of the year builds in focused work on speaking and listening skills, as well as, extra time spent to support students’ work with grade-level texts and citing text evidence.

- Academic tasks and lesson plans are refined and adapted by teachers and coaches to promote cognitive engagement and access to the curricula for all students. Lesson plans outline the use of differentiated instruction, partner work, integration of instructional technology, and academic and content vocabulary. A third grade lesson plans for three tiers of practice, including a teacher-assisted group, a partner work group, and an independent group with a share out. Additionally, lessons plan for modeling or concept development problems that incorporate manipulatives and hands-on instruction. For example, a first grade math lesson includes images for different ways to solve counting on problems and includes problem sets for four groups of students at different performance levels.
Additional Finding

<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

Across classrooms, assessments and rubrics align with the school's curricula. Teachers check for understanding and students utilize self- and peer-assessment throughout grade and subject areas.

Impact

Data from assessments and rubrics provide feedback to teachers and students regarding students' achievement. Teachers consistently adjust instruction and student groupings to meet students' learning needs.

Supporting Evidence

- Teachers use assessments across classrooms that align with the school's curricula, including Teacher's College Reading and Writing Program (TCRWP) running records to assess reading levels on all grades, New York City (NYC) math performance tasks to assess critical areas in mathematics, and the New York City ELA performance tasks to assess various writing standards. Additionally, teachers assess student reading levels in Spanish to inform bilingual instruction. Results of assessments are recorded and used to provide feedback to teachers on student progress. For example, reading levels in Spanish were tracked for a second grade class and showed that twelve out of sixteen students had made greater than one grade level's growth over between September 2016 and June 2017. Teachers utilized this data to inform program and instructional choices for incoming third graders. Teachers analyze student data from math performance tasks to measure growth in problem-solving and conceptual learning and compare the data with performance on state assessments to determine the impact of curricular changes.

- Teachers across content areas use rubrics to assess student achievement levels on content-based tasks. Most teachers administer beginning-of-year performance tasks and utilize targeted rubrics to provide areas of strength and next steps for students. For example, a fifth grade math teacher utilized a task specific rubric to identify strengths and next steps for students and used an additional rubric for student self-assessment. In contrast, a fourth grade teacher used a three-point and four-point rubric to provide feedback to students using check marks and circles to indicate a score and next steps according to the rubric. Student work samples include written feedback to students such as, “add a theme or message to your conclusion” on one writing piece and “Organize your paragraphs using transitional words” on another. Across classrooms, teacher feedback supports students to make improvements to their work products.

- In a fifth grade classroom, students engaged in peer assessment using a rubric and checklist. They worked in pairs and triads to read each other's work, offer feedback on notes, and discuss the feedback together. In a kindergarten math lesson, students showed their thinking using manipulatives and the teachers checked for understanding through questioning in the moment. In a third grade ELA lesson, students worked on a Know-Want to Know-Learned (KWL) chart and then shared out their responses. In this lesson, some students were unclear what nonfiction meant, and some student work showed a lack of clarity. In this class, there were missed opportunities for the teacher to address these misconceptions in the moment.
Findings
School leaders consistently communicate high expectations around instruction, professionalism, and communication to the entire staff. Leaders and staff consistently communicate with families via meetings, family nights, and workshops to promote a path to college and career readiness for students.

Impact
Training for staff and the share fair structure have resulted in a culture of mutual accountability where teachers support and hold each other accountable for student learning. The school successfully partners with families to understand and support student progress towards expectations.

Supporting Evidence

- School leaders provide training at the beginning of the year on expectations for professionalism and instruction, such as a focus on using the inquiry model and working in vertical teams and an increased focus on using Class Dojo to communicate with parents. There is a teacher “share fair” structure where teachers can select a teaching practice they want to share, and presenters rotate across grades and content areas. The instructional coach facilitated a training on English as a New Language (ENL) instruction in the classroom, and teachers had the opportunity to observe and practice ENL visual support strategies. Teachers and instructional coaches hold each other accountable to implement and maintain high expectations for instruction.

- Multiple structures allow for outreach and partnership with parents including allocated time every Tuesday afternoon for families to meet with teachers, monthly parent meetings with the principal, family reading and math nights four times per year, Class Dojo, and parent association workshops that model ways to help children at home. Parents reported that they communicate with teachers often, and that the guidance counselor, family worker, and parent coordinator are consistently helpful and available. Faculty and staff communicate and conduct outreach to families in English and Spanish as needed. Parent outreach topics include, understanding student data reports, practicing strategies to support reading at home, and learning and playing math games that teach skills aligned to Common Core Learning Standards.

- School leaders and staff effectively collaborate with families to support student progress through fourth and fifth grade, in preparation for the transition to middle school. Faculty begins communicating with families about middle school in the fourth grade. For example, faculty invite parents to a November workshop on middle school applications to support their understanding of the process and how student progress in fourth grade affects middle school applications. Parents reported that they have a better understanding of middle school options, as well as, the importance of student achievement in fourth grade in successfully transitioning to a school of their choice.
Additional Finding

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<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

School leaders support the development of teachers by providing effective feedback and next steps from frequent cycles of observation that incorporate student work and data into development practices. Feedback reflects strengths, areas for growth, and next steps using the Danielson *Framework for Teaching*.

Impact

Feedback to teachers articulates clear expectations for improvements in teacher practice and provides aligned resources that promote professional growth and reflection.

Supporting Evidence

- The school leader distributes responsibilities among school leadership to provide targeted support to teachers. Assistant principals focus on providing feedback to specific grade bands, and instructional coaches focus on specific content areas providing informal support and feedback. Leadership uses examples from student work to highlight instructional strengths or areas of need. For example, in one observation report, leadership uses student work to identify next steps in the use of success criteria to support a learning objective related to shapes. In another observation, leadership utilized student responses in a “this makes me wonder” chart to inform instructional next steps to support students’ understanding of how geographers used tools throughout history.

- Coaches provide feedback to teachers and offer support by co-writing lesson plans, facilitating demo lessons, and analyzing student work and data to assess progress. Coaches provide support in a cycle, which includes an initial observation, a plan for supports, analysis of data, and a follow-up observation. A math coach conducted a demo lesson in a second grade class to model the components of a lesson. The coach provided the teacher with a scripted lesson plan that highlighted the learning objective, steps to teach fluency and concept development, leading a debrief, and suggestions for extension activities. After the lesson, the coach debriefed with the teacher and supported her in planning a similarly structured lesson. The coach then observed the teacher and provided feedback as part of the coaching cycle process.

- Observation reports offer clear next steps and aligned resources to support teachers, as well as, recommendations for intervisitations. For example, in one observation report the school leader referred the teacher to a specific tracking form to plan reading behavior conferences. In another report, the school leader suggested a strategy to clarify expectations of a task for students, and provided a date for a follow-up class visit during which she would observe the teacher’s use of the strategy. Teachers report that they receive timely feedback that is grounded in the Danielson *Framework for Teaching* with specific examples from the observed lesson. One teacher reported that leadership also recommended she observe a colleague with a specific lens on the teacher’s implementation of a small group lesson to improve student engagement. Teachers across grades and content areas receive feedback that articulates clear expectations for improvements in teacher practice.