Quality Review Report

2017-2018

P.S. 016 Wakefield
Elementary 11X016
4550 Carpenter Avenue
Bronx
NY 10470

Principal: Eduardo Calderon

Dates of Review:
April 26, 2018 - April 27, 2018

Lead Reviewer: Jorge Estrella
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. 016 Wakefield 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>
<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>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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<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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</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Area of Celebration</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
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<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>Area of Focus</td>
</tr>
</tbody>
</table>
Findings

The principal makes organizational decisions, using resources to support the school’s instructional goals to address the learning needs of staff and students. The principal ensures that teachers have opportunities to meet in structured teacher team meetings.

Impact

As a result of effective use of organizational resources to ensure that teachers have teacher-team meeting time, teachers’ instructional capacity is growing, and student learning is enhanced and solidified, resulting in meaningful work products.

Supporting Evidence

- To support school goals of improving teacher practice, student achievement, and parental involvement, and implementing new curricula in math and social studies, the new principal made specific decisions about use of available funds, scheduling, and staff. Scheduled time and funding resources allow teams to work collaboratively during the school day and after school. Resources are aligned to support all learners and are selected to supplement the curriculum and to promote student achievement and high levels of engagement. To support the instructional focus, the school purchased curriculum materials such as; Foundations, library books, ReadyGen as well as web-based supports such as; iReady for English Language Arts (ELA) and math, Foundations, Discovery Education, and RAZ Kids. To support implementation of web-based instructional supports, all classrooms have laptops and whiteboards. Also, funding is in place for a new computer lab with 33 desktops, and state of the art library. As a result of these supports across content areas, based on Fall 2017 and Winter 2018 iReady Analysis Diagnostic Assessments there was a seven percentage point increase in ELA from 16 percent to 23 percent for all students and a 13 percentage point increase in math, from 10 percent to 23 percent for all students.

- To support full implementation of the school goals and instructional focus, the principal partnered with the New Teacher Center (NTC), to provide professional development to teacher mentors and school leaders. The Center for Educational Innovation (CEI) provides professional development support for conducting effective teacher-team meetings. A full-time Universal Literacy coach provides in-house instructional support to teachers. Moreover, throughout the year, teachers received professional learning to implement Math Exemplars and Thinking Maps, and to effectively use whiteboards. To support the social/emotional needs of the students, a full-time guidance counselor was hired in January 2018 and there is a full-time dean on staff dedicated to social/emotional support for students. The principal has also allocated resources for peer sessions and substitutes to allow teachers time for professional development.

- School teams participate in a districtwide initiative to improve the quality of instruction. Best teaching practices are identified by school leaders and teaching staff in specific classrooms and schools. Once these classroom lab sites have been selected, teachers participate in intra- and inter-visitations to receive and give feedback to colleagues. For example, the math team visited two other schools to see the implementation of a five-day math word problem-solving protocol that is aligned with the school’s instructional focus of creating rigorous tasks, engaging students in higher-order thinking skills, and making their thinking visible using different modalities. This structure is conducive to a deeper understanding of the task and skills being taught, allowing for students to own their learning. The team then identified best practices and designed a specific protocol for the school. These teachers’ classrooms became lab sites and the remainder of the teaching staff participated in inter-visitations by grade. As a result, the school has implemented this protocol in every classroom throughout kindergarten to grade five. The math team continues to meet on an ongoing basis to discuss best practices and ways to improve instruction.
## Area of Focus

### Quality Indicator: 5.1 Monitoring and Revising Systems

| Rating: | Proficient |

### Findings

School leaders have a process in place to regularly evaluate and adjust curricula, pedagogy, and assessment practices, in response to student learning needs. School leaders and teachers also have a process in place to review the quality of teacher teamwork and professional development practices.

### Impact

Although school leaders and staff have made the needed adjustments to systems, and practices related to the Common Core Learning Standards guide curriculum and instruction, but students are not yet achieving mastery. The school is refining systems to monitor and guide their progress.

### Supporting Evidence

- When the new principal took over the school in September 2017, he and his instructional team analyzed the results of New York State assessments for ELA and math and the instructional team decided to incorporate iReady for ELA and math to supplement the curriculum as well as to adopt the MyMath curriculum and Math Exemplars and Fundations. Guided reading was also included to supplement the ELA curriculum. Another approach used across grades and content areas is to use thinking maps to support students in planning and pre-writing, organizing information to make their thinking visible. Teachers upload unit plans into a web-based platform so that school leaders are able to review instructional planning documents. Unit plans are embedded in the curricula in a manner that impacts the practices across the school. Initial data analysis resulted in curricular adjustments that impact teaching practices across the school so that all students have access to high quality instruction aligned to the Common Core.

- School leaders support teachers to revise and refine their practices in an organized fashion. For example, based on Fountas and Pinnell (F&P) reading levels from October 2017 through January 2018, teachers and school leaders noticed that students were reading below level expectations. As a response, school leaders implemented guided reading into kindergarten through second grade. Small group instruction based on students instructional reading level began in February 2018. Using data from running records and conferencing with students, teacher groups focus on building high frequency words, introducing vocabulary from the text, taking a picture walkthrough the story, reading with fluency and asking comprehension questions. As a result of a collaborative effort to review students’ outcomes, students benefit from interventions to address their learning needs.

- School leaders have been effective in refining their capacity for improvement by supporting the work of collaborative teacher teams both horizontally and vertically. These teams have streamlined their planning and inquiry by routinely analyzing student work using research-based protocols and utilizing the results to make curricula and instructional adjustments in response to student learning needs. For example, the complexity of student writing and multi-step problem solving is evident across grades. School leaders, during cabinet meetings, review the agendas, minutes, and recommendations of teacher teams in an effort to coherently integrate the Common Core. However, while the principal speaks to processes to evaluate instructional and organizational practices of the school, some of the interactions with teacher teams have not been memorialized or recorded consistently. As a result, there are missed opportunities to effect more timely revisions to curriculum and teacher practice.
Additional Finding

<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 faculty have adopted Common Core Learning Standards-aligned curricula which integrate the instructional shifts. Curricular and academic tasks are planned and refined using student work and data for a diverse group of students.

Impact

The school’s purposeful decisions build curricular coherence and ensure a consistent level of rigor that promotes college and career readiness for all students. Structured collaboration to refine curricula and academic tasks across grades and content areas ensures that diverse student groups are cognitively engaged.

Supporting Evidence

- School leaders and faculty have adapted the curricula to meet student needs and have adjusted the unit plans based on student data and student work. Curricula are aligned to the Common Core. In ELA, teachers designed their own curriculum using additional resources such as ReadyGen to increase the amount of informational and non-fiction text that students read in kindergarten through fifth grade. In math, the school uses MyMath and Math Exemplars programs for all grades. Passport is used for social studies and New York State Scope and Sequence for science. Teachers of English Language Learners (ELLs) and students with disabilities attended professional learning groups offered by District 11 and the Bronx Borough Field Support Center to improve the use of strategies to help all students access the curricula. All curricula have been adjusted to meet the needs of all learners including ELLs and students with disabilities. Visual aids, sentence frames, manipulatives, and assisted technology support are incorporated in units and lesson plans. Teachers included tiered vocabulary, skills, and unit goals aligned to differentiated learning tasks in unit plans. Across all content areas and grades, instructional planning documents reflect the components of the workshop model with mini-lesson, guided practice and independent or group tasks. This includes the use of strategies such as restate the questions, answer the question, cite text evidence, elaborate, and summarize (RACES) and circle the facts, underline the question, and box the keywords (CUB). Also, instructional coherence is fostered by an online schoolwide template for curriculum unit planning.

- Teachers embed differentiated teaching strategies into unit plans to ensure all learners, including ELLs and students with disabilities, gain access to the content. The review of instructional planning documents revealed that lessons and academic tasks include integration of the instructional shifts. A fifth-grade ELA unit plan requires students to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details. As a result of a collaborative approach to instructional planning across grade levels and subjects is resulting in a coherent curriculum where students are receiving instruction which promotes college and career readiness.

- School leaders and teachers reported that teachers plan and refine curricula by working collaboratively in horizontal and vertical teams. Teacher teams meet regularly to refine Common Core-aligned units of study, using iReady and Fountas and Pinnell (F&P) results. Also, teachers analyze students' work to modify tasks for ELLs and students with disabilities. As a result, teachers adjust their planning documents which reflects that students are placed in small groups based on their identified gaps in understanding. In addition, modifications to the curriculum include additional strategies for students such as the use of thinking maps, academic vocabulary, developing reading fluency, pictures, visual cues, sentence starters, and graphic organizers to aid student comprehension.
Additional Finding

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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, teaching practices are aligned to the curricula and the school's articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching. Across classrooms, student discussions are moving toward student ownership and participation.

Impact

Teachers' instructional practices across classrooms engage students in appropriately challenging tasks; however, high levels of student discussions and participation are not yet evident across the vast majority of classrooms.

Supporting Evidence

- School leaders' and teachers' belief about how students learn best is informed by the school's instructional focus “Students must be equipped with the opportunities to engage in appropriately rigorous tasks, utilizing critical thinking skills to demonstrate their understanding, ultimately owning their learning.” Across classes, students engaged in complex tasks such as multi-step problem solving and demonstrated the ability to use accountable talk in their interactions, in most cases leading to facilitating their own learning. In a third-grade ELA Integrated Co-Teaching (ICT) class, in a lesson about communities, students worked in differentiated groups using text features to determine important information within the text. Students were observed facilitating their own learning process, using accountable talk stems and table captains, ensuring equal voice in the discussions. However, this level of student interactions is not yet fully implemented in most classrooms.

- Across classrooms, students were required to provide evidence for their claims and to be able to explain their answers. In a fourth-grade science class, students worked in groups examining the outer covering of a lima bean and identifying the seed coat. Students collaborated to determine the different parts of the lima bean and its characteristics. They discussed their results to find a consensus of what they observed, and then recorded the information using a graphic organizer. The teacher circulated about the room ensuring high levels of student participation and posed clarifying questions about the process to students, or groups, who needed help. Observed student interactions reflect high levels of student thinking and participation with special attention focused on building on each other’s contributions. When asked, students reported that they work with their group to understand a challenging task before reaching out to their teachers for assistance. However, this pedagogical practice was not consistent in the vast majority of classrooms visited.

- Across classrooms, lessons include tasks that require students to engage in high-level thinking. In a fourth-grade math class students were solving word problems, working in groups to understand the problem, think of the plan, solve the problem, communicate the solution, and make a real-world connection to the problem. For this process, students were provided with rubrics, discussion prompts and math discussion questions. During their interactions, students demonstrated high levels of thinking by establishing different approaches to solving their problems and making connections to real-world situations. Similarly, in ELA classes, students developed an argument based on evidence, and were able to defend their answers and justify their thinking by going back to the text. In most lessons observed, teachers facilitated the learning process and allowed students to take ownership of their discussions and choose the strategies that worked best for them. However, in some classrooms a teacher-led approach prevented some students from having the opportunity to participate fully in class discussions.
### 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 classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment to make adjustments to lessons.

#### Impact

Most students and teachers receive actionable feedback, based on rubric criteria, that informs next steps regarding student achievement. The use of ongoing checks for understanding results in effective on-the-spot instructional adjustments.

#### Supporting Evidence

- Student-friendly Common Core-aligned rubrics are used across grades and subjects to support student understanding of what they are expected to accomplish in their tasks, projects, and writing work. A third-grade informative writing rubric guides students to focus, organization, development, use of linking words, and conventions of writing. A second-grade math rubric includes problem solving, reasoning, communication, connections, and representation. Teachers use these rubrics to ensure that students have a clear understanding of the different elements they should take into consideration to complete their assignments, and for grading and providing actionable feedback to students. Students are able to use the rubrics to articulate why they received certain grades and explain the areas in which they need to improve.

- During a meeting, one student shared, “We use rubrics in all subjects, we get them before each assignment and we go over each part, so we know what we are asked to do.” Another student added, “The use of rubrics helps me complete my assignment and get better scores.” Another student said, “We use rubrics to check on my classmates’ work and check my own work and teachers also use them to provide us with feedback.” Reviewed student work shows teachers’ feedback in a form of glows and grows, indicating next steps for mastery. An example of feedback stated, “Your letter told a story about you wanting a kitten for a pet. You included how you will take care of it. Try to include some more details about why you want the pet” and “You applied an appropriate strategy to solve the problem. Try to make a real-world connection that relates to the problem.” However, some of the reviewed student work still shows checks and percentages, missing opportunities to offer actionable feedback. As a result, some students are not aware of their next steps to improve their work.

- Across classrooms, teachers were observed using whole-class questioning, exit slips, or conferencing with students in small groups to check for understanding. Most teachers have an assessment tool to record students’ responses and, in some cases, teachers made on-the-spot adjustments to instruction. A fourth-grade math teacher noticed that some students were having difficulty accomplishing their tasks. The teacher paused the class, clarified misconceptions, asked questions to ensure understanding, and then resumed the small group activity. In a third-grade ICT class, teachers circulated about the room checking on students’ progress towards their tasks, and then, based on their findings, regrouped some students for a small-group session with a teacher. However, this level of effectively implementing the use of checks for understanding is yet to be fully implemented in the vast majority of classrooms.

- Samples of student work, along with classroom observations demonstrated student use of rubrics for self-assessment. For example, in reflecting on his performance on a math assignment, a student noted, “I used CUB in my work, I used a connection that was in our math rubric and also used a thinking map to represent my work. I should try to check all of my steps. I should also try to label my work next time and make my work more understandable.”
Additional Finding

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

Findings

All teachers are engaged in structured inquiry-based professional collaborations. There are distributed leadership structures in place.

Impact

Professional collaborations promote the achievement of school goals and the implementation of Common Core Learning Standards, strengthening teachers’ instructional capacity and building teachers’ leadership capacity to have a voice in key decisions that affect student learning across the school.

Supporting Evidence

- School leaders ensure that all teachers collaborate in professional teams in horizontal and vertical teams that meet three times a week. Teachers use this collaboration time to engage in norming and analysis of student work through inquiry practice, development and evaluation of common assessments, and implementation of schoolwide instructional practices. In these teams, teachers also make decisions regarding delivery of instruction during instructional blocks and best teaching practices to address learning gaps seen in student work. They also engage in inter- and intra-visitations to identify and model best practices, strengthen their pedagogy, communicate next steps, and increase content knowledge with the goal of improving student outcomes. This is reflected in improved student academic progress, with the school increasing three percentage points in the New York State ELA assessments from 2016 to 2017.

- During an observed fourth-grade ELA team meeting, members followed the NTC looking at student work protocol; they reviewed samples of writing and stating opinions. Teachers analyzed the samples and asked clarifying questions, offered feedback to the presenter, engaged in reflections, determined evidence of students’ voice, and verified that they included original ideas and used transitions. Identified areas of need included using closing sentences, mechanics of writing, and paragraphs that were too wordy. Teachers then agreed to modify the rubric, increase one-one-one conferencing with students, and revisit the approach of vocabulary development by using cognates, visuals, and technology. Supports for higher achievers are gradually pulled back so they reach higher independence levels. A review of teacher team agendas and minutes revealed that teachers used protocols to determine students’ outcomes and to make instructional modifications. As a result of these collaborations, teachers’ gradual release of responsibility takes students from explicit modeling, to group/partner work and then independent work. Teachers reported that the new principal has committed a significant amount of effort and resources to ensure that all teachers are engaged in professional collaboration. One teacher shared that, this year has been great; she is no longer working in isolation, and staff are sharing best practices, reflect on students’ work, and make instructional modification.

- School leaders and teachers reported that teacher teams and individual teachers play key roles in instructional and program decisions, such as determining the math and ELA block schedule, using their classrooms as site labs, facilitating professional development, and leading implementation of Math Exemplars. They also offered workshops for parents around the Common Core and how to help your child to be prepared for New York State exams. For example, teachers used F&P and New York State assessment data to identify phonics as a learning gap that needed to be addressed. The school then implemented Foundations and guided reading by strategically using resources to support them with these initiatives. As a result of teachers actively participating in school-decision making, students are showing increased reading levels as per F&P assessments where 44 percent of students gained one reading level and 20 percent of the students gained two reading levels while comparing October 2017 with January 2018 assessments.