Quality Review Report

2017-2018

P.S. 033 Timothy Dwight
Elementary 10X033
2424 Jerome Avenue
Bronx
NY 10468

Principal: Lynette Santos

Dates of Review:
December 20, 2017 - December 21, 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

P.S. 033 Timothy Dwight 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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</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>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>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 Quality Ratings continued

<table>
<thead>
<tr>
<th>School Culture</th>
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</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td><strong>Area</strong></td>
<td><strong>Rating</strong></td>
</tr>
<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>Proficient</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>
<td>Well Developed</td>
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## Systems for Improvement

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<tbody>
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<td><strong>To what extent does the school...</strong></td>
<td><strong>Area</strong></td>
<td><strong>Rating</strong></td>
</tr>
<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>Well Developed</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>Proficient</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>Well Developed</td>
</tr>
</tbody>
</table>
Area of Celebration

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

Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts, particularly building knowledge through content rich non-fiction and increasing rigor in math through conceptual understanding and real-world problems. Leaders and teachers emphasize rigorous habits and higher-order skills across grades and subjects.

Impact

Curricula are coherent across grades and subject areas, promoting college and career readiness for all students. Rigorous habits and higher-order skills in academic tasks are embedded so that all learners, including English Language Learners (ELLs) and students with disabilities, must demonstrate their thinking.

Supporting Evidence

- Leaders and faculty ensure that curricula are aligned to the Common Core and content standards and strategically integrate the instructional shifts, particularly building knowledge through content rich non-fiction. A first-grade unit of study integrates the reading curricula with science content on animal diversity through texts and integrated lessons. The unit aligns to informational reading and writing standards as well as science content standards for the grade. A fifth-grade science unit on the scientific method and energy and matter integrates informational reading standards on author’s point of view, summarizing, and making inferences, and includes leveled texts to develop content knowledge of the topic. The schoolwide curriculum maps support coherence across grades and subject areas. Thematic units of study alternate between science and social studies topics across the school, such as geography and communities as the theme across kindergarten through grade five for six weeks at the beginning of the school year and then “the nature of science” as the theme for the following six weeks. This work across grades and content areas has resulted in coherence and promotes college and career readiness for all students.

- Curriculum maps emphasize higher-order skills within thematic units of study and are embedded across grades. All grades work on synthesizing, visualizing, and determining importance in the third unit of study on the nature of science. Rigorous habits including writing daily, demonstrating command of conventions, and using criteria to guide work products are embedded throughout units and drive lessons and outcomes under essential questions. A fifth-grade unit of study includes the essential question, “How are plants and animals in the ecosystem connected?” and has students produce an informational report over the course of multiple lessons, using a rubric and revising and editing their writing. In a third-grade unit of study, students also produce an informational report using guiding criteria informed by the same rigorous habits as units of study across the grades. Teachers plan differentiated lessons that support all students in meeting the outcomes of the unit, designing tiered instruction and forming guided groups.

- Lesson plans support allowing all learners, including ELLs and students with disabilities, to demonstrate their thinking with rigorous habits such as writing from nonfiction texts and using multiple problem-solving strategies. A second-grade reading lesson plan on comparing and contrasting informational texts cited three tiered groups, including a guided teacher-led group with intensive modeling, a group with access to sentence starters and conference support, and a group with leveled texts and a graphic organizer to work on a task independently. A third-grade math lesson indicated differentiated plans for three tiered groups including a reteach group with manipulatives. A first-grade math lesson plan indicated specific students for flexible tiered groupings with differentiated tasks.
Area of Focus

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

Findings

Across classrooms, teaching strategies consistently provide multiple entry points in the curricula through scaffolded materials and centers. Students engage in discussions through partner and group work.

Impact

All learners are engaged in challenging tasks and demonstrate high levels of thinking in work products and discussions, including writing pieces and math problem-solving activities. However, there were missed opportunities to strategically provide high-quality supports and extensions in some classrooms.

Supporting Evidence

- Across classrooms, teaching strategies consistently provided multiple entry points for all learners, including ELLs and students with disabilities, through small group instruction and differentiated materials. However, there were missed opportunities to provide high-quality supports and extensions in some classrooms. For example, students in a first-grade class worked in centers on differentiated tasks with partners or in small groups. One group worked with cards to match words with common letter sounds while another group worked with the teacher on question sentences. In some of the groups students were ready for an extension or more challenging activity and had completed the task in a shorter amount of time. In a kindergarten math lesson, the teacher utilized manipulatives including counters and ten-frames so that all students could demonstrate their thinking. In a kindergarten Integrated Co-Teaching class, the teacher led an interactive writing lesson with students and then sent them to table groups to work independently. The model created in the interactive lesson was not made available to students, and there were missed opportunities to provide high-quality supports for all students, such as access to a word bank to generate ideas and/or word cards to build sentences.

- Group work provided opportunities for discussions that reflected high levels of student thinking across classrooms. However, there were missed opportunities in some classrooms to engage all students in discussion and build student ownership. In a second-grade lesson on comparing and contrasting plants, students worked in groups to study their plants and discuss and record observations. There were missed opportunities to push the thinking of the entire class through having them craft specific discussion questions related to the reading standard of the lesson and increase the number of students engaged in the discussion. In a fourth grade English Language Arts (ELA) lesson, the teacher led a mid-lesson discussion to share some of the animal adaptations students had identified in their charts. Students were working together in each group, using a common text and completing their charts. There was a missed opportunity to build student ownership by having them facilitate the discussion, as students were ready and one student asked a question that prompted a turn and talk.

- Across classrooms, students had opportunities to work in pairs and small groups. Students were able to demonstrate their thinking through the use of models and manipulatives, such as in a first-grade math lesson with ten frames and counters, as well as through group discussion, such as in a third-grade math lesson with multiplication strategies. On the other hand, there were some missed opportunities for students to take ownership of their learning. For example, in a math lesson a teacher explained a concept rather than letting the students explain it, and the teacher called on another student rather than letting a student discover his error. Similarly, in a first-grade lesson there was a missed opportunity to let students explore two possible answers instead of having the teacher lead them to the right one.
Findings

Across classrooms, teachers use and create assessments and rubrics that are aligned with the school's curricula and create student-friendly criteria to post in classrooms during lessons. Teachers and leaders use common assessments such as Fountas & Pinnell (F&P) and end-of-unit assessments to determine student progress toward goals across grades and subject areas.

Impact

Assessments and rubrics provide actionable feedback for leaders, teachers, and students regarding student achievement. Results are used to make adjustments to curricular units of study, lesson plans, and student groupings.

Supporting Evidence

- Teachers formally assess ELA progress on a biweekly basis, using assessment items from Common Core-aligned resources as well as assessing reading levels using F&P. Content coaches create baseline, mid- and end-of-unit assessments for teachers, and the results are used to make adjustments to instruction as well to inform leadership reflections on curricula. For example, the leadership team reflected on results from a third through fifth-grade ELA assessment in September and determined that students needed more support working with informational texts. Specifically, the team identified that students had gaps working with paired texts, determining importance of evidence, and identifying themes. As a result, leaders and coaches supported teachers’ assessing specific “power standards” and increasing the rigor of questioning using a standards-based questioning resource aligned to the areas of need.

- Student-friendly criteria support students in understanding the rubrics and provide feedback on the expectations for a task. The teacher facilitates the creation of this criteria by collaboratively solving a problem with students, having students identify necessary components and criteria for responses at levels one through four. In a fifth-grade math lesson, the class solved a multiplication problem, identified the components as strategy, calculation, and work shown, and described a level four for strategy as “solved using more than two strategies.” In a fourth-grade integrated science/ELA lesson, criteria stated that for a four, students had to “cite four adaptations in your graphic organizer” and “cite causes and effects in correct column.” As a result of these practices, students and teachers receive actionable feedback regarding student achievement.

- F&P results are tracked five times throughout the year, and the results are analyzed to provide feedback on student achievement. In October, a second F&P was administered with about nine students increasing their reading levels and about eleven students meeting or exceeding expectations for that point of the year. These results, along with State test performance, are monitored by the leadership team to identify the quality and alignment of feedback from teacher-administered assessments. Analysis results are used to support planning of guided reading and inform adjustments to units of study. Leaders use the results to identify teachers in need of additional support and to compare results across classrooms. Thus, assessment results provide actionable feedback to teachers and leaders regarding student achievement.

- Teachers utilize unit assessments to make adjustments to instruction and tiered groupings through individual analysis and teacher team work. For example, the fifth-grade teacher team identified close reading, paired fiction and informational passages, and prefix/suffix work for ELL students as next steps to adjust instruction based on results from an end-of-unit ELA assessment. The staff developer supports teachers by analyzing assessment results with a focus on a subgroup of students and developing questions to target specific areas of need.
### Additional Finding

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

#### Findings

School leaders consistently communicate high expectations about instruction and professionalism to the staff through the support of assistant principals and coaches, a transparent shared drive, and teacher leaders. Leaders and staff successfully partner with families to support students on a path to college and career readiness through strong relationships, frequent communication, and learning opportunities.

#### Impact

School leaders provide training and support for staff to meet schoolwide expectations for instruction, communication, and professionalism. Leaders and teachers hold each other accountable through clear communication, teacher leadership, and school lab sites that demonstrate instructional expectations.

#### Supporting Evidence

- School leaders communicate high expectations through professional development (PD), the staff handbook, and frequent communication to staff. Teachers reported having PD on expectations, systems, and structures at the beginning of the school year, concepts reinforced yearlong through leadership and coach meetings, a shared drive, and an updated bulletin board. Teachers explained the year’s instructional focus on precise language and rigorous learning tasks in instruction, including integrated science and social studies content across grades, and academic vocabulary instruction across content areas. Staff reported the utility of the google drive in facilitating access to documents, including expectations for structuring the literacy block and protocols for planning trips and data analysis. Assistant principals regularly check in with teachers and grade leaders to share expectations for grade leads to turnkey to their teams. The bilingual lead teacher reported meeting with her administrator biweekly to receive updates on observations and PD. As a result of these practices, teachers have clarity on schoolwide expectations.

- Staff support each other to meet high expectations through opening up their classrooms as lab sites for intervisitation. Leaders worked with a consultant to identify staff whose classrooms could serve as lab sites by observing strong practices in classrooms that align with school goals and expectations, particularly for seeing rigorous practices in the classroom and sharing support from content consultants. Kindergarten teachers reported visiting a colleague’s classroom to observe instructional practices that the teacher worked on with a consultant, in order to maximize the impact on building instructional practices for writing. Another teacher worked with a consultant on implementing balanced literacy, and her classroom became a lab site to model structures and practices. The leadership consultant returns bimonthly to support the leaders in assessing the impact of lab sites on teacher practice in other classrooms. As a result of leveraging and sharing training and PD across classrooms, there is a culture of mutual accountability to reach high expectations.

- Expectations connected to college and career readiness are communicated to families through report cards, workshops, Tuesday meeting time, the calendar, the parent coordinator, and monthly meetings, as well as through frequent informal communication. Parents reported having a better understanding and knowledge of what their children are learning and the types of writing they need to be successful in middle school. Parents of children with Individualized Education Plans reported feeling well-informed about their children’s progress and ways to support them at home through frequent communication and workshops at the school. Parents reported being able to visit the school and observe classrooms. The school hosts events for parents and students to meet representatives from middle schools so that they can make informed decisions about applications. School leaders and staff successfully partner with families to support student progress towards expectations for college and career readiness.
**Findings**

School leaders and teacher peers support the development of teachers by offering feedback based on frequent observation cycles and analysis of student work and data and fostering intervisitation to highlight best practices. School leaders manage PD through a professional learning committee and develop succession plans for staff members.

**Impact**

Leaders have a strategic, transparent system for managing PD and making informed decisions about teachers and staff. As a result of the growth of staff members through PD, student work products show improved quality, particularly in integrating writing with science and social studies content and in math problem-solving tasks.

**Supporting Evidence**

- Teacher peers support the development of teachers including those new to the profession. New teachers reported being supported throughout the year by the administrative team and coaches as well as through a mentor in the yearlong mentor program. New teachers receive an additional weekly prep period to meet with their mentors, debrief observations, and review student work. New teachers reported that this has been very helpful in their growth and development in their first year. Lab sites provide professional learning opportunities for staff internally and a classroom for teachers to see best practices in action. Currently, 25 percent of teachers are rated highly effective and 73 percent of teachers are rated effective. New teachers showed growth between last year and the current school year, with two teachers moving from effective to highly effective in planning and preparation and classroom environment and another teacher also moving from effective to highly effective in using assessment in instruction.

- School leaders support the development of teachers with effective observation feedback and analysis of student work. Teachers reported getting immediate verbal feedback after an observation, with an opportunity to discuss the observation with their leader. One teacher reported that the feedback helped her identify ways to make discussions more student-led and less teacher-led, using a student moderator. Another teacher reported receiving helpful feedback about student rubrics, explaining “one of my pieces of feedback was around using rubrics in the classroom, to have students create the rubric by articulate what the components of the rubric mean and writing them down for the class to see and use in a lesson.” Feedback articulates clear expectations and next steps for teacher practice, leading to teacher growth.

- Teachers have grown into leadership roles and have taken on leadership opportunities to support the impact of the instructional program on students. One of the assistant principals served as a teacher and a coach prior to her current role and was supported in her administrative internship on site. Another teacher now serves as an ELL coordinator, providing support with compliance requirements and turn-keying information to ELL teachers, with support from an assistant principal focused on bilingual students and ELLs. Leaders identify teachers with highly effective ratings on observations to develop succession plans for leadership roles. Consequently, student work products have improved as a result of staff retention and leadership development. Student writing samples for ELLs reflect improvements in specific skills, including writing comparative essays and using richer vocabulary, and increases in reading levels as measured by F&P were also noted.
Additional Finding

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

The majority of teachers are engaged in structured, inquiry-based grade-level teams that meet weekly to analyze data and collaborate over next steps. Teachers analyze data independently prior to meeting and then collaboratively as a group to develop next steps for adjustments to the curricula and instruction.

Impact

Teacher teams promote the achievement of instructional school goals and strengthen teacher practice through the sharing of strategies and student work, as evidenced by observation data. Additionally, groups of students are making progress toward goals as a result of teacher team work on using data to create tiered groupings.

Supporting Evidence

- The majority of teachers are engaged in structured, inquiry-based collaborative teams that meet weekly to look at student work and data. The work of teacher teams aligns with the school’s instructional focus on strategies that promote higher-order thinking skills, including analysis, synthesizing, evaluating, and proving with evidence. Teachers reflect on assessment data that aligns with expectations of the Common Core and include work with complex, informational texts in ELA and conceptual problem-solving tasks in math. Teachers collaboratively create next steps for tiered groupings of students. As a result of the work of teacher teams, teachers’ instructional capacity has strengthened as evidenced by observational data. Currently, 25 percent of teachers are rated highly effective and 73 percent of teachers are rated effective. Additionally, teachers are showing growth in instruction using questioning, with three teachers observed moving from effective to highly effective in the questioning and discussion component of the Danielson Framework for Teaching between the end of 2016 and December of 2017.

- Grade level teams meet weekly to analyze student work and data to create instructional next steps and share strategies to improve instruction. The fifth-grade teacher team discussed causes for student misconceptions on an ELA assessment, including difficulties with inferential meaning in paragraphs and connecting common information between fiction and informational texts. The teacher team focus aligned with the school’s focus and strategies for rigorous questioning and higher-order thinking skills, as teachers unpacked student data on drawing inferences using details and examples from texts. Teachers analyzed data for students with disabilities and bilingual students to identify next steps for tiered groupings and differentiation. As a result of this teamwork, teacher practice has improved as has student progress toward goals. Between October and December, the average independent reading level increased from a level J to a level L in third grade and from a level B to a level C in first grade. Additionally, average reading levels for students with disabilities in fifth grade increased from a level M to a level O.

- Teacher teams provide opportunities for the ELL teacher to collaborate with teachers to analyze data and identify next steps for English Language Learners. The ELL lead teacher attends weekly grade-level meetings to share strategies to support ELLs and pushes into classrooms to provide targeted instructional support. Independent reading levels have increased for ELLs and bilingual students, increasing average reading levels in first grade from Pre-A to B/C, in second grade from D to E, and in fifth grade from K to L.