Quality Review Report

2017-2018

P.S. 047 John Randolph
Elementary 12X047
1794 East 172 Street
Bronx
NY 10472

Principal: Thomas Guarnieri

Dates of Review:
January 16, 2018 - January 17, 2018

Lead Reviewer: Phyllis Siwiec
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. 047 John Randolph serves students in grade K through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>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>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<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>
<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>Proficient</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<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>Area of Celebration</td>
<td>Proficient</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>Area of Focus</td>
<td>Developing</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
<td>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>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 1.3 Leveraging Resources | Rating: | Proficient |

Findings

The use of resources, such as associate teachers, improved technology, adoption of interactive English Language Arts (ELA) and math web-based program, and other organizational decisions align to and support instructional goals. Hiring practices that include additional instructional coaches along with associate teachers provide needed academic interventions.

Impact

The management of resources has led to improved writing as evident in meaningful student work. Increased staffing effectively support access to learning opportunities.

Supporting Evidence

- School Leadership has made many decisions to prioritize funding within the budget to afford additional staffing to improve on the staff to student ratio in all classrooms. The Associate Model provides every class throughout the school with either a full time team teacher or a half-day team teacher for the ninety-minute Literacy block. Another example is the grant that the school received from the New Teacher Center for Community School District (CSD) 12. The grant funds support two Literacy coaches and two math coaches to train seven mentors and provide leadership development for coaches with mentees once a month for meetings and professional development.  
- School leadership budgeted funds for improvements in technology, including laptops for students, in order to use a web-based intervention program in reading and math practice. Interactive whiteboards and laptops for all teachers were purchased. As a result, writing support, along with literacy and math interventions, have improved and become more consistent and accessible.
- Academic Intervention services (AIS) supports are through the Associate Teacher model. Students are assessed using the Founts and Pennell leveling system and grouped based on ability levels. Each teacher has two groups, a guided group and an independent group. This year the school introduced Founts and Pennell Student Reading Goals by level in phonics and comprehension. As the student achieves the criteria for each level he/she checks off or colors in the box indicating that the particular goal has been “mastered.” In addition, four of the five coaches provide intervention support for 30 to 40 minute sessions each day.
Findings

There is a short list of clear and focused school-level goals and action plans apparent in the Comprehensive Educational Plan (CEP). Goal setting and action planning, including professional development planning, occur at the school level and are inconsistently tracked for progress.

Impact

School goals are beginning to drive efforts to accelerate student learning, however they are not yet adjusted to drive efforts to impact teacher practice.

Supporting Evidence

- A short list of school level goals focuses on progress but does not drive efforts to accelerate student learning and foster social-emotional growth. There are action plans in the Comprehensive Education Plan (CEP) describing next steps in monitoring goals and indicating dates of review. Each of the school's goals has a series of action plans that include mechanisms, events, or processes that result in an impact on student learning and family engagement. Methods to monitor the action plan vary and lack central structures or systems to collect and analyze data and results over time.

- The use of goal setting is found across the school; teachers set goals with school leadership in the fall. Students set goals either by class or as individuals in reading, writing and math. In reading, there are goals for each level of book; for example for Level D, there are comprehension and separate decoding goals. The monitoring of goals, at this point, is not connected across the school, or from schoolwide goals through teachers' goals to student goals. In addition, the tracking system of progress for all goals is kept in separate data bases or in classrooms without an overall system that connects progress in goals so that instructional capacity of teachers is strengthened and measured.

- Three of the five school goals focus on accelerating student learning in the areas of writing, improving teacher performance through differentiated professional development and increasing opportunities for parent involvement. The other two goals are focused on improving involvement with community-based organizations to increase the number of extracurricular activities offered to students and to improve physical education taught in the school. Regarding the writing goal, the school contracted with a comprehensive writing program that includes materials, a professional development consultant, and new templates and assessment data tracking to measure the impact of the program on individual students, groups, grade levels, and the entire school.
**Quality Indicator:**

| 1.1 Curriculum | Rating: | Proficient |

**Findings**

Curricula are aligned to Common Core standards and/or content standards, and integrate the instructional shifts of academic vocabulary and writing. Unit designs, lesson plans and activities consistently emphasize rigorous habits and higher order skills using Depth of Knowledge (DOK) and Blooms Taxonomy questioning and discussion prompt and guides for English Language Learners (ELLs) and students with disabilities.

**Impact**

Teachers create tasks for a variety of learners and make purposeful decisions regarding re-teaching aligned to Common Core standards in order to build coherence and promote college and career readiness for all students.

**Supporting Evidence**

- Writing, according to school leadership, is not only important for the present time, but is preparation towards college and career readiness. As stated by school leadership in meetings and their SSEF, “Writing involves all of the skills that are necessary for a student to become successful.” The school is in its second year with a Common Core aligned writing program. Kindergarten through grade five follow through is from team planning to the delivery of the lessons from each Unit of Study, as they relate to the writing genres in informational, personal narrative and additional non-fiction categories. In addition, teachers align the writing program with a complementary reading program in order to create more comprehensive ELA programming as stated by school leadership and teachers. In order to coordinate themes in both programs, teacher teams with coaches reorganized, revised, and augmented literacy curricular maps with clearly defined relevant Common Core standards integrating Reading and Writing. Revisions, modifications and adjustments were based on analysis of student data from spring 2017 and formative assessment information. For example, themes in reading in grade five based on social studies units entitled Escape to Freedom and The Great Migration integrated with the writing focus called The Lens of History using a workshop model of instruction. As a result, two ELA programs support the concepts and expectations of each program while delivering Common Core standards.

- Lesson plans describe rigor and higher-order skills based on questions that the teachers use to elevate discussions or complexity in thinking that are based on Common Core grade level standards. In a grade three math lesson plan, the investigation into Associative Property of Multiplication with three factors begins with arrays, moving through a change in the order of the factors with the question “Does it matter which factors you multiply first?” Students explore the possible combinations and learn the Communicative and Associative Properties that they manipulate in order to prove possible answers. In another example, grade five students explore a Common Core grade level standard-based Aim in Reading “How can we identify different types of conflict within a fictional text?” In this lesson, students eventually need to write two questions using Bloom’s Taxonomy after sharing their thinking with a partner.

- Unit plans emphasize rigorous habits and higher order thinking skills while lesson plans offer differentiation for ELLs and students with disabilities. A social studies lesson plan guides the class through a series of questions for discussions of the Essential Question: “How do issues of power and wealth influence exploration and colonization?” To support ELLs and students with disabilities, a series of questions and small group work scaffold the learning. There are Bloom’s sentence stems to support those who need that support. Relevant vocabulary is included that students will work together to define and explain.
Findings

Across most classrooms, teaching practices that focus on workshop model are aligned to curriculum, and reflect a set of beliefs that include multi-sensory, visual, auditory and cognitive engagement that are informed by Danielson. Lesson demonstrations exhibited the articulated belief in students learning best through small group instruction and a balanced approach to literacy.

Impact

Most students, including ELLs and students with disabilities, are engaged in challenging tasks that included multiple entry points and produced meaningful student work products that reflected the tasks along with learner sustained engagement.

Supporting Evidence

- As aligned to the beliefs about how students learn best, most classrooms have small group instruction during class time either as guided practice; adjustments made after checking in, or in student led discussions. In one grade four classroom, students are seated at tables in groups with students who are stronger and can support those who need help in the unfolding on the writing lesson. At each table, there is also a writing bucket which contains a range of tools they might need to be focused writers including various graphic organizers, question prompts, and word definitions. The teacher moved around the room to assess progress and answer any questions that the group had not answered among themselves. In another grade five social studies class, students sat at tables in groups where each developed an informational explorer report. They peer edited using a rubric that included questions and an outline. From these table groups, the teacher either pulled individuals to confer or discussed with entire small group depending on need. She created post-it notes to record focus of conference.

- Across classrooms, most teaching strategies consistently provide multiple entry points including student led discussions, format in work templates, feedback info and next steps, and use of manipulatives, so that learners including ELLs and students with disabilities are engaged in appropriately challenging tasks that demonstrate higher order thinking skills in work. In a grade four observed writing lesson, there were three levels of student needs. Below level students, in a small group carefully read a text and put themselves in the character’s shoes. They had to come up with an idea and revise their idea about the character. The On level group work with a partner to write an entry to grow their ideas about a character’s traits, motivations, struggles, changes and relationships in the text they had read the day before. The Above level group read specifically the book they chose on the previous day to write several entries to grow their ideas about the character’s traits, struggles, changes and relationships.

- In a grade three 90-minute math class, the math period is broken up into six separate periods. About half way through the math period, an Assessment/ Quick Check determines what level each student will work for the next 25 minutes. These differentiated groups include a Support group for students who “missed” the Quick Check. This group will work with a small group and a teacher to revisit the instruction and work towards guided math practice with problem solving. For On-grade students who did not miss the checked exercise, they will work independently in problem solving and recording in their math journal. The Enrich group also did not miss the checked exercise but will have problem solving, math journal writing and an added Enrichment Activity. In a grade two math lesson, the students were learning about breaking apart a number to make subtraction easier. About half way through the lesson the teacher has the class working independently to complete the Share and Show to determine how to group the class for the rest of the math period. Those who answer fewer than two answers correctly stay with the teacher, while the others complete an enrichment worksheet.
### Findings

Teachers use and create a variety of assessments including rubrics, checklists, and pre and post-tests aligned to the school’s curricula. Checks for understanding techniques include the check-in at end of lesson, teacher table talk, red, yellow, green cards that students display throughout the lesson.

### Impact

Teachers’ assessments provide opportunities to give students actionable feedback as demonstrated across grades and content areas, especially in writing products. Teachers make effective adjustments to meet all students learning needs using checks for understanding.

### Supporting Evidence

- Teachers have developed several methods of providing feedback to students including checklists, rubrics, added comments, and reading conference notes. Most feedback teachers provide aligns with their curricula and grade level and provides actionable next steps in a specific feedback form such as in a grade four student’s writing draft, “I would like to see more elaboration on your character’s feelings and traits.” In another grade five writing assignment, the teacher's feedback was attached to a personal narrative that listed as “GloWS,” “You organized your narrative into paragraphs” and “Grows,” “You wrote a summary instead of a story,” “Lacks detail” and “Little or no dialogue.” When asked about this feedback, the student stated that she knew what to do next to improve her next story and listed her focus areas accurately.

- There are also examples of rubrics that were custom-designed to content-specific tasks. In math, a rubric connected to Performance Tasks in grade five was written in student-friendly language with specific indicators in a 1-4 scale that focused on dividing four-digit dividends by two-digit divisors. Additional areas that were assessed included constructing viable arguments, making sense of the task and persevering and showing an understanding of remainders. In an ecosystem writing task in science, again using a 1-4 scale for grade three, the categories were: using materials to set up the experiment accurately; developing questions and purpose clearly with identified answers; drawing and using diagrams neatly and accurately labeled; and accuracy in spelling, punctuation and grammar. Teachers circled or checked the appropriate selection that best represented student work in each category as an indicator of performance and also next steps located on the rubric next to the circled section. Students stated that the rubrics provide direction and guided their progress.

- Teachers developed checks for understanding that informed adjustments with revisited instruction to meet the needs of all students. In a kindergarten math class, students used green cards to designate understanding of tasks, yellow cards if unsure and red cards to designate confusion or inability to continue working. The teacher scanned the classroom, while working with table groups in order to address students’ needs including one-on-one support or regrouping students to revisit instruction. Students also self-assess and peer assess with checklists and rubrics. An example in ELA at the grade two level was a culminating rubric for a How-to book written by a student entitled How to Make a Pizza. The teacher attached a kindergarten through grade three information writing rubric along with Information Writing Checklist self-assessment in the areas of Structure, Development, and Language Conventions. The combination of self-assessment and teacher use of rubric description provided the student with next steps in the area of including more facts on the topic in the next information writing task.
Additional Finding

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: | Proficient |

Findings

The majority of teachers are engaged in structured, inquiry-based professional collaborations. Teacher teams consistently analyze assessment data and student work for their students.

Impact

Teacher team work promotes the achievement of school-wide goals related to the expectations of Common Core Learning Standards and instructional shifts in the area of writing including varied genre and the use of rubrics for guidance and assessment. The analysis of student work and implications for strategic teaching strategies improve student work and strengthen teacher capacity across the school.

Supporting Evidence

- As reported by school leadership and teachers, this school year began with Teacher Teams looking at the ELA and Math instructional reports that show which standards were addressed on the state assessments. The teachers highlighted all of the standards that were addressed on the curriculum maps. If particular standards were not in the map, they were added. The teachers also used the comprehensive Writing Genres/Units of Study as the anchor to align the Reading Content. The Teacher Teams have a “Looking at Student Work Protocol.” They use this protocol to “norm” when scoring and also to look at the strengths and weaknesses of student work. They can also plan intervention and differentiation for their students based on the work. Earlier this year the teacher teams worked on “At-Risk” rosters, making sure that every at-risk student had at least three interventions. Looking at student work also allows the teachers to see what changes need to be made on the curriculum map in terms of prioritizing lessons, and the alignment to the standards. The teachers are given surveys to reflect on the professional development. There is also a survey for the teacher teams to reflect on their work.

- Teacher Teams that are in place are the content teams, School Implementation Team, the Attendance Committee, the Staff Development Team, the Discipline Team and the Crisis Intervention Team. The content instructional teams use student work and data to plan lessons and units of study, create tasks and assessments, assign students to different groups based on identified strengths and challenges, set instructional goals, check, adjust, revise plans and curriculum frameworks that reference specific learning standards as evidenced in lesson and unit plans and interviews with school leadership and teachers. These collaborative practices promote the implementation of Common Core standards and strengthen the instructional capacity of teachers.

- Teacher teams consistently analyze assessment data and student work in planned regular sessions with each other that result in improved teacher practice and progress toward goals for groups of children. Teachers confirmed during the teacher meeting that they benefit from working together in a collaborative learning team that shares expertise and problem-solving. According to the 2016-17 School Quality Snapshot, 91 percent of teachers responded positively to questions about Collaborative Teachers. As a result, the school benefits from the teacher teams and their collaborations in the area of instruction and data analysis.