Quality Review Report

2017-2018

P.S. 051 Bronx New School
Elementary 10X051
695 East 182Nd Street
Bronx
NY 10457
Principal: Min Hong
Dates of Review:
November 9, 2017 - November 10, 2017
Lead Reviewer: Robin Posner
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. 051 Bronx New School 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><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>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>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>Area of Celebration</td>
<td>Well Developed</td>
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### 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>Area of Focus</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

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
<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>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>Proficient</td>
</tr>
</tbody>
</table>
Findings

Across the school, the teachers use high-quality assessment practices in the form of teacher, self- and peer-assessments to generate an understanding of student mastery. In addition, teaching practices are adjusted to meet student needs that are made evident by in-class assessment practices.

Impact

Assessment practices provide meaningful and actionable feedback to students and to teachers regarding student achievement. Teacher assessment practices result in groupings to meet all students' needs and change in response to current assessment data.

Supporting Evidence

- Across the school, students use checklists and rubrics as self-assessment tools during the completion of work. Examples of the checklists and rubrics used are posted on student work and could be found within student folders. The grade three narrative writing rubric included high-level statements such as, “Organizes an event sequence that unfolds naturally…,” and “Provides a sense of closure that matches the narrated experiences….“ A grade four math rubric guides students to provide two different solutions to solve a problem. A grade one checklist asks students if their writing includes a hook. Feedback to a grade two student reminds a student that he needs to include emotion and description in his stories to help paint a picture of what is happening. Another student has feedback indicating the need to for action words need to be included in order to establish what is happening in the story for the reader.

- Students agreed that the assessments accompanied by targeted feedback about the strengths and areas for growth really helped them. Completed assessments and checklists were observed across classrooms in student work folders as well as on student work in the hallways. A student stated that she “kept the feedback in the back of her mind and used it to improve her writing on the next assignment.” Peer feedback forms were used across grades with students giving warm and cool feedback to each other. One student’s warm feedback stated, “I really liked how your use of descriptive words of how you wake up with your family painted a picture in my head.” Another student’s cool feedback stated, “For next steps, you need more relevant details for your ending so your story doesn’t leave me asking what happened then.” In a math lesson on equations, teacher’s next steps asked the student to identify why the chosen strategy is a good strategy to solve the problem. A student reported that his teacher’s feedback around using multiple strategies helped him so much that he now sometimes tried to find three or four ways to solve a problem. Another student reported her teacher’s feedback on not using so much dialogue and that because of this feedback, “I remember to add in emotions which are what paints a picture for people of how I am feeling in the story.”

- Across all classes, students were grouped based on assessment data. Student groups during a grade 4 math lesson were determined based on a recent assessment. While three groups worked independently to complete a differentiated task, a fourth group stayed with the teacher. After a check for understanding, the teacher really pushed the students to think about their learning by asking, “What specifically is troubling you?” She then either kept students on the rug with her, or sent them to specific groups to complete the task there. Across the school, teachers also keep detailed notes on in-class conferencing, organizing their noticings by core subject areas. Teachers make transparent the groups to which students belong for core subject areas in each class through wall postings that evidence the shifting nature of students’ placement in those groups. Students stated that they are aware of their next learning steps to move to the next level or obtain mastery at their current level.
Area of Focus

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Proficient |

Findings
The school has structures in place to provide targeted supports to students. There is alignment between professional development, family outreach and student learning experiences.

Impact
Though the school actively works on its support structures, there are missed opportunities to consistently promote the adoption of positive academic and personal behaviors.

Supporting Evidence

- School leaders and teachers are exploring Yale’s RULER approach to social-emotional learning, which will be turnkey trained and implemented during this current school year. Teachers have buddy teachers in place where students can go to take a break. Students also maintain relationships with previous teachers and can request to go spend time with this adult as the need arises. Although students reported feeling supported by school leaders and individual teachers and all responded positively to a question about whether or not they are known well by at least one adult in the school, there was also consensus over the lack of a structure and a need for more supervision in places like the lunchroom or even sometimes in the classrooms where students can sometimes be unkind or treat each other with a lack of respect.

- The school has implemented an ambassador’s program for grade four students as another way to provide social-emotional support to students via peers. Eight students are selected to be school leaders and spokespersons. These students are being asked to mentor younger students by becoming a buddy or a tutor, problem solve conflicts amongst peers and survey their school mates on things like what can make the school better, or if students have ever been bullied. Although this program is in place it is not yet working in conjunction with other advisement supports to impact academic success for students.

- The school has also begun doing a monthly social-emotional read aloud program where all classes are given a book to read aloud and respond to that provides a social-emotional theme for the month. The activities are collected and showcased in the hallways for all to see. The theme for October was caring. The school is also implementing their own version of Positive Behavioral Intervention and Supports (PBIS) based on students receiving coupons for “being caught” doing various positive behaviors such as being a “selfless encourager” or a “creative problem solver.” Students report that despite lessons and presentations on things like kindness and caring, many students have not yet adopted these positive academic behaviors, resulting in a lack of student-to-student respect.
### Additional Finding

#### Quality Indicator: 1.1 Curriculum

#### Rating: Well Developed

### Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts. Rigorous habits and higher-order thinking skills are embedded across content areas.

### Impact

Common Core alignment and integration of instructional shifts in curriculum and academic tasks has resulted in coherence of and promotion of college and career readiness for all students. All students are consistently pushed to show the how and the why across curricula.

### Supporting Evidence

- Curricula calendars are constructed using Common Core, EngageNY, and the *GO Math!* programs. The school also ensures curricular coherence with the New York City Social Studies Scope and Sequence and the science New York State Standards by integrating them across core subject areas. Teachers meet in grade level and school level teams to plan units that integrate instructional shifts. One example of the inclusion of the mathematics instructional shift is to increase coherence and fluency by teaching content like fractions across grade levels. In English Language Arts (ELA), the shift to provide students with more academic vocabulary was evident in unit and lesson plans and across classrooms where displays of content area academic vocabulary were prominent. An example of the inclusion of the ELA instructional shift to ground reading and use textual evidence is an activity in which students across grade levels are asked to form an opinion as to which of two stories is better and to support their arguments with evidence from the two stories. Throughout the grade four curriculum students are expected to “quote from a text to provide evidence when writing and defending an opinion” and “use text evidence to make inferences about characters in a narrative.”

- Student to student discussions are coherently planned across curricular documents. In a grade four writing workshop lesson plan, students are to listen to a story read-aloud and then talk with a partner about the areas in the story that would benefit from transition words, along with how the story would be better by having that in place. In a grade one reading workshop, after listening to a read-aloud, students are to turn and talk with a partner about how the author showed different emotions in the story. Analysis of curricular documents shows that grade three students are consistently being asked to problem solve using tables, interpret graphs, identify strategies to solve a problem, and to use multiple strategies to prove their responses.

- Activities requiring higher-order thinking are evident in lesson plans across grades and subjects, requiring that all learners, including students with disabilities, demonstrate their thinking. For example, in grade two reading workshop, students are to write realistic fiction analyzing how New York City has changed over time. Grade five will work in social justice book clubs, writing responses to document-based questions on how power, wealth and morality influence exploration and colonization. For example, across grade levels, writing lessons show detailed notes as to how the lesson is differentiated for special education students. For example, a number of questions are rewritten for specific students, indicated by name on the lesson plan. The lesson plan for a grade three math lesson includes differentiated group assignments in support of the lesson's “I Can” statement, "I can multiply by eight using a variety of multiplication strategies." Each group had a problem to solve that was of varying difficulty depending upon the students within the group and the teachers knowledge of their understanding based upon notes taken during the previous day’s mini-lesson and student work during independent practice.
Additional Finding

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

Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs informed by the instructional shifts and the Danielson *Framework for Teaching*. Teaching strategies provide multiple entry points into the curricula.

Impact

Teaching practices across the school and foster higher-order thinking. All learners, including English Language Learners (ELLs) and students with disabilities, are engaged in appropriately challenging tasks.

Supporting Evidence

- Across classrooms, teaching practices reflected the school’s beliefs that students learn best when they are placed in small groups that have been purposefully designed. In a grade three ELA lesson, each of the student pairs were designed based on teacher conferencing data and rubric grades. Each pair was assigned to read each other’s work and use a peer feedback checklist. In a grade three math class, students were organized into homogenous groups based on assessment data. In all classrooms, students were organized in groups specifically designed to include ELL students as well as students with disabilities. For example, in grade four math lessons, student groups were designed to include ELLs and students with disabilities and were working on differentiated math tasks. Some were working in notebooks solving problems, others were working in their *GO Math!* workbooks on extension problems, and another group was on the carpet with the teacher for a lesson modification. These differentiated activities provided students with appropriately engaging tasks.

- Across classrooms, students were engaged and conducted turn-and-talk conversations with partners to further their learning. In a grade four math lesson, students were directed to turn and talk to their partner about how they would solve a problem. In a grade five writing lesson, students conducted conversations around where transition words belonged in a story and why. In a grade one reading lesson, students talked with partners while they considered how the author expressed emotions in the story and what those emotions looked and sounded like. Each partner was given a chance to speak or to build on to their partner’s statements or thoughts. This ensured that all students were engaged with the questions.

- Multiple entry points allowed all learners access to the material. At all grade levels, differentiated writing paper was available. In a grade five ELA lesson, the teacher used index cards with transition words on them to provide all students with at least one transition word to use. Teachers across classrooms provided students with graphic organizers, sentence starters and prompt to support learners of all different levels. Across classrooms, students writing started with a brainstorming writing prompt that allowed students to use words, pictures, and phrases to get their ideas down on paper. In a grade three math lesson, ELLs and students with disabilities were given additional scaffolds like workmats and square tiles to support completion of the task. In a grade five math lesson, students with disabilities and ELLs were given scaffolded independent work as well as a buddy to check in with midway through the lesson.
Additional Finding

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

Findings

School leaders consistently communicate high expectations and provide training to the entire staff. There is a culture for learning that systematically communicates a unified set of high expectations to students.

Impact

Consistent communication of high expectations has resulted in a culture of mutual accountability. All students own their educational experiences and prepared for the next level.

Supporting Evidence

- The principal provides opportunities for professional development (PD) that communicates high expectations and fosters the school's culture of mutual accountability. Through ongoing PD on the school's instructional focus, the entire staff has an opportunity to examine ways to support high expectations across grades and subject areas. PD cycle two was focused on small group instruction and differentiation. Teachers were given choice as to which group they wanted to join. A teacher noted, “It was so helpful to choose something to work on that I really need help in.” The principal provides “open clinic” time for teachers to receive 30 minutes of targeted support in an area they are struggling with. A recent open clinic focused on conferencing with writers. All teachers concurred that school leadership works closely with them and supports their areas of need.

- Teachers are provided a clear and descriptive outline of the expectations around teaching and learning, organized into categories by the different domains in Danielson’s Framework for Teaching. Feedback on observations reveals high expectations for teacher practice, even where teachers are receiving Highly Effective and Effective ratings. The feedback is time-bound, specific to improving teacher practice and student outcomes, and shows that administrators will look for improvement in these areas the next time they visit. Evidence of improved teacher practice in these areas was evidenced through Advance data and feedback on observation reports.

- The principal uses the Danielson Framework for Teaching to inform classroom instructional practices and communicates expectations regularly to teachers and staff via email, memorandum, individual and group teacher conferences, as well as in the faculty handbook. PD workshops have included focus on different domains of Danielson, on the Common Core Learning Standards, and on questioning and discussion techniques. Teachers reported that all teachers are expected to participate and lead at some point during the year. One teacher stated, “The expectation is that we try it out and if it is not working, we can get supported by leadership individually or through an open clinic.” Another teacher reported that “administration always follows up with us to see if we are implementing the strategies and how it’s going.”

- Teacher teams and staff communicate high expectations for all students through workshops that enable parents to serve as supports for their children toward meeting those expectations. For example, some workshop topics this year are understanding ten frames and understanding the grade four units of study. Teachers use ThinkCentral.com to empower parents to serve as active academic supports for their children. Another parent then said “My child’s teacher is totally accessible and my son is blossoming as far as his work. Because of the school, we make sure our kids are ready for next year and when they graduate, they'll be ready for the next level.”

- Teacher teams have established a culture for learning by designing high-level thinking tasks resulting from the inquiry-based analyses and in-class checks for understanding. Parents praised the practice of challenging all subgroups of students to prepare them for the next level. Teachers hold all students to high standards while individually challenging learners. One parent said, “I love how teachers challenge my son to use out-of-the-box thinking and different thought processes to solve problems. This helps him come up with multiple solutions to solving problems that he probably never would have thought of on his own.”
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 that promote the achievement of school goals and the implementation of the Common Core Learning Standards. Teacher teams consistently analyze data and student work for students they share.

Impact

Teacher collaborations strengthen their instructional capacity. Teacher team work typically results in progress toward goals for groups of students.

Supporting Evidence

- Teachers strengthen their instructional capacity through team collaborations, positively impacting student performance. For example, last year, teachers in grades four and five created an updated personal narrative rubric for students as the focus of inquiry on student writing. A mid-year on-demand writing piece was examined and after several months of use, there was evidence at the end of the year of student growth. During revisions, a teacher reported that at a meeting a colleague spoke about adding something to the rubric about illustrations and how that was particularly important for their students with disabilities and their ELLs. This helped support multiple entry points for all students. Because of these conversations, a majority of teachers have implemented this practice, as evidenced on the rubrics observed on bulletin boards across the school.

- The grade one teacher team meets several times weekly with a current focus on writing. They reviewed student samples of a writing assignment requiring that students edit their writing to add emotions. Each meeting protocol includes sharing out norms, a review of agenda, reviewing data, and planning for the next meeting. All teachers brought high-, medium- and low-level student work and the teachers exchanged with each other and spent five minutes writing noticings. When time was up, teachers took turns sharing out what they noticed at each level. Teachers noted that students who they had conferenced with about adding emotions, had edited their work to add them in. This led to a realization of the importance of modeling the editing strategy for all students and this was subsequently seen during a classroom visit. Another teacher added how several students had now reached the proficient level since they last looked at their work based on the conferencing and feedback she was able to provide after meeting with the grade one inquiry team.

- Teacher teams consistently look at data from Fountas and Pinell and other common assessments to norm how they rate and use the data to form groups and drive instruction. Teachers report that this has improved their practice. One teacher commented that she was new to running records and working with colleagues on norming the levels has resulted in her being able to use the levels effectively to provide targeted guided reading instruction to her students. As a result, several of her level one students moved to level two as evidenced by use of the Fountas and Pinnell Benchmarking system. Other teachers reported similar results for their ELLs.