Quality Review Report

2017-2018

P.S. 057 Crescent
Elementary 12X057
2111 Crotona Avenue
Bronx
NY 10457

Principal: Mary Blandino Sanchez

Dates of Review:
March 6, 2018 - March 7, 2018

Lead Reviewer: Phyllis Siwiec
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. 057 Crescent 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
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</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>Area of Celebration</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>Developing</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>Developing</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>Developing</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>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>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>Area of Focus</td>
<td>Developing</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

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

Findings

School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards, integrate the instructional shifts in English Language Arts (ELA) with a balance of fiction and non-fiction texts and with increased discourse in math while planning and refining academic tasks using student work and data.

Impact

Building coherence in the curriculum while promoting college and career readiness for all students is the result of the alignment with Common Core and curricula. The instructional shifts ensure accessibility for all students so that they are cognitively engaged.

Supporting Evidence

- Curriculum maps reflect the use of programs that are aligned to the Common Core Learning Standards and serve as the foundation for learning across the school. *Go Math!* is utilized across the school with Engage NY and Problem of the Day to offer opportunities for student discussions to build understanding. In ELA, the Teachers College Reading and Writing Program (TCRWP) offers more rigorous instruction that is cohesive and organized to be integrated with science or social studies to offer additional non-fiction texts. Science units are from NYCDOE K-5 Scope and Sequence, and are project-based, with a lab experience for grade four students. Social studies is based on the *Passport* program, which aligns to the State and City scope and sequence.

- Unit and lesson plans reflect an integration of instructional shifts in ELA and math. A grade-two ELA unit plan integrates science and writing. Science experiments studying the concept of force are combined with analysis of lab report writing and informational text reading. This integration of non-fiction encourages a real-world application to develop a deeper understanding. In a grade-five math lesson plan, students compare, contrast, and convert metric measurements as they work in partnerships to explore the relationships present in the metric system. The reality of working together creates opportunities for discourse.

- Teachers use student work and data to plan and refine work, in particular for English Language Learners (ELLs) and students with disabilities. An English as a New Language (ENL) reading lesson plan, designed using both Common Core and ENL standards, had as a student learning target, “Strong readers state a claim about a character by identifying character traits and providing evidence to support their conclusion.” Based on each student’s English acquisition level there are support materials so that all students have access to a lesson about character traits and using evidence to support the claim either directly or inferring it through deciphering the text. In the metric-conversion lesson plan described above, the lesson was created for an Integrated Co-Teaching (ICT) setting. The lesson plan indicates that students who require additional supports are purposefully grouped.

- Small group instruction is clearly visible in the daily lesson plans for an ICT kindergarten class. In the math lesson, there are six to eight groups designated with names of individual students listed and the tasks each group is focused on as the entire class works on numbers from one to ten. Groups are selected based on current math average. In ELA, there are designated small groups based on data for reading and writing levels. When teachers were asked what informs the modifications in the curriculum plan, they responded that the most important factors were the needs of students, followed by language acquisition, the Individual Education Program (IEP) goals, and social and emotional abilities along with pre- and post-test results.
Area of Focus

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

Findings

Although the majority of teachers are engaged in grade-level teacher teams, there is insufficient evidence of inquiry-based work. Distributed leadership structures are developing.

Impact

Limited inquiry process impacts teacher collaboration with a developing focus on problems of practice. While teachers serve as grade-level leaders, teachers' voice in key decision making is developing.

Supporting Evidence

- Teachers meet weekly in grade-based teams for common planning. During these meetings, teachers analyze student work to identify trends and determine what resources and planning are necessary in order to support small-group and individualized instruction. Teachers also use this time to unpack units of study, identify key instructional goals, and develop a clear understanding of the intended outcomes of each unit. Common planning minutes are uploaded onto the school's file-sharing system so that all teachers are informed and administration can monitor. The master schedule has been restructured to provide every grade team daily common preparation periods to encourage increased collaboration among teachers.

- Minutes from the common planning summary reports and the observed grade-two meeting showed ample evidence of information sharing that was relevant to instruction, including the essential questions to be answered by the end of the meeting. Under the heading of “Inquiry” was the middle-of-the-year math assessment (MoY) with the question: “How can we use data from MoY math assessment to drive instruction and adjust work stations?” Answers to this question included, “Scholars Strengths” as many scholars were able to identify the count sequence for 0-10, one-to-one correspondence, and basic shapes. Under “Scholars Weaknesses,” it was noted that students struggled with three-dimensional shapes, positional words, and number names. Suggested next steps included using reteach and enrich resources, workstation activities, and morning math to address areas of weakness.

- In the minutes of a common planning meeting, the purpose was listed as “Unit Planning and Lesson Planning.” There were three essential questions, all dealing with teaching points and prerequisite skills for teaching the next unit in reading and writing. Outcomes listed all the preparation in which teachers needed to engage, including creating graphic organizers and centers. Next steps included organizing books, including grammar topics in morning work, and other tasks. There was no data from student assessments, or student work products, discussed. The absence of data limited the impact that this common planning session could have had on student achievement and increasing teachers' pedagogical practices.

- Distributed leadership structures include the grade-level leaders who are teachers selected by administration, and who then receive additional outside professional development (PD) in leadership. Apart from these administration-appointed grade-level leaders, teachers were unable to articulate how their voice is included in key decisions that affect student learning.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Developing</th>
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</table>

Findings

Across classrooms, teaching strategies inconsistently provide multiple entry points into the curriculum. Although in some classes, students were engaged in student-to-student conversations prompted by protocols, this was not evidence across classrooms.

Impact

There is uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products, student thinking and participation.

Supporting Evidence

- Inconsistent multiple entry points were observed across classrooms that led to various levels of engagement for students who need scaffolding, such as a variety of templates, simpler texts and guided groups, all of which were demonstrated in a few classes. In a writing class, students worked in small groups with specific tasks during guided practice while others discussed, asked questions, and answered each other while writing their book reviews. In a reading class, students were asked to describe a character in a similar way to the teacher-modeled example. They worked with partners, independently, and in guided groups. Their task was to gather information by inference. In the remainder of the observed lessons, multiple entry points and differentiation were sometimes in written plans but not carried out. As a result, some students were not engaged.

- Although teachers and school leaders stated that students needed to actively engage in discussion, few of the observed classes were structured or had supports for students to engage in turn-and-talk or small-group discussions. Most classes had whole-group discussions with teacher-dominated talking time or were silent with no talking. These attempts at discussions reflected uneven levels of student thinking and participation.

- Some classes showed uneven levels of cognitive engagement. In some, the Common Core Learning Standards referenced were for one grade lower than the class. In one ELA class, the tasks required very little reading, writing, or discussion. Other classes had limited access with simple recall questions or a question sequence that offered possibilities but lacked enough time and guidance to develop a better-thought-through answer, as in this example from an intermediate-level science class where “What is work?” was posed as a turn-and-talk with less than two minutes allowed. This was followed by the teacher asking, “If a baby-sitter is taking care of you, is that work?” or “Is building something work?” Students did not have to explain their answers, make a claim, or show evidence. Much of the discussion was whole-group with little demonstration of the concept.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Developing</th>
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</table>

Findings

Across classrooms, teachers use rubrics that are loosely aligned to the curricula and in-the-moment assessment practices such as checks for understanding and self-assessment.

Impact

Although checks for understanding and rubrics are implemented, adjustments to instruction are inconsistent and limited feedback have yet to meet all student-learning needs.

Supporting Evidence

- Curriculum-aligned performance rubrics are used to help teachers gauge student understanding of academic tasks. A review of student work reflects that work products posted on classroom and hallway walls contain rubrics with comments. Additionally, some student work products display positive comments with next-time strategies to serve as actionable next steps for improvement. Examples included math student work that was posted with, “Great job writing a money word problem with a clear question. Next time challenge yourself to include five- and ten-dollar bills,” or “Awesome job representing $1.00 in four different ways. Next time try to challenge yourself and write a number equation for the total coins and solve.” However, other examples of student work found in folders and journals had either no comments or limited responses. Students reported that rubrics are used in reading and writing but not in math. Although there are rubrics used in ELA and written feedback in math, there was no evidence of rubric use in social studies or science.

- Feedback is timely with appropriate next steps, usually written; for kindergarten, pictures and symbols are used. Students described using conferences in class as an important way to convey feedback and next steps and to clear up any confusion. Further, rubrics and checklists help to make expectations clear and shared.

- Checks for understanding were apparent in several different methods. Most classes had small table groups with teachers moving around to check in with and ask questions of students. When appropriate, teachers retaught or reframed task instructions or content. Some classes used the stoplight strategy that involves the use of red, yellow, and green cards, and some had a mid-workshop check-in question. The follow-up to the checks for understanding as observed was to visit with the student who displayed a red or yellow card and clarify any concerns or questions. In some cases, teachers partnered the students who needed more support with another student or convened a new small group to revisit the initial task.
## Quality Indicator: 3.4 High Expectations

### Findings

School leaders consistently communicate high expectations in instruction, professionalism, and communication to the entire staff through the staff handbook, weekly staff newsletter, and town-hall meetings. Teacher teams and staff establish a culture for learning that communicates high expectations for all students.

### Impact

Although there are missed opportunities to support teachers and students, school leaders and staff are developing trainings and a system of accountability in feedback and guidance to help prepare students for their next level.

### Supporting Evidence

- School leaders use the staff handbook at the beginning of the year to share high expectations so that everyone starts the new school year with clarity and an overview of their responsibilities for the year and the ways in which everyone is held accountable for striving to meet them. The administration continues to inform the staff through the weekly Crescent Chronicle newsletter and Advance observation reports with feedback and support. The administrative team refers to prior informal and formal observations to create clear and consistent connections with the ongoing feedback and expectations.

- Professional learning workshops and trainings are ways in which teachers become skilled at the academic and pedagogical expectations that they are expected to meet. The Teachers College Reading and Writing Program (TCRWP) has helped to support and define a more coherent ELA program for the school along with the expectations in workshop model, Guided Reading and genre writing. A coach helps both to communicate the necessary skills to improve in ELA instruction while supporting teachers in developing those skills. The increase in teacher-team planning time has also increased the opportunity to develop collaborative teams to support the expectations.

- Monthly town halls for all students are opportunities to share expectations with students and to celebrate accomplishments. At these meetings core values such as respect, perseverance and integrity are shared, explained, demonstrated, and honored. *The Leader in Me* program supports proactive development of leadership skills in all students in a child-focused initiative based on Covey’s 7 Habits of Highly Effective People text. Guidance is also offered in the application process for middle school. Students have access to representatives from neighboring middle schools. Guidance Counselor works with each student and families to help guide the placement for the right middle school fit.
Additional Finding

Quality Indicator: 4.1 Teacher Support and Supervision  
Rating: Proficient

Findings

Observation feedback from supervisors stored in an interactive online platform captures Danielson Framework for Teaching-based strengths, challenges, and next steps. This centralized system for maintaining observation data is used to design professional supports for teachers.

Impact

Teachers receive feedback that contains clear expectations that promote professional growth and reflection as a result of observations and analysis of student work and data.

Supporting Evidence

- Observation data is an integral part of the decision-making process in determining the PD foci and the supports that school leaders provide for teachers. School leaders use an online system to collect each teacher’s observation feedback and next steps so that all administrators and instructional coaches can keep accurate track of the follow-up and supports provided to teachers. In this manner, supports can be tailored to increase teacher capacity as well as monitor progress. Instructional coaches provide model lessons, co-teach through side-by-side coaching, and assist with lesson planning based on the feedback given to teachers. Intervisitation opportunities are offered for teachers to visit the model teacher and other colleagues who demonstrate instructional best practices. After those visits they debrief with the coaches and complete reflection forms to determine understanding and next steps.

- The platform also captures coaching observations. Entries include low-inference notes on observed practices that were effective as well as suggestions and/or questions to improve pedagogy. A sample entry read, “It is important to clarify the criteria of success for students, so they can independently know if they are successful in meeting the learning objective. Create a criterion for success chart with a relevant heading.”

- A review of observation reports shows a trend of support in further developing skill in the Danielson section on using assessment in instruction. Some of the next steps included having students be part of the creation of the assessment criteria before the independent practice, ensuring that students always have an opportunity to self-assess, and use the mid-workshop check-in as a way to re-engage students and see who needs more assistance. The improvement in this component is evidenced by an increase in the Advance rating for using assessment in instruction from the prior year.