Quality Review Report

2017-2018

P.S. 097 Bronx
Elementary 11X097
1375 Mace Avenue
Bronx
NY 10469

Principal: Katheleen Bornkamp

Dates of Review:
December 12, 2017 - December 13, 2017

Lead Reviewer: Carlos Perez
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. 097 Bronx 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>Additional Finding</td>
<td>Well Developed</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>Area of Focus</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>
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</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>Area of Celebration</td>
<td>Well Developed</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>
</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>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>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>Well Developed</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
There is a theory of action that informs the school’s approach to social-emotional support and developing a school culture. There are structures in place that allow teachers to know their students extremely well.

Impact
The extremely safe and inclusive school culture welcomes and supports student voice and their being well known by all staff members.

Supporting Evidence

- Students are celebrated through a variety of ways. For example, attendance is a focus for the school, and as such, classes and students with perfect attendance each month receive a pizza party. Students are also celebrated through the Star Student of the Month program. Additionally, teachers, school leaders and parents all shared how student services are always organized to align with student needs, most notably through the work of the School Implementation Team (SIT). Through the SIT team students that are in need of an evaluation for a social or academic reason are discussed and referred for Response to Intervention (RTI) services or Academic Intervention Services (AIS). During a parent meeting, parents were able to discuss how their children are “extremely supported” thorough the aforementioned programs. One parent stated, “The SIT team was able to help me and my son get the support we needed, and he is doing much better now.”

- Parents, teachers, school leaders and students all overwhelmingly shared how the school is a safe and inclusive environment that supports student’s social-emotional needs. School leaders and teachers believe that building this environment begins every morning when they meet and greet all students as they walk through the doors. All students were able to explain how they can go to any teacher when they have a problem or need help with anything. “We can talk to our teachers about anything, and I know they listen” is what one student shared. Another student was very eager to express that they have gone to their teachers and school counselor several times with personal and school problems and they were always willing to listen and help. All teachers believe that it is important for them to be role models to their students.

- Student voice is meaningfully involved and valued at this school. Teachers, school leaders and students shared a story of how students initiated and eventually helped to implement a change in the school uniform. Several students went to staff to share that they felt somewhat self-conscious about wearing the color white. As a result, students now have the choice of wearing navy or white for their school uniform. Student voice is also heard through the school’s student government where a variety of decisions, including the various aspects of school spirit days and which charities to raise money for were made. In addition, many teachers shared how students are the ones who created the classroom rules and procedures for each of their rooms, which allows students to take ownership of their classrooms. Students are also trained as peer mediators and are often involved in helping to mediate disagreements between peers.
Findings

Across many but not the vast majority of classrooms, teaching practices are aligned to the school's beliefs in how students learn best. Students are given opportunities to engage in rigorous assignments and classroom discussions.

Impact

Throughout many classes, student work products and classroom discussions reflect high levels of thinking and rigor.

Supporting Evidence

- One of the ways that the school believes students learn best is by students working in groups based on need and engaging in active discussions about their learning. A fifth-grade reading lesson began by allowing students to discuss in small groups “how to create a summary”. During this same lesson, students continued to discuss questions such as, “What information is needed for a summary to be well developed.” Students could be seen and heard actively engaging in conversations that helped them answer the questions posed. In addition, during this lesson the teacher worked with a small group of students to help them better understand the concept of point of view. During a fifth-grade math lesson, students also had ample opportunities to work and engage in discussions and were given a choice of a problem to solve. However, opportunities such as this were seen in the majority but not every classrooms visited.

- During a third-grade literacy lesson, students were engaged in a cooperative activity called a text scavenger hunt. For this activity, students read through an informational text and actively searched for text features. They used a scavenger hunt worksheet that helped them organize their findings. Students had to select a passage or example from the text and fully cite their evidence by including page numbers. Students’ final work products were clear and articulate and displayed high levels of thinking as students were citing evidence clearly and were able to express why a particular piece of evidence was important to them. One student stated, “One fact that I thought was interesting was how you can mix three colors.”

- There is an additional belief that students learn best when assessed regularly and offered timely feedback linked to the curricula and instructional shifts. Therefore, teachers confer with students regularly and use either a check list or take anecdotal notes to memorialize their discussions and ask students questions to gauge as to whether they understand a concept, consequently engaging them in the lesson. During a kindergarten class, the teacher asked students to use a thumbs-up and/or a thumbs-down method to assess student understanding and then followed up and worked with students separately when they needed additional help. However, this was not seen in all classes visited. During a third-grade math class lesson, the teacher was not seen conferencing with students and when questioning students during a lesson selected the same student multiple times, thus missing out on following the school’s belief in instruction.
Additional Finding

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

All curricula display alignment to the Common Core Learning Standards, (Common Core), and strategically integrate instructional shifts across all grades and subjects. Rigor for all students is evident across all curricular documents.

Impact

There is coherence of curricula across grades and subject areas that leads to college and career readiness for all students. All students, including English Language Learners (ELLs) and students with disabilities are challenged with rigorous curriculum.

Supporting Evidence

- Vertical and horizontal coherence was seen throughout planning documents reviewed that evidences a fluid connection and coordination between lesson elements, learning objectives and standards throughout grades and subject areas. This is achieved by teachers and school leaders engaging in summer curriculum planning sessions where instructional shifts are embedded into the curriculum maps, based on what teachers believe students need most, across all subjects and grades. For example, the fourth-grade reading curriculum map shows how during the months of December and January a primary focus is on having students engage in rich rigorous conversations about specific texts. This was also seen across many other subject areas adding to curricular coherence. The third-grade math curriculum for the months of September and October shows planning for fluency by having students identify the properties of addition and how to identify, orally and in writing, sums for adding three-digit numbers using the break apart strategy as this was specifically something that teachers identified as an area in which students needed additional support. Adjustments like this were seen across other grade level curricular documents as well.

- Strategies are planned to incorporate rigor and assist students with group discussions by including accountable talk stems, multiple entry points and sentence starters so that students are engaged and able to demonstrate their thinking. Numerous lesson plans listed specific students along with specific supports and entry points across a number of subject areas. In addition, evidence of planning included purposeful grouping of students to support and include all levels of learners in group discussions and planning with an eye on students with Individualized Educational Program (IEP) so that lessons are aligned and emphasize higher-order skills during all lessons. In addition, planning for all English Language Learners (ELLs) includes blocks of time with dedicated push-in and pull-out services that includes specific curricula planning for students in all grades. Consequently, as a result of the focused planning and support there has been a decrease in the number of self-contained classes needed for students with disabilities and an increase in the overall number of Integrated Co-Teaching (ICT) classes, thus providing students with opportunities to engage in higher-order learning opportunities.

- As a result of teacher work on curricula, all documents reflect differentiation, small group instruction, and ways that higher-level students are challenged. For example, a third-grade math lesson plan displayed differentiated groups for ELLs, higher-level students and tier one and tier two students. Each of these groups are required to take what they have learned in order to solve real world math problems. A kindergarten literacy lesson plan, showed the breakdown of small groups based on level that included students using iReady on the computer, a listening center for auditory support, a phonics center for letter practice, a writing center and the teacher working with one group specifically for additional support.
Additional Finding

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

Teachers use assessments and rubrics and have grading policies that are aligned with the school's curricula. Throughout classrooms visited, teachers use ongoing checks for understanding through a variety of ways.

Impact

Feedback to students is actionable and timely and teachers use data from ongoing checks for understanding to adjust lessons and curricula.

Supporting Evidence

- Evidence of student self- and peer-assessment was seen throughout many of the classrooms visited. Students reflect on their work once it is completed and again when it is returned to them. For example, a student attached a post-it note to his short response essay assignment which stated that he understood why he received a two on the paper and how he will use this assignment to look back when writing a new one to get a three or possibly a four the next time. Peer assessment was also evident throughout. Teachers used student gallery walks as a way for students to give their classmates feedback on their work. One classroom displayed a student's art work and an area where all classmates were able to leave comments such as “I like your bold lines”, and “I like the colors you selected.” Additionally, in the lower grades, students used a checklist entitled “How Am I Doing?” in order to assess whether they completed their work successfully. They recorded either “Check+, Check, Check-, and?” to self-assess their work.

- Evidence of feedback to students offered them information around their areas of strength and actionable next steps to help them address areas of concern. For example, feedback to a student’s writing assignment praised the student for writing using a first person point of view and for using the information they learned as a result of this assignment. The teacher went on to remind the student how he can use more “emotion words” in order to convey how he and his mother felt. Another example of teacher feedback was seen in a “Create a Character” project. Here the teacher praised the student for the amount of details she added to the drawing of a character. Next steps offered to this student included using more descriptive words when describing the character. Evidence of exit slips as another form of an on-going assessment tool was also evidenced. When meeting with students, they were able to articulate how their teachers make sure they understood a lesson by referring to evidence from their lessons. Many students also shared how teachers always work closely with them when they don’t understand something until they are sure they understand it or “can teach it to someone else.”

- Teachers used a variety of means to assess students during lessons. During a reading lesson, the teacher conferenced with students as they worked in groups and memorialized their findings through anecdotal notes, while in other classes other teachers used checklists as a way to track students’ progress. Other ways that teachers used on-going checks for understanding was by using “thumbs up and thumbs down” to ascertain which students understood a concept and who needed additional support or when an in-the-moment adjustment was needed. Evidence of exit slips as another form of an on-going assessment tool was also evidenced. When meeting with students, they were able to articulate how their teachers make sure they understood a lesson by referring to evidence from their lessons. Many students also shared how teachers always work closely with them when they don’t understand something until they are sure they understand it or “can teach it to someone else.”
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

School leaders consistently communicate high expectations associated with the Danielson Framework for Teaching to all staff. Staff systematically communicates a unified set of expectations to all students connected to college, careers and the next level learning.

Impact

There is a mutual accountability for all expectations by school leaders and staff. All students own their educational experience and are prepared for middle school.

Supporting Evidence

- At the start of the school year, school leaders discuss expectations and goals for the year, including that there is an expectation in the school that all teachers should be at or working towards being a well-developed teacher. School leaders consistently communicate this high expectation that is aligned with the Danielson Framework for Teaching through formal and informal classroom observations, instructional walkthroughs, as well as via the school's professional development (PD). In addition, school leaders use teacher classroom intervisitations as a venue of communication towards high expectations. For example, school leaders highlight best practices and model classrooms through the intervisitation process so that teachers can see what high expectations look like. Evidence of this was seen in observation reports that offered teachers opportunities to visit their colleagues to help address areas of concerns in their reports. As a result, teachers have seen growth in the areas of questioning and discussion, using assessment, and demonstrating flexibility and responsiveness.

- Expectations connected to college and career readiness is communicated to students through a variety of means, most notably by having fifth grade students moving to a different class for math and English Language Arts (ELA). By departmentalizing these two areas, it allows fifth graders to prepare for the constant changing of classes in middle school. School counselors begin the middle school process with all students and their family at the start of fourth grade. During the meeting with students, a fifth grader shared how their counselors began speaking to them about middle school when they started fourth grade. One fifth grade student shared, “Our counselors told us that the middle school we select will also determine what high school we go to, so what middle school we go to is very important.” Teachers shared that they prepare students for the next level learning by doing long range projects where students are constantly revising and editing their work, which helps to “build a student’s intellectual stamina.”

- High expectations are consistently communicated through weekly newsletters where staff are praised and reminded of the instructional and operational expectations of the administrators. For example, the newsletter for a week in December reminded staff of the expectations associated with their lesson plans. It also reminded teachers how all rooms should have student work displayed at all times and that all that student work should have a rubric attached to it along with teacher feedback. A second newsletter reminded staff of the expectations associated with parental contact and how all teachers should be keeping a detailed parent log that memorializes their outreach. During the teacher meeting, teachers shared how they are consistently reminded of all expectations. One teacher stated, “We know what is expected at all times here, communication is great.”
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings

All teachers are engaged in inquiry-based structured professional collaborations, while distributed leadership structures are embedded in the school.

Impact

There is clear school-wide instructional coherence as well as teacher leadership that plays an integral role in key decisions that directly affect student learning.

Supporting Evidence

- Distributed leadership is embedded throughout the school. There are roles for teachers, both formally and informally, that allow them to be leaders. In addition to six grade level leaders, teachers are also part of the instructional cabinet. Through this role, teachers act as support for other teachers on their grade team and work closely with school leaders to assure that expectations are being met and support is being offered to all teachers. Teachers also rotate as leaders during each inquiry cycle. During the teacher meetings, all teachers shared how as a result of these leadership opportunities, it has allowed them to take “ownership in the school” and as a result they have seen growth in their students, both academically and socially.

- School leaders have created a schedule that allows for common planning time for all teachers to participate in some form of structured inquiry. All teachers are engaged in planning time that allows them to analyze student data, plan and adjust curriculum, analyze best pedagogical practices, and discuss students they mutually share or have shared in the past. Each grade is assigned a grade leader that oversees data collection and helps to maintain cohesiveness across the grade. During a first-grade team meeting, teachers used this planning time in order to look at three different levels of student work; low level, meeting level, and high level. Each teacher used a graphic organizer that allowed him/her to record nothings and suggest steps for improvement. Several ideas were shared including, incorporating graphic organizers for those students who need help organizing their ideas, and incorporating tools for writing such as word-wall folders, trick-word cards, writing check lists, and decoding strategies.

- Leadership is cultivated and grown in this school. In addition to having teachers step into leadership roles throughout the school, such as deans and assistant principals, the school also had a past teacher who became a school principal through the mentoring and support of school leaders. Additionally, current and past assistant principals were once teachers in the school. There is also a new teacher on staff this year that was a para-professional in the school for many years. New teachers not only have an official mentor, but according to school leaders and teachers, many other teachers step up to become “unofficial mentors” to new teachers as well. Teachers and leaders shared how there is not a feeling of the school being top heavy, but rather leadership coming from the bottom up and teachers taking full ownership for their building.