Quality Review Report

2017-2018

P.S. 103 Hector Fontanez
Elementary 11X103
4125 Carpenter Avenue
Bronx
NY 10466

Principal: Farid Reyes

Dates of Review:
November 30, 2017 - December 1, 2017

Lead Reviewer: Clarence Williams Jr.
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. 103 Hector Fontanez 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

#### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<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>
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<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>Proficient</td>
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### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Rating</th>
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<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>Developing</td>
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<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Rating</th>
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<tbody>
<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 Proficient</td>
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### Systems for Improvement

**To what extent does the school...**

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<tr>
<th>Area of Focus</th>
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<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 Proficient</td>
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<th>Area of Focus</th>
<th>Rating</th>
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<tbody>
<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 Proficient</td>
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<th>Area of Focus</th>
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<tbody>
<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 Proficient</td>
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<th>Area of Focus</th>
<th>Rating</th>
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<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 Developing</td>
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<tr>
<th>Area of Focus</th>
<th>Rating</th>
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<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 Proficient</td>
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</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
Across classrooms, teachers and students use rubrics that align with the school’s curricula. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding.

Impact
Teachers’ use of rubrics and student work provide actionable feedback to students. Teachers use self-assessment, continually checking for understanding during lessons, and making adjustments to meet the learning needs of all students.

Supporting Evidence

- Teachers use student work to provide feedback that is actionable for students. A work sheet on numbers required the students to write a number in word form. A student scored a one point five out of four. The student left out the hundred-thousand’s place. The teacher stated, “You showed great effort in completing the assignment.” For next steps the teacher stated, “Pay attention to the questions asked and go over your work to improve your score.” An additional example on a writing assignment was presented. The teacher stated, “You really did a nice job on your elaboration and craft.” Next steps included, “Use varied sentences to create the pace and tone for your narration.” Students have stated that the feedback allows them the opportunity to improve on their writing.

- Across grades, students use rubrics for self-assessment. A Plan of Work, (POW) student checklist was observed. Check-off criteria included what the student can do without a doubt or needs work on. A student checked off, “without a doubt”, “I can make a sketch with organized labels.” I can use a math model to show my mathematical thinking.” In addition, “I can write an equation to match the mathematical situation.” The student stated that he needed to work on using calculations to compute and show mathematical thinking. There was an additional example in a grade three social studies project on Nigeria. Students used a travel brochure checklist. A student stated that they included a picture of the Nigerian flag and could explain what the colors represented. The student also checked off that they used multiple resources to gather information and at least three non-fiction texts were featured in the brochure.

- Teachers use exit slips to check for understanding to adjust instruction for the next class. An exit slip in a grade one math class from the previous lesson, demonstrated that students were working on analyzing data from a graph. Students were required to find the total amount of people based on presented data and write a number sentence. After analyzing the exit slips, the teacher found that the majority of the students had difficulty writing an equation with three numbers and finding the total. As a result, of student performance, the focus of the lesson that was observed included working on analyzing data from a graph and practice writing the results. The teacher stated, “I am quickly able to identify an area of need through the exit slips and know that my students need more instruction in this particular area.”
Area of Focus

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

Findings

School members are developing an approach to building school culture and social emotional supports. School leaders and staff are also developing structures to improve student attendance and guidance supports.

Impact

School leaders and staff are developing an environment that values student voice. The school does not have many structures in place that support all students being known well by an adult in the building.

Supporting Evidence

- The school leaders and staff are continuing to develop student voice in the building. However, these procedures are not fully implemented schoolwide. Grade five students participate in a program called, Community Ambassadors. Currently eleven students participate in the program. In October, the students participated in a hurricane drive to provide supplies for Puerto Rico and the Virgin Islands. Although students and staff state that the initiative was successful, the effort only involved eleven students and there was no impact on how it led to school improvement. Future projects include planting a garden for the school and visiting a nursing home. Currently these projects have not yet begun. Teachers and students have stated that they are developing other methods for student expression, which will include having students raise money and select materials that they need for classes.

- The school has implemented a program entitled, Promoting Alternative Thinking Strategies, (PADS) to allow staff to know students on a one to one basis. The program allows students to talk to a staff member about solving problems. The Principal has also started a mentor program for students. The goal of the mentorship program is to allow all students to have a teacher mentor that is not the child’s teacher. The mentor will check in with the student for a few minutes each morning and later in the day to discuss the child’s progress in academics and social emotional concerns. Although the program will allow every student to have a mentor to support students one a one basis, the program is new, therefore it has not been fully implemented to demonstrate impact for all students.

- The school is continuing to develop strategies to improve attendance. These include perfect attendance awards given out at assembly programs. Awards are based on monthly-generated reports that record student attendance. An October report recorded three hundred and seventeen students with perfect attendance. The following November report showed an increase of four hundred and nine students with perfect attendance. The school has also incorporated class Dojo, an online program that gives teachers and parents’ two-way communication regarding student progress. Teachers use it to communicate with parents regarding attendance and punctuality. Although the teachers have stated that it is effective, it is not used in all classrooms. The principal has stated that the goal is to have it schoolwide.
Findings
School leaders and faculty ensure curricula alignment to the Common Core State Standards and integrate the instructional shifts. Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills.

Impact
Curricula promotes college and career readiness and emphasizes rigorous habits and higher-order skills across grades and subjects so that all students, including students with disabilities and English as a New Language (ENL) students are supported.

Supporting Evidence

- Instructional shifts are incorporated into unit plans. A grade four non-fiction unit included the instructional shift, using text-based answers. In the essential/guided reading section of the lesson, students were required to, “Reread the text to find important ideas and questions in their notes, and then use the notes to support the rereading of the text to help build theories about what is said and what is suggested in the text.” An additional example in a grade five ENL narrative fiction unit showed evidence of the instructional shift that states that students will write from sources. The unit showed that the lesson three will include the following, “Writers brainstorm the list of story elements that may need vivid descriptions such as main characters, setting, problems and solutions.” School leaders have stated that the instructional shifts are built into most units and are demonstrated in the lesson plans. The use of shifts was evident in most classes visited.

- Curricula reflect college and career readiness by using metacognition to expand student understanding of their own learning and allow students to express their learning through interpretation and explanation. A grade two math unit provided examples of metacognitive skills. Under the section, problem solving/measurable outcomes, the following was stated, “Students will be able to explain and justify their thinking and the thinking of others using precise mathematical language.” The unit also states, “Students will make inferences about situations and apply other reading comprehension skills to word problems.” An additional example was seen in a grade four narrative writing unit. The teacher’s talking points for the unit included, “I want you to expand your thinking by focusing on not just ideas about characters but the larger lessons the book might be teaching you about nature.”

- Students with disabilities are supported through curricula practices. A grade four English Language Arts unit included a section on supports for students with disabilities. Supports included students with speech and language difficulties will use listening centers when necessary. Visual aids also include enlarged text for students with visual challenges. Students with disabilities will also have individual word lists based on their reading levels and small group instruction to improve on vocabulary and comprehension. The unit also states, “Teachers must be aware of the students Individualized Education Plan (IEP) and the specific modifications that the student requires. The unit also includes strategies for ENL students that included, having materials in the students' native language and transitions to English language for more advanced students. This was impactful as most classes visited; students were using listening centers or working in small group instruction with the teacher or reading a text in their native language.
Additional Finding

1.2 Pedagogy
Rating: Proficient

Findings

Across classrooms, teaching practices reflect an articulated belief that students learn best through engagement. Across classrooms, student work products and discussions are informed by the Danielson Framework for Teaching.

Impact

Students are engaged through peer discussions and cooperative activities. Students conduct discussions that reflect high levels of student thinking and participation.

Supporting Evidence

- A grade five writing workshop demonstrated student thinking and participation. Students were observed identifying text evidence to support a claim. During the lesson, the teacher asked the students to engage in a turn and talk to discuss, “What is the author trying to say and how do you know?” Students were engaged in discussion by stating, “The author teaches us to be thankful for what we have and what we get.” Another student stated, “I agree, the author is saying get what you need and not what you want because someone else might need it more than you do.” A student cited a quote from the text that stated, “She heated lima beans and ham.” Because this was all she had and she was thankful for it. An additional example of student engagement was seen in a grade five science class. Students were observed working in different groups under “Illustrate it, assess it, read it, research it or organize it.” One group was observed organizing by working collectively to put in order: mantle, inner core, earth’s crust and outer core.

- Teachers and school leaders have stated that students learn best by metacognition. This was evident in a grade three math class. Students were working on the problem, “A pet store has three fish tanks. Each fish tank has eight fish. If each fish costs ten dollars, how much would all of the fish cost.” The teacher noticed that students answered the question incorrectly and allowed students to discover their own mistakes and correct them. For example, one student stated, “I was confusing the fish with the amount of money.” Another student stated, “I confused the fish tanks with the cost of the fish. I see now that the answer is twenty four times ten which is two hundred and forty.” Another student stated that they saw what they did incorrectly with using multiplication for the fish and the tanks and not allowing for the cost of the fish.”

- Students demonstrated high levels of participation by using a strategy entitled, Promoting Alternative Thinking Strategies, (PATH). Students used a checklist entitled “My story checklist.” Students were required to check-off that they identified the characters, feelings, setting, details and words. One student stated that the setting was on a Christmas tree farm, and further stated, “the main character in the story is Critter.” Under details a student stated, “The character changed his mind about running away.” The teacher asked the class, what does the picture tell us about the story? A student replied, “We can look at the pictures and find the setting.”
Additional Finding

| Quality Indicator: | 3.4 High Expectations | Rating: | Proficient |

Findings

School leaders consistently communicate high expectations to the entire staff through memorandums. School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness.

Impact

Communication of high expectations is consistent and supported by frequent walkthroughs. School staff regularly communicates with families to help them understand student progress toward those expectations.

Supporting Evidence

- The principal used a memorandum on learning walks to communicate high expectations to staff regarding student behavior and instructional objectives. School leaders and teachers have stated that a schoolwide expectation is that positive behavior must be rewarded in all classrooms. In a memo sent to all staff members, the principal stated the following protocol for the reward system. “Ten stamps–snack in class, twenty stamps–popcorn and movie and fifty stamps–bowling trip. The principal also uses memorandums for instructional expectations. The principal and school leaders have an expectation for classroom environment. This was supported in a memo dated September nineteen. The principal addressed all instructional staff by stating the following expectations, “Leveled libraries must be according to genre and should be evident in all classes.” The memorandum also stated, “Classrooms must have evidence of the following areas, social studies, math, writing and science.”

- College and career readiness is communicated to families. In October, the school hosted a career night in which parents were invited. The purpose of the event was to discuss career opportunities for students and families. The event was sponsored by the Parent Teacher Association, (PTA) in conjunction with school leadership. Parents have stated that the career night allowed parents to be involved in their child’s career choices. One parent stated, “The staff does a great job of keeping parents informed especially regarding colleges and careers.”

- The principal communicates college and career readiness to parents with a monthly newsletter by discussing critical thinking skills. A November newsletter stated, “Students will learn to apply different strategies to understand the concept of multiplication and apply it to real life situations.” The newsletter also states that students will write short responses to help prepare for the state exams and prepare for college by becoming better writers.

- The principal communicated with parents on September eighth to inform parents that their child has been selected to participate in a mentorship program called Evolving Beauties. The program provides a partnership between students and a former student who is now attending college. The program is designed to promote critical thinking skills, etiquette and social emotional skills to help prepare students for careers and college.
### Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Developing</th>
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**Findings**

Teacher teams analyze data and student work for students they share. Distributed leadership structures are developing.

**Impact**

Teacher teamwork does not typically result in improved teacher practice and progress toward goals for groups of students. Leadership capacity & and having a voice in key decisions by teachers is developing across the school.

**Supporting Evidence**

- A common planning notes document from November was presented. The team used the protocol, "Here’s what, so what, now what". The team noticed that only ten percent of grade three students received full credit on short responses on a unit test. They also noticed that twenty-eight percent of grade four and three students received full credit on constructive response questions. The “so what” included looking at the state test results. Data showed that forty-five percent of students could connect ideas in paragraphs and pull out the author’s main points. The “now what” stated that teachers will use a short response check list and create lessons that target student needs based on the data. Although, the “now what” did discuss next steps, it was not clear what instructional practices would be used to improve student writing or demonstrate how teaching practices will be improved to address the data.

- To support distributive leadership in the building, a classroom teacher initiated the “Teach like a Champion” program to the school, a program that is designed to improve instruction and prepare students in college and career readiness. Although this was a teacher initiative to be utilized schoolwide, it is not operative yet, as teachers will be spear-heading the professional development. The school dean is also spear-heading and is in the process of creating a school wide peer mentorship program that he will be supervising.

- Minutes from an English Language Arts Vertical meeting were reviewed. The team recorded that they discuss Fontas and Pinell (F and P) data that demonstrated students need to deepen their understanding of the difference between fiction and non-fiction. Each teacher was required to come up with a grade appropriate lesson on genres. They also stated, “use the architecture of the mini-lesson to create the lesson.” Next steps included, creating an exit slip, try the lesson in class and bring the lesson to the next meeting. Although the data was analyzed, the minutes did not reflect how teacher practice would be improved for a group of students.