Quality Review Report

2017-2018

P.S. 205 Fiorello Laguardia
Elementary 10X205
2475 Southern Boulevard
Bronx
NY 10458

Principal: Jenneth Santiago

Dates of Review: March 20, 2018 and March 23, 2018

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. 205 Fiorello Laguardia serves students in grade K through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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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>Area of Celebration</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>
Area of Celebration

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Well Developed |

Findings

School leaders and teacher peers strategically use effective feedback and next steps from classroom observations to support teacher development. Clear expectations and feedback to teachers are constructed using the Danielson *Framework for Teaching*.

Impact

Consistent and focused feedback from observations and support cycles promotes the development of teachers and elevates instructional practices. Feedback is aligned with teachers’ professional goals.

Supporting Evidence

- School leaders conduct frequent classroom observations that have been strategically planned so that all teachers, including new teachers have all of the support they need to get the year started. School leaders conduct pre- and post-observation conferences beginning with a baseline round of observations at the beginning of the school year. School leaders and teachers examine data as part of the observation cycle and use it to track teacher progress towards meeting school and personal goals. Feedback to teachers is often time-bound and accurately captures their strengths and weaknesses and details next steps using the Danielson *Framework for Teaching*, supporting the goal that teachers increase the level of student conversations in their classrooms. For example, one observation report advises the teacher to use the Webb’s *Depth of Knowledge* to provide questions that help students think and understand critically. Another teacher was given feedback on using conversation protocols to ensure that all students were observed engaging in peer-to-peer conversations. A teacher reported “The feedback I get from administrators helps improve my practice. My principal suggested that I put the conversation protocols right on the student desks. When I did that, I immediately noticed students referring to it and using the protocols.”

- In addition, there are multiple examples of observation reports that reinforce feedback offered in earlier observation reports. For example, one observation report includes feedback that the teacher need to be more strategic about the implementation of a student-used checklist. A subsequent report noted that the teacher was successfully implementing this strategy. The fact that this specific recommendation was made in a previous observation report is also noted. In another sample observation report, a teacher is advised to actively monitor student behaviors using only one or two strategies to be more effective. A follow-up observation indicated that the teacher had implemented this successfully. One teacher reported growth in her ability to engage students with higher-level thinking questions, as a direct result of the principal’s suggestion that she take notes to monitor students during class.

- Teachers and leaders shared that teachers meet with the leadership team in the beginning of the school year to create their goals for the year. They review their Advance data from the previous year, their class data, school data, and schoolwide goals. They have high expectations for themselves in order to meet school goals and impact student learning. Teacher goals included attending more out of school professional learning to expand their toolbox, more interactions with parents, and greater use of the interactive whiteboard. Teachers and leaders shared that the goals are revisited throughout the year and progress towards meeting goals is tracked, discussed and adjusted as necessary. A review of Advance data indicates teacher growth in areas that match school goals.
Area of Focus

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

Across classrooms, teaching practices such as small-group instruction and peer conferencing are aligned to the curriculum and provide multiple entry points into the classroom.

Impact

Although teachers use scaffolded worksheets, tasks, and activities to provide multiple entry points, not all teachers provide high-quality supports and extensions into the curricula for all learners, including high performers to engage in challenging tasks and demonstrate higher-order thinking in their work products.

Supporting Evidence

- Across classrooms, teaching practices reflected the shared belief that students learn best when they are placed in small groups that have been purposefully designed. During a grade five math lesson, each of three groups was designed based on assessment data. Each group was to work together to come up with a solution to a differentiated math problem. During a grade two English Language Arts (ELA) lesson, students were grouped based upon common assessment data. All groups had a graphic organizer to help focus their analysis of a non-fiction book. Along with the graphic organizer were differentiated questions designed to help students analyze the text and complete the organizer. However, this was not evident in all classrooms visited. In a grade two classroom, students sat facing the teacher while she explained a writing assignment. Students did not move into groups to complete this assignment. In a grade one classroom, students worked independently at choice centers with no conversation or collaboration with peers working at the same centers. As a result, not all students were noted producing meaningful work products.

- Multiple entry points enabled learner’s access to the material. During a grade five math lesson on fractions, differentiated supports such as reference sheets, manipulatives and toolkits were made available for each student group. During a grade five math lesson on solving equations, each table group had a folder that contained a strategies chart, manipulatives and a toolkit that students, including English Language Learners (ELLs) and students with disabilities, were to use along with extension activities for students completing their work early. However, this was not evident in all classrooms visited. In a grade one classroom, all students were assigned to write about a text without any scaffolds or differentiation provided. During an observed math lesson, students were all given the same problem to solve, along with the same extension activity. As a result of lack of high quality supports and extensions, not all students are consistently engaged in appropriately challenging tasks.

- In some classrooms, students were engaged in conducting targeted turn-and-talk conversations with partners to further their learning. In a grade three math lesson, students were directed to turn-and-talk about their opinion of the best strategy for solving a problem and why. In a grade two writing lesson, students engaged in turn-and-talk conversations discussing each step they would take in writing a small moments poem. However, there were missed opportunities for student to student conversations in other classrooms visited resulting in lost opportunities for all learners to demonstrate higher-order thinking skills.
Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data from teacher-created or state assessments.

Impact

Coherent curricula promote college and career readiness for all students. A diversity of learners has access to the curricula and tasks cognitively engage students.

Supporting Evidence

- Curricular documents across grades and content areas evidence consistent alignment with the Common Core Learning Standards and the integration of the math instructional shifts. For example, a grade five lesson plan asks students to solve a real-world fraction problem by dividing the flour needed for cookies. Students were then guided through a mini-lesson on solving other real-world problems on multiplying fractions by whole numbers. In another unit, students are guided through an activity intended to deepen their understanding of using visual representations to solve a variety of problems. Thus, curricular decisions lead to coherence for all students.

- Curricular documents included assignments evidencing integration of the ELA instructional shifts. For example, a grade three unit includes multiple tasks for which students need to support answers to written questions with textual citations. The same is true for a grade one unit. A grade four unit requires that students find evidence from text in support of their argument as to whether or not the British or Americans were right during the Revolutionary War. Additionally, reading materials in that unit represent an equal amount of information and literary texts thus ensuring coherence and skills for the next level for all learners.

- Across grades and content areas, curricula are planned and refined so that adverse learners have access to challenging materials. Teachers review exit slips and interim assessments to look for student gaps. Teachers then differentiate instructional texts by chunking the text and by inserting supports aligned for that section of text. These supports include vocabulary words, paraphrasing, vital textual statements, as well as leveled questions designed to increase in complexity and develop students’ analysis of the text. Other examples of differentiated supports for ELLs and students with disabilities include a social studies lesson plan that includes additional vocabulary supports and a science unit supported by a video presentation and leveled graphic organizers.
Findings

Across classrooms, teachers use and create assessments, rubrics, and grading policies that are aligned with the school’s curricula. In addition, teachers’ assessment practices reflect the varied use ongoing checks for understanding and student self-assessment.

Impact

Assessment practices provide actionable feedback to students and teachers regarding student achievement. Teachers’ assessment practices result in effective instructional adjustments to meet all students’ needs.

Supporting Evidence

- Students came to a quick consensus when reporting on the use of assessments and rubrics with regard to written assignments and clarity around students’ attainment of mastery. After receiving rubrics with comments that include written feedback with next steps from teachers, students then conference with teachers on the feedback. Students were then given the opportunity to improve upon their writing by implementing the next steps detailed in the feedback and turn in their assignments to their teachers. One student reported that he will use the feedback for other writing assignments. An example of teacher feedback on ELA work reads “To move a story along, you must use dialogue which will develop characters and story elements.” Another example reads “Next time I would like to see you use stronger transition phrases to show passage of time.”

- Across the school, students use checklists and rubrics as tools of self-assessment. Additionally, students create their own goals and action plans for each unit and for the year. In a grade five class, students were asked to use a teacher-developed rubric on analyzing themes in the story, alongside their individual goal sheets to assess their responses. Also in use across classes are self-assessment tools such as a writer’s reflection worksheet. One self-assessment tool is a mid-year self-evaluation of growth progress where students compare their work on one piece of work from September to a current piece and write anecdotally about improvements. A student stated, “The self-evaluation helps me know how far I’ve come since the fall and what I still need to do before the year ends.”

- In most classes, students were grouped based on assessment data along with data from teacher-developed exit tickets. In a grade one ELA class, students were partnered based on data resulting from a running record earlier in the week. Teachers review the exit tickets each day and make adjustments to the next day’s lesson plans and student groupings based upon the analysis of the exit tickets.
### Additional Finding

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

**Findings**

School leaders consistently communicate high expectations to staff. Additionally, school leaders and staff effectively communicate expectations connected to a path to college and career readiness.

**Impact**

Staff maintains and benefits from a culture of high expectations. Consistent communication with families ensures student progress towards expectations is understood.

**Supporting Evidence**

- School leaders share high expectations through a faculty handbook that details guidelines for all aspects of instruction including the schoolwide mission of developing a growth mindset, homework and testing policies, indicators of a successful classroom, instructional planning, and student work portfolios. Memorandum detail high expectations around the value and format of student progress reports, interdisciplinary planning, teacher team responsibilities, different strategies that could be employed in the service of different students’ needs, student-to-student discussion and a detailed guide for the ladder of referral. A teacher shared, “Leadership ensures that we know everything we need to know to meet their expectations for success. Nothing is a secret.”

- Teachers hold each other accountable to high instructional expectations through their collaborative common planning sessions. Teachers spoke about relying on each other to give constructive criticism to each other when presenting problems of practice during planning sessions. Teams also assign different sections of unit and lesson plans to a variety of team members and must subsequently fulfil their responsibilities to each other in promptly attending to those tasks and bring the results of their work to the next planning session. Additionally, teachers hold each other accountable for their colleagues’ professional learning in that all teachers have participated in presenting best practices at whole-faculty professional development sessions.

- Expectations are effectively communicated with families through the school’s website, newsletters, at parent teacher association (PTA) meetings, text/email blasts and an online system. One parent reported that she was able to help her daughter successfully complete a project because the teacher had posted, along with the assignment, the rubric that would be used to rate students’ work products. All teachers meet with parents during parent engagement time in the interim between official report cards to share students’ progress on written class assignments, group work, long-term projects, attendance, and preparedness in general. One parent stated, and all present agreed, that “We have access to the school leader and teachers at any time; in so many ways they’re available to us. They promised a great and safe school and delivered that to us!” Another parent stated, “I always know how my child is doing and what he still needs to do to meet expectations for the current quarter and for the year.”
Findings

The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote achievement of school goals. Teacher teams consistently analyze data and student work for students they share.

Impact

Teacher collaborations strengthen 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. In one case, a teacher reported that at a meeting a colleague spoke about how she used self-reflection sheets to help students understand the expectations. This helped increase accountability for comments as well as support student growth. In addition, teachers at this team spoke about the importance of using a variety of rubrics and checklists, including peer evaluations rubrics. As a result of these conversations, a majority of teachers have implemented this practice, as evidenced by a variety of rubrics and formats observed on bulletin boards across the school.

- Teachers use intervisitations as part of their formal and informal observation plans. Teachers conduct intervisitations and when sharing out, discuss noticings of their own practices as well as those of the teachers they are visiting. These teachers also spoke to conducting visits to see different strategies and how they take what they see and then modify it for their own students. One teacher reported that “We’re working on formulating HOT [higher-order thinking] questions and increasing rigor.” Another teacher reported that “The debriefing time after the intervisitations is just as important as the visit.” An increase in teacher ratings on questioning was evidenced on advance reports reviewed.

- The math vertical team reviewed student samples of an assignment requiring that students explain how they arrived at their solutions for real-world problems. Teachers noticed that for the majority of the students, their writing has improved since the last cycle. Data reviewed showed an increase in student scores on the on-demand writing pieces done schoolwide. A teacher shared, “Most low-performing students improved. But some forgot to explain their formulas. We will need to push that for the next cycle.”