Quality Review Report
2017-2018

P.S. 211
K-8 12X211
1919 Prospect Avenue
Bronx
NY 10457

Principal: Tanya Drummond

Dates of Review:
March 1, 2018 - March 2, 2018

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. 211 serves students in grade PK through grade 8. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

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

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.4 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>Proficient</td>
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### Systems for Improvement

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<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the schools 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>Developing</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>
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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</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

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Well Developed |

Findings
There are structures in place and a theory of action about addressing the social-emotional needs of students that drives the school’s approach to culture building and discipline.

Impact
The school is a safe and inclusive environment that supports progress towards school goals and meaningfully involves student voice. All students are known well and are guided and advised by at least one staff member, which has impacted students’ personal and academic behaviors.

Supporting Evidence

- Students are well known by teachers and staff members and feel as if they can go to any adult for any reason. During the meetings with students, they explained that even teachers they do not know, address them by name and are always asking how they are doing. According to students, if they need someone to talk to they can go to their “teacher, guidance counselor, paraprofessional, school safety officer or the school principal.” Students agreed, “We feel comfortable going to any adult in the school.” Students also shared how they are learning to problem solve through the restorative circles program in the school. All teachers and students are trained in restorative circles that has allowed students to seek adults in the building in order to resolve issues in a positive manner.

- Staff members believe that no learning can take place unless they are meeting the social emotional needs of all students first. This begins with gatherings that take place every morning during which teachers and school leaders meet with students in order to check in and see how they are feeling. Teachers shared that they regularly teach coping mechanisms that help students to regulate emotions and feelings. Students shared that they feel their school has a safe positive environment where student voice is welcomed and valued. One student shared, and all others agreed, “They value us here, we feel as if we count.” All of the students shared that they wanted to change the school’s uniform and through various meetings with the principal they were able to change the color of the uniform to a color that the majority of students preferred. Additionally, students shared how they requested more structured recess and now have paraprofessionals and a physical education teacher to engage them during recess.

- The school has implemented the Brain Power Wellness program that teaches students how to take physical and mental brain breaks and social emotional wellness strategies that support a positive classroom atmosphere. Teachers have been trained in using the program and actively use it in their classes. During the meeting with students, they shared their knowledge of the program and how effective it has been for them. Students explained how they regularly take brain breaks in order to “not feel overwhelmed.” Several students explained that the program teaches them how to regulate their feelings and that they can “ask to step out of the room and take a break, before acting out.” During the site visit, several students were observed outside of the classroom and when asked if everything was all right, one responded, “I needed a brain break,” and another said, “Yes, I just needed a few minutes to self-regulate.” This has led to a decrease in student suspensions as compared to last year, and according to one student, “school is a place I like going to.”
Area of Focus

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

Teachers use and create rubrics in English Language Arts (ELA) and math, however, their use is not yet fully aligned to the school’s curriculum in other content areas. Assessment practices do not consistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact

Feedback to students is uneven and does not always offer actionable next steps. Teachers are not consistently making adjustments to meet students’ learning needs.

Supporting Evidence

- Feedback to students was uneven, at times giving a strength and an actionable next step, but other times simply telling the student what was done incorrectly. For example, teacher feedback on a writing task praised the student for including details in the opening paragraph that explained the issue and cited an example from the student’s writing that modeled supporting details. Actionable next steps recommended including a personal viewpoint in the closing paragraph. However, feedback on a student's math assignment failed to identify any strengths, gave no actionable next steps, and was unclear. The feedback simply stated, “An exponent shows a number multiplied times itself if the number of times shown by the exponent.” The feedback reviewed evidenced few examples of actionable next steps, thus offering students uneven guidance on clear next steps to help improve specific skills.

- In some classrooms visited, there was evidence of teachers conferencing with students and using checklists to document conferences. For example, during a kindergarten lesson, the teacher circulated around the room, conferred with students, asked questions, and recorded her findings. The teacher moved students to other groups based on responses in order to help address areas of concern identified during these conferences. However, during a fourth-grade math lesson, the teacher was not seen using checks for understanding to assess student learning and there were no adjustments made to the lesson as a result. During a second-grade literacy lesson, the teacher was seen conferencing with students, however a checklist or other form of memorializing each meeting was not seen, and there were no adjustments to the lesson.

- During classroom visits, students referenced rubrics, which used child-friendly language, and explained they find them useful in completing their work. In some classes, students used the rubrics and feedback from the teacher to create their own next steps. According to students, rubrics are used often in math and ELA classes, but not in other subjects, such as physical education and technology classes. One student stated that rubrics “tell you how to get the best score on an assignment.”
Findings
School leaders and faculty are in the process of aligning curricula to the Common Core Learning Standards and are beginning to write learning objectives from the student’s perspective. The academic rigor of tasks is uneven across grades and subject areas.

Impact
School leaders and staff are beginning to build curricular coherence that offers access to all students including English Language Learner (ELLs) and students with disabilities.

Supporting Evidence

- Planning for supporting all students, including ELLs and students with disabilities, was uneven throughout curricular documents reviewed. A science lesson plan identified possible misconceptions that students, including students with disabilities and ELLs, might face. In addition to heterogeneous grouping to support the language development of all students, the plan included scaffolds, such as translating documents for ELLs, posting questions on the SmartBoard, and providing sentence frames for visual learners. However, an ELA teacher planned to engage all students in constructing opinion books to convince readers of their claims. This lesson plan did not identify differentiation methods. The supports listed included using the who, what, where, when, and why (5Ws) picture cards, and also prompted the teacher to remind students they could turn to the person next to them to share their thinking and get help.

- Most planning documents include the I do and we do components of the workshop model, but not all planning documents include Common Core-aligned learning objectives. One of the instructional shifts that school leaders expect teachers to address is academic vocabulary. A math lesson plan on solving word problems involving addition and subtraction of fractions included learning and language objectives and specified academic vocabulary, such as denominator, numerator, operation, product, and ratio, that students will use throughout the lesson. However, a second-grade ELA lesson plan did not include a clear lesson objective and only listed a single vocabulary word.

- Some of the lesson plans reviewed include clear differentiation for students. For example, in a reading lesson plan, students were tasked with determining the meaning of words and phrases that are used in texts and comparing the structure of two texts. The lesson plan specified heterogeneous grouping for language support of ELLs and students with disabilities and addressed various learning styles with visual, kinesthetic, and auditory components. The lesson plan also included additional curricular materials such as a binder filled with signal words that students can point to when struggling to communicate. However, other lesson plans were not as detailed and lacked the components previously mentioned. For example, an ELA lesson plan on elaborating reasons included minimal supports for students with no clear standards-aligned lesson objective.
### Additional Finding

#### Quality Indicator:

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<th>1.2 Pedagogy</th>
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<td>Rating: Proficient</td>
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#### Findings

Teaching practices and student work products across classrooms are aligned to the school’s belief that students learn best through questioning and discussion.

#### Impact

Students are producing meaningful work that reflects high levels of thinking and participation.

#### Supporting Evidence

- Teachers and school leaders believe that students learn best through a combination of questioning and discussion. Throughout classrooms visited, there was evidence that aligned instruction to this belief. During a kindergarten lesson, students worked with a partner and engaged in discussions as they referred to the text they were reading. Students were overheard stating, “In the first paragraph it states how important the idea is” and “I think the character will be happy.” During another lesson, the teacher worked with a specific group of students to support reading skills while others worked in groups. Students discussed ways that they could add more details to their writing by using the 5Ws. A student told his partner, “I like what you wrote, but maybe try adding a why so that the reader understands,” while another student shared, “Remember we are trying to make our sentences long, so you need to add more of the 5Ws.”

- Student work products reviewed displayed high levels of thinking and participation. A student’s math assignment showed how she was able to model a person’s goal of hiking 350 miles in one year. Using a graph, the student was able to illustrate how many miles the person has already traveled and the plan to hike nine miles each day. The student thoroughly answered all questions and explained the correct number of days it would take to hike 350 miles in one year. A second-grade Valentine’s Day writing assignment integrated literacy and art skills. Students designed the art work for their writing pieces, which incorporated key details about their favorite person.

- There is also a belief that engaging students through the workshop model is another way that students learn best, most notably teacher modeling which was seen throughout classrooms visited. During a math lesson, the teacher modeled several times how to add and subtract fractions with common denominators and gave student’s ample opportunities to practice. During an ELA lesson, the teacher shared the expectations for the collaborative poster that students were to create and modeled how to create text structure. A second ELA lesson also included modeling that showed students how to use transition words when referring to a character from the book they were reading.
Additional Finding

Quality Indicator: 3.4 High Expectations
Rating: Proficient

Findings
High expectations connected to components of the Danielson Framework for Teaching are consistently communicated to all staff members. Expectations connected to a path to college and career readiness are consistently communicated to all families through each of the sixth, seventh and eighth-grade handbooks.

Impact
Staff is held accountable for all expectations and are provided with training to support progress toward those same expectations. Families understand the progress their children are making toward meeting expectations.

Supporting Evidence

- Parents feel as if they are active and inclusive members of the school community and are fully aware of their child’s progress. During the meeting with parents, they shared all of the events that have taken place throughout the school year. Parents feel that teachers and school leaders are proactive in addressing their concerns. Parents reported that they are consistently receiving information regarding their children’s academic progress and that the school offers multiple opportunities for families to communicate with their teachers. In addition, this year the school has made a push in order to involve fathers in all school programs. This has led to events that include, the father and child breakfast that was well attended by both fathers and staff.

- School leaders communicate all expectations, especially Instructional expectations, through a variety of ways. Every teacher observation is memorialized through a spreadsheet where teacher goals and instructional domains are tracked. Instructional coaches use this data when going into a teacher’s classroom in order to assure that teachers are supported, and expectations are disseminated. Teachers shared how expectations are communicated through the professional development (PD) opportunities and then there is an expectation that teachers implement what they learned. For example, this year in order to help students become more academically successful and reach their goals, teachers took part in a series of PD sessions for the Leader in Me program. Teachers also explained how after a Monday PD session, school leaders use the rest of the week in order to visit classrooms and assure that the learning that took place during PD is implemented. Expectations are evaluated using the Danielson Framework for Teaching through formal and informal observations. As a result, there has been an increase in the number of teachers rated effective and a decrease in teachers being rated developing this year.

- Each grade has a parent and student handbook that gives families information. Families understand all expectations associated with their child’s. The handbook shares with parent’s information regarding academic expectations for their children and what is needed for promotion to the next grade. For example, the sixth-grade parent and student handbook details all the requirements for students to successfully complete sixth grade. During the meeting with parents, all parents expressed content with how well the school communicates with them. Parents expressed how teachers “go out of their way” to reach out and give them regular updates with respect to their child’s progress. Parents also stated how they are fully aware of what is needed for their children to move to the next grade and how school staff has supported them and their children through the process.
Additional Finding

<table>
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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

The majority of teachers engage in structured professional collaborations that are not fully connected to the school goals of improving student outcomes. During these collaborations, team members analyze data and student work products.

Impact

There is limited improved student learning and progress for groups of students in addition to limited improvement in teacher practice.

Supporting Evidence

- Teachers meet regularly in order to examine student work products, assessments and teacher practices. For example, a teacher team met to "Review student work from current writing unit in order to prepare and set goals for the next unit." Teachers reviewed two pieces of student work and some teachers shared strategies and created next steps to be used in class. The teachers used the Individual Student Work Analysis protocol that is structured in a way to allow all teachers to share their thoughts for each piece of student work presented. However, during this meeting, teacher voice was not as prominent as that of a school leader; in fact, one teacher did not speak at all during the meeting. In addition, it was unclear what role, if any, each teacher played during the meeting.

- Teacher teams meet regularly and analyze assessment data for shared students, this is done most notably through the use of teacher data binders. During meetings, teachers review the data they have collected on student performance and portfolios of student work to track progress toward individual student goals. Teachers also conference with students regularly and discuss the support student's think they need to successfully attain their goals. Furthermore, teachers are in the process of working with students to develop student-led conference protocols that will help students take ownership and track their progress toward goals.

- Teacher meetings are structured so that all meetings have an agenda that is reviewed by school leaders before and after the meeting. For example, when the third to fifth grade common planning team examined students’ extended math responses, they realized that they needed to give students the questions along with a rubric and work together in groups. Teachers also spoke about making sure that students are fully showing their thinking when solving problems. During the follow-up meeting, teachers noted that students were still not showing their work on the extended response questions. Teachers decided that they needed to go back and model how to justify why solutions are true. Teachers are starting to see the impact of teacher teamwork on their instructional capacity, as some teachers have seen their ratings on content knowledge and pedagogy improve from developing to effective.