Quality Review Report

2017-2018

P.S. 226
Elementary 10X226
1950 Sedgwick Avenue
Bronx
NY 10453

Principal: Gloria Darden

Dates of Review:
March 8, 2018 - March 9, 2018

Lead Reviewer: Jacqueline King-Robinson
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. 226 serves students in grade PK through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

### Instructional Core

<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>1.1 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>Well Developed</td>
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## 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>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>
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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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<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>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>
Area of Celebration

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

Findings
School leaders conduct four cycles of observations throughout the year and provide teachers with effective feedback aligned to the Danielson Framework for Teaching. New teachers participate in a year-long New Teacher Academy that meets monthly.

Impact
Rubric-aligned observation and feedback structures support professional growth of teachers, including those new to the field. Feedback and support aligns with schoolwide and individual professional development goals.

Supporting Evidence

- At the start of the school year teachers participate in an initial planning conference to establish professional development goals for the year. Goals are aligned to prior observation data. One teacher’s goal of improving classroom management was based on a non-evaluative observation conducted in September. During the mid-year check-in, the school leader reminded the teacher of the goal to implement a consistent behavior system and that the instructional coach provided a system of support. The school leader encouraged the teacher to review the morning meeting routines to support implementation. School leaders conduct non-evaluative observations and provide teachers with feedback that articulates clear expectations for teaching and learning, as well as identify the supports needed to improve teachers’ pedagogical practice, prior to scheduling formal observations. The school leader articulated that providing support prior to evaluation aids in developing a trusting environment that is conducive to adult learning.

- Evidenced in observation reports reviewed, feedback and next steps to teachers align with individual professional goals and the Danielson Framework for Teaching. Feedback to one teacher, “Having a chart with student names and various center activities they can complete independently will decrease the amount of down time students have in the classroom. The Universal Literacy (ULit) coach has shared one with you, please have it in place and students using it by January 22, 2018” is aligned to the teacher’s individual goal of ensuring that students are engaged in their work through differentiated tasks. Additionally, ULit coach conducted a cycle of modeling, co-teaching, and planning with the teacher. Teachers who are not growing professionally are placed on a six week Targeted Plan of Assistance (TPA). TPA foci are based on prior data from Advance and serve as targeted support for teachers struggling to meet schoolwide instructional expectations. The plan articulates supports to be provided, clear expectations for professional growth, and a timeline for implementation. Supports identified in the TPA included completing an intervisitation of a colleague who is highly effective with questioning and discussion techniques, support from ULit and Generation Literacy coaches, and weekly lesson plan review performed by the school leader.

- Teacher leaders contribute to the development of their peers through cycles of intervisitations, informal feedback, analysis of student work and assessment data, and lesson planning. Feedback to a teacher in the form of glows and grows accurately captured the teacher’s strengths and areas in need of improvement. Evidenced in an email from the teacher leader, teachers are encouraged to participate in intervisitation cycles. Teachers are provided with tools and resources to support their development.
Area of Focus

<table>
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<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 gradual release of responsibility are aligned to the curricula and reflect a set of beliefs that students learn best with explicit instruction so that students know exactly what is expected of them. Student work products and discussions reflect high levels of student thinking, however students have not yet taken ownership of their learning.

Impact
Communicating learning expectations at the beginning of the lesson promotes engagement and supports the social emotional needs of students. Students demonstrate high levels of thinking and participation during discussions with their peers.

Supporting Evidence

- Across classrooms, teachers facilitate lessons in which students were highly engaged and actively participating in cooperative learning and student-to-student discussions that reflect high levels of thinking. During a fourth grade math lesson, students were identifying the steps they used to solve a problem that involved mixed numbers. One student stated, “You could actually add it or multiply.” Another student asked the student where did the two in his equation come from? The student responded, “Because it says double, we could use a number sentence or number bond.” Another student was overheard telling a member of the group, “Since we are done early let’s just decompose it.” Although students took ownership of their learning, this was not evident in the vast majority of classrooms visited.

- Teachers provide instruction using an “I do, we do, and you do” model to gradually release responsibility of learning to the student. During a fifth grade classroom visit, the teacher provided students an opportunity to practice for the “we do” part of the lesson by having students develop a group response for “How did the home of the President change from 1880 – 1814” based on an article titled, Home for the President. Students shared their thinking in their small groups, prior to a whole class share. Students were observed using restate, answer, detail, detail, and inference strategy to ensure a complete response. Students were debating whether or not it was fair that President George Washington never got to actually live in the White House. Students cited evidence for their claims to justify their reasoning. One student stated, “I politely disagree. I don’t think there was controversy when the White House was built.” The student was able to cite textual evidence to support the disagreement. Across classrooms, teaching practices align to the curricula and are informed by the Danielson Framework for Teaching.

- Across classrooms, teachers utilize strategies that promote high levels of engagement and lead to improved student thinking and participation. During a fifth grade math lesson, the teacher modeled the use of the area model to solve word problems that include operations with fractions. Prior to having students transition to the “we do” portion of the lesson, the teacher ensured that students understood how to use the strategy to solve the problem. A student using the distributive method with the area model to compute the product of ten times ten decided to break the tens into fives because it is easier to multiply by fives. In a second grade Integrated Co-Teaching class the teacher was observed establishing clear expectations of what the teacher wanted to hear and see as students worked in their groups. Teachers provide students with clear expectations that reflect the school’s belief about how students learn best.
**Findings**
School leaders and faculty have adopted Common Core aligned curricula that incorporate the instructional shifts. Curricula and academic tasks are planned and refined using assessment data and student work.

**Impact**
These aligned curricula build coherence and promote college and career readiness. Units, lesson plans, and tasks are planned and refined to include differentiated strategies for all students, including English Language Learners (ELLs) and students with disabilities.

**Supporting Evidence**

- Curriculum maps provide evidence that the school develops and refines lessons using student assessment data, resulting in students being cognitively engaged. A kindergarten unit plan for writing included modifications for ELLs, use of picture dictionaries to help with unknown words and visual aids to help comprehension. A fifth grade math lesson plan included two versions of the assessment task. They both had the same task, but one included scaffolded questions to promote access to the task. A fourth grade writing lesson included a picture glossary to support comprehension of the article *Bodies in Motion: Mountain Biking*. Thus, the school’s Common Core aligned lessons are adjusted to ensure access for all students, including those with disabilities and ELLs.

- Adoption of the Teachers College Reading and Writing Program (TCRWP) for reading and writing, together with other Common Core aligned English Language Arts (ELA) and math programs, ensure there is coherence across the grades. All unit and lesson plans incorporate the instructional shifts, key academic content vocabulary, and identification of Common Core Learning Standards from other content areas that will be addressed. There is a vertical team that meets to ensure alignment and coherence across grades and subjects. The team has identified foci standards for each grade level and teachers identify the ways in which they teach the standards. Teachers meet with the staff developer to develop Common Core aligned lesson plans that include modifications for ELLs and students with disabilities.

- Unit and lesson plans for all content areas include the learning standards that will be addressed. Social Studies plans include the reading and writing standards. Reading and writing curriculum maps reveal a balance of fiction and nonfiction texts, academic content vocabulary, and reading and writing grounded in evidence from the text. Math curricula documents evidence a deep focus on the concepts that are prioritized in the standards, so that students develop a deep understanding of the content. The instructional shifts are embedded throughout all curricula documents reviewed.
Quality Indicator: 2.2 Assessment
Rating: Well Developed

Findings
The school has assessment systems in place across the vast majority of classrooms, such as the use of Mastered, Attempted, and Confused (MAC) trackers to capture classroom-level data and data from common assessments that align to the curricula, to determine scholar progress across grades. Teachers use data from common assessments to adjust instruction and inform feedback to all scholars.

Impact
High quality assessment practices provide meaningful feedback to students and teachers regarding student achievement. Teachers’ assessment practices result in effective instructional adjustments during classroom instruction, resulting in increased mastery for all students.

Supporting Evidence
- School leaders developed benchmark reading levels for each grade to assist teachers with the instructional focus, student support, and report cards. Teachers are required to bring to the attention of their supervisor those students who are not meeting benchmark levels. School staff administer Fountas and Pinnell and running records three times per year to determine student progress and determine the instructional support needed to increase student reading levels. Presently the results reveal increased mastery for ELLs and students with disabilities.

- Across all classrooms visited, teachers administer common assessments and utilize rubrics and checklists aligned to the curricula to provide students with meaningful feedback. Students could articulate how the rubrics and checklists help them to improve their work. A written literary commentary checklist requires student to self-assess, if they included sufficient text evidence by using direct quotations or paraphrasing. Feedback from one student to another read, “I like how you wrote your opinion and backed it up with evidence. Like how you wrote they got into a fight, next time you could describe the fight.” Feedback from a school leader to a teacher about their feedback to a student read, “How will punctuation support students as writers? Review your feedback checklist. Your feedback must be actionable to help move students from one level to the next. It must state what is missing to move students to the next level.”

- Across classrooms teachers use a MAC tracker to gather and analyze student work and assessment data. A MAC tracker from a third grade math teacher identifies the math standard being addressed and the date the standard was addressed. Teachers are required to identify students’ progress towards mastery of the standard, using M for mastery, A for attempted, and C for confused. When a student achieves mastery they are highlighted in yellow. The data from the MAC tracker is used to inform grouping and differentiated instruction.
Findings
School leaders provide staff with a handbook that communicates high expectations for instruction and professionalism that is aligned to the Danielson Framework for Teaching. The school community consistently establishes a culture for learning by articulating high expectations for all students.

Impact
School leaders have an effective system to hold staff accountable for schoolwide instructional expectations. Feedback to students help them understand their progress and preparation for middle school.

Supporting Evidence

- All staff members receive a staff handbook, which communicates clear expectations regarding curricula, instruction, and school policies and procedures. Staff members must sign to acknowledge receipt of the handbook. School leaders provide staff with a daily Morning Message that reinforces expectations. School leaders provide staff with professional development to support them with meeting the expectations. Teachers are held accountable to meeting these expectations through frequent cycles of formal and informal observation, intervisitations, and walkthroughs. Feedback that teachers receive is aligned to the Danielson Framework for Teaching and communicates next steps for instructional expectations. Feedback from an informal observation to a teacher was, “You truly embraced the learning from the intervisitations. I love how quickly you implemented the system of roles and had students work together in a group around the multi-step problem. Two areas that you should continue to focus on are questioning and discussion techniques and engaging students in learning.”

- Students receive detailed feedback from their teachers, so that they understand their progress towards being ready for middle school and can articulate their progress to their families, during student-parent conferences. Students complete a student-parent conference report with feedback and advisement from their teachers. A student report identifies students’ current reading level, in relation to the benchmark for the grade. Students also identify strengths and weaknesses for ELA and math. A strength for math identified by one student was, “A strength of mine is that I am good at multiplication and comparing decimals. These operations seem easy to me. I know that in order to grow, I need to work on division because it seems a bit difficult for me.” Students are aware of their progress and what they need to do to be prepared for the next level.

- School leaders have established a partnership with the neighborhood middle school. Fifth grade students visit the school to determine if it will be a good fit for them. The school leader from the middle school conducts information sessions at the school so that students are aware of what to expect if they choose the school. School staff support students and their families with the application process. Middle schools have staff visit the school to meet with students’ teachers and students themselves attend a presentation for their chosen school. Advisement to students support them in being prepared for middle school.
### Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
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#### Findings

All teachers are engaged in inquiry-based professional collaborations on grade level teams utilizing *The Facilitators Book of Questions* co-authored by David Allen and Tina Blythe to systematically analyze assessment data, student work and teacher practice.

#### Impact

The work of teacher teams has resulted in schoolwide instructional coherence, improved teacher practice, and increased mastery of goals for students.

#### Supporting Evidence

- All teachers are involved in professional collaborations with their peers utilizing *The Facilitators Book of Questions* to structure their inquiry work. The book provides teams with protocols requiring teachers to thoroughly reflect on their practices. Teachers analyze student work to determine the number of students that fall into each proficiency level and make inferences as to why students were successful or challenged and what would take students to the next level. Subsequently, they develop goals for students performing at each level. Goals are used to develop checklists that students use to self-assess when working independently. Teachers agree that teamwork has increased their instructional capacity to provide students with tools and strategies that promote independent learning.

- During a first grade team meeting, teachers were using the Consultancy Protocol to systematically analyze a pre-writing assessment for a realistic fiction unit. The facilitator asked clarifying questions of the presenting teacher. Teachers were reflecting on their practice to determine what aspect of their teaching impacted student performance. Teachers brainstormed next steps that include, providing pictures to support students with describing the setting, creating a realistic fiction anchor chart to analyze stories, and the use of a mentor text to help students understand what they need to do. Teachers agreed to try these strategies with their class over the next two days. Teacher teams identify and agree upon strategies that will be used to improve student achievements. All teachers agreed their teamwork has resulted in instructional coherence across grades and increased independent learning for all students.

- A second grade common planning agenda focuses on analyzing scholar work utilizing a Looking at Scholar Work protocol in order to identify the progress of inquiry students. The agenda notes include identification of focus students from each second grade class, challenges and strengths that were trending across classes, and proposed modifications to the curriculum. As a result, adjustments to the unit include incorporating a punctuation and writing checklists to support students as they edit and revise their writing. Inquiry work and professional collaborations have led to improved teacher instructional practice and mastery of goals for groups of students.