Quality Review Report

2017-2018

The Vida Bogart School For All Children

K-8 75X352
1330 Bristow Street
Bronx
NY 10459

Principal: Lourdes Mendez

Dates of Review:
December 4, 2017 - December 5, 2017

Lead Reviewer: Liza Zarifi
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

The Vida Bogart School For All Children serves students in grade Kindergarten 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

### 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>Area of Celebration</td>
<td>Well Developed</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>
</tr>
</tbody>
</table>
### School Culture

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</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>
</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>
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</tbody>
</table>

### Systems for Improvement

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

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<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<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>
</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>
</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>
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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>
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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</td>
</tr>
</tbody>
</table>
Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and students' Individualized Education Program (IEP) goals. Leaders and faculty plan and refine curricula and tasks using student work and data.

Impact

The strategic integration of the Common Core and student goals have resulted in coherence across grades and content areas, promoting college and career readiness for all students. All learners have access to the curricula and are cognitively engaged in academic tasks.

Supporting Evidence

- Leaders and faculty have strategically integrated the Common Core into unit plans for all content areas and grades. Every content area has a unit of study for each marking period planned from focus standards that align across content areas. For example, in marking period one, the English Language Arts (ELA) focus standards included citing evidence with informational texts, writing a claim with supporting evidence, speaking and listening, and conventions of grammar. These same standards are a part of the unit of studies for math, science, social studies, technology, and the arts. Teachers use the units to guide lesson planning throughout the quarter, and use the Rethink program to connect the Common Core in the unit with students’ IEP goals to create differentiated daily plans with measurable daily objectives. These planning practices result in coherence across classrooms and levels that promotes college and career readiness.

- Leaders and faculty integrate the Common Core into curricular resources according to color band across content areas. There are three color bands in the school: yellow, green, and blue. These bands correlate with student IEPs and current levels of performance, and support planning from resources and utilizing common approaches results in coherence across grades and content areas. For example, the kindergarten through fifth alternative assessment yellow class profile utilize the units of study and resources from EngageNY, First Author, and GO Math! across content areas. The kindergarten through five intermediary blue level uses the units of study and resources from First Author and GO Math! across content areas.

- Curricula and tasks are planned and refined using student work and data. Units are differentiated by color band and meet students’ individual needs in order to provide access to content and the standards. Teacher teams use student work and data to refine the culminating task and write differentiated lessons. Webb’s *Depth of Knowledge* guides differentiation plans so that students are cognitively engaged in rigorous work. An ELA lesson for a second through fourth grade class planned for students to work on identifying (level one) and interpreting (level two) according to their IEP target goals. One student worked on identifying the sequence of a story by using picture cards to retell five events of a read aloud story. Another student used picture cards to explain the beginning, middle, and end of the story. In a math lesson, one group of students worked on adding and subtracting groups of numbers less than ten using visual supports, another group worked on identifying the number of objects in a group, ranging between one and fifteen. A third group sequenced numbers using pictures of groups of objects. Students across classrooms and content areas are cognitively engaged in lessons.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |

Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best including differentiated instruction and the integration of IEP goals with the Common Core Learning Standards. Teaching strategies consistently provide multiple entry points into the curricula.

Impact

All learners are engaged in appropriately challenging tasks and demonstrate higher order thinking skills in work products. However, there are missed opportunities to integrate high-quality extensions and supports for all learners to demonstrate higher-order thinking skills in student work products.

Supporting Evidence

- Leaders and faculty believe that students learn best when instruction is tailored to meet their individual academic and social emotional needs. Across classrooms, students are engaged in differentiated tasks and in small groupings. The flow of the day is broken down into shorter chunks and students record their transitions between the components of the day, working independently and in small groups. In a kindergarten through second grade yellow class, there were two groups working with four students in each group. One group worked with a teacher on writing and reading the letter ‘k’ along with words that start with ‘k’ for some of the students. The other group worked with a paraprofessional doing a matching words and pictures activity. After a few minutes the timer signaled a transition and students checked their schedules and rotated groups. In a blue class, students used self-assessment cards to close out one activity and then checked their schedule to transition to the next activity. However, in a science third through fifth grade class, not all students had the opportunity to utilize their behavior management system or check in on their schedule when they rotated groups.

- Leaders and teachers are also working on schoolwide goals of building student independence through choice and ownership in classrooms as a part of their articulated instructional beliefs. In a third through fifth grade class math lesson, students could choose items to purchase from a grocery flyer to solve a real world math question. However, there were missed opportunities to scaffold instruction appropriately to build student independence and ownership in classrooms. For example, in a fifth grade math lesson, a student led a discussion about a math problem with a group of three students, but did not have the opportunity to solve the problem himself before leading the discussion. As a result, the teacher had to provide more scaffolded support in the lesson and walk students through each problem.

- Across classrooms, teaching strategies consistently provide multiple entry points into the curricula, engaging all learners in appropriately challenging tasks. In a third through fifth grade yellow class, students worked in two groups on a similar objective; one group of four talked through a math problem and had pencil and paper to solve, another group of three utilized manipulatives to practice word problems with a paraprofessional. There were limited opportunities for students have access to high-quality supports and extensions, for example in a third through fifth grade yellow class where students were free-writing in their binders, some students were ready for an additional challenge or an extension to the writing. In an art class, students worked on creating images connected to book inspired by an artist, but there were no connections to vocabulary and language in the lesson.
**Additional Finding**

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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

Across the vast majority of classrooms, teachers use assessments, rubrics, and grading policies that are aligned with the school’s curricula and offer a clear portrait of student mastery. The school faculty uses common assessments to track progress toward academic and IEP goals, and make adjustments to curricula and instructional decisions.

**Impact**

Assessments and rubrics provide actionable and meaningful feedback to students and teachers regarding their achievement. All students across instructional bands demonstrate increased mastery towards goals and instructional focus areas.

**Supporting Evidence**

- Assessments are aligned to the curricula and matched to specific classes according to the class profile. The class profiles are organized by color and grade band and grade, and student performance for each student is tracked three times a year. For example, a class profile sheet for a kindergarten through five alternative assessment yellow class uses portfolios, Structured Methods in Language Education (SMILE) module progress, Fountas and Pinnell (F&P) running records, Student Annual Needs Determination Inventory (SANDI), Rethink progress reports, culminating unit tasks, and checkpoint assessments to track the progress of students. The data provides actionable and meaningful feedback to leaders and teachers. Faculty regularly reflect on student progress through staff meeting time as well as in teacher teams. Leaders monitor and triangulate performance across multiple assessments in order to ensure coherency and accuracy of data across classrooms. Teachers utilize the data to develop next steps for individual student plans.

- Faculty utilizes a next steps document each marking period that analyzes data from the class profile sheet and identifies whether the goal for that quarter was met, and sets goals for the upcoming quarter. For example, the ELA Standard Assessment team met student goals around increasing the number of green band students meeting a level two in SANDI assessments, from 15 percent to 19 percent. The number of blue band students increased from 1 percent to 11 percent in level three. New goals were set for these students for the upcoming quarter, including setting a target of an increase in level two green students from 19 percent to 25 percent, and an increase in level three blue students from 11 percent to 21 percent. As a result of tracking progress and aligned individualized planning, all students demonstrated increased mastery.

- Leaders and faculty utilize the Rethink program to track and target individualized student progress according to mastery of daily lesson objectives. Rethink takes IEP goals (informed by the SANDI assessment) and creates specific targets on a daily basis. Individualized planning for students is adjusted as a result of Rethink data. For example, in science, daily teaching points are aligned with rethink targets, including “Asking and answering questions about key details in an information text,” and “Explaining how images contribute to the words in an informational text.” As a result, students across the multiple sites met their goals aligned to the Rethink program for the two months between September 2017 and November 2017. For example, about 175 students met their Rethink goals in that time, as well as about 120 students at the 424 site.
Additional Finding

| Quality Indicator: | 3.4 High Expectations | Rating: | Well Developed |

Findings
School leaders consistently communicate high expectations to the entire staff particularly for instruction and communication. Leaders and staff effectively communicate expectations connected to a path to college and career readiness to families and form successful family partnerships.

Impact
School leaders provide staff with training for high expectations resulting in a culture of mutual accountability between faculty. Successful partnerships with family support student progress towards meeting goals and expectations.

Supporting Evidence
- School leaders consistently communicate high expectations to the entire staff. Staff handbook and expectations are shared through professional development (PD) at the beginning of the year and consistently communicated throughout the year through the staff coaching website, bulletin boards, and observations. Teachers conduct intervisitations to support each other’s learning, and staff identified as “first responders” serve as the initial level of support for teachers on instructional programs, initiatives, and other elements of the Danielson Framework for Teaching. These practices result in a culture of mutual accountability between staff members. First responders’ turnkey learnings from PD workshops to staff. One teacher reported that the first responder for the First Author writing program “sat with me to help me plan and adapt what First Author looks like for my classroom.”

- School leaders and staff effectively communicate expectations connected to college and career readiness and IEP goals to parents through IEP meetings, parent teacher conferences, frequent touch points including phone calls, letters, informal meetings, and outreach from counselors and speech teachers. Workshops support parents to implement strategies from school faculty to support their children at home with consistent methods. Parents reported that the school faculty partners with them to find the right middle school placement, and that the open door policy allows them to visit classrooms and the school. Parents reported an open relationship with multiple staff members that enables to understand their child’s progress on a daily basis on academics and social-emotional/health elements. One parent said “Communication between parents and teachers is every day,” and another parent reported that “The conferences and report cards is one part, but we also get constant notification of progress, homework, awards.” Another parent said that “IEP meetings explain the goals and what my child is working on.” School leaders and staff successfully partner with families to support student progress towards expectations and goals.

- The speech services providers’ partner with families to set goals and align student supports between school and home. Speech services providers meet with parents and conduct an interview to discuss any concerns about their child’s speech and language development, identify how the child communicates at home, any changes the parent has noticed, and ways that the parent uses the communicate with their child. The speech teachers works with families to utilize similar strategies and communication methods at home that are working successfully at school. As a result, families are able to support student progress toward high expectations and student goals. Parents reported that they “know what to expect from my child and learn about his needs from the school, I understand things better, I can deal better with his behaviors and help him make improvements.”
Additional Finding

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

Findings

School leaders and teacher peers support the development of teachers with effective feedback and strategic use of classroom observation and student data analysis. School leaders have a transparent system managing professional development and developing succession plans for staff members.

Impact

Teacher development structures elevate schoolwide instructional practices and professional growth, and lead to improved quality of student work products across classrooms.

Supporting Evidence

- School leaders support the development of teachers with effective use of frequent cycles of classroom observation and analysis of student work and data. There are six cycles of observation, and feedback aligns with professional goals such as peer-to-peer questioning and fostering student independence. Student work products are reviewed to reflect on alignment between lesson plans and next steps for teachers. One teacher reported debriefing with a leader after an observation to reflect on ways in which the teacher could increase peer-to-peer questioning in discussions. The teacher observed another teacher who was highly effective in this area to learn strategies. Another teacher was provided with a template to facilitate student self-assessment and looked at student work in the observation debrief to identify opportunities to build in self-assessment.

- School leaders make informed decisions about PD for each school site by aligning the Danielson Framework for Teaching focus for the quarter, teacher observations, and the next steps document created by teachers. The PD committee then uses that data to identify and plan differentiated PD for the quarter. Facilitators are identified using the first responders system which aligns teachers and support services providers to specific areas of expertise. Each school site has their own list of first responders who support PD for the staff. First responders are identified through teacher observation data as well as interest, and are able to attend workshops in specific areas and turnkey learnings for staff. This strategic system has led to improved quality of student work products. Student writing samples show growth and improvement since adopting the First Author writing program and having a dedicated first responder who has supported teachers to implement the program. Some students are able to write longer pieces with more relevant details, other students are able to use pictures to tell stories or work with a scribe.

- School leaders have a strategic, transparent system for managing PD through a committee consisting of members of the administrative team and teachers from across grades and color bands. PD is differentiated to strategically align support with teacher and student need. The committee plans out “Marvelous Monday” sessions and identifies topics, facilitators, and staff groupings. For example, one PD on “How to Use Communication Devices During Instruction” supported teachers to understand the new communication devices being used by students. Speech teachers helped to design the PD and grouped teachers according to the devices used by students in their band. This has led to improved quality of student work products and discussions. Students are able to participate in discussions and respond to questions using GoTalk assistive technology or picture books. Additionally, the committee identified the need to provide teacher training on the use of social stories with students, to align with student need and parent trainings. This has enabled students to use the same strategies to regulate behaviors when they are at home and when they are in school, and teachers and parents to have a common language.
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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</table>

Findings

Teacher teams systematically analyze key elements of classroom practice, assessment data, and student work for students they share. Distributed leadership structures are embedded throughout the school through teacher team leadership and administrative committees.

Impact

Teacher team work results in shared improvement in teacher practice and mastery of goals for groups of students. There is effective teacher leadership and teachers play an integral role in key decisions that affect student learning.

Supporting Evidence

- Teacher teams systematically analyze key elements of teacher work, classroom practice, assessment data, and student work through teacher team meetings and through planning structures for professional development and for planning for next year. Teachers discuss specific student work in teacher team meetings, refine their strategies and practices to support students on an individual level, resulting in shared improvements in teacher practice as measured by Danielson Framework for Teaching observations. Currently 88 percent of teachers are rated “highly effective.” Groups of students are seeing increased mastery as measured by performance on the SANDI assessment. For example, the number of green band students meeting a level two in SANDI assessments increased from 15 percent to 19 percent between September and November. The number of level three blue band students increased from 1 percent to 11 percent.

- Teacher teams systematically analyze key elements of teacher practice using student work and assessment data. The yellow band teacher team met to analyze teaching practices for the First Author writing curriculum. Teachers used a tuning protocol to analyze three samples of student work from a recent set of lessons and identify where they saw alignment between teaching points and the student work. The presenting teacher shared one of the mini-lessons she incorporated, and the team worked together to identify next steps for specific students and resources to support differentiation. The team planned to review additional student work connected to this unit and upcoming mini-lessons in their next meeting. As a result of teacher team work, teachers are improving their practice and students are meeting their individualized goals.

- Distributed leadership structures are embedded through teacher administrative committees, supporting staff and providing PD as first responders, and supporting the movement of students along the continuum into less restrictive environments. As a result of these structures, teachers play an integral role in key decisions that affect student learning across the school. For example, the speech support services providers led a professional development session for teachers and paraprofessionals called “How to Use Communication Devices During Instruction,” in order to support alignment between speech and language development supports and classroom instruction. First responders include teachers who serve as the point person for a specific program, such as the First Author writing program or EngageNY. Teachers serve on teams that support the movement of students to least restrictive environments. In September, nineteen students moved from District 75 placement to community school settings. Twenty students moved within the school to less restrictive settings, including four students who moved from a 6:1:1 setting to Special Education Teacher Support Service (SETSS), and nine students who moved from a blue 6:1:1 class to a yellow 8:1:1 class.