Quality Review Report

2018-2019

P.S. 011 Purvis J. Behan
Elementary 13K011
419 Waverly Avenue
Brooklyn
NY 11238

Principal: Abidemi Hope

Dates of Review:
March 28, 2019 - March 29, 2019

Lead Reviewer: Edward Hazen
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


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>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Additional Finding</td>
<td>Proficient</td>
</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 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>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>Well Developed</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</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>Additional Finding</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: 1.4 Positive Learning Environment

Rating: Well Developed

Findings

The school staff has a highly effective approach to creating a safe and inclusive school culture and provides support of social-emotional learning informed by a theory of action via *Habits of Mind*.

Impact

The school leaders establish and maintain a culture of trust, learning, and mutual respect that results in positive attitudes and the academic and personal growth of students and adults.

Supporting Evidence

- Parents reported that the school’s approach to promoting a safe, inclusive and nurturing school environment conducive to learning is rooted in its vision of educating the whole child. Similarly, school leaders and staff members reported their belief that students are most likely to achieve at the highest level when staff supports their social-emotional growth in addition to the academics by welcoming student involvement and input in the educational process. This led to the decision to adopt the *Habits of Mind* program to promote effective personal and academic habits by all students. Students reported that they enjoy getting involved in school and the community by participating in various activities including after school programs and community service opportunities offered by the school’s community based organization (CBO) partners and the Parent Teacher Association, (PTA). For example, several students reported participating in the *Boys to Men* and *My Sister’s Keeper* programs which were adopted to promote social and emotional wellness, personal and academic growth, and empower students to achieve to their fullest potential and become good citizens in their community.

- Students, parents and support staff all reported that the school leader strongly encourages student participation in the decision-making process. Students reported that they feel that the school is part of their community and that they have opportunities to provide suggestions in schoolwide decisions through their student government or by directly writing a letter to administrative staff. For example, students reported that they lobbied to have a snack cart available for students to purchase healthy snacks, which was granted by the school leadership team. As such, students feel welcomed and involved in school which makes them “want to come to school every day.” This is evidenced by the overall average attendance rate of 86 percent of students maintaining a 90 percent daily attendance rate or better in 2018, which was nine percent higher than the City wide average.

- Structures are in place so that each student is known well by at least one adult who helps to personalize their social-emotional learning, impacting both their academic and personal behaviors. The teaching of critical interpersonal and college and career skills are taught and reinforced schoolwide by embedding *Habits of Mind* into the curricula, including the promotion of mindfulness techniques and practices. Parents and students reported that the programs promote effective personal behaviors such as time management and organizational skills and teaches good citizenship and strategies to self-regulate their behaviors and manage emotions. Parents stated that as a result of *Habits of Mind* their children have become cognizant of how they interact with people outside of school and have become better at organizing their writing and reviewing their work for accuracy in order to achieve mastery level.
### Findings

The school leader and faculty ensure alignment to the Common Core Learning Standards and the implementation of the instructional shifts across grades and subjects. Rigorous academic tasks with supports for students are planned to engage students in challenging academic tasks.

### Impact

Curricula and academic tasks that build coherence across disciplines and support college and career readiness for all students, including those with diverse learning needs, are not yet strategically planned to engage all students in higher-level cognitive tasks.

### Supporting Evidence

- During summer curriculum working groups, and throughout the school year during common planning time, school leaders and faculty work collaboratively to design units of study. A review of curricula across grades and subjects indicates alignment of the curricula to the schoolwide belief about how students learn best, while integrating the Common Core and instructional shifts into the literacy block, math, social studies, and science curricula. As an example, the faculty adopted the *EnvisionMath 2.0* as its core math program, along with supplemental activities such as number talks to strengthen student understanding of number sense and promote the adoption of mental math. Across subjects and grade levels, students are required to develop arguments and cite sufficient supporting textual evidence to justify their stances when making a claim or defending an argument.

- To ensure alignment of curricula to the schoolwide vision, and build coherence in planning academic tasks that promote the adoption of college and career readiness skills, teachers teams introduced ‘3 Rs’ that must be exhibited in units of study and lesson plans: Real, Relevant, Rigorous. As such, teachers plan culturally responsive units of study, incorporating relevant texts, current events, and social justice issues, allowing students to engage in text-based discussions and write from sources to make arguments, while promoting the adoption of academic vocabulary. Teachers also identify prompts that encourage accountable talk and the use of academic language to make student thinking visible, as evidenced by a review of lesson plans. For example, in math, teachers plan number talks to have students think metacognitively about the strategies they use to solve word problems. Across grades and content areas, teachers identify tiered academic vocabulary that is embedded into lesson plans so that teachers reinforce student use of higher-level language during lessons.

- Including the 3 Rs in unit and lesson planning that requires that students think accurately with clarity while identifying and considering multiple meanings, take and support positions, and engage in disciplined inquiry and thought around relevant issues, are goals of curriculum writing teams. Another is the planning for supports for students with disabilities and English Language Learners, (ELLs). This was evident in an Integrated Co-Teaching, (ICT), math lesson in which the teacher planned for possible student misconceptions and strategies that she could use to address student misunderstandings. Additionally, the lesson plan identified the placement of students in leveled groups and differentiated materials that would be provided as scaffolds for students with disabilities and ELLs, such as leveled texts and exemplars; however, this level of specialized instruction for individual or groups of students was not evident in all lesson plans.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
Teaching strategies align to the schoolwide goal of providing small group instruction and multiple entry points through the use of scaffolds for all learners so that they can participate in academic tasks and discussion.

Impact
The use of identified best teaching practices such as scaffolding instruction to include all students’ results in alignment to the instructional focus and inclusive student engagement in challenging academic tasks and discussion.

Supporting Evidence

- In most classrooms, teaching practices are aligned to the school's stated belief that students learn best when they engage in real, relevant and rigorous tasks within all subject areas. To achieve this goal, school leaders and faculty identified High Impact Teaching Strategies, (HITS) that are used in all lessons. The identified instructional HITS’ foci include the use of discussion protocols, modeling, questioning, cooperative learning, and differentiated instruction to promote college and career readiness skills. School leaders and teachers also identified common use of student-to-student protocols as the best way to align instructional practices to the goal of promoting purposeful student-centered discussions such as turn-and-talks and think-pair-share. These strategies were observed being utilized by teachers across grade levels and content areas.

- In most grades and subjects, teachers use HITS to engage students in academic discussion and meaningful tasks. Students were observed participating in whole group, small group and peer-to-peer discussion in the classes visited. For example, during a fourth grade math lesson, students participated in a number talk in which they had to share which strategy they would use to solve problems that required the subtraction of fractions. During the lesson, the teacher provided multiple opportunities for students to turn to their partner and discuss what the teacher had modeled or what a student volunteer had explained to the class as a reason for choosing the strategy they did. Students were observed using non-verbal hand gestures to signal whether they agreed or disagreed while someone was sharing their thinking during the whole class discussions. In a reading class, students engaged in a warm up activity in which they discussed with a partner inferences they made about how a character’s previous life experiences impacts their perspective. Students then transitioned to a gallery walk activity in which they visited “chat stations” where they were required to cite text evidence to write a thoughtful response by using a stop-and-jot claim/support protocol to a question about how character perspectives were conveyed in the book.

- Across classes, teachers were observed utilizing scaffolds to provide entry points into lessons to support student engagement in academic tasks and discussion. In the classrooms visited, teachers used resources such as checklists, graphic organizers and sentence frames or talking prompts to involve students in appropriately challenging tasks. For example, in a first grade reading class, the teacher modeled how to make a gist statement from a text prior to students transitioning to learning partnerships in which students were intentionally partnered by ability to support one another. Students were provided with supports including close reading checklists and graphic organizers with guiding questions. The teacher visited the pairs to provide additional guided support while taking student progress notes to determine if some students would require further support, such as one-on-one coaching.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
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</table>

Findings
The vast majority of teachers use or create assessments, rubrics and checklists that align with the curricula to monitor student progress toward mastery. Teachers analyze assessment data to identify gaps in student achievement, make instructional decisions, and adjust curricula.

Impact
The use of rubrics and assessments results in actionable and meaningful feedback to students and informed adjustments to curriculum and instruction so that students demonstrate increased mastery, as evidenced by improvements in student achievement on the New York State assessments.

Supporting Evidence

- The vast majority of teachers use assessments and rubrics to provide timely and accurate feedback to students on their progress and next steps for improvement. Students across the grades reported that the use of rubrics and checklists allows them to monitor their progress toward mastery of the writing progressions across content areas. Students reported that two point rubrics are used to provide feedback to them when writing short constructed responses. As a result, students were able to identify where they are on the progress toward mastery and the next steps required to improve their writing. For example, some students stated that they had received feedback from teachers that stated that they needed to include stronger supporting evidence from the text to strengthen their claim while others identified using higher-level vocabulary terms or creating a stronger gist statement as their next steps to demonstrate mastery.

- Teachers and teacher teams use a variety of assessments to adjust curricula and plan scaffolds, academic interventions and activities that support all learners, including the lowest performing students. School leaders and teachers analyze New York State assessment data to determine who is a “pushable” and/or a “slippable;” or, students who are performing at a Level 2 and Level 3 to determine instructional strategies to push students to become proficient and avoid slipping below proficiency level. A review of meeting agendas and minutes indicate that teachers analyze student short-constructed responses from on-demand writing assessments and writing samples to identify patterns and trends among student responses to develop next steps for instruction or revisions to curricula. For example, the vertical analysis of State assessment data revealed that students struggled with academic vocabulary, so the collective decision was made to identify tiered academic terms and key language to include in units of study and daily lessons to improve student use of level one vocabulary. Additionally, school leadership provided professional development opportunities for teachers to learn best practices to teach academic language.

- Teachers use a variety of assessments to create a clear picture of student progress across grades and disciplines. Data is used to identify students performing at, below, and above benchmarks in each content area and to develop action plans that include targeted instructional strategies to close achievement gaps. Grade-level teams analyze multiple data sources such as running records, end-of-unit writing tasks, Measure of Student Learning, (MOSL), assessments, and co content-specific benchmark assessments. This allows teachers to determine instructional levels and provide student groups with differentiated academic tasks and ability-leveled materials. Likewise, teachers analyze assessment data to plan academic interventions via small-group instruction within the classroom teacher or more intensive intervention with specialized support staff and during after school academic support or during Saturday Academy enrichment sessions. As a result, the percentage of students with disabilities meeting or exceeding proficiency on the New York State ELA assessment increased from 39 percent in 2017 to 50 percent in 2018.
**Findings**

School leaders and faculty consistently communicate high expectations to parents on their children’s academic progress. A culture for learning is maintained that is unified and communicated across the school community.

**Impact**

Systems of accountability for students and partnerships with families ensure that all students and their families are aware of their progress toward expected grade level outcomes, resulting in student ownership of their work.

**Supporting Evidence**

- School leaders and staff members implement effective strategies for communicating high expectations about college and career readiness and partner with families to ensure that all students are challenged to meet or exceed those expectations. The principal and administrative team host monthly “Sip and Chat” sessions to engage families in discussions about curricula and instruction and garner ideas to improve the school community. Students and parents reported that they are aware of the school’s expectations to prepare all students for college and careers and parents receive regular updates on their children’s progress through traditional report cards, in addition to the opportunity to communicate regularly with teachers via email. In addition, students are required to participate in student led parent teacher conferences where they present their work and progress to a parent or guardian. Students reported, and parents agreed, that as a result of student-led conferences, students are held accountable for the quality of their work because of the expectation that they will be required to present work samples that reflect their academic progress and next steps for improvement.

- An active partnership between the PTA, the School Leadership Team, (SLT), and staff promotes working together to host fundraisers to assist in funding several programs or trips and promote parent involvement in the school. As a result, parents report that several parents volunteer their time at the school resulting in a minimum of two parent volunteers per grade level in grades pre-kindergarten through second grade. Additionally, the PTA partners with the school to host parent workshops, including some that are led by parents. A review of correspondence from the school indicates that parents are regularly invited to learn how to support their children’s progress during these events. On the 2018 School Survey, 96 percent of families responded that school staff regularly communicate with them about how families can help their children learn, resulting in an overall rating of Excellent in the category of Strong Family-Community Ties.

- The school leaders and faculty systematically communicate high expectations to students and parents and are committed to providing the ongoing support that is required to meet those expectations and promote ownership of student work. The staff has a set of clear, systematic structures, such as daily “red folders” that goes home with students each night and is returned to school every morning. The folders serve as a daily communicator between home and school, keeping families up to date and involved in their children’s learning by including information such as class syllabi that outlines units of study and grade-level expectations for students in grades two through five. Parents reported that if their child is struggling in a class they are immediately notified and offered additional academic intervention and support. All students reported that they are aware of the high expectations the school leaders and teachers have set and feel that they are being adequately prepared for the next level. Students stated that the conferences are helpful because “it holds us accountable for our work.” This is reflected in 98 percent of students deemed ready for the next level, as measured by the Department of Education’s Next Level-Readiness index.
Findings

The majority of teachers are engaged in structured, inquiry-based collaborations that align to the school goals and promote coherence in pedagogy and implementation of the Common Core and instructional shifts across disciplines.

Impact

Across grades and departments, teacher teams’ use of a structured protocol to systematically analyze assessment data and student work products has resulted in strengthened teacher instructional capacity, leading to improved student achievement.

Supporting Evidence

- All teachers are involved in collaborative inquiry teams that use structured protocols to review student work and analyze assessment data to make informed revisions to curricula, aligned to the goal of creating rigorous, relevant and real lessons. A review of meeting agendas and minutes indicates that teachers also work in partnerships to create units of study that engage students in purposeful academic tasks and authentic discourse, emphasizing high levels of thinking to promote college and career readiness. Additionally, the grade level and inquiry teams engage in inquiry work to examine the impact of specific instructional strategies on student achievement. After revisions are made to curricula and identified strategies are implemented in classroom practice, the teams reconvene to assess which strategies had an impact on teaching and learning. Teaching practices identified as effective in addressing a gap in achievement are emulated across grades and content areas, resulting in schoolwide instructional coherence. For instance, the common instructional practice of using student conferencing allows teachers to understand the depth of understanding in their classes and make further adjustments to upcoming lessons and tasks.

- Teachers reported that as a result of common collaboration time, there has been a positive impact on their professional practice and student learning as they have time to share and discuss specific pedagogical strategies and practices that can improve student engagement and achievement. Their collaborative work around analyzing formal as well as informal assessments such as exit tickets and triennial benchmark assessments allows for determining student ability around writing that includes backing up of their claims with sufficient supporting textual evidence. Teachers further noted that as teacher teams added supports such as guided reading, guided notes and tiered tasks for students and pushed them to use academic vocabulary and language, the students responded by engaging in meaningful collaborative discussion, as evidenced in teacher conferring notes.

- Teacher teams meet during common planning time to analyze assessment data from a variety of sources, including end of unit tests, exit tickets, and Fountas and Pinnell assessments. School leaders and teachers also administer mock New York State benchmark assessments three times a year to provide teachers and teacher teams with baseline data to inform changes to curricula and instruction and to plan supports for students they are focused on to close the achievement gap. Likewise, the data is used to create instructional groups and provide targeted interventions for struggling students during the school day and after school. These practices have resulted in an increase in the number of students with disabilities performing at mastery level on the New York State math assessment from seven percent in 2017 to 12 percent in 2018.