Quality Review Report

2018-2019

P.S. 370
75K370
3000 West 1 Street
Brooklyn
NY 11224

Principal: Susan Miller

Dates of Review:
October 17, 2018 - October 18, 2018

Lead Reviewer: Debra Tasioudis
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. 370 serves students in grade 1 through grade 12. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

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

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

<table>
<thead>
<tr>
<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>
</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>
</tr>
</tbody>
</table>

### Systems for Improvement

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

<table>
<thead>
<tr>
<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>
</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>
</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>
</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>Area of Focus</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Proficient |

Findings

Guided by the use of Positive Behavior Interventions and Supports (PBIS), structures are in place which promote student voice, culture-building, discipline, and social emotional supports for students.

Impact

The school has a safe environment and inclusive culture that is conducive to student and adult learning. Through advisory, each student is known well by at least one adult who helps coordinate attendance, social-emotional learning, and guidance activities that address student learning needs.

Supporting Evidence

- Across the school sites, there are positive behavior interventions and supports (PBIS) to make behavior expectations clear to students in classrooms, cafeterias, hallways and buses. Administrators, teachers, guidance counselors, and other related service providers work together and with students, to set safety expectations for all students across the various service delivery models in the school. These activities include students who are not able to verbally articulate their feelings and needs. Teachers, parents, and students from across the sites shared that the school is safe and inclusive, and in a meeting, parents stated that the staff treat their children with respect.

- In meetings with students, the children shared that they are able to talk with their teachers about things that they want to see change in the school, such as routines for preparing for and riding the bus and the addition of music classes. Staff and students shared that some students will be joining the district’s student advisory council later this year, to expand opportunities for student voice and give students a voice in school improvement efforts.

- Across the school sites, staff members who comprise behavior teams focus on social emotional learning across the sites and work with classroom teachers and related service providers to bolster the behavior systems in place for individual learners. The behavior teams meet monthly to discuss social emotional learning needs and activities for all sites. Teachers take attendance throughout the school day and there is a Pupil Personnel Team (PPT) that meets monthly to monitor attendance needs across the school sites. The PPT team also reviews daily attendance data and leads the creation of attendance boards and awards for students with improved and perfect attendance.

- Many teachers and paraprofessionals across the sites have been trained in Therapeutic Crisis Intervention Services (TCIS) and use the de-escalation approach to provide guidance to students in or on the verge of crisis. Through TCIS and other guidance structures, such as mandated counseling and related service provision, staff members ensure that students are known well. In meetings with students, they all shared that there is an adult who knows them well and several students named their paraprofessional, teacher, or school nurse as a trusted adult from whom they can seek guidance.
Area of Focus

| Quality Indicator: | 5.1 Monitoring and Revising Systems | Rating: Developing |

Findings

School leaders and faculty are developing a process to regularly evaluate and adjust curricula, instructional and professional development practices, the use of organizational resources and the quality of teacher teamwork. During common administrative periods, teacher teams focus on revisions of curricula to meet student learning needs in relation to the expectations of the Common Core Learning Standards, and on building their capacity to help students master the expectations.

Impact

Current practices and policies for evaluating and adjusting curricula, instruction, and professional development are not aligned to student and teacher learning needs as related to expectations for student growth towards mastery of the Common Core.

Supporting Evidence

- Results of an internal survey of teachers from the 2017-2018 school year showed variations in the types of curricula resources teachers use. For example, some social studies teachers shared that they use resources from the district, others shared that they use one of five different purchased curricula, and some shared that there is no social studies curriculum for them to use at all. Responses were similar in other curricula areas. The survey reflects inconsistencies pertaining to teacher support in furthering the development of the math curricula to help differentiate instruction. While curricula artifacts shared aligned to the Common Core, there is not yet a regular process in place to evaluate the adjustments that teachers make to the curricula.

- Notes from administrative meetings illustrate school leaders’ analysis of teacher performance, utilizing the Danielson Framework for Teaching. A review of the notes indicates that though the analysis demonstrates a common need for professional learning in planning and preparation, the majority of professional learning focused on other areas, such as the development of Individualized Education Plans (IEPs), English Language Learner (ELL) compliance, and behavior supports for students. Similarly, though many teachers attend district professional learning, few meetings were focused on knowledge of content and pedagogy and designing coherent instruction, creating a disconnect between the school leaders’ evaluation of what teachers need to learn to support student mastery of Common Core expectations and the content of professional learning experiences provided to staff.

- Across the sites, teachers have common administrative periods that cut across grades and departments, so that teachers can meet weekly to plan cohesive instruction. During this time, teachers provide feedback to one another about how to move students to the next level and make instructional decisions to help students achieve mastery of specific skills within units and lessons. While there are school leaders who sometimes join the teams and provide guidance and expectations about adjustments to meet student learning needs, there is no evidence of a system in place for noting what those adjustments are, whether they make their way back into units and lessons, and whether or not they are yielding their intended results, including supporting what teachers need to learn to support student mastery of the Common Core. In an observation of the math team during the review, although teachers surfaced issues in student work and provided the presenting teacher with revision ideas to previously taught lessons, it was not clear from their work or notes, how these ideas for adjustments would contribute to increasing the quality of math instruction across the school.
Findings

School leaders and faculty ensure that curricula across grades and content are aligned to the Common Core, often with the use of Essential Elements, a guidance document created by New York State (NYS) for simplifying the Common Core for students who take the New York State Alternate Assessment (NYSAA) in English and math. Curricula units and lessons are planned and refined using student work and data.

Impact

Curricula are designed with a focus on ensuring that all students, including students with disabilities, have access to learning activities that promote college and career readiness and are immersed in cognitively engaging tasks.

Supporting Evidence

- Across the grades and subjects, teachers create units and lesson plans aligned to the Common Core, and when appropriate, through use of the NYS Essential Elements guidance document. Across English Language Arts (ELA) lesson plans shared, teachers plan for a balance of informational and literary texts and include tasks that focus on students using text-based evidence to analyze text or map out elements of a story. In math lesson plans shared, learning objectives focused on number sense and operation, as seen in a middle school math lesson plan on interpreting the meaning of division by thinking about the size of a group or the number of groups. This targeted focus on reading for analysis and promoting dual thinking in math is embedded across lesson plans.

- Teachers and school leaders have created curricula guides for kindergarten through fifth grade and middle school grades, within the content areas, aligned either to the Common Core or the Essential Elements. A kindergarten through grade five curriculum guide for ELA and literacy focuses on two instructional shifts; text-based answers and academic vocabulary. The units also include a progression of reading and writing skills that students build upon across the grades, beginning with identifying parts of a book and moving towards students analyzing multiple accounts of the same events. Guides in other subject areas illustrate attention to building coherence through inclusion of tasks which reflect applications of the standards and skills linked to college and career readiness goals.

- Lessons are planned and refined using student work from leveled reading assessments, beginning and end-of-year assessments, and IEPs across the subject areas. As a common practice across the school, teachers plan lessons to include activities and tasks for three groups of students, with specific planning for individual learners. Teachers also meet in collaborative teams to plan lessons with peers and related service providers, sometimes creating plans that include IEP goals and goals for related services, alongside the learning objective. These additional lessons for individual and groups of students include topics aligned to IEP goals for students connected to completing assignment schedules and meeting attention and behavior goals. Teachers also refine lesson plans using data from meetings with school leaders who review student work products with them, from time to time. Through these planning and refinement practices, students, including students with disabilities and ELLs, have access to curricula that include cognitively engaging tasks.
Additional Finding

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

Teaching practices, such as questioning and scaffolding of tasks, inconsistently provide multiple entry points into the curricula. Student work and teacher-to-student discussions do not reflect varied opportunities for all students to participate fully in learning.

Impact

Tasks are not appropriately challenging for all students. Student work products and discussions do not consistently illustrate high levels of student thinking and participation.

Supporting Evidence

- In some classes visited, the level of questioning by the teacher and paraprofessionals did not push thinking for all learners. In an ELA class where students explored the story elements in *The Outsiders*, the teacher posed questions to students about the setting, main characters, and plot. The teacher provided students with a graphic organizer and differentiated story parts in words or images. Students were expected to complete the organizer with the story parts provided or to fill in story details on their own. As students worked, there was a projection of the graphic organizer on the white board, with all of the answers completed. While some students needed this level of scaffolding, others missed an opportunity to think through the prompts on their own. Similarly, in a math class, students worked to sequence the steps in a recipe. The teacher handed out manipulatives to students and posed questions about which steps should go next. Though some students were eager to explain how they knew the correct sequence of steps, there was no questioning about how students knew what to do next, nor time for students to share what they knew, beyond one-word answers. In these classes and others, most students did not get opportunities to demonstrate higher-order thinking in their work products.

- In several classes there were uneven levels of engagement, as students waited for the teacher to turn the task over to them or to have a turn in responding to questions. In a lesson on multiplying multi-digit numbers, the teacher posed many questions to the class and took answers from students one-by-one, calling on a few multiple times and others not at all. The students were seated in rows, far apart from one another, with no opportunity to talk with their peers about what they knew or to share thinking about how they solved problems. In a lower grade ELA class, some students finished their task about character traits quickly and were unsure what to do while waiting for their peers to finish the task.

- In a few ELA classes, students were seated in small groups with opportunities to work with their peers and pose questions to one another, demonstrating high levels of thinking and participation not seen in some other classes. In one case, students worked in small groups to determine the sequence of events in a story that they had listened to as a class. A few groups worked with the teacher or a paraprofessional, asking and answering questions of each other and the text. Another group worked independently, with a paraprofessional observing and posing occasional questions about sequencing decisions that the students had made. These high levels of student discussion, questioning, and independence were not seen across classrooms.
Findings

Student work demonstrates the use of rubrics, assessments, and grading policies that align to the school’s curricula. Teachers consistently check for understanding and foster student self-assessment in the classroom.

Impact

Assessment practices provide students and staff with actionable feedback and allow teachers to make effective adjustments to instruction that meet the needs of all learners.

Supporting Evidence

- Student work samples shared in a student group meeting included math tasks and writing pieces graded by the teacher with rubrics linked to a grading policy and included self- and peer-assessment tools such as checklists. One student shared a math task about integers and explained that her teacher and a classmate gave her rubric-based feedback which told her to elaborate more in answering questions and use more details to explain what the question is asking. The rubric, like others seen across the subject areas, showed common levels of accomplishment, demonstrating whether the student had fully, partially, or not yet mastered the content of the task. Some other assignments, such as a science foldable about different types of energy did not have a rubric but contained feedback from the teacher and peers about what the student should do next. Some students shared that there were opportunities for them to go back and correct mistakes in their work, for credit, so they often did that in their classes.

- Across classrooms, student work posted on bulletin boards or found in portfolios reflect teacher feedback that acknowledges what students do well and next steps for the students. On a math word problem assignment, a student received eight out of ten points. On a sticky note, the teacher praised the student for adjusting his strategy from the start, moving from addition to multiplication. As a next step, the teacher stated that they would work together on multi-digit multiplication problems. This clear and actionable feedback to students was evident in work across subject areas.

- Teachers and paraprofessionals use data from checks for understanding to make on-the-spot adjustments to meet student learning needs across classrooms. In an ELA lesson on story elements, the teacher and paraprofessionals worked with students individually, posing questions to check for understanding and utilizing a chart at the front of the room to note correct answers given by students. In another class, students worked on making inferences in independent reading. The teacher conferred with students individually and asked specific questions about each text. A student shared incorrect thinking about the details in her story and the teacher prompted her to go back to the text. The student went back to a paragraph, read it again, and corrected what she had written on her post-it. In an orchestra class, students worked through a song together on violins, taking turns to conduct the group from the front and to also do solo performances. The teacher provided students with a series of prompts laid out in pictures and words, which the students used to guide their self-assessment activities. The teacher used the prompts to check for understanding of the task as the students read sheet music and played their instruments.
Additional Finding

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: | Developing |

Findings

Though the majority of teachers are engaged in structured professional collaborations, consistent application of an inquiry approach is not yet evident. New facilitating teacher roles are creating avenues for distributive leadership.

Impact

While an inquiry approach is in place on the math team, an inquiry approach is still taking shape across other teams in the school. New teacher leadership roles are beginning to give some teachers opportunities to be involved in key decisions that affect student learning schoolwide.

Supporting Evidence

- The majority of teachers are engaged in structured, professional collaborations at least once a week during common planning periods. The focus of these meetings rotates between instruction and assessment, behavior, and time for teachers to work on IEP development. Some team meetings take on an inquiry approach, with teachers using norms, formal roles, and a protocol to guide the discussion. During the quality review this was illustrated at a math team meeting where, led by a team facilitator, teachers worked together to examine artifacts from a lesson taught by a presenting teacher. The presenting teacher noted the skill that the lesson had focused on and described how one student had mastered the skill while the other was challenged by the task. The presenting teacher asked for guidance about how to support the students in deepening number sense and their understanding of money. The other teachers made suggestions for supporting the students, such as adding labels to the task and creating flexible student grouping. The presenting teacher and others decided that, moving forward, they would try flexible grouping to support students and would report on their progress with that strategy, at their next meeting.

- While the math team meeting referenced above demonstrated the use of an inquiry protocol, this approach was not evident across teams in the school. Behavior team meeting minutes showed some discussion of student behavior but did not demonstrate consistent use of an inquiry approach. Though use of a protocol was listed on an October agenda, the notes that followed did not demonstrate its implementation; instead the notes mentioned a discussion about behavior crisis response, an upcoming bake sale, and transitions within the school, and the use of reinforcers for individual students. One set of notes shared from the previous school year included a review of a survey to staff about their use of the school store and planning for a school carnival. These artifacts from meetings offered little evidence of use of an inquiry approach that strengthens the instructional capacity of teachers across teams.

- During the math team meeting, a teacher served as a facilitator, setting the course for the meeting and ensuring that the team adhered to the use of a protocol. Emails shared by the school leader showed that the team facilitator also acts as an intermediary between school administrators and the teams, with the facilitator sharing the protocol that they decided on and the focus of the team’s work. This structure, new to the school, helps to inform planning by teams. Teachers also shared that through common planning periods and school leadership team roles, they have opportunities to participate in decision-making that affects student learning across the school, including the development of curricula. Other roles that support leadership capacity-building are not evident.