Quality Review Report

2018-2019

P.S. 380 John Wayne Elementary
Elementary 14K380
370 Marcy Avenue
Brooklyn
NY 11206

Principal: Victoria Prisinzano

Dates of Review:
March 20, 2019 - March 21, 2019

Lead Reviewer: Kevin Bradley
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

### 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>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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<tbody>
<tr>
<td>1.4</td>
<td>Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
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<tr>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.4</td>
<td>Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
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<tr>
<td>Additional Finding</td>
<td>Well Developed</td>
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</table>

### Systems for Improvement

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3</td>
<td>Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
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<tr>
<td>Additional Finding</td>
<td>Well Developed</td>
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<tr>
<td>3.1</td>
<td>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>
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<tr>
<td>Additional Finding</td>
<td>Well Developed</td>
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<tr>
<td>4.1</td>
<td>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>
</tr>
<tr>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2</td>
<td>Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
</tr>
<tr>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>5.1</td>
<td>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>
</tr>
<tr>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Findings
Across the school, grade teams meet consistently to analyze assessment data, student work products, and to share teaching strategies. Distributed leadership structures are embedded so that there is effective teacher leadership, and teachers play an integral role in key decisions.

Impact
Systematic analysis of student data and work products has resulted in mastery of goals for groups of students. Teachers have played an integral role in focusing on the instructional goals to support student learning across the school.

Supporting Evidence

- An observed fourth-grade teacher team, led by a teacher facilitator, reviewed reading levels and English Language Arts (ELA) mock test number three results. Reading level data showed parts of speech with language as an area of focus, and teachers discussed strategies to try to address students’ needs based on the reading level data. One teacher discussed using guided reading, and 84 percent of students increased one reading level letter in their class as a result. In another teacher’s class, 53 percent to 83 percent moved up a level. Teachers also discussed my reading level bookmark strategy, and only three students stayed at the same reading level. Another class showed 76 percent to 100 percent moved up a level. The teacher team also reviewed the previous week’s mock ELA test, using SchoolNet, with specific standards broken down as they looked at data quadrants and looked deeper into focuses on vocabulary, higher order thinking skills questions, and main idea of each paragraph. Teachers noticed the progress made on certain strands. Next steps for the team included focus skills books, focus on higher order thinking questions, and building stamina as students were losing stamina on extended response questions.

- Teachers commented about the positive impact the teacher teams are having on improvements in teacher practice. A teacher reported that “My student has a two, it’s really helpful to me to know my students well and this work as a team helps me with strategies from my colleagues that I use in my classroom to help my students.” Another teacher commented, “As a team, we go on learning walks, with two groups in multiple classrooms, using the same lens. We’re both looking at rigorous instruction, and we get ideas of best practices to use in our own classes as a result.” This was evidenced by an increase in mastery of goals for groups of students, in which the results of the ELA practice test three showed increases over practice test number two: 21 percent of students increased at least one quadrant, and 22 percent increased their overall progress. Also, 100 percent of students performing in the lowest third went up.

- Embedded distributed leadership is apparent by teacher grade-facilitators’ representation on the cabinet as they work with school leaders to ensure instructional priorities are moving forward. Professional Learning Teams (PLT) present research based on weekly collaborative inquiry work. Teachers take turns facilitating weekly meetings, which involve creating an agenda and sharing research. Teachers rotate facilitating to build capacity and leadership within the school community. Each team’s focus is to use data to inform decisions regarding curricula, teaching strategies, lesson planning, differentiation, and any scaffolding needed to increase student achievement. A teacher commented, “During grade meetings, we discuss and collaborate. We also have PLTs, and we also are holding ourselves accountable. We decide what some things we want to change in the building are, and we have all teacher-led, this is what we want to do as we hold each other accountable. We choose our PLTs, and it’s very research-based.”
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 align with the curricula and reflect the articulated belief that students learn best collaboratively. Student work products reflect high levels of student thinking and participation in many classes.

Impact
In most classes, students are grouped to engage in differentiated tasks, and student work products and discussions reflect high levels of student thinking and participation. However, articulated beliefs and student ownership were not yet evident in all classes.

Supporting Evidence

- During a third-grade writing workshop lesson, students worked together in groups giving each other feedback during turn-n-talks while they used a short response checklist and the Restate, Answer, Cite, Explain (RACE) strategy. In a fifth-grade social studies lesson on the Incas, students were involved in inquiry as they worked together collaboratively in groups and did research using multiple sources of information. During a second-grade reading lesson in which students were required to read informational text, the teacher provided students with leveled readers for the entire class. The teacher worked with one group of students who had a pre-made Venn diagram graphic organizer, and other students had drawn their version of the graphic organizer. But, students predominantly worked individually on the task. There was an opportunity for a turn-n-talk later during the lesson, and some students spoke to each other; however, not everyone participated in the turn-n-talk.

- During a fourth-grade math class, students worked in groups on Exemplars poster board choices. Different colored groups had different leveled tasks, and academic math vocabulary was heard being used by students. Extension activities were available; however, some students had finished and were waiting for the next step. Although the teacher prompted them about where could they look to find what to do if they finished, and they seemed to be aware of the chart in the room that gave suggestions, they still waited for the teacher to proceed with the next step. In a fifth-grade ELA lesson, students were in three groups reading the culturally responsive text. The teacher worked with one group as they read for the main idea, annotated text, and developed higher ordered thinking questions. Group one was working together in pairs and engaged in their task, while group two was somewhat working together, as one girl was not participating in turn-n-talks. Equity of voice was uneven, as one girl had three opportunities to speak because she raised her hand while other students did not.

- During a fourth-grade science lesson about natural disasters, students sat in groups and responded to teacher questions with paddle boards, motivated by Class DoJo points. Since there were differentiated set of expectations, there was a high level of student discussion in this room. In a third-grade math lesson, the teacher guided students through a self-assessment rubric, and students assessed their learning of math strategies. Appropriate scaffolds were in place, such as sentence starters, and students seemed to be progressing through their self-assessment as they worked individually on their task. In a first-grade math lesson on tens and academic math language, students read the math problem aloud, the teacher posed questions to students to ask what the next steps to solving the problem are, and students had opportunities to come up to the chart and demonstrate their work. The teacher used a turn-n-talk that did not involve all students as some waited for the next thing that was going to be displayed on the chart paper. Equity of voice was not even as some students had multiple opportunities, and others were not heard from.
Additional Finding

Quality Indicator: 1.1 Curriculum
Rating: Well Developed

Findings
Curricula are aligned to Common Core Learning Standards and strategically integrate the instructional shifts. Rigorous habits and higher-order skills are embedded coherently in academic tasks across all grades and subjects.

Impact
Curricular alignment to the Common Core and instructional shifts results in coherence across grades and subject areas, promoting college and career readiness for all learners. Rigorous habits and higher-order skills require that all students demonstrate their thinking.

Supporting Evidence

- School leaders and teachers produced curricular documents across content areas that showed alignment to the Common Core and State content standards. Lesson plans, unit plans, and curriculum maps reflect full integration of the instructional shifts embedded across content areas. For example, lesson plans in ELA emphasize academic vocabulary. An example of the inclusion of the ELA instructional shifts also includes academic vocabulary instruction as evidenced in a third-grade lesson plan on writing workshop. An example of the inclusion of the math instructional shifts of application and fluency was included in a first-grade math lesson plan on two-digit addition and subtraction with students using math skills in counting to one hundred. Coherence across content areas is evident in lesson plans that outline students being tasked with building academic vocabulary skills in all classes.

- A review of curricular documents demonstrates academic tasks that emphasize higher order skills for all students. A fifth-grade ELA lesson includes objectives such as, “students will create higher order thinking questions about a fiction passage.” A fourth-grade math lesson asks students to use math words, area, and perimeter to explain their answer to a math problem about sizes of poster board. A first-grade reading lesson asks students to read informational text and use the reread comprehension strategy. The lesson includes modifications for students with Individualized Education Plans (IEPs), including the use of small groups based upon assessment with targeted learning groups with students identified by name. Lesson plans involving English Language Learners (ELLs) include reading aloud, providing sentence starters for discussion, and vocabulary visuals so that ELLs can demonstrate their thinking according to the same high-level standards expected of all students. Rigorous habits embedded in a coherent way across content curricula included integrating the use of academic vocabulary to demonstrate content area knowledge throughout tasks.

- Lesson plans consistently challenge students to utilize rigorous habits in the course of instruction. Learning objective statements in lesson plans include, from a third-grade math lesson, “Students will be able to solve a real-world math word problem by measuring time intervals in minutes using addition and subtraction,” and from a fourth-grade science lesson, “Identify different natural disasters and the effects they have on people and their communities.” Additionally, students are to consistently write and connect their writing to evidence from the text. Lesson plans consistently detail high-level questions. Examples of higher-order questions found in curricular documents include, “How do natural events affect our world? How is where you live different from Alaska? How is it the same?” and “How do you feel you could have been more successful in this lesson?”
Findings

Across the vast majority of classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula and offer a clear portrait of student mastery. School leaders and teachers use common assessments to create a clear picture of student progress toward goals across grades and subject areas.

Impact

High-quality assessment practices provide actionable and meaningful feedback to students and teachers regarding student achievement. Teachers use students’ assessment data to adjust curricula and instruction and inform teacher teams’ inquiry work.

Supporting Evidence

- Across the vast majority of classrooms, samples of student work products showed teacher-written actionable and meaningful feedback directing students to the steps they should take to strengthen their work. For example, teacher feedback from a math assignment included next steps statements such as, “You made a math representation to help solve the problem. Next time try to notice something about the problem,” In a social studies assignment, the teacher wrote, “You demonstrated knowledge about NYC then and now throughout your three paragraphs. Next time remember to indent when starting a new paragraph.” Similarly, on a writing assignment, a teacher stated, “You stayed on topic and gave some interesting details about soccer. Next time use transitional words in your writing and make sure you add punctuation in your writing.” When students spoke about the meaningful, actionable feedback they received from their teachers, one student described the feedback from an opinion writing a persuasive essay, “The feedback from the teachers that they gave me really helped me work on other work.”

- The school has a schoolwide grading policy that all departments follow to standardize assessment. Teachers in grades kindergarten through fifth grade all maintain ELA and Math data folders. Primary grade teachers also track Fundations data. After analyzing these testing folders, teachers form small groups and modify their curriculum as needed. Teachers use rubrics to evaluate student work across subjects. For example, a jigsaw student rubric is used in math, a science evaluation rubric in science, an extended response rubric in ELA, and a rubric for NYC over time in social studies. Across the vast majority of classrooms, student assignments also include a summary feedback sheet outlining the task, standards covered, performance circumstances, and performance standards to offer a clear portrait of student mastery. One student reported during the student meeting, “I read the section in the rubric. I had a claim, and I used two details. I needed more details, and I elaborated more in the quotes, to improve from three to four.”

- Common assessments include Fountas and Pinnell running records, as well as GO Math! and ELA unit tests. Teachers of grades three through five use mock ELA and math assessments tri-annually, which mimic the New York State exams. Following these exams, teachers fill out Quadrant data sheets which break down student scores to match the state-mandated ranges of Levels 1 through Level 4. The four quadrants are then broken down into four dimensions for further analyses of data by teacher teams within each level. These data sheets allow the school to target various student populations. For example, the bottom third performing students in grades four and five on the 2018 ELA exam were then analyzed using the data from the first two mock ELA exams. The analysis found that 25 percent of the identified students increased one dimension, and 15 percent increased at least two dimensions.
**Findings**

School leaders consistently communicate high expectations to staff and students and offer support to meet those expectations. Teacher teams and staff establish a culture for learning that systematically communicates unified high expectations for all students.

**Impact**

Communication and professional development around high expectations results in a culture of mutual accountability. A culture for learning through clear and effective feedback is established so that students are prepared for the next level.

**Supporting Evidence**

- School leaders consistently communicate high expectations for teaching and learning through a “Nutshell Binder,” a binder that includes specific outlines of what’s required when implementing curricula and designing lesson plans. Staff also receive high expectations communicated through a Staff Handbook Policies and Procedures that includes guidance for classroom checklists, portfolio checklists, bulletin board expectations, rubric task sheets, and data folder. Regular professional development (PD) training are held around best practices aligned with the Danielson Framework for Teaching and observation feedback. Professional growth is ensured through participation in various PD sessions during the year, as well as specific training sessions on the Framework for Teaching components that align to schoolwide goals.

- Grade-level lead teachers to create mutual accountability among teams by leading meetings with specific outcomes tied to all participants having responsibility for the shared schoolwide goal of increasing student achievement across classes. Mutual accountability is evident in lead teachers and teacher teams revising pacing and unit outlines by the content area that address specific student learning needs. For example, teachers initiated working together through PLTs, where they collaborate to share effective pedagogical practices then go back to their grade, and turnkey to different classrooms. A teacher commented, “We’re always looking for things to improve on, maybe we’re missing this component we’re working to implement that we don’t realize we don’t have then we work to have it.”

- All students, including students with IEPs and ELLs, benefit from frequent feedback and guidance in which students receive individualized supports. Students maintain student work portfolios that include goal setting for them to track their progress with support from teachers. Students receive further guidance through student-led conferences involving their teachers and parents. Students are also prepared for their next level through the Future Teachers program where fifth graders apply via job applications to showcase their talents to become future teachers during their lunch period. After they are interviewed, they are assigned to a teacher in the school and help with record keeping and tutoring younger students. Similarly, College and Career Day involve a panel of professionals, including various alumni, that address the upperclassmen on the importance of all students graduating from high school college and career ready. A student reported, “My teacher prepares us (for the next level) by asking us higher order thinking questions, she tries to challenge us for sixth grade.”
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

School leaders support teacher development with frequent classroom observation cycles. Written feedback captures teachers’ strengths, challenges, and next steps using the Danielson Framework for Teaching.

Impact

Formal and informal classroom visits result in written feedback for teachers that make clear the expectations for teacher practice and the supports available to help teachers meet them.

Supporting Evidence

- School leaders conduct frequent classroom observations and provide feedback utilizing the Danielson Framework for Teaching. Each rated item is supported with specific evidence from the observed class. Next steps for teaching improvements are included throughout the class-specific evidence. Also, a report from Advance confirmed school leaders conduct frequent cycles of classroom observations throughout the school year. New teachers are also supported by a mentor, new teacher meetings, and new teacher policies and procedures binder.

- Observation reports contain feedback that captures teachers’ strengths and weaknesses and are accompanied by next steps teachers should take to improve their practice and impact student success. For example, observations include actionable feedback such as, “Science vocabulary for the lesson should be previewed at the beginning of the lesson. You can write them on flashcards, and display them on the smartboard with visuals for discussion.” In another observation report, the observer wrote, “You were reviewing a packet prepared as an overview before a unit test. I am not sure if this was a practice added to the grades unit plan/calendar. However, it was a successful and useful tool. I suggest making this unit review an essential practice in your grade; it allows students to review anything they need additional assistance with before the unit test, and before the beginning of a new unit.”

- School leaders schedule post-observation meetings with teachers to review feedback. A teacher reflected on the feedback she had received, “When we get observed we get feedback, I needed to make the independent reading group more rigorous. I changed how I conduct the independent reading groups and as a result, improved in my classroom based on the observation feedback I had received from the administration.” Another teacher responded to the principal’s recent visit to her class and feedback on her practice, “I was getting developing in questioning and discussion, the feedback was helpful. I joined the PLT on questioning, and I got a lot of information from there for improvement that helped me to grow.”