Quality Review Report

2018-2019

P.S. 092 Mary McLeod Bethune

Elementary 05M092

222 West 134 Street
Manhattan
NY 10030

Principal: Rosa Davila

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

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

P.S. 092 Mary McLeod Bethune serves students in grade PK through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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</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>Proficient</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

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

### Systems for Improvement

<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>Area of Celebration</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>Additional Finding</td>
</tr>
</tbody>
</table>
Findings
School leaders support the professional growth of teachers using strategic cycles of observation that provide meaningful feedback with actionable next steps for improvement and inform professional development (PD) needs to continue to build teacher capacity.

Impact
An effective observation cycle using the Danielson Framework for Teaching and collegial support from teacher peers, including through intervisitation, results in elevated schoolwide instructional practices that promote professional growth, reflection, and improved pedagogy.

Supporting Evidence

- The school leaders have an effective observation cycle in place to support the PD of teachers and to provide actionable feedback on instructional practices via frequent classroom observations and follow-up collegial conversations. School leaders frequently analyze teacher observation data and student data to determine progress towards meeting the schoolwide instructional goals, making adjustments accordingly to ensure alignment to the instructional foci. For example, the school leadership team provided professional learning sessions on initiatives such as explicit instruction, aggressive monitoring, and effective co-teaching models like parallel teaching. Similarly, teachers new to the profession or the school or those that require additional professional learning on specific practices receive targeted support directly from the peer collaborative teacher to provide them with ample time to reflect on their practice and make adjustments for improvement. Teachers reported that this structure results in the closure of gaps in their professional learning and helps them align their practices to the instructional foci of the school.

- Teachers report that the structured observation and inquiry work cycles, including bi-weekly teamwork focused on improving pedagogy via classroom intervisitation and meaningful feedback on formal and informal observations by school leaders and teacher peers, have resulted in a supportive culture that has improved professional practice. A review of written observations confirms that teachers receive actionable feedback with next steps for improvement. Teachers further reported that collegial feedback from intervisitations has strengthened their pedagogy and helped them implement strategies to support schoolwide goals, such as increasing student engagement through the use of explicit instruction. This is reflected in the school’s Advance data ratings, with teachers scoring higher than the Citywide average in domain 3c of the Framework for Teaching, focusing on engaging students in learning. This shows the positive impact that observation cycles and peer feedback are having on improving teaching practices.

- School leaders’ instructional expectations are clearly and frequently articulated so that teachers can align personal and school professional goals. Teachers report that these include expectations for strategic use of instructional time and protocols to analyze student data and work products during collaborative planning. Teachers participate in professional learning and work with teams via biweekly collaborative inquiry groups, resulting in teachers and instructional leaders reflecting on their pedagogy and partnering to meet shared goals. There are established learning cycles with a PD plan that identifies gaps in instruction and provides support to strengthen teachers’ ability to close the gaps. For example, analysis of observation data by school leaders and feedback from teacher intervisitation identified engaging students in high levels of cognitive challenge by using bite-size learning and explicit instruction as areas in need of continued improvement. As a result, additional support was given to teachers in improving their practices in these areas.
## Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

### Findings

School leaders and teachers ensure alignment to the Common Core Learning Standards through the implementation of the instructional shifts across grades and subjects, such as citing textual evidence to support a claim. Rigorous academic tasks are planned to engage and cognitively challenge students, leading to improved work products.

### Impact

The curricula and academic tasks build coherence across subjects and grades and support college and career readiness for all students, including those with diverse learning needs. However, the vast majority of teachers have yet to strategically plan engaging, higher level cognitive tasks for all students, including English Language Learners (ELLs) and the highest-achieving students.

### Supporting Evidence

- A review of curriculum documents across grades and content areas indicates evidence of integration of the Common Core and instructional shifts in English Language Arts (ELA), math, social studies, and science. Students are required to develop arguments and cite sufficient supporting textual evidence to justify stances on an issue when making a claim or defending an argument. Teachers at all grades collaboratively map the curricula using content and performance standards as the expected outcomes for each unit of study and the end-of-the-year, making them accessible to all teachers by September of each school year. Co-teacher teams and individual classroom teachers use the curriculum maps as guides to design rigorous unit and lesson plans that incorporate explicit instruction and bite-size delivery of content to allow access to the curricula for a variety of learners. To ensure that lessons incorporate the instructional shifts across grades and disciplines, most teachers use a common lesson plan template to guide their planning and receive feedback on their plans from school leaders.

- Staff members collaborate weekly in teams to review and revise curriculum maps, unit plans, and lesson plans to ensure accessibility for all students. Teachers analyze student work samples and assessment data, including observation and conference notes, running records, and pre-and post-unit assessments, to revise lesson plans and curricula to include supports such as scaffolds and differentiated tasks. The school leaders meet with teachers and teams to examine the impact of the teacher-team work, such as incorporating the workshop model and targeted small group instruction. A fifth-grade team was observed analyzing writing samples from students to determine strategies to help them improve their writing, such as having teachers explicitly model how to determine what the writing prompt is asking prior to helping students answer the question.

- A review of meeting minutes and agendas indicates that teacher-team meetings focus on using small group targeted instruction and individualized student supports, allowing multiple access points into lessons and common grade-level assessments through differentiation of tasks and enrichment activities for students at all levels. Teachers and support staff use data to create intervention plans for students who struggle and reconvene to assess the effectiveness of the interventions that are put in place and to monitor students’ progress toward meeting benchmarks. The interventions require reflection on the part of teachers and often result in shifts in instructional practice. Integrated Co-Teaching (ICT) teacher teams meet to plan lessons based on the needs of students to ensure multiple entry points, scaffolding, and differentiation using the workshop model and explicit instruction. However, a review of lesson plans shows that the vast majority of teachers do not yet consistently include in their lesson plans tasks specifically designed to ensure that all students, including ELLs and the highest-achieving students, have access to the lesson and are cognitively engaged at high levels.
Findings
Teaching strategies align to schoolwide goals and provide multiple entry points into the curricula through the use of the workshop model learning structure, explicit instruction, and leveled grouping. Consequently, all learners are engaged and can participate in high-level academic tasks.

Impact
Students engage in high levels of thinking and discussion that require students to collaboratively problem solve, leading to the development of meaningful work products across classrooms. However, these practices are not yet fully implemented in the vast majority of classes.

Supporting Evidence

- Across classrooms, teaching practices are aligned to the school’s articulated set of beliefs about how students learn best. One of the overarching schoolwide beliefs is that the pedagogy must engage students in purposeful reading and writing, emphasizing high-level academic tasks and discussions to promote college and career ready skills. School leaders and teachers identified the workshop model of instruction in conjunction with explicitly teaching content and concepts in bite-size chunks as the best ways to align instructional practices to the schoolwide goal of improving student literacy. The workshop model and explicit instruction were observed being utilized across classrooms and grade levels. Most students were observed participating in group and partner discussions utilizing turn-and-talk or group share protocols to keep them engaged in purposeful conversations. Similarly, in both social studies and science classes, students and teachers were observed sitting in conversation circles using silent hand-gesture protocols to keep each other focused on the discussion and keep it moving around the circle.

- In most classrooms, instructional practices represent a knowledge and understanding of students’ diverse learning styles, resulting in academic tasks and activities that engage students in high levels of cognitive challenge. Lessons include academic supports such as scaffolds to generate challenging tasks and discourse for all students, including students with disabilities and ELLs. In a third grade English as a New Language (ENL) co-taught ELA class, students were required to use close reading to analyze a text and find evidence to support their claims about the traits of a main character. Teachers explicitly modeled the “Say it! Support it!” strategy to show students how to locate key information from the text to support their claims prior to having them practice with their peers. Students were grouped by reading ability and given leveled materials, differentiated tasks, and sentence starters to use as scaffolds. The ENL teacher provided small group instruction to students requiring language support while the classroom teacher offered guidance or support to the other student groups. Consequently, the use of multiple entry points ensured that all students were engaged in challenging tasks requiring higher-order thinking.

- In a kindergarten ELA class, the teacher used purposeful grouping to prompt students to work collaboratively to identify strategies they could use to help them write more words or add words to give more details to their stories. Student groups were identified as “reteach,” “needs support,” and “got it” to provide targeted instruction to engage all students at their zones of proximal development. Prior to starting the group work, the teacher modeled how students could sound out words or stretch them out to help them write their words correctly. Students were given a table task to write new words based on what they had seen on a recent field trip and were provided with an alphabet chart and note catcher to record their responses so they could share their work products with the rest of the class. The teacher visited each group to monitor the level of student participation and discussion using a monitoring checklist to ensure that all students were participating and engaged in higher-order thinking.
Additional Finding

**Quality Indicator:**

<table>
<thead>
<tr>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Across classrooms, teachers create common assessments and use data from a variety of these to set classroom and individual student achievement goals and plan next steps for instruction, with a focus on growth in writing.

**Impact**

Students are provided feedback with actionable next steps, leading to improvement in student achievement. Assessment results are used to make adjustments to curricula, determine students’ progress toward meeting classroom and individual goals, and plan supports for students, such as grouping for instruction and teacher modeling.

**Supporting Evidence**

- Teachers use rubrics and assessments to monitor student progress and provide actionable feedback with next steps for improvement. A review of student work samples showed evidence that most students receive rubric-based feedback to improve their writing. For example, on a narrative writing assignment in which students had to personify their characters, a student received actionable next steps that stated, “The beginning of your story helps readers know who your story is about and sufficient details about the setting. Now elaborate on what happened to your characters and how it has affected them personally.” Other students acknowledged that similar feedback from teachers has helped them improve their writing as well.

- Teachers regularly administer common assessments such as end-of-unit assessments and Teachers College Reading and Writing Program (TCRWP) writing projects. In most classes, teachers assign on-demand writing assessments and use exit tickets as a formative assessment to determine adjustments to instruction. For example, if the majority of students do not demonstrate understanding of a concept, teachers plan to reteach it using an alternate instructional strategy and/or provide targeted, small-group instruction for students who may be struggling to acquire a specific skill, such as making inferences from a text. Additionally, Fountas and Pinnell (F&P) assessments are administered three times per year to assess students’ reading levels and comprehension of text passages. The results are used to measure student progress toward individual goals and determine instructional groups. Assessments are also used to provide feedback to students and families, plan next steps for improvement, and make ongoing adjustments to curricula and lesson plans, such as the inclusion of scaffolds for students with disabilities and English Language Learners (ELLs).

- Teachers use a structured protocol to analyze assessment data to identify gaps in student progress toward proficiency of the learning standards or meeting benchmarks on diagnostic assessments. Data are used to develop strategic learning groups within classes and supports for specific students at-risk of not meeting grade level benchmarks. Moreover, when data reveal students have not yet mastered concepts and/or content, teachers re-teach to ensure that skills needed for future lessons will be learned. A fifth-grade team was observed analyzing a writing assessment to determine what additional academic supports should be provided for struggling students, including specific strategies for students with disabilities. After analysis of the student writing samples, it was determined that the students could benefit from teacher modeling of how to discern what the writing prompt is asking. Modeling would help students identify key language in the task and understand how to use a strategy such as stop-and-think to formulate their thoughts prior to starting the writing process.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

Findings

The school leaders and faculty consistently communicate high expectations to students and their families, including holding open houses and using a mobile app. A culture for learning is maintained that is unified and communicated across the school community through both traditional and electronic means.

Impact

Systems of accountability for students and partnerships with families ensure that all students and their families are aware of their progress toward graduation and college and career readiness.

Supporting Evidence

- School leaders and staff members implement effective strategies for communicating high expectations regarding college and career readiness to families, partnering with them to ensure that all students are challenged to meet those expectations. The principal hosts monthly open house sessions to engage parents in discussions about curricula, pedagogy, and college and career readiness. Students and parents reported that school leaders’ expectations to prepare all students for colleges and careers have been clearly articulated to families and that they receive regular updates on their children’s progress through a variety of means, including traditional report cards, parent-teacher conferences, and regular progress reports. Moreover, parents reported that the use of a mobile application that can be accessed with their phones has resulted in highly efficient daily communication with teachers regarding the academic and behavioral progress of their children. Parents can now receive messages and updates from the school in real time.

- The school’s leadership team and faculty are committed to not only communicating high expectations to students but also to providing the ongoing support that is required for them to meet those expectations and take ownership of their academic work. Parents and students reported that school leaders and faculty effectively communicate with families through eblasts, text reminders, and updates, in addition to traditional means such as a monthly calendar. They noted that the expectation of all students to prepare for colleges and careers is embodied in the school’s vision of creating a growth mindset for students, faculty, and families. Parents and students reported that students are being adequately prepared for the next level, as evidenced by the school’s Next-Level Readiness rate of 91 percent in 2016-2017, which was 4 percent higher than the District average.

- School leaders and staff use several data sets such as F&P running records, pre-, mid-, and post-unit assessments, and TCRWP conference notes to aggressively monitor student progress toward mastery of the learning standards or progress toward meeting assessment benchmarks. Teachers use these data and conference notes to provide timely, targeted interventions to students who are at-risk of not meeting grade level benchmarks and accelerated instruction to students meeting or exceeding the standards. This ensures that all students, including those at-risk of falling behind, receive the support they need to stay or get back on track or become elevated. The vast majority of students and parents stated that they are aware of their progress and value the school’s system to monitor academic progress. Parents are appreciative of the opportunity to communicate with staff via mobile texting and cited, in particular, the value of the texts they receive from school leaders keeping them apprised of upcoming school events and workshops.
Additional Finding

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

**Findings**

The majority of teacher teams are engaged in structured, inquiry-based collaborations that align to the school goals and support implementation of the Common Core and the professional growth of teachers. Teacher teams analyze student data and work samples to revise curricula and plan interventions for struggling students.

**Impact**

The participation of teachers in inquiry-based professional collaborative teams is resulting in increased instructional capacity for teachers and access to the curricula for groups of students. This work, including shared curriculum maps, lesson and unit plans, and instructional resources and materials, is having a positive impact on teaching and learning across grades and classrooms.

**Supporting Evidence**

- The majority of teachers are engaged in inquiry-based professional collaborations to ensure the implementation of the Common Core and instructional shifts across grade levels and content areas. School leaders and the peer collaborative teacher provide guidance and support for grade-level teacher teams that meet a minimum of twice per month, such as through facilitating peer-to-peer coaching and sharing data from instructional walks to determine next steps for the inquiry and professional cycles. These teams ensure implementation of the identified instructional foci in a number of ways, such as using aggressive monitoring to plan targeted small-group instruction and collaborating on revisions to curricula and instructional resources while sharing practices that support multiple entry points into lessons for a variety of learners.

- The work products generated by the professional collaboration of teachers and teacher teams, such as curriculum maps, lesson plans, unit plans, and student materials, are shared among faculty at grade-level meetings and during professional learning sessions. In addition, inquiry teams identify a focus or problem of practice to guide the scope of their work. For example, in response to a drop in the ELA state assessment scores, school leaders and staff analyzed student data and work samples and determined that students did not perform as expected on constructed response questions on the state tests. As a result, school leaders and teachers made writing across the curricula an instructional focus schoolwide. To support writing instruction, teachers further identified explicit instructional strategies and writing workshops as the best practices to close the achievement gap. Likewise, special education co-teaching teams identified chunking instruction as a focus of their work supporting students in meeting their Individualized Education Plan (IEP) writing goals, while another grade-level team prioritized higher-order questioning to elevate the level of student discussion. Participating in collaborative teams has strengthened teachers’ practice because they have the opportunity to share effective instructional strategies they can emulate in their own classrooms. This has resulted in 100 percent of teachers rated as effective or highly effective, an indication that the work of teacher teams is positively impacting teacher capacity.

- The majority of teachers meet in grade-level teams to support students for whom they are responsible. Teachers use this time to analyze trends in student achievement data and student work products, including writing samples, to make adjustments to curricula at all grade levels and across content areas. To support students with disabilities and English Language Learners (ELLs), co-teachers utilize common planning time to design specialized instruction for these students. Co-teachers are supported in their work through guidance from the peer collaborative teacher and school leaders so that all students are supported to ensure that they are performing at or above the achievement levels commensurate to that of their peers.