Quality Review Report

2018-2019

Dos Puentes Elementary School
Elementary 06M103
185 Wadsworth Avenue
Manhattan
NY 10033

Principal: Victoria Hunt

Dates of Review:
December 13, and December 14, and December 19, 2018

Lead Reviewer: Jacqueline King-Robinson
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

Dos Puentes Elementary School serves students in grade K 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>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>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>Well Developed</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>Well Developed</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>Well Developed</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>Well Developed</td>
</tr>
</tbody>
</table>
Findings
The schoolwide approach to culture building is informed by a theory of action that is guided by a focus on creating responsive classrooms that promote Social-Emotional Learning (SEL) for all students. A schoolwide mentorship program ensures that every student is known well by at least one adult. Strategic professional learning opportunities are provided for staff and families.

Impact
Formal and informal structures provide students with the time and space needed to share feelings, build social skills, and play a role in school improvement efforts. There is an inclusive school culture and programs at the school ensure that students develop the academic habits required for success in school and life.

Supporting Evidence

- An attendance team meets two times per month to review attendance data and members conduct attendance outreach on a daily basis. Further, for instances where there is a pattern of absence and lateness, the attendance teacher acts as a liaison and conducts parent conferences to provide support to improve attendance. The work of the attendance team has resulted in a 94 percent attendance rate year-to-date. Furthermore, it was evident that students are known well by their mentors and other staff members as shared during the student meeting where all students agreed that they feel safe and are known well by the adults in the building. One student stated, “Most students who attend this school have been here for a few years. Teachers have not gone to a new job they stay here and develop a relationship.”

- Several adults, including school leaders, demonstrate positive communications and rapport with students as was evidenced across all grades and throughout classrooms where there is a warm and respectful environment that promotes high levels of student engagement. School leaders encourage students to take an active role in school improvement initiatives. There is an active Student Council (SC) that provides Dos Puente students with a voice and enables them to organize and advocate for various school improvement initiatives. The SC advocated to implement Reading Buddies, a program to encourage fifth grade students to get to know their kindergarten peers. Additionally, SC identifies the incentives that students receive from the reading program. At times, morning meetings which allow students to bring up issues they are experiencing, are led by students. During the student meetings, all students agreed that they have a voice in decision-making to initiate school improvement efforts. One student stated, “Students are able to come up with ideas. We meet weekly to discuss ideas and ways to make it happen.”

- There is a Social Emotional Learning, (SEL), committee that provides professional learning for staff and families about Responsive Classroom. Families are invited to participate in Family Fridays every two weeks during which they participate in first period classroom activities. Furthermore, parents participate in monthly bilingual family workshops, including those about Common Core Learning Standards, Fountas and Pinnell, (F&P), reading levels, as well as enrichment opportunities outside of the school day. During the parent meeting, all parents agreed that the workshops for families help them to understand the curriculum, access community resources, identify mental health resources, and learn about extracurricular activities for their children. Thus, adult and student learning experiences are well designed to assist members of the school community with experiences that promote the development of student personal and academic behaviors that lead to success in college and careers.
Findings

Across the vast majority of classrooms, teaching practices are aligned to the schoolwide belief that students learn best and are willing to take risks when they feel safe. Instructional strategies strategically provide multiple entry points and high-quality supports; however they were not consistently observed across Spanish language classrooms.

Impact

In all classrooms, students are challenged to work to their full potential and engage in rigorous tasks that promote higher order thinking skills. While the use of turn and talk protocols, small group instruction, sentence starters, rubrics and checklists provided multiple entry points and scaffolds for students in English Language Arts (ELA), classes, they did not promote the same level of engagement in Spanish language classrooms.

Supporting Evidence

- Across the vast majority of classrooms visited, teachers provided students with a variety of supports such as visuals, sentence starters in English and Spanish and anchor charts and clear expectations for independent and small group work. During a visit to a third-grade classroom, students were observed using different strategies to solve a multiplication problem. Some students used repeated addition and others used the traditional algorithm. Students were observed explaining their strategies to their peers, using anchor charts displayed in the room to support their explanations. One student stated, “I counted by six seven times until I got to 42.” When all students completed the task, the teacher called them over to the meeting area and challenged students to model their work using a tape diagram. The teacher then reviewed the understand/plan protocol to ensure that students knew what was expected of them when completing group work. Multiple entry points and high-quality scaffolds enabled all learners, including English Language Learners (ELLs), and students with disabilities to engage in appropriately challenging tasks.

- Across all classrooms visited, teaching strategies were aligned to the curricula and the schoolwide belief that students learn best by building from their linguistic, cultural, academic, and social-emotional strengths. During a visit to a fifth-grade dual language class, students were observed independently reading fiction texts and making inferences as they read. One student stated, “We find a book that we like, so we can distance ourselves from distractions. We also have a rubric in our notebook for independent reading.” Students were reminded that they had to cite textual evidence to support their inference. When describing Esperanza the main character from Esperanza Rising, one student stated, “She is like bossy” and then cited evidence from the text, “If I were you, I would drop the second name.” All students had access to texts on their independent reading levels, visuals, sentence frames, strategic partnerships and graphic organizers, which promoted student ownership of learning and high levels of engagement. However, this level of ownership and engagement was not consistently observed in classes taught in Spanish.

- During a visit to a first-grade class, students were observed annotating a math word problem. Students used different strategies to solve the problem. One student stated, “I have my own strategy, I take away the zero and multiply then I put the number back and that is my answer.” One student was observed using a number bond to decompose the dividend to find a friendlier number to divide, in order to solve the problem. Throughout all math classrooms visited, students were engaged in solving problems that had multiple solution paths and they had a variety of tools at their disposal.
Additional Finding

| Quality Indicator: | 1.1 Curriculum | Rating: | Well Developed |

Findings

School leaders and staff have adopted Common Core aligned curricula in Spanish and English, across all content areas that incorporate rigorous habits and require students to take an inquiry approach to learning. Data from pre- and post-unit assessments is used to plan and revise curricula.

Impact

Unit plans, lesson plans, and tasks are planned and adjusted to include differentiated strategies for ELLs, Spanish Language Learners, (SLLs), and students with disabilities. Across content areas adopted curricula are rigorous, provide coherence and promote college and career readiness.

Supporting Evidence

- All curricula documents reviewed included the Common Core Learning Standards that are to be addressed with the corresponding connection to the content standards. Additionally, all plans included a content objective, language objective, academic content vocabulary, and strategic integration of the instructional shifts. Curricula documents evidence a focus on developing student academic vocabulary, analyzing texts and primary source documents, and making a claim and supporting it with text-based evidence. Planning documents include strategies for differentiating academic tasks based on student work and assessment data, so diverse learners, including ELLs, SLLs, and students with disabilities have access to the curricula and demonstrate rigorous habits and higher-order skills. Across all content areas Spanish Language lessons and units are aligned to English Language lessons and units to promote coherence and student fluency in both languages.

- Lesson plans across grades, subjects and special populations indicate a range of planned adjustments to make the curricula accessible for individuals and groups of students. A fifth-grade math lesson plan includes student groupings that were based on previous summative assessment and the latest exit ticket. The plan identified students that would receive small group targeted instruction, work in partnerships, and work independently. Also included in the plan were differentiated tasks for students working at one of three levels; beginning, developing or secure.

- Driven by a schoolwide instructional focus on developing bi-literate students, teachers determine which units will be taught in English and which will be taught in Spanish, including tasks that are rigorous. Plans include academic content vocabulary in both English and Spanish. Plans require students to use an inquiry approach and question the content they are learning and apply what they learn in various contexts. A fourth-grade history unit included three days of fact gathering, the need to identify three research topics, develop an essential question and a plan to answer the essential question. Additionally, the plan identified four possible field trips to expand student learning outside of the classroom.
Findings
Across the vast majority of classrooms, teachers use and create assessments and rubrics in English and Spanish that align with the schoolwide curricula. School leaders and staff administer common assessments to create a clear picture of student progress toward goals across grades and subjects.

Impact
Teacher use of data from common assessments results in developing a clear portrait of student progress, creating individual student goals, providing students with actionable feedback, establishing groupings for instruction and making effective adjustments to the curricula, resulting in increased student mastery by the school’s population, including SLLs, ELLs and students with disabilities.

Supporting Evidence

- School leaders have established a schoolwide assessment timeline for the administration of common assessments. This includes staff administering beginning-of-unit and end of-unit assessments, the results of which are used to refine class compositions. For instance, Fountas and Pinnell results are used to identify students in need of reading intervention. Data from the first two assessment cycles reveal that students, including SLLs, ELLs and students with disabilities exceeded their individual target goals for increased reading levels.

- Across the vast majority of classrooms, students were observed using various rubrics and checklists, such as discussion rubrics, classwork rubrics, and task-based rubrics to guide their work. During the student meeting, students shared their understanding of their assessment data and status relative to a continuum of mastery. They referenced their goals generated from meaningful rubric feedback and classroom assessment data and outlined next steps for their work. Students were also able to elaborate on how they were going to achieve their goals. Feedback to one student aligned to the rubric read, “You have demonstrated very clear understanding of the concepts in unit one. Some further things to think about are using models to demonstrate your thinking to others and using place value to support your reasoning.” During the student meeting, one student stated, “My teachers feedback helped me know what I needed to do and work on.” Teachers provide students with meaningful feedback that supports them meeting or exceeding their learning targets.

- Results from personal and persuasive essays from an on-demand writing assessment were used to create student groupings. Students were grouped in one of three levels, striving, at grade level and above grade level. Lesson plans included curricula adjustments for structure, development, and conventions. Additionally, schoolwide, teachers analyze student reading data to establish a clear picture of student mastery and develop individual goals for students. Next steps for one student read, “Strong fluency, reads with expression and inferential analysis, but needs to work on thinking deeply about author’s craft and providing evidence.” Teachers use of common assessment data to establish learning targets results in increased mastery for all students.
Additional Finding

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

Findings

The school leader consistently communicates high expectations aligned to the Danielson Framework for Teaching to the entire staff through the Weekly, additional emails and at professional development sessions. Staff members successfully partner with families and establish expectations for their children’s college and career readiness.

Impact

The school leader’s utilization of staff orientation and ongoing professional development establishes clear expectations that is evidenced across the school. Staff members’ verbal and written communications with families provides them with consistent updates about their children’s progress.

Supporting Evidence

- Prior to the start of the school year, school staff conduct home visits for all new incoming students and their families. During the visit, school staff establish partnerships with families and effectively communicate expectations for college and career readiness and identify the supports that are available for the family. Parents receive a family handbook that communicates expectations regarding curriculum, four cornerstones, family partnerships, school policies, and options for after-school enrichment activities. In addition, school leaders request that parents participate in five school events every year, such as Literacy Night, Arts Night, Family Fridays, and parent workshops. Parents acknowledge receipt of the handbook by returning the signature and commitment page.

- Teaching staff new to the building attend new teacher orientation prior to the start of the school year. During orientation new teachers are assigned a mentor, have an opportunity to meet with their grade team and attend an institute for the reading and writing program. In support of this protocol, new teachers receive feedback on observations from their mentors and mentors identify resources to support teachers with meeting schoolwide expectations. There is also a number of teacher teams that facilitate collaborative decision. These processes result in a culture of mutual accountability amongst staff and school leaders.

- School leaders issue the Weekly to effectively communicate schoolwide expectations for instruction, assessment, and professionalism, and grade team meetings support teachers with meeting schoolwide instructional and assessment expectations. Included in a Weekly newsletter, “Informal observations reveal that students are feeling comfortable in their classrooms. Be sure to include exercise breaks as children are still building stamina after a summer of more freedom, especially the kindergarten through third grade students.” Staff members receive a handbook that reiterates schoolwide expectations and identifies important school policies that need to be adhered to maintain a safe and orderly environment that is conducive to adult and student learning.

- The parent coordinator and an academic team oversee the engagement of and communication with families to ensure that it is consistent and frequent. All staff keep family engagement logs. Teachers prepare students to facilitate student-led conferences that inform their family members of their progress. In addition, parents receive progress reports and report cards with a narrative that conveys academic and social-emotional progress. There is a class parent for each class that acts as a liaison to parents, and all are invited to attend a variety of workshops during and after school. During the parent meeting, all parents agreed that the staff is super accessible. One parent stated, “The workshops for the parents helps us to understand the curriculum and how they are teaching our children.
Findings

The vast majority of teachers are engaged inquiry-based professional learning that is differentiated to address individual teacher needs and specific school needs. Teacher teams systematically utilize data analysis protocols to analyze student work and establish future professional development goals.

Impact

The work of teacher teams engaging in inquiry-based professional collaborations has resulted in schoolwide coherence, improved teacher practice and increased mastery of goals for students.

Supporting Evidence

- During the fourth-grade team meeting, teachers were observed using a looking at student work protocol to assess the impact of their inquiry focus around increasing the volume of student writing. Teachers shared the strategies that they were trying with reluctant writers, such as shared writing, growing ideas, model texts and sentence stems. After review of student work samples, teachers discussed their findings and identified next steps to continue to increase the volume of student writing. Teachers noticed that students performing below grade level were not elaborating on their opinions, so teachers agreed that they will implement more shared writing that will focus on structure and start with one sentence paragraphs and add a model text, as well as group the students based on the assessment data. For students performing on grade level, next steps included providing resources and anchor charts in both English and Spanish. Additionally, the team generated questions for the administration to consider. The work of teacher teams has resulted in increased teacher capacity and schoolwide instructional coherence. One teacher stated, “We have created trustful relationships. It adds a measure of accountability.”

- Teachers and administrators participate in a Learning Partners Program (LPP) focused on oral language development in math. There is an LPP team member on each grade level team, who supports the team with the use of protocols and data analysis. Grade teams worked to identify a Problem of Practice, (PoP), for each grade. The PoP for the third grade was, “Students are unable to transfer scaffolded strategies to their independent math work time.” Using assessment data the team developed strategy groups for developing mastery and basic skills in math. Teams selected three ELLs for whom they were to collect data after application of the retaught strategy. The third grade ELLs rose 15 percent as evidenced by student assessment data. Additionally, the third-grade team provided small group instruction around specific language structures, which resulted in emergent bilingual students engaging in classroom discussions by using a targeted language structure, which was also successfully implemented in whole group settings.

- Team leaders use a grow, glow, and question template to inform school leaders of the impact of their teacher team work, identify challenges they have faced and ask any questions they may need answered to push their work forward. A fifth-grade section of a completed template informed the school leader that inquiry units have been launched and students are enjoying the topics. “We are still setting up routines that are new for the grade and we need to order inquiry books soon.” The school leader’s response was, “Be specific in the kind of inquiry books you are looking for. We have a lot of titles on the fifth floor.” Staff members were identified to support obtaining additional inquiry books. Thus, distributive leadership structures are embedded and teachers play an integral part in decision-making that affect student learning.