Quality Review Report

2018-2019

The East Village Community School
Elementary 01M315
610 East 12 Street
Manhattan
NY 10009

Principal: Bradley Goodman

Dates of Review:
November 28, 2018 - November 29, 2018

Lead Reviewer: Robin Posner
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

The East Village Community School 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

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</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>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>Area of Celebration</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>Additional Finding</td>
<td>Proficient</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>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Findings
Across classrooms, teacher-created rubrics and assessments offer a clear portrait of student mastery. Classroom assessment practices including turn and talks, exit tickets and student-to-student discussions are ongoing, varied, tailored to student needs and progress toward goals.

Impact
Teachers and students receive meaningful feedback regarding achievement. Assessment practices result in effective adjustments that meet student learning needs and students are aware of their next learning steps and demonstrate increased mastery.

Supporting Evidence

- The school uses data from pre-assessments, running records, unit tests, exit tickets, and State assessments to determine strategic groups, refine whole-class instruction, and determine student needs for additional instructional support. The analysis of assessment results has led to the development of instructional goals for staff and students and the reinforcement of skills across all subject areas. The use of data to inform and adjust instruction in all content areas is consistent across classrooms and classroom checks for understanding lead to instructional adjustments that support all learners. For example, a review of reading assessment data revealed that a disproportionate amount of grade-one and -two students are below grade level. As a result, the reading intervention specialist provides targeted small-group phonics instruction using research-based support to these students several times per week and, after one cycle, most students have already made progress.

- A review of student work and meetings with teachers and students revealed that feedback on student work includes next steps across subjects. Comments on an English Language Arts (ELA) task provided students with positive feedback and next steps. One teacher noted, “I like how you used a good balance of paraphrases and quotes. Next time add in transition phrases so that your paragraphs are not repetitive.” On a math assignment, the teacher offered the following next steps, “Your answer is correct but your explanation is not clear. How can you communicate your process for solving this problem so that others can see your thinking?” A student shared that at their next conference, the teacher worked with her on how to make her thinking visible, “This conference really helped me understand that the more I can show my thinking, the more it helps me understand the process to solve the problem in multiple ways. Since this conference, I always keep this in my mind when I’m working on solving math problems.” Students shared that after conferencing with the teacher, they can resubmit their work to be re-graded. Student work reviewed showed evidence of original work, conferencing notes and resubmitted work, each step with teacher feedback.

- In all classrooms, teachers consistently check for understanding using turn and talks, exit slips, student writing, and student discussion. Teachers use this data to drive changes needed in grouping and instruction, as well as to drive student conferences for goal setting. Each student meets with the teacher during individual conferencing to work on core-curricular goals and next steps that the teachers continually monitor via daily checks for understanding, formal assessments and informal conferences in class. Students are well aware of their goals and shared that their next steps and goals are written either in their notebooks or forms that they have on their folders. Students shared that the teachers help them meet their goals by providing them with feedback on their work that includes next steps. One student stated that “We never run out of goals because every time we conference with our teachers, we discuss how we can push ourselves further.” Goals shared by students include planning and organizing writing better, using more academic vocabulary, using multiple strategies to solve problems and backing up claims with facts. When students meet goals, they create new goal on their own or with teacher input.
Area of Focus

**Quality Indicator:** 4.2 Teacher Teams and Leadership Development

**Rating:** Proficient

**Findings**

The majority of teachers are engaged in structured, inquiry-based professional collaborations such as grade-level, special education, and subject area teams that includes the ongoing review of data and student work.

**Impact**

Teacher collaborations have not yet resulted in school-wide instructional coherence and increased student achievement for all learners and mastery of goals for groups of students.

**Supporting Evidence**

- Teachers are strengthening their instructional capacity through team collaborations. Each teacher selected a year-long focus that works towards the achievement of school goals. The review of data is deliberate and aligned to a problem of practice. For example, the grade-four and five ELA teachers reviewed student work samples looking for trends across the grades. In reviewing the work, they noted that all students in a particular subgroup were scoring below the benchmark on constructed response writing. Once this was determined, teachers created a problem of practice to drive the next steps moving forward including determining that the goal of the inquiry was to ensure that the targeted students deeply understood what they were reading and could include all the important details in their written responses. In one case, a teacher reported that since the team focus is to examine and track data, she is already noticing patterns and trends in her classroom and adjusting her teaching accordingly. She stated, “It’s already making us more mindful of our practice.” However, inquiry work across grades and subjects does not yet result in school-wide instructional coherence and increased student achievement for all learners.

- Teacher teams include grade-level and department teams, a special education implementation team, and a child-studies team. Teacher teams utilize a problem of practice protocol along a root causes protocol to develop the focus for the team and utilize a rolling agenda stored in a shared online folder to memorialize and track teacher team progress and impact. School leaders and teachers are beginning to refer to this to lead to schoolwide instructional coherence.

- Teacher teams are working on adopting protocols including how to review and analyze work, roles and timing, and analyzing assessment data and student work across classes and grade levels. Teams plan to focus on the lowest four students who are performing disproportionately lower in each class. Inquiry agendas and minutes reviewed show evidence of teachers reviewing a math assessment using a fishbone protocol and plans for creating a student-facing rubric that students will be given prior to starting math tasks. However, this work has not yet resulted in shared improvements of teacher practice and mastery of goals for groups of students.
**Additional Finding**

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

School leaders and faculty make purposeful decisions to align curricula to Common Core Learning Standards, content standards and integrate instructional shifts such as the use of text-based evidence and academic vocabulary. Faculty plans and revises curricula and academic tasks using student work and data.

**Impact**

Adoption of Common Core-aligned materials and strategies across subjects, as well as consistent planning, ensure that curricula are coherent across the grades and cognitively engaging for a range of learners.

**Supporting Evidence**

- Curriculum maps and unit plans reviewed across content areas provide evidence of alignment to the Common Core. Teachers design and review student learning opportunities with the purpose of strengthening the connection between vocabulary development, reading and writing as well as content knowledge across all curricular areas. Across lessons, including Integrated Co-Teaching and general education classes, there is evidence of the instructional shifts, specifically finding text-based answers, vocabulary use, writing from different sources, fluency, and deep understanding.

- Academic vocabulary is used and modeled to ensure that students are building their ELA and math academic vocabulary. Unit plans in literacy and math illustrate multiple ways to present academic tasks and vocabulary which integrate instructional shifts with a variety of entry points for all students. For example, one lesson plan calls for students to cite evidence from a text and use graphic organizers and a sight word list to accomplish their assignments. Another lesson plan asks students to complete an exit ticket by explaining how they solved a math problem using math vocabulary like quotient, multiples, and divisor in their responses.

- Teachers review exit tickets, student writing, and other formative assessments to create individual student learning plans for bands of students within a unit. Each contains scaffolds such as video clips, frontloading of vocabulary, anchor charts, laptops, and sentence stems to ensure that all learners have access to the curricula and task. An algebra lesson includes individualized task cards, reflections and a problem-solving strategy graphic organizer. Teachers plan and refine lessons and tasks based on assessments of student work, Individualized Education Plans (IEPs) and teacher observation data. A grade-five math lesson indicates that students will be grouped with attention to mathematical ability based on the previous day’s exit tickets in the current unit of study, with teacher supports as needed. The lesson plan also includes notes on students who might have confusions and need extra support from the paraprofessionals in the room or from other students. In a grade-five lesson plan, high-performing students will pair with lower-performing students to help provide access to the curricula as well as peer-to-peer feedback.
Additional Finding

Quality Indicator: 1.2 Pedagogy
Rating: Proficient

Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs informed by the instructional shifts that foster higher-order thinking. Teaching strategies such as small-group work and differentiated tasks provide multiple entry points into the curricula.

Impact

All learners, including English Language Learners (ELLs) and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-level thinking in their work.

Supporting Evidence

- The instructional priorities for all classes include a focus on small groups, differentiated tasks and assessments, multiple pathways, actionable feedback, ongoing checks for understanding and student-teacher rapport. Most of these adopted priorities were evident throughout classes and provide students with opportunities to produce meaningful work. In a grade-four science class, students were working on determining the best energy choice. Students worked individually and then in pairs to find three pieces of text-based evidence to make a claim why the energy source they were reading about was the best. As pairs shared, they were asked to share their individual thinking with each other without commenting or defending their own thinking. Then, students were told to decide for themselves which energy source was best and write a persuasive essay about it that included text-based evidence. In a grade-five ELA lesson, students looked through a leveled non-fiction books and spoke with partners about non-fiction text structures found within the texts.

- Across classrooms, students were arranged in pairs, triads or small groups to promote discussion and critical thinking and to support the needs of individual learners. During a grade-two writing class, students were working in pairs or triads practicing how to use a feedback protocol to give feedback to a peer that helps improve their writing. Students read their work to their partners; the partner jotted down feedback regarding how the writing made him or her feel, if he or she liked it, or if more details could be added. The reader then jotted down the feedback on his or her draft with a red pen and worked to try to incorporate it into the writing. Students were placed together purposefully so that each pair or triad could have the benefit of having rich discussions that demonstrate higher-order thinking with peers.

- Multiple entry points enabled learner access to the material. During a grade-one math lesson, differentiated supports such as individual whiteboards, markers, manipulatives, a chart, and the interactive whiteboard were available for students. During a grade-four math lesson, students were given graded exit tickets and assessments to review. Students were then asked to self-select two of five review stations that they thought would help support areas in which they were still struggling. Stations included independent study, assorted partner activity work and an online program. Each student also participated in a mini-lesson with the teacher. During a grade-two science activity, students worked in ability-leveled groups to plant seeds, using scaffolded directions. Students then engaged in a think-draw-pair-share activity to hypothesize what the seeds would need to grow into full-sized plants.
**Findings**

School leaders and staff systematically emphasize high expectations for professionalism and academic excellence to the entire school community via a staff handbook, professional development (PD) and other structures. The school partners with families to communicate expectations for college and career readiness via workshops, classroom visits, and other venues.

**Impact**

Staff maintains and benefits from a culture of mutual accountability around high expectations. Partnerships with families support students in their progress toward college and career readiness.

**Supporting Evidence**

- School leaders consistently communicate high expectations for professionalism and instruction through a staff handbook, emails, PD, and newsletters. Expectations around working in the service of children and their families, being present, working smarter not harder, using data to drive instruction and being adult learners in an ongoing fashion are all communicated in the handbook and via weekly memos. It is made clear to all stakeholders that teachers are expected to be reflective and self-aware practitioners who meet students where they are and move them along the academic continuum. Leadership is diligent about modeling ownership of these practices for all. For example, leadership often shares their self-reflection of their growth as learners in staff meetings to demonstrate that these meetings are a place to voice concerns and be able to take risks in a safe way. Both staff and students expressed that leadership consistently demonstrate behaviors that show they are self-monitoring and showing respect for all in any situation and this is evident in the school environment survey which showed an increase in teacher principal trust from the previous year.

- Teachers hold each other accountable for high instructional expectations through their collaborative common-planning sessions. Additionally, teachers hold each other accountable for their colleagues’ professional learning in that all teachers participate in the PD process by presenting best practices at whole-faculty PD sessions. Leaders and teachers shared that meetings to discuss mutual accountability towards meeting school and individual goals are ongoing. They both spoke about the understanding that there is a mutual accountability in place and that together they are responsible for their professional responsibilities and for providing the scaffolding and supports needed to promote student success. A teacher stated, “We work as a team to provide professional development and support to each other, including school leaders, to ensure we are always on the same page about what we are doing to support success for our students.”

- School leaders and faculty effectively communicate high expectations for college and career with students and parents. Parents and students expressed the expectation that students will go on to competitive middle schools, high schools, and colleges. Parents stated that the school helps them in meeting these goals by providing support via workshops given by the parent coordinator and the help the school provides for the middle school process. Parents praised the school’s communication of expectations and stated they always know how their children are performing and what needs to be done to meet or exceed their goals. The school provides workshops to parents monthly as well as during Family Fridays, a time for parents to learn alongside their child in the classroom. Workshops included sessions on an overview of the curriculum at each grade level, transitions from grade to grade and anti-bullying workshops which were requested by families. The school communicates with parents regularly via emails, memos, the school website and an online platform that allows parents, students and teachers to see student work artifacts with feedback and engage in reflection and feedback.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Well Developed</th>
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</thead>
</table>

Findings

School leaders and teacher peers support teacher development with effective feedback from frequent and strategic classroom observation cycles. Feedback is aligned to the Danielson Framework for Teaching and accurately captures strengths and weaknesses and next steps.

Impact

Effective feedback elevates school-wide instructional practices and emphasizes continuous pedagogical growth as teachers are supported in meeting professional goals.

Supporting Evidence

- Frequent cycles of classroom observations provide feedback utilizing the Danielson Framework for Teaching. Leaders and teachers shared that observations can be both evaluative and non-evaluative to support leaders looking for trends and patterns to share with staff. Each rated item on observation reports includes specific language from the classroom evidence that supports the rating, as well as actionable next steps. For example, one observation report includes feedback to ensure that the teacher is jotting down notes after conferencing with a student to track student progress. Another report details having a salient teaching point so that all students can apply what is being learned. Other observation reports document asking teachers: to boost the listener's role during peer feedback to ensure active engagement for all students; to ensure that the daily flow of the day or schedule shifts in response to what is happening that day so it is a usable tool for students to keep track of their day and set their own expectations. One teacher reported that due to feedback offered by a school leader, she has been giving stronger written feedback to students that includes actionable next steps and that students are using the feedback to improve their grades. Additionally, teachers and leaders shared that there are formal and informal processes to visit other classrooms and learn from each other. Teachers have the opportunity to coach other teachers after attending off-site training. Teachers shared that the planning, observing and debriefing are invaluable to their practice and helps them build coherence and create excitement in their classrooms.

- Observation reports also serve to reinforce feedback offered in earlier reports. For example, one observation report includes feedback indicating that the teacher needed to work on managing student behaviors with regard to setting a respectful tone in the classroom. A future report indicates that the teacher has begun to implement this strategy successfully. The fact that this specific recommendation was made in a previous observation report was also noted. In another report, a teacher is advised to read a specific chapter of a professional text to help his guided reading instruction with specific techniques. A later report indicates that the teacher has begun implementing the practice and resulted in improved ratings for this teacher as evident in Advance. Teachers shared that the feedback received after formal and informal observations is always aligned with individual teacher goals. The in-person conversations always include discussion about whether a teacher is on track to meet individual goals and if they need to be adjusted or expanded and what additional support a supervisor can provide to individuals in meeting their goals for the year.

- In addition to the reports resulting from official classroom observations, there are emails that document informal classroom visits, that contain time-bound, actionable and meaningful feedback. Teachers shared that the school leaders do not necessarily formalize these observations and just share in the moment the feedback on what was observed. One teacher shared that he was given feedback regarding designing coherent instruction. The teacher reported that he reflected on the advice, implemented it and this has resulted in much more successful development of his planning as evident in his last written observation thus, moving him along the continuum needed to meet his goals.