Quality Review Report

2018-2019

P.S. 056 Harry Eichler

Elementary 27Q056

86-10 114 Street
Queens
NY 11418

Principal: Ann Leiter

Dates of Review:
October 25, 2018 - October 26, 2018

Lead Reviewer: Luz Cortazzo
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. 056 Harry Eichler serves students in grade 2 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>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>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><strong>To what extent does the school...</strong></td>
<td></td>
</tr>
<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>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Area of Celebration</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

Action-research teacher teams meet regularly to systematically analyze teaching practices and student work products to review the quality and delivery of instruction. Teacher leaders work collaboratively with school leaders to make curricula and instructional decisions.

Impact

Through teamwork, teacher collaboration and sharing of their best practices, have led to the collective improvement of teacher practice and mastery of goals for groups of students. Teachers integral involvement in key decisions, have resulted in student demonstrated success.

Supporting Evidence

- Teacher teams systematically and strategically engage in Collaborative Action Research Project (CARP) to analyze the quality and delivery of instruction, as well as feedback given to students. For example, during the fourth-grade meeting, teachers across classes discussed findings from baseline literacy and math feedback and student survey results, examined samples of student writing, identified misconceptions, and their takeaways. It was determined that 44 percent of the students did not apply feedback given by the teacher correctly. Then, teachers correlated the information and as a team decided on a new strategy to implement and teachers are expected to bring documents to the next meeting that reflects their use with student work. Additionally, teachers report, that the use of mentor texts such as Thanks for the Feedback support their instructional work.

- During the teacher team interviews, teachers expressed how their collaborative work allows them to be reflective in their teaching practices and focus more on students’ specific needs. For example, the Algebra for All (A4A) team composed of grade four and five teachers, stated that their collaboration has resulted in shared improvements in teacher practice, specifically the level of student engagement and open-ended tasks with students demonstrating deep conceptual understanding of math concepts through the use of a choice of strategies to arrive at a solution. Teachers stated that their participation in CARP literacy and CARP A4A have allowed them to collaborate with each other to support their practice. An analysis of student’s math samples showed that the students were able to demonstrate deep conceptual understanding through the use of teaching strategies, such as Question, Visualize, Expression, Solve, Answer, Check DR. (Qvesac) Thus, supporting students’ growth towards mastery of student group goals.

- School leaders and teacher leaders identify distributed leadership structures that are deeply-rooted in the school’s day-to-day operations and articulate how they serve as a conduit for teacher input in strategic decisions that affect student achievement. For example, teacher leaders with the administrator support participate in a yearlong Teacher Leadership Program (TLP). These teacher leaders lead professional development and facilitate CARP and A4A grade level meetings. Documents reviewed evidenced shared leadership, in which teachers are responsible for high-level decision making, in collaboration with school leaders.

- Teachers expressed how they feel empowered to share their ideas with school leaders and have flexibility in revising or changing units based on students’ needs. For example, the A4A teams used student work samples to inform practices and adjusted the pacing schedule to support student needs. Teachers state that they are more capable of speaking a common language about inquiry and being able to work more collaboratively and effectively together, promoting teacher capacity schoolwide coherence and consistency.
Findings

Teacher practice is entered around an articulated set of beliefs about how students learn best. It is informed by the instructional shifts such as academic vocabulary, and deep understanding in math. Teacher practices provide strategies to serve as entry points for challenging tasks and student work yet, the use of strategic extensions vary.

Impact

Although teachers share a common belief around student learning, student demonstration of higher-order thinking and a coherent reflection of the instructional shifts in student work products varied in a few classes.

Supporting Evidence

- One of the beliefs in the school is that students learn best when engaged in the ownership of their own learning. Across classrooms, there was clear evidence of teaching points that are aligned to the curricula, such as asking students to use the writing process in order to make improvements to their own writing. However, in a few classrooms, lessons, teaching strategies and planned activities, did not yield student work products reflective of the expectations in the curricula. In one classroom, all the students were working on an individual writing task with the support of a graphic organizer, a checklist and descriptive word list to guide their writing, thus those who were ready to work without scaffolds were not further challenged to write on their own.

- All classrooms demonstrate evidence of structured opportunities to engage in tasks on their own or with peers that required the use of academic vocabulary, genre-specific, evidenced-based writing and demonstrating deep understanding and application of math concepts in their work. For example, students in a fifth-grade math class engaged in a paperless “What's Missing?” math talk activity to find the missing divisor. Students used number properties and order of operations to picture factors in multiple ways using the commutative and associative property of multiplication. Students used independent solving time to describe and model all the factors pairs for 30, by drawing a picture that shows both the factor as well as the product. Students experienced success as evidenced by a review of completed picturing factors in different orders tasks recording sheets reviewed.

- Across classes, while students, including English Language Learners (ELLs) and students with disabilities were consistently given opportunities to work on varying academic tasks during class lessons, the use of extensions in tasks to deepen student engagement in challenging work was evident in several classrooms, including a second-grade Integrated Co-Teaching (ICT) math lesson where students engaged in whole class discussions in which students talk about mathematics which reflects conceptual understanding of skills. The tasks sheets were differentiated according to student need. Students shared findings with a peer and then with the whole group. The teacher followed up by posing additional questions that challenged students to share strategies they used to solve a problem. Similarly, in one third-grade classroom, students were working on understanding the relationship of addition and subtraction by using the commutative property. Students engaged in mathematical reasoning and debate. However, similar extensions in tasks were not evident in other classrooms, including classrooms with advanced learners.
### Findings

All curricula are aligned to the Common Core Learning Standards and ensure the incorporation of the instructional shifts such as solving multi-step problems, use of text evidence, text complexity and academic language. Teachers utilize student work and data to plan and refine curricula and academic tasks across grades and content areas.

### Impact

As a result, the teachers make purposeful curricular decisions to build coherence and promote college and career readiness for students. The planning and refinement of academic tasks based on students’ specific needs are built into lessons where students are cognitively engaged.

### Supporting Evidence

- The school faculty revises and modifies their curricula utilizing a comprehensive program for reading, including resources from *Expeditionary Learning, Journeys, Wonders and Cornerstones*. In addition, teachers have decided to combine two of their main math programs, Go *Math!* and A4A programs to support their work in increasing standards-based instruction. Other content area curricula consist of *Foss* science kits, and *Passport* for social studies series, resulting in standards-based academic tasks.

- Teachers utilize pre-assessment data from Measures of Student Learning (MOSL) assessment. All students are administered a beginning of the year on-demand writing task. This task is scored by the homeroom teacher, providing them with an opportunity to analyze student performance and plan instruction accordingly. Shared cross-curricula shifts such as building knowledge through content-rich nonfiction and informational texts, reading and writing grounded in evidence from text and regular practice with complex text and academic vocabulary are present in a grade four writing unit, and other lesson plans and rigorous academic tasks across the school. Curriculum maps and unit plans are updated and revised on a continuous basis based on the teaching of lessons and as a result of student’s response and work products from classroom lessons. Conference notes are maintained for individual students in writing. A review of tasks revealed that individual students lacked details in their writing and were provided pictures and labels to aid them in providing more details. Unit refinements for ELLs include frontloading vocabulary and pictures cues to support comprehension. Students with disabilities are placed in high-low partnerships to support language and writing skills. These particular modifications and refinements support targeted cognitive engagement for all learners.

- Lesson plans include tasks that incorporate the instructional shifts such as solving multi-step problems, focused standards, deep understanding and application. Math tasks reflect prompts which ask students to decide the types of strategies they would use to solve a multi-step problem. Additionally, task procedures reflect prompts for students to show their work when solving problems and provide an explanation of the solution, where students are able to demonstrate deep understanding in math, an instructional shift. Teachers connect the learning within and across grades to build coherence so that students are able to transfer math skills and understanding built in previous grades.
Findings
Teachers use grading policies, rubrics and common assessments such as the Fountas and Pinnell leveled reading assessments program that help to track student progress across all grades and subject areas.

Impact
Teachers provide students with feedback that is actionable and adjust curricula as needed based on students’ outcomes.

Supporting Evidence

- Teachers regularly analyze information from common assessments about individual student performance to determine if students are making progress and to identify students that need support. Teachers use their class-level information from pre-and post-unit assessments and from the baseline to mid-year assessments to determine whether students are making progress. Across the school, students are placed in small instructional reading groups during assigned reading blocks based on a common instructional need, or strength. Cluster teachers support literacy classes with a push-in model for one period. Targeted small group support is provided for students who are performing below the standards using FUNDATIONS, SPIRE and Preventing Academic Failure (PAF). These programs incorporate interventions to support phonological awareness, phonics, fluency, vocabulary and comprehension. This structure allows for reduced class/group size and provides more individualized support. School leadership and teachers report, and documents reviewed confirmed that students with disabilities and ELLs who receive these supports are making gains on reading assessments. A review of documents reflects adjustments such as these in across other subject areas to support student progress.

- Student work is assessed using standards-based rubrics by highlighting the descriptions that most closely match the qualities of student work. For example, a grade five student received actionable feedback on a math task using a Four-Star Math Response criterion. The feedback read, "It is great that you used your Four-Star Response Checklist to revise your work. Your visual model is great. Next time try to include more math vocabulary in your explanation”. Students stated that teachers provide them with rubrics and anchor papers prior to getting a performance task, which allows them to know what is expected of them and strive to get a good grade.

- The school has a standard grading policy that is known by all staff, students and parents. The grading policy was visible in many of the classrooms visited in places where students had full access to it. Feedback on many of the assignments reviewed was actionable and gave students their strengths from the assignment along with specific next steps. For example, feedback on a student’s math assignment included commending the student for successfully explaining the answer using the strategy; Do Read Question, Visualize, Explanation, Solve, Answer, Check (DR.Qvesac) and offered next steps that involved labeling all parts of the student’s answers to the problem.
### Findings

School leaders effectively convey high expectations regarding teaching and learning through open dialogue and professional learning opportunities for all staff. School staff effectively collaborates with families in relation to students’ college and career readiness.

### Impact

The effective communication results in a culture of mutual accountability for all members of the school community. The successful collaboration between the staff and partnership with families explicitly provides a clear path towards increased student achievement and college and career readiness.

### Supporting Evidence

- The school leaders provide support and coaching to staff through instructional coaches, on-site and off-site consultants. For example, teachers are aware of the system of accountability for those expectations which are communicated on an ongoing basis and make the necessary adjustments in teaching practices to build their own capacity and help students perform at their optimal best. The school leaders hold all teachers accountable for delivering high-quality-data-driven instruction, with multiple entry points and questioning and discussion techniques linked to rigorous performance tasks that reflect student diversity and maximize student engagement. In alignment with the Danielson Framework for Teaching, observation reports provide teachers with specific feedback addressing the targeted elements of their practice, such as questioning and discussion practices. A review of observation reports shows an increase in ratings across teachers in components of questioning and discussion and student engagement that demonstrate their ownership. Teachers shared how they understand what is expected of them and how they ‘hold themselves accountable as teachers and leaders for everything that takes place in our school’.

- During the meeting with families, parents stated that they are invited to participate in frequent sessions where they learn about expectations for their children. Some stated that they were invited to come out to Meet the Teacher Night in September, which offered an overview of curricula and provided information on the development of children’s sense of responsibility and positive academic and personal habits. Furthermore, parents receive a parent handbook with information on conferences, homework guidelines, attendance, and parent involvement opportunities for parents. Parents expressed appreciation for the ongoing communication via emails and telephone calls to inform them of their children’s academic progress and social development. Additionally, a mobile phone app is used by teachers and parents to communicate progress, missed homework, and other school related events. Parents shared that these practices have had a tremendous impact on them as they are able to communicate with their children, understand what they are learning, and support them at home.

- Parents are informed about the work their children are doing through regular progress reports that include reading levels known as the Blue Sheet which is issued three times a year. The Blue Sheet also contains a chart identifying beginning-middle- and end-of-year, grade-level expectations so parents can gauge their child’s reading status. In addition, the school offers multiple family workshops on the standards and ways to support their children at home. Parents stated that “Workshops are informative and engaging and allow parents and students to work together.” One parent reported and others agreed that the strategies learned at the workshop were used at home and in school and noticed improvements in her child.
Additional Finding

Quality Indicator: 4.1 Teacher Support and Supervision  
Rating: Proficient

Findings

School leaders support the development of teachers with effective feedback and next steps using the Danielson Framework for Teaching. There is an effective system using Advance, the teacher evaluation system, and other data to inform professional development and make informed decisions regarding staff assignments and succession plans.

Impact

School leaders ensure that feedback articulates clear expectations for teacher practice and use professional learning and informed decisions to support their professional growth and elevate schoolwide instructional practices.

Supporting Evidence

- Teachers reported, and a document review confirmed, that next steps in observation reports provide examples of strengths and recommendations. A review of next steps for a teacher required creating a checklist or rubric aligned with the intended outcome for the students. For example, in order for students to monitor their own learning, students can use guidance when discussing an experiment. A checklist or rubric can ensure they are completing the necessary steps throughout the experiment, assist their discussion, and provide them with guidelines. Similarly, another example read, “You did an excellent job of posing questions, allowing wait time and permitting the children to think out loud. It was through this experience that children were able to change their thinking. Children readily echoed the question.” The year concludes with end-of-the year conferences discussing teacher practice related to the Danielson Framework for Teaching and next steps for professional support both individually as well as schoolwide. This process allows teachers to actively engage in their professional growth with feedback that articulates clear expectations and support their development.

- Teachers receive additional support from their peers through teacher-led professional development sessions. Teachers stated that professional development decisions are derived from multiple factors, including areas of need in teacher practice, student performance, and curriculum development. For example, teacher leads support their peers in unpacking and implementing math content using A4A and research-based strategies from CARP. In addition, teachers receive five days of professional development for each grade provided by the A4A staff to assist with designing coherent instruction. Furthermore, leaders and teacher leaders have established professional collaborations with cohorts of neighboring schools resulting in teachers building their instructional practices based on the Danielson Framework for Teaching.

- School leaders have an effective system that uses classroom visits and teacher observation data to effectively design and facilitate professional development based on observed teacher need. A research-based math consultant provides ongoing support to teachers during the year. Additionally, school leaders make informed decisions regarding assignments and succession plans. Observation data was used to select teachers for the school’s multi-grade reading groups, and developed succession plans and made use of TLP, where nine teachers have participated in a yearlong program developing their leadership skills, team building and organizational structures. These teachers become the facilitators of professional learning to support the design of math and literacy.