Quality Review Report

2018-2019

P.S. 064 Joseph P. Addabbo
Elementary 27Q064
82-01 101 Avenue
Queens
NY 11416

Principal: Elizabeth Mitchell

Dates of Review:
November 7, 2018 - November 8, 2018

Lead Reviewer: Adam Breier
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School


School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
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<tbody>
<tr>
<td>To what extent does the school...</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>
</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>
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<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>
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</tbody>
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## School Culture

### To what extent does the school...

<table>
<thead>
<tr>
<th>Area of Celebration</th>
<th>Rating</th>
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</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>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>Well Developed</td>
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</table>

## Systems for Improvement

### To what extent does the school...

<table>
<thead>
<tr>
<th>Area of Celebration</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>Proficient</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>Proficient</td>
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<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>Proficient</td>
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<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>Proficient</td>
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<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>Proficient</td>
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</tbody>
</table>
Area of Celebration

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Well Developed |

Findings

The school community’s approach to culture-building, discipline, and social-emotional support is informed by the theory of action that if a framework is used to communicate a common vision and establish a common language of respect, responsibility, and high expectations, then the overall school environment will become more conducive to learning. Professional development (PD), family outreach, and student learning experiences and supports are strategically aligned.

Impact

Students benefit from a safe environment that is inclusive, respectful, and guided by student voice through venues such as the Lighthouse Team Committees. Implementation of the Leader in Me program and students’ maintenance of Leadership Binders support their adoption of effective academic and personal behaviors.

Supporting Evidence

- Students have an active voice and role in leadership of the school’s culture. Through membership on Lighthouse Team Committees, students have launched and lead school improvement initiatives. For example, students serving on a Lighthouse Team committee determined the foci of student-spirit events, such as Superhero Day. Other events that have been organized and led by students include the schoolwide recycling initiative, formation of a student-run technology team charged with digital-documentation of school events, and the end-of-year Wildly Important Goals (WIGs) Day, during which students celebrate the setting and meeting of goals. All students came to quick consensus on feeling both safe and welcome in the school. Additionally, one student stated, and all present agreed, “They listen to us and make sure that we’re all heard. Even those of us who don’t want to join a committee, we all speak through our Leadership Binders.”

- The school community has implemented the Leader in Me program to strengthen students’ sense of respect, leadership, and shared responsibility over school culture. In order to support students’ growth through this program, staff members have attended and will continue to attend school-based PD sessions on implementing this program within classrooms and schoolwide, in addition to benefiting from sessions with visiting consultants.

- Each school year begins with each student setting individual academic and personal WIGs. Students engage in the creation of grade-based and schoolwide WIGs. All WIGs are complemented with student-created action plans. Each school year ends with a WIG Day event, during which students celebrate and reflect on the learning journeys that occurred as they worked toward meeting their WIGs throughout the year.

- Students’ academic behaviors are positively influenced through the Leadership Binder structure and in the regular celebrations of students’ success that occur throughout the year. All students maintain a Leadership Binder that contains sections dedicated to personal and academic goals, strengths, WIGs, learning data, and celebrations. Students conduct weekly binder reviews during which they assess their progress toward personal and academic goals and update the section that contains exams and work products about which they are most proud. Students praised their Leadership Binders and how they have helped them focus on their academic success. Across the school, students of all grades maintain a Leadership Binder.
Findings
Across classrooms, teaching practices are aligned to the curricula and reflect the articulated belief that students learn best when they work cooperatively within small student groups. Students participate in discussions that involve high-level thinking.

Impact
Students’ cooperative work within small student groups and high levels of student thinking and participation are evident across classrooms, but not within the vast majority.

Supporting Evidence

- In a grade-three math class, students added and subtracted two-digit numbers. After identifying the students who correctly answered these problems, the teacher asked those students to share with their group members the processes they used to arrive at the correct answers. Students were then asked to discuss the missteps they took that led to incorrect answers. In a grade-five science class, students worked in groups to discuss how the celery stalks in their experiment were affected by the colored liquid in which they had been placed. Additionally, students in a grade-four social studies class worked with partners to parse out segments of a narrative piece in order to determine the character and setting of a story about members of the Inuit tribe of Native Americans.

- There were also some classrooms in which students were not required to work with partners or within small groups. In a grade-two math class, students used base-ten and single blocks to answer word problems. Although the students were seated in small groups, there was no requirement that they work cooperatively. Another example was observed during a grade-one writing lesson in which all students worked individually even though seated in groups. Students within two of those groups reported that their work was to be individually completed.

- During a grade-two reading lesson, students conducted student-to-student discussions about the book, Meadowview Street, guided by the high-order thinking questions about that text that they had written during class. Grade-five students worked in pairs to read their draft essay on the benefits or detriments of immortality based on the novel, Tuck Everlasting, during an English Language Arts (ELA) class. After reading partners’ draft essays, students offered feedback to peers on how their essays could be improved. Similarly, kindergarten students turned and talked with partners about the habits used by good writers. They then directed their partners to the anchor charts that contained relevant writing tips.

- Within some observed classes, there were missed opportunities to maximize students’ participation in discussions. During a grade-one math lesson on using double-facts to learn addition strategies, students were asked to discuss the differences between the numbers ten and eleven. While students conducted these conversations, they were drawn away from the lesson’s learning target. Similarly, although students in the aforementioned grade-five science lesson worked in small groups to analyze their experiment on celery, not all students within groups were required to contribute to the conversations.
Additional Finding

<table>
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<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 ensure that curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts. Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills for all students.

Impact
Curricula promote college and career readiness through embedded activities that require students to ground their work in textual evidence and use multiple methods to solve equations. Emphasis on rigorous habits and higher-order skills require that all students demonstrate their thinking.

Supporting Evidence

- Alignment to the Common Core Learning Standards and content area standards, where applicable, as well as integration of the instructional shifts, are evident across the curricula. The shift focused on students’ reading and writing being grounded in evidence from text is noted in a grade-two lesson plan. The lesson plan also indicates that students will need to complete an exit-ticket at the end of class on which they are to write one question about the novel that can be answered by a textual quote. A grade-five science lesson plan details how students are to base their responses on changes that occurred to a celery stalk after a 48-hour period. Additionally, a grade-five ELA lesson plan includes an activity in which students are to make inferences about the protagonist in the novel, Tuck Everlasting, while also recording the textual evidence that supports their claims.

- Integration of the math instructional shifts is also evident in curricula. A grade-one math lesson plan includes an activity in which students will learn how to use a variety of strategies to add up to 20. Students will also choose a strategy to use and write about the steps that they took to complete equations in their math journal. Similarly, students are to utilize various strategies and tools while composing and decomposing tens and ones while adding numbers up to 100. A grade-three math lesson plan indicates that students are to use place-value blocks to show how to regroup and as tools when explaining subtraction with regrouping.

- There are multiple examples of rigorous habits and skills emphasized across grades and subjects in classes that have a mix of English Language Learners (ELLs) and students with disabilities. A grade-three math lesson plan includes steps students will take to complete error analysis worksheets on which they will identify and explain any errors, and share a new strategy they would use the next time they need to answer similar problems. A grade-four social studies lesson plan indicates that students will receive text-evidence, called book-bits, from the class text that students will use as they make predictions about the novel, The Sign of the Beaver, as a pre-unit activity focused on Native American society. Additionally, curricula require that students consistently utilize the scientific method while analyzing experiments, construct and answer high-level questions, and reflect on their work with the goal of self-identifying and sharing areas for improvement.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across classrooms, teachers use rubrics and checklists that are aligned with the school’s curricula to inform feedback to students. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding.

Impact

Students utilize teachers’ actionable feedback and use assessment tools to increase their achievement. Teachers’ use of in-class assessment practices and effective adjustments foster the delivery of instruction that meets all students’ learning needs.

Supporting Evidence

- Student work samples across subject areas include teacher-written actionable feedback that students use to guide their improvement. For example, students received feedback to include a hook in their introduction paragraphs in order to grab readers’ interest. Additionally, students were advised to cite additional text-based evidence to support their arguments and strengthen them by completely discussing the evidence they identified in support of their claims. Students were also advised to pay close attention to their use of writing mechanics, such as ending each paragraph with a concluding sentence, avoiding word repetition, beginning all sentences with a capital letter, indenting paragraphs, and using appropriate punctuation. Teacher feedback was included on students’ written products across all grades, including age-appropriate symbols used for the lower grades, so that all students could benefit from individualized glows and grows.

- Actionable teacher feedback written on math assignments focused students to identify the equation embedded within a word problem. Other examples of feedback advised students to show all of the steps they took to solve an equation, use more than one strategy, and explain their thinking in narrative form. Students are also reminded to check their work and use alternate strategies as a method for verifying correct answers. Similar to the age-appropriate symbols used for giving glows and grows around written work to lower-grade students; multiple examples of symbols are also used for math for the same grades.

- Across classes, teachers checked in with individual and groups of students while they worked on assignments and redirected them based on their completed work and questions from students. During a grade-three math lesson, the teacher handed color-coded index cards to students who incorrectly answered questions, in order to appropriately regroup students for targeted reteaching during the lesson’s next step. A teacher circulated throughout the classroom during a grade-four social studies lesson and conducted individualized modeling sessions after determining which students were having trouble working with a primary-source document. After both teachers realized that students were struggling with giving peer-to-peer feedback in a grade-five Integrated Co-Teaching ELA class, they modeled how students could share tips on improving the use of evidence to support their claims in an essay about immortality. In addition to these examples of adjustments made by teachers based on in-the-moment checks for understanding, teachers across grades and subject areas periodically checked-in with students as they were completing work in the visited classes.
Additional Finding

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<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

School leaders consistently communicate high expectations and provide training to the entire staff. Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students.

Impact

A culture of mutual accountability exists around teachers’ and school leaders’ support of each other in ensuring that everyone can meet the high expectations to which all are held. All students, including high-need subgroups, develop ownership of their academic next-steps through maintenance of their Leadership Binders.

Supporting Evidence

- School leaders consistently communicate high expectations through a faculty handbook, which contains information connected to the Danielson Framework for Teaching. Sections of this resource make clear the schoolwide expectations regarding establishing and maintaining a positive classroom environment, designing instruction that engages all students, purposefully grouping students, checking for student understanding, and facilitating cooperative-learning activities. High expectations around instruction are also made clear in a document that details the different ways in which the high levels of instructional rigor could be evident within a class. Additionally, high expectations regarding teachers’ engagement and assessment of students and facilitation of student discussions are addressed and subsequently reinforced in weekly Monday Message memoranda.

- The school community’s culture of mutual accountability is evident in a teacher-created calendar that indicates the times teachers are available for intervisitation, along with the skills at which they excel, in support of collegial growth. Additionally, all teachers selected common planning as their daily professional assignment and rely on school leaders to program the school such that teachers’ professional-assignment period is adjacent to their planning period so that all teacher teams have a common two-period block, evidencing teachers’ mutual accountability and a structure through which teachers hold leadership accountable for upholding high expectations. Additionally, teachers shared that common-planning sessions are held in the principal’s office. One teacher stated, and all present agreed, “This is great because she is always there to help us if we need it. Our work is better because we trust that she’s there to support us.”

- An annual event, called Leadership Day, is held during which guests representing a wide variety of careers visit the school to share their professional experiences. All students choose the professionals with whom they would most like to meet. This event concludes with a schoolwide question and answer session in the auditorium so that all students can meet all presenters.

- School staff establishes a culture for learning that is systematically maintained through the Leadership Binder structure. Binders include sections devoted to students’ strengths, interests, WIGs, individual assessment data, leadership experiences, and celebrations of success. Students establish their own academic goals, and subsequently monitor their progress toward meeting those goals within their binders. Students also consistently self-assess and update their binders every Friday during advisement time in all classes and across all grades. One student stated, “Every Friday, if we do something important, we will put that in [our] My Learning section. We also add our teachers’ glows and grows and adjust our goals.” Students also shared that maintaining their binders has empowered them too by saying that all students use them to plan their next steps toward earning high grades and making sure they do not repeat errors in the future.
Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote achievement of school goals and implementation of the Common Core Learning Standards. Distributed leadership structures are in place.

Impact

Teachers’ collaborations within content teams and working groups focused on specific pedagogical strategies strengthen their instructional capacity. Teachers have a voice in key decisions regarding instructional coherence, PD design, and departmentalization.

Supporting Evidence

- Teachers of all grades collaborate within grade-level teacher teams. The grade-three teacher team was observed reviewing students’ work and assessing their progress in acquiring domain-specific vocabulary in order to strengthen and increase their reading levels. Teachers used their analysis and identified whether struggles were based on pedagogical gaps or students’ misconceptions. Teachers determined that the in-class use of anchor charts should be increased. Linking words should be contextualized so that students would not overuse particular words, and students should receive additional instruction on the use of context clues to determine the meaning of unknown words.

- During weekly team meetings, teachers use a schoolwide protocol to look at student work and identify trends across and within grades. Using the results of student-work analyses, teacher teams surface gaps in student learning, note implications for instruction, and revise and refine curricula as necessary. A review of the agendas and minutes of other grade-level teacher team meetings indicated that explorations of students’ abilities to answer multi-step math word problems, add details to written narratives, and use thinking maps to help them accurately understand and subsequently answer questions have been conducted.

- Teachers have a voice in making key decisions about learning at the school. This is evident through teacher leaders’ service on content-based vertical-articulation teams, which ensure coherence of instructional practices with and across grades. Curricula are reviewed to ensure that students are benefiting from teachers’ instruction based on the prior year. Each grade has a designated representative who serves on each of the content-based articulation teams. Teachers also serve on the Staff Development Committee (SDC). The SDC includes one grade leader for each grade, the principal and assistant principal, special education and English as a New Language (ENL) liaisons, the United Federation of Teachers chapter leader, a Leader in Me facilitator, and an enrichment cluster liaison. The team meets monthly to discuss schoolwide data trends, plan PD cycles, and determine schoolwide policies. Additionally, teachers have been included in the planning and implementation of the departmentalization of grade-five, as well as an experiment in planning instruction for grade-three into days that are transparently devoted to either math or guided reading.