Quality Review Report

2018-2019

P.S. 090 Horace Mann
Elementary 27Q090
86-50 109 Street
Queens
NY 11418

Principal: Adrienne Ubertini

Dates of Review:
March 5, 2019 - March 6, 2019

Lead Reviewer: Lisa Reiter
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. 090 Horace Mann 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](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>
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</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>Well Developed</td>
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### School Culture

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<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</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>Additional Finding</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

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<tr>
<th>To what extent does the school...</th>
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<th>Rating</th>
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</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>Proficient</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>Proficient</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>
<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>
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</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations such as grade teams. Distributed leadership structures are embedded across the school.

Impact

Collaborations within grade teams strengthen teachers' instructional capacity resulting in schoolwide instructional coherence and increased student achievement. Teacher leadership through participation in vertical teams and other leadership roles, ensures that teachers play an integral role in key decisions that affect student learning.

Supporting Evidence

- The vast majority of teachers serve on grade-level teams that meet regularly. Each team follows a protocol to look at student work and gain new insights and perspectives on teaching and learning. Teams alternate between examining student work from reading, writing, and math. Each meeting includes interrupting student work to identify gaps and determine next steps for students. Teams also discuss next steps for teachers in their practice to address the identified gaps. The grade-five team met to review students' writing in which students were required to support a claim using two different sources. Teachers noted that most students were able to write a claim but struggled to support the claim with evidence from the two articles. To address this gap, one teacher suggested using a graphic organizer to help students. Another teacher shared a chunking strategy that includes color-coding main ideas and supporting details. The team decided to try both strategies and create an additional anchor chart. The team agreed to bring student work to their next meeting to determine the effectiveness of these practices on student achievement. In the previous inquiry cycle, grade-five teachers focused on improving students' ability to compare and contrast two texts. One teacher reported that over fifty percent of grade-five students demonstrated growth and moved to proficiency as a result of developing a graphic organizer and supporting charts in comparing and contrasting two texts. Thus, teachers engage in structured professional collaborations that result in improved practice and increased student achievement.

- Within teacher teams, teachers serve as a resource to their colleagues in strengthening their teaching capacity. One teacher notes that as a result of the grade-one teacher team meeting, her team created a new graphic organizer that helped students explain why a number sentence is true or false. She reported that as a result of this adjustment, seventy-five percent of grade-one students demonstrated growth in this skill. Another teacher shared that through discussions with the grade-three team, she adjusted her practice to include front-loading vocabulary to help the students navigate a text.

- Teachers play an integral role in key decisions that affect student learning across the school. School leaders and teacher leaders from across grades and departments serve on a vertical team. The vertical team is charged with identifying schoolwide strengths and gaps, as well as collaborating on decisions such as which curriculum should be adopted. As an example, teachers on this team adjusted the schoolwide differentiated instructional plan that teachers are required to complete after assessments. The adjustment included identifying student grouping, targeted needs, and next steps for teaching. Teachers agreed that they are better able to support students through the use of the differentiated instructional plan. Teachers also serve on the professional development committee and facilitate professional learning for teachers based on identified needs through surveys and observations. Some examples of teacher led professional development (PD) include looking at data, number talk, and incorporating technology into classroom. Thus, teachers serve a vital role in decisions that impact student learning across the school.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |

Findings

Across classrooms, teaching practices are aligned to the curricula and reflect the belief that students learn best when engaged in a workshop model that includes a teacher as a facilitator, small group work, and student discussion. While teaching strategies consistently provide multiple entry points into the curricula, occasionally there are missed opportunities to provide high-quality support and extensions.

Impact

While all students produce meaningful work products, there are occasional missed opportunities to deepen student engagement in group work. Additionally, missed opportunities to consistently provide high-quality supports and extensions prevent all students from demonstrating higher-order thinking.

Supporting Evidence

- Across classrooms, there was evidence of the articulated belief that students learn best when engaged in a pedagogical practice that includes teacher modeling, student-teacher practice, and independent work time. Additionally, the school’s instructional absolutes which include building student independence, I can statements, and teacher as a facilitator was evidenced across classrooms. During a grade-four Integrated Co-Teaching (ICT) English Language Arts (ELA) class, the teacher engaged students in a mini-lesson on how a character changed throughout a book. Students then worked in small groups to discuss how another character changed in the book. In one group, students discussed how the character was angry but is now demonstrating kindness. Students referred to specific paragraphs as evidence. In a grade-two ELA classroom, the teacher explained they were going to look for music in their poems through patterns and repetition. The teacher shared two versions of a poem and asked students which poem sounded more musical. Students were able to identify the version that included repetition. Students were then directed to revise one of their poems to make it more musical. Some students struggled to identify how they were going to revise their poems. While the workshop model was evident, missed opportunities for additional modeling or supports for students to navigate difficult task with group members limited the level of engagement for some students.

- In a grade-three class for English Language Learners (ELLs), students worked in different centers. In one center, students worked independently to create an adapted fairytale using a computer coding program. Students at this center had to retell a fairytale and explain their scripts using coding language. At another center, students worked in small groups to design a chair for baby bear using various materials. Students at this center discussed with each the criteria for the chair, as well as which materials they wanted to use. In both centers, students practiced language skills and problem-solving skills. In a grade-four science class, the teacher led the mini-lesson by asking different review questions to students. While this strategy engaged some students, not all students had the opportunity to discuss or respond to the questions, thus limiting deep engagement in some cases.

- Across classrooms, teaching strategies consistently provide multiple entry points into the curricula. As an example, across classrooms, students have a reference folder that includes different tools they may need such as a character trait chart or frequent sight words. Additionally, in a grade-five ICT ELA class, students were provided with differentiated graphic organizers. Students also received the same article but at their personal Lexile level. In a grade-five math class, students worked in groups to complete a multi-step word problem. While students had access to their reference folders and teacher support, additional scaffolds were not provided. Thus, some groups were unable to complete the task independent of teacher support and were not consistently demonstrating higher-order thinking.
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 ensure that curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts such as writing from sources and deep understanding in math. Curricula and tasks are planned and refined using student work and assessment data.

Impact

Curricula promote college and career readiness for all students. All students, including ELLs and students with disabilities, have access to the curricula and are cognitively engaged.

Supporting Evidence

- Curricular documents across grade and content areas reveal consistent alignment with the Common Core and the integration of the math instructional shifts. As an example, there is evidence of the shift of fluency in a grade-five math lesson plan that includes a task in which students identify the factor you need to multiply the original number by to get 100. The task helps prepare students for decimal fractions that they will encounter later in the unit. Additionally, across grades, there is evidence of the shift of deep understanding with the inclusion of word problems and the requirement for students to utilize more than one strategy to solve problems. For example, in a grade-one word problem, students must determine if the solution in the provided in the problem is correct. This requires students first to solve the problem and then determine and explain why the provided solution is correct or incorrect. Another example is evident in a kindergarten task in which students write their word problem and solve it using different strategies.

- Curricular documents include tasks evidencing the integration of the ELA instructional shifts. Included in a grade-four unit plan are tasks that support writing a literary essay in which students support their thesis with textual evidence. For example, one lesson includes using direct quotes to best support their claims about a text. Additionally, there is evidence of academic vocabulary in a grade-two ELA lesson plan that includes technical and scientific vocabulary such as friction, surface, and gravity. These words are also included in a lab report students write. Across grades, there is also evidence that students read a balance of literary and informative text. As an example, in kindergarten students read informational books to learn how to write a how-to book, as well as read narrative stories. Additionally, in grade-two students read poems and informational books on prominent African Americans. Therefore, it is evident that the skills needed for students to be college and career ready are promoted in the curricula.

- Teachers use in-class assessments and other assessment data, such as reading levels and exit slips to create student groups and identify supports to ensure access for all students. For example, included in a grade-five co-taught ELA lesson plan are students who will receive an extra mini-lesson based on the previous day’s lesson. Additionally, students receive a text on their reading level. The lesson plan also includes a scaffolded graphic organizer for students who require more support. Included in a grade-four math unit plan are differentiated tasks for students who are in one of three groups. Students in a grade-five math class are heterogeneously grouped based on the previous day’s exit slip to solve a math task. Additionally, included in a grade-three ELA lesson plan is evidence that students read books based on their independent reading level which ensures all students can practice the identified skill of analyzing a character. Furthermore, in a grade-three class for ELLs, students are heterogeneously grouped to support each other as they design a chair using specific criteria. The inclusion of reading levels, tiered math tasks, and strategic grouping ensures that all students have access to rigorous tasks, such as writing a literary essay or using multiple strategies to solve math problems.
Findings
Data is used from common assessments such as state exams and reading level benchmarks to create a clear picture of student progress across grades and subjects. Across the vast majority of classrooms, teachers’ assessment practices reflect various checks for understanding such as conferencing, questioning, and online assessments, as well as student self-assessment.

Impact
Student progress data is tracked and used to adjust curricula and instructional practices so that all students, including ELLs and students with disabilities, demonstrate progress. Teachers make effective adjustments to meet all students’ learning needs and students are aware of their next learning steps.

Supporting Evidence

- Common assessment results are used to track student progress and adjust curricula, so all students demonstrate increased mastery. For example, school leaders and teachers reviewed the data from the New York State ELA and math exams, including the item analysis. Based on this review, patterns, trends, and gaps in student learning were identified. One noticing included that students were not exposed to a balance of literary and informational texts. School leaders, in collaboration with teacher leaders, adopted a new curriculum to better meet the needs of the school. Additionally, each grade identified standards and skills in both ELA and math that needed to be addressed. For example, in grade-four there was a gap in students’ understanding on how to use mathematical tools, such as a ruler. In response, teachers created an additional unit on measurement and tracked student progress. Because of this adjustment, the number of students demonstrating mastery nearly doubled to approximately eighty percent.

- Fountas and Pinnell running records are used throughout the school to track student progress, identify guided reading groups, and make adjustments to curricula and instructional strategies. For example, in grade-one, students were provided with guided reading lessons on reading fluency and reading comprehension based on their reading level from the beginning of the year assessment. In response to this adjustment, there was an increase of thirty-three percent of grade-one students reading on grade-level by the middle of the year. ELLs also demonstrated an increase in reading proficiency of sixteen percent. Additionally, all teachers review common assessment data and create differentiated instruction plans for groups of students. Taken together, the school’s use of common assessments to adjust curricula and instruction results in increased mastery for all students.

- Across classrooms, there was evidence that teachers are assessing students’ learning and making adjustments to instruction as necessary. In a grade-five ICT ELA lesson, students completed a series of online questions about identifying supporting details. This program enabled the teacher to identify which students were struggling with this skill and provide additional support during independent work time. In a grade-four ELA class, the teacher informed students that based on the previous day’s exit slips, they needed to continue working on identifying evidence from the text. In addition, some students needed additional support identifying a character trait. Students were placed in groups based on their needs and provided with teacher support if needed. Additionally, across classrooms, students use checklists and self-assess their work to identify their next steps. As an example, in a self-evaluation form, a student highlighted that he used relevant details to support each reason. His self-identified next step was to include a conclusion sentence for each paragraph. An example from another student includes that he successfully solved the problem and his self-identified next step is to use math vocabulary in his explanation.
Additional Finding

Quality Indicator: 3.4 High Expectations
Rating: Well Developed

Findings
School leaders consistently communicate high expectations to the entire staff through written memos and verbal feedback. School leaders and staff effectively communicate and successfully partner with families around next level readiness.

Impact
Communication and professional development around high expectations result in a culture of mutual accountability. Information sharing and communicating through written reports and an online program, as well as through workshops, allow families to support students in their academic progress.

Supporting Evidence

- School leaders consistently message high expectations for improved teacher practice and the achievement of school goals. Expectations and accountability are conveyed schoolwide in the Comprehensive Education Plan (CEP), classroom observations, and professional learning experiences. Teachers receive ongoing professional learning connected to key elements of the Danielson Framework for Teaching and teacher-identified needs. For example, teachers are expected to develop rigorous, student-friendly I can statements in their unit and lesson plans. School leaders also shared instructional absolutes with teachers that include using data to plan student groups and differentiated tasks, checking for understanding throughout the lesson, and student-to-student discussion. A review of the professional development plan revealed that teachers received support around connecting the instructional absolutes to classroom practice.

- School leaders share high expectations via monthly administrative bulletins, memos, and verbal feedback. Included in the administrative bulletin from September are connections to the Danielson Framework for Teaching such as expectations for planning. As an example, all lesson plans should reflect a clear learning target, guided practice, and independent practice. Teachers were all in agreement that they receive support to meet expectations. Teachers also shared that they request additional feedback from school leaders. One teacher shared that he invited the school leaders in his classroom to see the outcomes of a student presentation on westward expansion and receive feedback on incorporating more student discussion. Furthermore, teachers hold each other accountable through shared responsibility for different curricula. For example, one teacher on a grade is responsible for developing and sharing the unit plan for ELA. Teachers then work together to develop class-specific lessons based on the unit plan that align to the instructional absolutes. Thus, a culture of mutual accountability exists between school leaders and staff that results in teachers receiving support and training to meet schoolwide expectations.

- School leaders and staff members use phone calls, in-person meetings, newsletters, and an online platform to communicate with families. Families receive monthly newsletters that include strategies and skills for parents to practice at home with their child. Additionally, parents receive updates about student progress and homework assignments via an online platform. Parents came to a quick consensus that school leaders and staff consistently provide them with specific strategies to support their children. One parent shared that the teacher provided her with step by step directions for solving multi-step word problems. The parent said this has helped her support her child at home and has increased his performance in math. Parents also attend workshops on key initiatives such as Algebra for All and independent reading. All parents agreed that these workshops enhanced their understanding of expectations for their children. One parent shared that she found the reading workshop very informative because it supported her understanding of reading levels and how to support her child when they are reading at home. Thus, school leaders and staff successfully partner with families to ensure students are ready for the next level.
**Additional Finding**

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<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

School leaders support teacher development with frequent classroom observation cycles of both evaluative and non-evaluative observations. Written feedback captures teachers' strengths, challenges, and next steps using the Danielson *Framework for Teaching*.

**Impact**

Evaluative and non-evaluative observations result in feedback that promotes professional growth and makes clear the expectations for teacher practice as well as the supports available to them.

**Supporting Evidence**

- School leaders conduct frequent classroom observations and provide feedback utilizing the Danielson *Framework for Teaching*. Each rated item includes specific, detailed evidence from the observed class to support the rating. Next steps for teaching improvements are included at the close of each evaluative observation report. School leaders developed a cycle of observations that includes visiting each classroom approximately every two weeks. Additionally, more experienced teachers receive evaluative observations earlier in the first cycle than teachers new to the profession. School leaders shared that this is done to provide newer teachers with feedback from non-evaluative observations that they can implement to improve their practice. Additionally, school leaders review student work from observed lessons to further support professional growth. Teachers agreed that they receive feedback that promotes their professional growth. As an example, one teacher shared that he received feedback on using a discussion protocol and that lead to an increase in his rating.

- Observation reports contain feedback that captures teachers' strengths and weaknesses and is accompanied by next steps teachers should take to improve their practice and impact student success. For example, one observation report details how the teacher supported students through conferencing. Next steps for this teacher included a strategy for using conference notes to inform future planning for individual and groups of students. In another observation report, the teacher is commended for being reflective about her practice and researching different strategies she can try in the classroom to improve student discussion. The school leader then went on to recommend that the teacher increase student autonomy in their discussions. Next steps for this teacher included visiting another teacher’s classroom to observe some discussion strategies that use the student as a facilitator of the discussion. During the teacher meeting, teachers came to a quick consensus that school leaders provide actionable feedback and follow-up to ensure feedback is implemented or provide additional support.

- A review of observation reports reveals teachers successfully implement recommended strategies and demonstrate growth. For example, a teacher went from a rating of effective to highly effective in the component of “Using questioning and discussion techniques” after successfully implementing feedback that included providing students with more higher-order thinking questions and opportunities to facilitate student-student discussion. Additionally, teachers are provided with a list of teacher strengths that serves as additional support available to teachers and encourages intervisitations. As an example, based on school leaders’ noticings during a walkthrough that some teachers would benefit from viewing strong independent reading practices, teachers were encouraged to visit other teachers who had been identified as having strong independent reading strategies in place in their classroom. Therefore, school leaders consistently provide feedback and support that promotes teacher development.