Quality Review Report

2018-2019

P.S. 102 Bayview

K-8 24Q102

55-24 Van Horn Street
Queens
NY 11373

Principal: Catherine Weinstein

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

P.S. 102 Bayview serves students in grade PK through grade 8. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
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</tr>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>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>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### 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>
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### Systems for Improvement

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<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<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>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>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>Area of Focus</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>Additional Finding</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
School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts. Curricula and academic tasks consistently emphasize rigorous habits and higher-order thinking skills for English Language Learners (ELLs) and students with disabilities.

Impact
Purposeful planning decisions such as using thinking generators across classrooms result in coherence and promote college and career readiness via rigorous curricula and academic tasks that are accessible to all students. Students consistently demonstrate their thinking across subjects and grades.

Supporting Evidence

- Both faculty and administration stated that they build coherence using the Common Core and instructional shifts to promote college and career readiness. The administrative and teaching teams determined that they needed to clarify curricular learning objectives and ensure that students know what they are learning and why so that students could make progress towards mastery. For example, staff noted that the English Language Arts (ELA) curriculum in use did not address the specific needs of ELLs. To this end, staff determined that they needed to unpack the Common Core-aligned curricula and make modifications to modules/unit maps, lessons, and tasks to better address the needs of ELLs. Specific steps included creating/revising unit assessments, developing instructional objectives that target standards, and ensuring coherence between assessments, objectives, and tasks.

- Instructional shifts are strategically integrated into lessons and academic tasks across all curricula and grades. In ELA, across grades, there are tasks that incorporate non-fiction and fiction texts, text-based evidence, as well as essays that include arguments, literary analysis, compare/contrast, and narrative fiction. In kindergarten, students must write a how-to text on something in which they are experts. In grade four, students are expected to write a piece on which character in a text displays a specific characteristic and defend their selection with text-based evidence. In grade seven, students write about which government system is best using text-based evidence to support their argument. In math, across grades, there are tasks that indicate real-life application, deep understanding, and application. Students across grade levels are asked to do fluency-builder activities such as math sprints. There are indications of school-wide pacing by the posting of the flow-of-the-day/week across classrooms thus, ensuring coherence across classrooms.

- Across unit and lesson plans, faculty focus on using thinking generator questions to provide students with opportunities to share their thinking. A grade-seven ELA lesson plan includes the thinking generator, “What does the stereotypical killer’s profile look like?” This lesson also includes the focus question, “Is the murder the climax, and everything that happens afterwards the falling action?” In this lesson, the teacher plans for students to be engaged in evidence-based group discussions using the Socratic seminar approach that requires students to select and cite text evidence. Across lessons reviewed, teachers plan scaffolds to support all students, including ELLs and students with disabilities, in reading a mix of informational and literary texts and providing text-based answers.
Findings
School leaders support teacher development with classroom observation cycles, intervisitations, and lesson study. Written feedback captures teachers' strengths and challenges using the Danielson Framework for Teaching.

Impact
Formal and informal classroom visits result in written feedback for teachers that is not always used strategically to improve teacher practice. Also, the breadth of observation feedback and next steps, along with alignment to teacher professional goals is limited.

Supporting Evidence

- Frequent cycles of classroom observation provide feedback utilizing the Danielson Framework for Teaching. Each rated item on observation reports includes specific language from the rubric, evidence from the classroom observation that supports the rating, as well as actionable next steps. For example, an observation report included evidence that indicated students were struggling with attaining high intellectual engagement during a reading activity. Feedback directed the teacher to make an adjustment to scaffolds for the higher-level group. Another example of this use of feedback was found in observation notes in which the observer recommended differentiating the lesson to further engage all learners in the classroom. However, there was no follow up to this feedback in later observation reports.

- Observation cycles have begun for all teachers for the current school year. One teacher’s observation report contained feedback specific to the struggle students encountered when organizing their ideas using a graphic organizer. Although the feedback reads, “Whether you adjusted the graphic organizer, gave them fewer clues or chunked the clues, some sort of scaffold would have made it easier for them to participate in the task independently,” there was no graphic organizer or source for graphic organizers or scaffold suggested. An observation report written by another school leader includes feedback aligned to students’ questioning. Although feedback directed the teacher to a scaffold many teachers use called the 5Es, this recommendation was not accompanied by directions on how to successfully use or apply this strategy.

- The school has launched an instructional goal-setting initiative based on the Danielson Framework for Teaching that will serve as the foundation for feedback in addition to the classroom observation structure. All teachers have completed this step of the initiative and some have already begun conducting intervisitations guided by their Danielson-based goals. Teachers submit self-reflections, written in narrative form, to school leadership who then visit the classroom to see the practice in action and offer their feedback for next steps. However, this initiative has just launched this year and has not yet gained traction in supporting and aligning with professional goals of teachers.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating: Proficient</th>
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Findings

Teaching strategies align with a set of beliefs about how students learn best and provide entry points through the use of scaffolds so that all learners participate in academic tasks and discussions.

Impact

Students are engaged in tasks that require high levels of thinking and discussion, including Socratic seminar, leading to the development of meaningful work products across classrooms.

Supporting Evidence

- The instructional priorities for all classes include a focus on student-facing essential questions, small groups, student-to-student discussion, exploratory learning, and making students thinking visible. Most of these adopted priorities were evident throughout classes and provide students with opportunities to produce meaningful work. In a grade-four ELA class, students were working on studying mentor texts to understand literary essays. Students worked in pairs and triads to annotate a literary essay. As pairs shared, they were asked to agree or disagree with other pairs and build on to their findings. During a grades-two--and-three science lesson, students worked in small groups using thermometers and cups of water to come up with a hypothesis together for what happens to the thermometer when placed in water of varying temperatures. Students conducted the experiment and jotted down their answers on a data table, sharing their responses with other pairs and the group.

- Across classrooms, students were arranged in pairs, triads, or small groups to promote discussion and critical thinking, often strategically to support the needs of individual learner’s literacy competency. In a grade-six ELA class, students were placed into groups to use the Socratic seminar format to determine the author’s purpose in the placement of the climax of the story. Students had to work together to find and cite specific evidence from the text. The students engaged in this critical-thinking discussion purposefully knowing that it was an instructional focus expected of them as communicated by the teacher. Students were placed together so that each group included either ELLs or students with disabilities and that all students could benefit from having rich discussions with peers.

- Multiple entry points enabled learner’s access to challenging tasks. During a grade-eight math lesson on rotations, differentiated supports such as reference sheets, manipulatives, and toolkits were made available for each student group as needed. In a grade-one independent reading activity on breaking up words into smaller parts, each student was given leveled books to work at figuring out challenging words. During a grade-four math lesson on regrouping, each group had manipulatives and a whiteboard and markers that everyone, including ELLs and students with disabilities, were to use. In a grade-seven social studies lesson, students were given differentiated primary and secondary documents to sort and analyze. This allowed each student to work toward the same goal of mastery along different paths.
Findings

Across classrooms, teachers use and create assessments, rubrics, and grading policies that are aligned with the school’s curricula. In addition, teachers' assessment practices reflect the use of checks for understanding such as exit tickets and student self-assessment via checklists.

Impact

Assessment practices provide actionable feedback to students and teachers regarding student achievement. Teachers' assessment practices result in effective instructional adjustments such as student grouping to meet all students’ needs.

Supporting Evidence

- Students came to a quick consensus when reporting on the use of assessments and rubrics with regard to written assignments and clarity around students’ attainment of mastery. After receiving rubrics with comments that include written feedback with next steps from teachers, students were then given the opportunity to improve upon their writing by implementing the next steps detailed in the feedback and turn in their assignments again to their teachers. One student reported that he will also use the feedback for other writing assignments. An example of teacher feedback on ELA work reads, “To move a story along, you must use dialogue which will develop characters and story elements.” Another example reads, “Next time I would like to see you use stronger transition phrases to show the passage of time.”

- Students use checklists and rubrics as tools of self-assessment. Additionally, students create their own goals and action plans for each core-curricular area. In a grade-four class, students were asked to use a teacher-developed rubric on narrative writing alongside their individual checklists to assess their responses. Also, self-assessment tools such as reflection worksheets are used across classrooms. One self-assessment tool is a mid-year self-evaluation of growth progress where students compare their progress on one piece of work from September to a current piece. A student stated, “I did this last year and it helped me know how far I had come since the fall and what I still needed to do before the year ends.”

- In most classes, students were grouped based on assessment data along with data from teacher-developed exit tickets. Teachers review the exit tickets each day and make adjustments on the next day’s lesson plans and student groupings based upon the analysis of the exit tickets. In a grade-four math class, students were partnered based on an exit ticket earlier in the week.
Findings
School leaders and staff systematically emphasize high expectations for professionalism and academic excellence to the entire school community. School leaders and staff effectively partner with families to communicate high expectations for college and career readiness.

Impact
Communication structures ensure a high level of trust and mutual accountability between administration and staff. Families understand and support student progress along with staff for the consistently high expectations.

Supporting Evidence

- School leaders consistently communicate expectations around professionalism and instruction through a staff handbook, emails, professional development (PD), and newsletters. Expectations around what the classroom environment should look and feel like, professional attire, and homework and lesson planning are all communicated in the handbook and in an ongoing fashion via weekly memos to staff. Leadership is diligent about modeling ownership of these behaviors for all and both staff and students expressed that leadership consistently demonstrate behaviors such as communication and self-regulation that show they are self-monitoring and showing respect for all in any situation.

- PD is designed around helping teachers meet expectations. Sessions including topics such as the Danielson Framework for Teaching, school climate, and classroom environment, as well as lesson planning for active student engagement have all been provided. Teachers shared that the administrative team listens to their requests for the PD they need and provide it to ensure they are meeting goals. One teacher stated, “Leadership has made it clear that we have a voice and we’re in it together. They want to be sure they support us even as we support them – that there is a mutual respect of understanding everyone’s workflow and what supports or PD we need to ensure success for us and for our students.”

- The school effectively partners with students and parents around high expectations towards college and career. Parents and students expressed the expectation that students will go on to competitive 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 guidance counselor provides for the high school process. Parents praised the school’s communication of expectations and stated they always know how their kids are performing and what needs to be done to meet or exceed their goals. Parents also praised the practice of students changing classrooms during the day beginning in grade four. One parent shared, “My son was not overwhelmed by high school since he spent several years changing classes in a safe and nurturing environment.” The school provides workshops to parents monthly as well as during Tuesday’s parent engagement meetings. Workshops included sessions on the importance of parent involvement, maximizing parent-teacher conferences, the high school application process, and curriculum. The school communicates continuously with parents via emails, memos, newsletters, and the school website. All parents present agreed that school leaders value the ideas of families and often implement their ideas including getting a second security officer, having a parent organization website, and more parent workshops on strategies they can use to support their students at home.
Additional Finding

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: | Proficient |

Findings

Most teachers are involved in structured, inquiry-based professional collaborations that promote achievement of school goals and implementation of the Common Core Learning Standards via protocols like Reader Response Friday. Teacher teams consistently analyze and review data and student work for shared students.

Impact

These collaborations have strengthened teachers’ instructional capacity. Teacher teamwork also typically results in progress towards goals for groups of students.

Supporting Evidence

- Teachers report that they have strengthened their instructional capacity through team collaborations. In one case, a teacher reported that at a meeting, a colleague spoke about how she used the RAFT (Role, Audience, Format, Topic) writing strategy to help students formulate their writing. She said after she implemented this in her classroom, she saw student growth in writing on the next writing assessment. In addition, teachers at this team meeting spoke about the importance of reviewing the curriculum and expectations for grades above their own to know what students need to know. After reviewing the grade-three math curriculum and the beginning-of-the-year assessment scores for grade three, grade-two teachers created daily ten-minute drills and games designed to ensure students have mastered the foundational skills needed for grades three and up. As a result, kindergarten and grade-one teachers also went through the same process and now all three grades start their math lessons with these drills and games.

- The grades three and five teams reviewed ELA test data from the previous year and noted a deficit in student writing on short-response answers in weaving in and embedding text-based evidence. A review of social studies assessment data revealed the same deficit. As a result, the teacher teams decided to focus on this area in both ELA and social studies. They created cohorts of students that included both struggling students and high flyers and researched strategies that might support and push both types of learners. As a result, grades three to five started a protocol called “Reader Response Fridays” where all students in grades three through five practice writing a short response using embedded text-based evidence during the ELA block. The teams also decided to focus on close reading to further support students learning how to use text-based evidence. A review of student writing shows an increase in student use of text-based evidence to support a claim.

- The grade-four math teacher team reviewed the grade-three State math assessment looking for Common Core strands that needed to be focused on both in individual classes and across the grade. Once those were determined, teachers reviewed and adjusted curricula to provide multiple opportunities to support students in those areas via newly created do now assignments, activities and exit tickets that aligned with the units of study in grade four. A teacher shared that, “Looking at student work and data has helped us put things into practice, like math sprints, that really support students’ foundational skills which, in turn, helps them to be more successful on grade-level curriculum.” As a result, students are showing improvement as evidenced by chapter and unit test results.