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. 376 serves students in grade PK through grade 1. 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>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Area of Focus</td>
<td>Proficient</td>
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### School Culture

To what extent does the school...

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<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<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>Area of Celebration</td>
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<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>
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### Systems for Improvement

To what extent does the school...

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<tr>
<th>Area</th>
<th>Rating</th>
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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>
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<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>
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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>Additional Finding</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>Additional Finding</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>Additional Finding</td>
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Area of Celebration

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.4 Positive Learning Environment</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

The school community strategically aligns their professional development (PD), family outreach, and student learning experiences and supports through the schoolwide leadership program, which reflects the school’s theory of action towards fostering future leaders.

Impact

The school community’s efforts result in a safe and respectful learning environment, where students have a meaningful voice in decision making towards school improvement efforts through student government. The leadership program promotes the adoption of effective academic and personal behaviors.

Supporting Evidence

- The school’s theory of action for culture-building is embedded into its mission statement, if the school community teaches students to “collaborate with each other to navigate through complex tasks and work through authentic learning experiences, building upon their leadership skills, enabling them to become impactful global citizens,” then students will “realize their potential as global leaders.” Staff efforts towards culture-building and social-emotional support are anchored by the school’s Compassion, Aspire to Lead, Relationships matter, Excellence in education (CARE) values, and applied schoolwide through a leadership program and curriculum, with the school instructional focus, “Our students will synergize to be critical thinkers,” mirroring the curriculum language. Parents, staff, and students unanimously agree that the school community fosters a safe climate where students' social, emotional, physical and academic needs are readily addressed through the program. Students active in the student government initiative, guide and lead improvement efforts such as the Green Team. Student representatives with guidance from teachers and staff, are working toward school sustainability, including efforts to recycle better in the lunch room, the collecting of used markers and crayons from classes and homes to for re-use, and the Bring It campaign to reduce plastic water bottle use.

- The school community strategically aligns the school instructional focus and efforts towards student social-emotional learning through the adopted leadership program, with student experiences infused throughout the school day to promote a safe and inclusive culture. All teaching staff have completed PD, with monthly follow-up that further hones and re-emphasizes the different elements of the leadership program throughout the year. Students create their own Wildly Important Goals (WIGs) and track their progress through their individualized Leadership Portfolios, with teachers modeling their own WIGs and tracking progress with the students.

- School-wide efforts have resulted in a positive school culture with students adopting effective personal and academic behaviors using the seven habits from the leadership program. Interviewed kindergarten and grade one students readily used language from the program’s curriculum to describe their interactions with peers and siblings at home. A student described using ‘Think Win-Win,’ where “my sister and I were racing, but we didn’t know who won since we both passed at the same time. We decided to share the win.” Another student said that he applied, “Be Proactive – it means think ahead. My brother started playing with a toy that I wanted, so I decided that I will play with another thing that he didn’t like, and it worked.” A student was observed within a grade one class giving feedback to a peer, reflecting the schoolwide instructional focus, stating, “Think with the end in mind – how are you planning your writing so that the reader knows what you are saying?” Interviewed parents appreciated the schoolwide emphasis on such personal responsibility and social-emotional learning, stating that their children use words like “synergize” to talk about working together at home as part of not only their academic work but also within their interactions with other family members.
Area of Focus

<table>
<thead>
<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 assessments such as the Teachers College Reading and Writing Project Benchmark Assessments and unit-based rubrics that are aligned with the school’s curricula. Teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment through the schoolwide practice of the Leadership Portfolio.

Impact
While assessment practices, including in-class checks for understanding and the Leadership Portfolio support student learning needs, there are missed opportunities for students to be aware of their next learning steps through meaningful feedback and teacher in-class adjustments.

Supporting Evidence

- Across classrooms, teachers use assessments such as the Teachers College Reading and Writing Project Benchmark Assessments, Work Sampling System assessments, Technical Education Research Centers (TERC) Investigations assessments and performance-based task rubrics for science and social studies that are aligned to the school curricula. Students are given teacher and peer feedback through teacher-created assessments and rubrics by grades and across subject areas that align with specific units of study. An on-demand grade one opinion writing rubric included teacher feedback that articulated expectations for leads, transitions, endings, organization of the writing, as well as elaboration and evidence use. Student performance on the pre-assessments are color coded in one color, with results from a post-unit assessment in another color on the same rubric to visually show student growth over the unit. Peer feedback is recorded by the student through sticker notes.

- Feedback to students are organized in the student’s Leadership Portfolio, which serves as a system to help students create their own WIGs, so that the students are able to self-reflect and form their own academic or social-emotional goals with support based on teacher and peer feedback. Reviewed student portfolios held a variety of artifacts such as student tracking sheets for their reading levels, writing goals, personal goals, leadership role applications, as well as checklists and rubrics for teacher feedback for content areas. However, there are missed opportunities to ensure that the collected feedback is meaningful for all students. Some interviewed students were not able to articulate what the feedback meant to them, or concrete ways that they are able to achieve their WIGs. For example, some students were able to point to the teacher feedback they had received through their narrative writing checklists, but were unable to read the teacher feedback.

- Teacher use questioning, conferring, and work products to assess student mastery and to inform flexible student groups and adjust activities within the lesson. For example, in a kindergarten music lesson, the teacher conferred with pairs of students to assess their performance and understanding between beat and rhythm, noted their mastery and challenged them to an extension to identify long or short sounds in the shared poem. Based on their check-in conferences, teachers in a grade one class formed a flexible group to reteach left and right direction using physical movement and singing, before the students returned to their coding task. Students were then observed using the physical movement and song as part of their next steps. However, such in-class checks for understanding, in-the-moment instructional adjustments and student application of the next steps was observed in some, but not the vast majority of classes visited.
**Finding**

Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for English Language Learners (ELLs) and students with disabilities. Curricula and academic tasks are planned and refined using student performance on benchmark assessments and student interests.

**Impact**

A diversity of learners, including ELLs and students with disabilities, have access to the curricula and tasks and are cognitively engaged.

**Supporting Evidence**

- Unit and center plans from two pre-kindergarten classes include the essential question “what does water do?”, with learning center activities based on the needs of diverse learners, and student interest sparked through a neighborhood walk for each respective class. Planning artifacts from one class emphasize rigorous habits through a focus on plants, trees, and parks, including using the block center to create tree houses; explore frozen branches, leaves and twigs in the science center; during circle time, researching trees in New York City, why they need water, and who takes care of them in the parks. In the second pre-kindergarten class, student interests and work are reflected in the focus question, “How does water help keep us safe during a fire?” Planned center activities include writing thank you letters to firefighters, constructing a fire station in blocks, or creating student artwork around fire safety and water. Supports for students with disabilities and English Language Learners included picture prompts for classroom routines, centers labeled and supported with visual cues and multiple languages, as well as behavior supports incorporated into student’s WIGs. Planned culminating tasks for both classes promote higher order thinking by the creation of a digital portfolio of their neighborhood walk using an electronic tablet and making a class book to showcase their inquiry to other prekindergarten classes.

- Planned curricula and academic tasks are designed in a way that allows access and engagement for diverse learners using student data from benchmark assessments, and in-class student work. For example, math unit and lesson plans for a grade one class include students exploring and solving word problems with combinations of ten. Lesson plans emphasize students visualizing, representing and solving put together/pull apart story problems when one or both addends are unknown in order for students to articulate the various strategies to figure out the possible combinations. Using in-class student performances and benchmark math assessments, planned supports for students with disabilities and ELLs include homogenous student groupings, scaffolds such as student checklists, strategy anchor charts with visual cues, and manipulatives, as well as plans for differentiated small group instruction for those who are struggling, as well as students ready to be challenged for the next level.

- Planning documents for a grade one English Language Arts include applying their various reading strategies to poetry, and inquiring deeper into the unique elements of poems. Planned learning activities include student partnerships, see-saw and choral reading poems to discuss noticing, determining rhythm and beat of poems, and using voice inflections, gestures and facial expressions to match the feelings of the poems. Differentiated center activities, based on student reading levels and previous student work, include creating poems, hunting for sight words on leveled poems, acting out a poem with a partner, and visually representing ideas, images and feelings of leveled poems.
Additional Finding

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

Across classrooms, teaching strategies such as centers, student partnerships, differentiated tasks, the use of graphic organizers, discussions and scaffolds consistently provide multiple entry points into the curricula so that the needs of a diversity of learners are met.

Impact

A variety of learners, including ELLs and students with disabilities, produce meaningful work products through appropriately challenging tasks that promote participation and demonstration of higher-order thinking skills.

Supporting Evidence

- Challenging and differentiated academic work was evidenced in a kindergarten class where students engaged in five different math game centers all focusing on counting and measurement. Students at the Toss the Chips game worked at tiered difficulty levels, with some partnerships including students with disabilities working with five or ten two-color chips and recording their toss results either on a graphic organizer of picture models to color, or on a data chart to fill-in with numerical numbers. Other students worked on a Build It/Change It game to create and record different arrangements to get to the sum of numbers. ELLs who were developing their oral fluency worked in triads with two other students who modeled verbalizing their thinking and strategies around the games.

- Across grades and subject areas, student discussions reflect high levels of thinking. For example, students in grade one computer science lesson worked in heterogeneous partnerships based on student reading levels and in-class performance, as a driver and navigator, to create direction codes for a robotic mouse to go from the starting point to the end goal. Students were supported in their partnership work with maze sheets, physical models and discussion scaffolds, as students used computer science vocabulary. Students were heard asking each other if they could make the code more efficient, if there is a bug in the code, and problem solving on how to debug the code so that the robot mouse could get to the cheese. Following a guided practice, kindergarten students during a music lesson worked in partnerships to first determine the steady beat of the shared piece of music and then to determine and decode the rhythm of the piece of spoken poetry that fit to that beat by using body percussion parts such as clapping or stomping.

- Across classrooms, student discussions support not only high levels of thinking but also serve to give peer feedback. Pre-kindergarten students worked in partnerships during their center inquiry time to ask questions and share their thoughts about the collaboratively designed movement map around the ice rink for their figure skating choreography. Students in a grade one class asked each other questions during their discussions about which strategy they used, such as drawing a picture, using a number line, making a bar model, or using math tools to not only help solve the word problems, but also to spot trends across multiple addition problems.
Additional Finding

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

The principal consistently communicates high expectations for teaching and learning to all staff through a variety of means such as weekly newsletters and staff conferences. School staff communicate high expectations to families through in-person events such as Coffee with the Principal and Together Time Tuesdays, to partner with families.

Impact

There is a culture of mutual accountability among staff to support families and students towards high expectations and academic progress.

Supporting Evidence

- The principal articulates high expectations for all staff through discussions at faculty conferences, weekly staff newsletters, individual and team conversations. To expand capacity in delivering effective instruction, all teachers receive feedback on their performance in relation to best practices highlighted by the Danielson Framework for Teaching. The principal meets regularly with teachers individually to engage in reviews of professional growth, expectations for high quality teaching and learning and follow-up based on attended PD that supports expectations, as well as strategic assignments for peer-to-peer collaborative rounds focused on instructional practice. Teacher teams collaborate to develop and share curriculum maps, units of study, lesson plans, data collection sheets and templates for analyzing student work through a variety of means including online platforms, which help to build capacity to meet high expectations for instruction, communication, and professionalism. Interviewed teachers related that through teacher teams and peer-facilitated PD, colleagues hold each other mutually accountable for not only instructional expectations such as pacing and conducting student assessments for shared inquiry, but also to practice the schoolwide CARE values, and to live the leadership curriculum with students, serving as models.

- Staff members communicate high expectations connected to a path to college and career readiness to families through the Principal’s Monthly Happenings newsletters, class specific newsletters on curriculum and essential questions, as well as meetings and parent workshops focused on social-emotional learning, online platforms that promote communication with families, and individualized phone calls, and emails. In addition, staff members concretely communicate the instructional work that is happening within the classroom through Together Time Tuesdays, where parents can interact with and participate in instructional strategies such what math looks like in pre-kindergarten; the peer-to-peer feedback process for glows and grows in kindergarten and the fiction reading strategies about characters in grade one.

- During the meeting with families, parents shared ways they successfully partner with the school to support their children at home. One parent shared that she received guidance on how to support his child’s reading at home, though the strategies being used in class such as using fingers to tap out the syllables of the word for fluency, or asking questions about characters not explicitly stated in the book. Another parent stated that she learned not to hide the pictures while reading with her child at home, as at a school-sponsored literacy workshop it was pointed out that children still use pictures as part of their reading to build comprehension. A parent stated that through the pre-kindergarten to kindergarten transition workshop, he learned not to correct or edit his child’s writing, but rather encourage writing volume by talking about the topic at hand as the child generates ideas.
## Additional Finding

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

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<th>Rating:</th>
<th>Well Developed</th>
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### Findings

Grade-level and vertical teacher teams such as the CARE team systematically analyze key elements of instructional work to hone practices that support students’ academic and social-emotional progress based on student work and assessments. Distributed leadership structures are embedded.

### Impact

Teacher team work results in shared improvements in teacher practice, and mastery of goals for groups of students. Teachers play an integral role in key decisions that affect student learning across the school.

### Supporting Evidence

- A grade one inquiry team delved into their instruction for opinion writing. Teachers examined the pre-unit on-demand assessment, and gathered noticings of three representative students, as evaluated by the Teachers College Reading and Writing Project Writing Continuum. Teachers noted that while most students were stating opinions with at least one supporting reason, across the grade students needed additional support and instruction in transitions, elaboration and craft, as well as organization. Instructional next steps included support for introductions and conclusions, student checklists, using a mentor text, and transition words on classroom word walls. Differentiated instruction for the three levels were planned, including furthering word choice, utilizing at least three reasons, and creating opportunities for ELLs to practice and verbalize their thinking before writing. The results of this teacher team inquiry has led to progress for grade one students towards mastery from 52 percent to 90 percent performing at or above grade level standards, with 50% of the grade one students moving up a benchmark level, according to the opinion writing unit on-demand pre- and post-assessments.

- All teachers consistently examine their instructional practices through inquiry analysis of student work products. Kindergarten teachers examined student work on a math performance task assessment, ‘thin slicing’ representative work for those above, at, or below benchmarks. Teachers identified patterns and trends including those students showing their thinking using different methods of representation (such as words, pictures or numbers) and strategies. Next steps included developing classroom resources to re-emphasize one-to-one counting practices, utilizing more sentence stems and starters to foster more math-specific vocabulary, as well as differentiating math station games using larger numbers for addition and decomposition games. These practices were observed during this review within a kindergarten class, with students working in math stations with differentiated levels of difficulty on a math game, with various groups of students supported with math manipulatives and discussion starters.

- Distributive leadership practices support teacher leadership development as all teachers serve in multiple capacities throughout the community, not only in grade teams but also in various other vertical teams such as the CARE team that focus on the schoolwide values. The CARE team, comprised of representative teachers, lead the social-emotional learning program that is implemented coherently throughout the building. Teachers on the team determine how colleagues incorporate the teaching of personal and academic habits into student day-to-day learning experiences such as the schoolwide monthly anchor texts, and systematically lead PD for colleagues. Artifacts from these student experiences that support social-emotional learning was evident in every class visited during this review.