Quality Review Report

2018-2019

P.S. 377
Elementary 27Q377
150-15 Raleigh Street
Queens
NY 11417

Principal: Tracy Keane

Dates of Review:
March 21, 2019 - March 22, 2019

Lead Reviewer: Evelyn Terrell
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. 377 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>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>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Finding</td>
<td>Proficient</td>
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</tbody>
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### School Culture

<table>
<thead>
<tr>
<th>Area of Celebration</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>Well Developed</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>Well Developed</td>
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### Systems for Improvement

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<tr>
<th>Rating</th>
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<tbody>
<tr>
<td>Proficient</td>
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<tr>
<td>Well Developed</td>
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<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>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
</tr>
</tbody>
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Area of Celebration

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

Findings

The Leader in Me (LIM) Program supports building a positive school environment and inclusive culture, with student-created videos to showcase their work, culture bags to reflect their diversity, and an international festival. The administration strategically targets professional development (PD) for staff and parents through Respect for All assemblies and book of the month workshops aligned to the LIM program.

Impact

Students are respectful of each other and work together in centers. Students, parents, and staff articulate that they feel the school environment is safe, which is reflected in effective academic work and personal behaviors.

Supporting Evidence

- The school has implemented the LIM program which is aligned to the *Seven Habits of Effective People*. Begin with the End in Mind is one of the habits on which students are working. Each student has a LIM binder where they maintain their goals and the steps to achieve them, which is an outgrowth of another habit, making a plan to meet goals. The Synergize habit highlights celebrating differences and working together. Each morning, a student shares with the staff and students via the public address system how he or she is using the Synergize habit. For instance, one student shared that he held the door open for his friends. Across the building, the Seven Habits are displayed on the walls in hallways. Moreover, the visual arts teacher displayed a large tree in the main lobby with all the Habits as a reminder that the LIM program is providing an effective and positive environment across the school community. Students, staff, and parents spoke to how everyone works together and that they all feel safe in their school.

- Students have input in having their work displayed in videos created by the visual arts teacher to celebrate diversity across the school. In addition, students create culture bags into which they place items that reflect their culture, such as clothes, flags, and food. Teachers share that this allows students to learn to respect each other’s differences. The school provides Respect for All assemblies, which is a citywide initiative to support students in learning about other cultures. During assemblies all students have an opportunity to learn how other cultures celebrate holidays and different customs, which allows students to respect the differences and similarities inside and outside the school community. In addition, the school hosts an annual international festival in which all families get to share their culture through dance, costumes, music, and food.

- The principal strategically provides bi-monthly workshops that are aligned to the LIM program for all parents. Parents shared that the Seven Habits workshops allowed them to understand how to support building effective behaviors with their children at home. They teach their children to be responsible for the choices they make and to take care of the things they have, such as toys and electronic games, which is aligned to Habit One, I am in charge of me. The staff participates in PD aligned to the LIM program and designs activities to implement in the classroom to support students in understanding each of the seven habits. The focus on taking responsibility has helped the students to engage in effective academic work displayed in samples in students’ LIM binders, such as writings about being a good friend and personal behaviors, such as opening doors for each other and working together with all cultures, which are aligned to the Synergize habit. Teachers also have PD on designing activities for the Book of the Month, which support the LIM habit highlighted during a specific month. One example is an activity for the book *Rainbow Fish*, aligned to the habit Think Win-Win, which focused the students on creating a mural of the ocean to diversify the appearance of their classroom.
Area of Focus

Quality Indicator: 

1.2 Pedagogy 

Rating: Proficient

Findings

Across most classrooms, teaching practices are aligned to the curricula and support the belief that students learn best through small groups, the workshop model, and using manipulatives, all informed by the Danielson Framework for Teaching. Across classrooms, lessons are consistently differentiated to provide multiple entry points into the curricula.

Impact

Most students, including English Language Learners (ELLs) and students with disabilities, have opportunities to produce meaningful work products at their instructional levels. While most students are appropriately engaged in challenging tasks, there are few opportunities to engage in high-quality strategic extensions for all students.

Supporting Evidence

- The principal shared the belief that students learn best in small groups. Across classrooms, teachers engage students in mini-lessons using the Teacher’s College workshop model to teach whole group concepts and skills. Following the mini-lesson, scaffolds are provided so that students can work in small groups that support their learning levels. A review of lesson plans and classes observed reflected this belief, as students are introduced to a concept modeled by the teacher and regrouped to work on appropriate tasks in assigned groups. This allows all students to produce meaningful work at their instructional levels using manipulatives and visuals for students who may require additional supports, such as ELL’s and students with disabilities.

- In a kindergarten math lesson, the teacher modeled how to make a “take-away” subtraction sentence for the whole class, using 9-1= ___. The students practiced the skill with the teacher by using counting cubes to make the subtraction number sentence. After the whole group lesson, students were assigned to small groups to solve subtraction activities. The novice group were assigned the numbers 1-5 to play a game of “Subtraction Smash” with a partner. Partner A spins a spinner and forms playdough balls to match the number the spinner lands on. Then partner B spins the spinner and smashes the number of playdough balls matching the number the spinner landed on, in order to find out how many playdough balls are left. The apprentice group was assigned numbers 1-10 and completed the same game, using more numbers. The practitioner group were assigned numbers 1-10 and were required to record number sentences showing how many they started with, how many they smashed, and how many were left. This hands-on, kinesthetic activity allowed all students to see, feel, and think about how to create and solve meaningful subtraction problems at their instructional levels. While this differentiated process was evident across kindergarten lessons, lesson plans across all grades did not offer high quality extensions for students to strategically push critical thinking.

- In a grade-one lesson, some students were working at centers to identify sight vocabulary (words they do not need to sound out), such as the word the. Other students were working on reading chapter books and had to record the characters, setting, problem, and solution. A third group was working with the teacher doing guided reading to build fluency. Some students also worked in the iPad Center, using Raz Kids, an online guided reading program, for independent reading. In the Reading Response Center, students worked on an activity in which they were required to list three things they learned from a chosen book. However, in a science classroom, all the students completed the same worksheet about what plants need to live. There were no opportunities to extend the lesson for students to make independent predictions at their instructional levels. While students in some classes engaged in various activities to extend their learning, this was not evident across content areas for the vast majority of classes visited.
## Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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### Findings

School leaders and faculty ensure the curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts, using Teachers College Reading and Writing Program (TCRWP), the Department of Education (DOE) units of study, Fundations, EngageNY math lessons, and an interdisciplinary arts curriculum. Teachers use data from assessments and student work samples to build sight vocabulary.

### Impact

The curricula build coherence across grades and subject areas, promoting college and career readiness for all students. Across grades, all students, including English Language Learners (ELLs) and students with disabilities, have access to the curricula and are cognitively engaged.

### Supporting Evidence

- Teachers have collaborated with Teachers College to create units of study for students in kindergarten and grade one that require students to retell stories and provide evidence to describe characters, settings, problems, and solutions. Classroom libraries provide students with the instructional shift of balancing non-fiction and literary texts, so that all students are supported in becoming avid readers. In a kindergarten literacy unit on Becoming Avid Readers, students are immersed in a variety of storybooks, poetry, and songs. The units purposely focus on the Common Core standards, such as having students describe the connection between two individuals, events, ideas, or pieces of information in a text. The curricula also provide a focus on building academic language, such as `floating` and `sinking` in a science unit. High frequency words that support fluency in reading are highlighted in the curricula, such as, `because`, `did`, `she`, `he`, and `are`. The DOE-approved 3K and pre-k curricula emphasize learning skills and concepts through social interaction in learning centers. Phonemic sounds for letters are introduced through the use of Fundations, which teaches letter-keyword-sounds, alphabetic order, and letter formation skills. All students, including ELLs and student with disabilities, have access to units of study that provide activities strategically aligned to the instructional shifts, which promote college and career readiness skills and coherence across grades.

- Lessons taken from EngageNY are the foundation for the math curricula. Students, including ELLs and students with disabilities, engage in problem solving and building recognition of numbers and corresponding sets to match the numbers. Students are presented with manipulatives, such as cubes and dice that are used to represent numerals and to create number sentences. They also compare sets of numbers to support an understanding of academic vocabulary, such as `more than`, `less than`, and `the same`. Social studies and science curricula are taught through literacy lessons. Visual arts and music are integrated across the curricula through paintings and songs. All students have opportunities to learn at their cognitive levels.

- The grade one teacher team analyzed data from running records and concluded that students were having difficulty building reading fluency because they were not recognizing common sight words. As a result, the teachers made a decision to send home a Dolch Word List, which has common sight word for the students to study at home. In addition, lessons were created for students to use sight word rings, which are high frequency words placed on a ring for student to become familiar with. Students also hunt for sight words while working in centers. ELLs and students with disabilities are provided with visual and auditory supports, including through technology with RAZ Kids for literacy and math activities. These refinements provide opportunities for all students be cognitively engaged in building reading fluency.
### Additional Finding

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

Across most classrooms, teachers use picture rubrics and provide glows and grows on post-its to their students, along with the Teachers College writing assessment rubric and EngageNY math exemplars. Benchmark assessments and conference notes are used to determine students’ progress towards goals across grades.

### Impact

Students receive actionable feedback with next steps to move towards their goals. Benchmark data and student conferencing inform instructional and curricular adjustments.

### Supporting Evidence

- Teachers use Teachers College picture rubrics to assess students writing and provide feedback to students. For example, in kindergarten a narrative writing rubric uses a hamburger in four different stages. A level four has lots of detail (the visual is a hamburger between two buns with lettuce and tomatoes) and a level one has little or no details (nothing). The visual arts teacher uses a picture rubric with different details to provide students with feedback on African landscapes. This rubric aligns to the hamburger rubric as it provides several details in a level four landscape and a single picture in the level one landscape. Students across all grades are able to articulate what is required for each proficiency level. A student in the art class stated that he needed to draw more animals to make his African landscape a level four after looking at the rubric. The use of various details in pictures aligned to different proficiency levels supports students in understanding how to move to the next level on the rubric.

- Teachers use post-it notes to provide actionable feedback to their students in the form of glows and grows. An example of a glow on a kindergarten narrative writing assignment entitled, “My First Day at School” noted that the student is using speech bubbles to tell how they felt. The grow asked the student to tell more about where they were and what they were doing. Feedback on a standards-based math rubric assesses students’ proficiency in problem solving, reasoning and proof, communications, connections, and representations. Teachers assess students at the novice level, which indicates little or no evidence of engagement in the task under the problem-solving category. In this instance, that would be a student who did not draw a picture to show their work. Students who provide evidence of using previous knowledge for problem-solving are assessed at the apprentice level, providing a detailed drawing to show their work. Students state that their teachers tell them what they do well and what their next steps are, which helps them to set new goals.

- Teachers administer benchmark assessments in October, December, and March. The Instructional team analyzes the data for all grades in math and literacy, which is housed on a Google Drive for kindergarten and grade one. A review of the EngageNY math benchmark data from December 2018 to March 2019 indicated that some students were challenged with problem-solving. As a result, teachers provided more math exemplars in math learning centers, so that the students could see how to progress to their next steps. Teachers also used data from student conference notes to determine instructional adjustments. A review of math conference notes in March for a group of kindergarten students indicated that they were struggling with number recognition and understanding a number sentence. The teacher’s instructional adjustment included more practice in number recognition using manipulatives in small groups and additional lessons on understanding the plus sign and how to use it in a number sentence. These adjustments support students moving towards their academic goals.
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
School leaders consistently communicate and maintain high expectations through a staff handbook, non-negotiable instructional expectations, and staff classroom walk-throughs, with Summer Institute training for all teachers. The staff effectively communicates expectations to families through a curriculum night, monthly grade specific newsletters, conferences with teachers on Team Up Tuesdays, monthly workshops, paint night, and movie night.

Impact
The administration and staff have developed a culture of mutual accountability for high expectations. The school successfully partners with families to provide information so that parents can support their children at home on a path to college and career readiness.

Supporting Evidence

- The principal provides each staff member with a handbook that communicates the school vision and instructional focus. All teachers are expected to implement the non-negotiable instructional expectations. An example of these non-negotiables is displaying student learning targets for each lesson through the use of “I can…” statements in child friendly language. Other examples include the use of task cards with pictures in learning centers, the posting of anchor charts on walls, and the display of student work in the classroom. Teachers are also expected to have targeted, flexible groups, rubrics, checklists, and open-ended questions to drive rich discussions. In a meeting with teachers, they shared that they hold themselves accountable for these expectations and engage in classroom intervisitations and instructional walk-throughs to check for the implementation of the non-negotiables. The principal provided copies of Instructional walkthrough templates completed by several teachers across grades. The implementation of high expectations across the school by the administration and staff supports a culture of mutual accountability.

- Each year, the principal provides professional development for new and returning teachers through a Summer Institute. This year, Teachers College provided additional training for teachers on the workshop model, which is used in the classroom to develop reading and writing readiness skills. Training is also provided on conducting individual and small group conferences. A literacy coach mentors new teachers through modeling of teaching strategies, such as using open-ended questions to push rich student discussions. All teachers participate in professional development on the LIM program, as well as understanding the exemplar rubric components for standards-based math. Teachers state that these trainings help them in implementing the instructional expectations of the school.

- Each month, teachers on each grade prepare a curriculum newsletter that is disseminated to all parents. Information in the newsletter includes activities across the curricula, such as creating a schoolwide mural after reading the book Rainbow Fish, which is aligned to the habit of Think Win-Win from the LIM program. Families receive information on what their children are expected to learn and do in their grades during Curriculum Night in September. Team Up Tuesdays provide parents opportunities to discuss their children’s academic progress with their teachers. The staff communicates with parents through the Parent Square online app, text messages, and phone calls. The Parent Teacher Association partners with the school to provide parent and child paint nights and monthly movie nights. Monthly workshops provide strategies for parents on how to read to their children at home. Parents shared that the school provides information to them in various forms, which helps them support their children on the path to college and career readiness.

27Q377: March 21, 2019
Additional Finding

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

Teacher teams consistently analyze assessment data from student work samples and Teachers College running records data housed on Google Drive. The administration provides distributed leadership structures during instructional cabinet meetings by involving teachers in analyzing data and developing criteria for instructional look-fors.

### Impact

Teachers typically improve their teaching practices as a result of collaborative inquiry meetings. Teachers have a voice in key decisions that affect student learning.

### Supporting Evidence

- Teacher teams analyze student work samples during weekly inquiry team meetings. During a kindergarten inquiry team meeting, teachers analyzed Teachers College running records data. As the team reviewed the data for each class, they collaboratively concluded that while most students had moved one or two reading levels, some students were having difficulty reading sight words, which slowed down their fluency. As a result, teachers decided to use sight word rings to help targeted students become familiar with high frequency sight words. They also decided to send home the Dolch sight word list so that parents can help students build sight word vocabulary as they read together at home. A review of teacher team conference notes indicated that some students are having difficulty in math problem solving, as reflected in their work samples. This data led teachers to implement STACKS (Small group instruction for re-teaching, Technology use to build math concepts, Apply concepts learned with a partner, Create math subtraction or addition problems with a partner and provide manipulatives to support concrete math skills through Kineesthetics) for targeted students in order to improve students’ problem solving proficiency. Many students are showing an increase in problem-solving skills, as evidenced in work samples that reflect drawings to support their math work. The on-going analysis of student work samples and data has helped teachers strengthen their instructional practices as well as increase student progress toward their goals, which was seen in student work samples.

- The instructional cabinet, consisting of the administration, grade leaders, the pre-k site coordinator, the art teacher, and the physical education teacher, meet bi-monthly to look for patterns in literacy and math data on Google Drive. Teachers have opportunities to share key decisions to support student progress across grades. An outgrowth of this group was the implementation of the STACKS math instructional strategy as well as the inclusion of technology, with online resources such as RAZ Kids and Starfall to support ELLs and students with disabilities. Teachers have now incorporated these into their lessons and shared that students’ work samples are showing improvement.

- Teachers on the instructional cabinet collaborated with the administration in creating the instructional absolutes look-fors template for classroom walkthroughs. Some criteria provided by the 3K/pre-k teachers included morning meetings for the read aloud, a system for student placement on the carpet, and students actively engaged in answering questions and having discussions. Criteria generated by kindergarten and grade-one teachers included flexible groupings, specific task cards with visual supports, interactive charts displaying student names, conference notes, exit tickets, and checklists. All teachers participating in meetings agreed that they have opportunities to build leadership capacity and have a voice in key decisions to support their students.