Quality Review Report

2018-2019

P.S. 062 Inocensio Casanova
08X062
660 Fox Street
Bronx
NY 10455

Principal: Lisa Manfredonia

Dates of Review:
January 10, 2019 - January 11, 2019

Lead Reviewer: Jacqueline King-Robinson
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. 062 Inocensio Casanova 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.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></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>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>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>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>Area of Celebration</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>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>Additional Finding</td>
<td>Well Developed</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>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>
</tr>
</tbody>
</table>
Area of Celebration

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

Findings

The school leader consistently communicates high expectations aligned to the Danielson Framework for Teaching, to the entire staff, through media such as the School Policy Manual, the weekly newsletter, A Week in Review, emails, and notices at professional learning sessions. All staff communicates clear expectations for student learning, to families, and develops learning partnerships with them.

Impact

Consistent communication and clear expectations help staff and families engage in home-school partnerships that support student progress in meeting the expectations and prepare them for middle school. School leaders have created a culture of mutual accountability that results in all staff taking responsibility for meeting schoolwide expectations.

Supporting Evidence

- School leaders conduct new teacher orientation prior to the start of the school year, with a focus on expectations for professionalism, instruction, assessment and other elements of the Danielson Framework for Teaching. School staff includes three mentor teachers who provide support for teaching staff, including teachers new to the school. A Peer Collaborative Teacher (PCT) and a model teacher help train teachers to meet schoolwide instructional expectations, through intervisitations and demonstration lessons. There are also two external consultants that support all school staff with meeting schoolwide expectations for assessment, instruction and development of curricula. In addition to training to support progress towards meeting instructional expectations, the entire staff is provided with training linked to other topics, including social-emotional learning.

- At the start of the school year, school staff hosts an orientation meeting for all parents and provide them with information on grade level learning targets. A Learning Targets brochure informs families about the Common Core Learning Standards for English Language Arts (ELA), “I can” statements for math and writing, and expected reading levels for intervals throughout the year. The brochure also shows websites that families can access to support their children’s learning at home. The parent coordinator provides families with a monthly calendar of events, which includes workshops and grade-specific activities for families to participate in schoolwide. The November calendar reveals that parents were invited to an attendance workshop, while the January calendar included a Super Tuesday agenda that offered workshops for families to engage in activities linked to school curricula. During the parent meeting, all parents agreed that the school provides them with resources to support their children at home. One parent stated, “They provide workshops that teach us how to assist my child at home and provide us with information about our children’s progress in reading and writing.” These interactions support home-school partnerships which strengthen families’ ability to support their children’s progress towards all expectations.

- School staff utilizes an online platform to communicate with families about upcoming events and student progress. They provide families with information on their child’s progress in reading, three times per year, via written communication that articulates the student’s current reading level in relation to grade level expectations. Families are also provided with a sight word list for their child’s current reading level, as well as steps that they can take to support their child’s progress in reading. All parents agreed that the staff provides ongoing communication about their child’s progress in meeting grade level expectations. Additionally, school leaders administer a survey to identify ways that families can partner with staff to support schoolwide initiatives and expectations for student learning.
Area of Focus

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

Findings

Across classrooms, teaching strategies align to the curricula and reflect a schoolwide belief that students learn best when they have the opportunity to be independent learners; however, at times, targeted small group instruction impedes students working at their own pace. Teachers routinely provide students with discussion cards to engage in discussions with their peers.

Impact

Through teaching practices aligned to the Danielson *Framework for Teaching*, all students receive support in completing work products and engaging in discussions that reflect high levels of thinking and participation. However, student ownership of learning is not consistently evident across classrooms.

Supporting Evidence

- In a fifth-grade ELA class the teacher provided students with a vocabulary sheet that included definitions for unfamiliar words contained in a nonfiction article about jellyfish. The vocabulary sheet promoted student comprehension of the article. After reading the article independently, students engaged in small group discussion to answer close reading questions about the article. Students utilized discussion stems to engage in conversations with their peers, as they outlined diverse points of view. During a lesson in which students read an article about endangered rain forests, a student was observed paraphrasing the words of a peer who noted that due to the destruction of rain forests, there would be fewer birds around so chocolate production would decrease. After paraphrasing, the student stated, “If that is what you are trying to say I agree.” Across classrooms such as this one, the discussions consistently reflected high levels of student thinking and participation. However, there were limited opportunities for students to take ownership of their learning as some often sat waiting for peers to finish the group task.

- Classroom visits indicate that pedagogy is aligned to the curricula and informed by the Danielson *Framework for Teaching* and incorporates the Common Core instructional shifts. Across classrooms teachers provide students with opportunities to read a balance of informational and literary texts, become knowledgeable about the world through texts, engage in rigorous discussions about texts, use evidence from the text to support a claim, and develop vocabulary needed to access complex texts. In classes visited, students were observed annotating texts and referring to the text to support their claims. In a fifth-grade ELA inquiry lesson, students were observed analyzing character traits, citing evidence when responding to prompts and identifying where they found evidence to support their analysis of the character. One student stated, “Wanda is a snake because she tricked him. People should not be around her because she is sneaky.” Additionally, the student identified the page and paragraph number where evidence to support the claim could be found.

- Across classrooms, teachers provide students with models of what is expected during independent and small group work. During a first-grade writing lesson, the teacher modeled steps to show students how to engage in discussion with peers, when providing feedback. During classroom visits and interviews at student meetings, students stated that the models that teachers provide support them as they complete their work independently or in their small groups. Students also use checklists to ensure that they are on track as they complete independent and small group work. Ownership of learning was not consistently evident during instruction across the classrooms visited, as few students moved beyond what was modeled or outlined on checklists.
Findings
Teachers develop units of study, using student work and assessment data to customize tasks for all students. Curricula and academic tasks emphasize rigorous habits for diverse learners, including students with disability and English Language Learners (ELLs).

Impact
Across grades and subjects, diverse learners have access to curricula with rigorous tasks that are designed to be cognitively engaging, and to promote higher order thinking. Unit and lesson plans include targeted instruction for individual and groups of students, ensuring access to the curricula by all learners.

Supporting Evidence
- Curricula documents reviewed included lesson plans with student groupings based on student work and assessment data. A second-grade skills grouping plan identified across-grade student groupings, and units from the lower grades illustrated strategies for phonics instruction to address identified deficiencies. The plan identified unit eight of kindergarten curricula as a resource for providing instruction around short vowel sounds and tricky words, and listed students from each second-grade class who would be in the group. The plan also identified second-grade students who needed support with long vowels and consonant blends, and suggested use of the first-grade unit four plan as a resource. Across first and second-grades, students are grouped to receive targeted phonics and English as a New Language instruction. Teachers incorporate non-grade specific units into the curricula to promote access for diverse learners and cognitive engagement.

- A second-grade unit plan entailed students producing a nonfiction book that includes a table of contents, captions, diagrams and maps, informational paragraphs, a glossary, and an index. The learning plan detailed planned differentiation for groups of students. Differentiation strategies included use of mentor texts, anchor charts that include pictures, graphic organizers, sentence starters, word walls, and vocabulary cards. Academic tasks emphasize rigorous habits for all students, including ELLs and students with disabilities. Lesson plans for an integrated co-teaching lesson required students to develop a hypothesis and conduct observations of plants in a variety of settings, in order to confirm their hypothesis.

- During a third-grade team meeting, teachers were observed analyzing student work and assessment data to inform revisions to the upcoming fraction unit. They noticed that students had difficulty placing fractions on a number line, determining the difference between the numerator and denominator, and identifying the connection between the different models they use to represent fractions. Next steps included each teacher planning one center activity that would be built into the revised unit to address students’ misconceptions. Teachers agreed that center tasks would include activities that ensure all students, including students with disabilities and ELLs, have access to the tasks included in the unit.

- After the end-of-year curricula reflection, teachers create new units of curricula for the next school year. Fourth-grade reading and writing maps are aligned with the reading and writing units, so that reading instruction is designed to provide students with mentor texts that support their writing by offering models for the students to follow. Alignment of the units supports the school’s emphasis on incorporating curricula that offer cognitively engaging tasks that promote rigorous habits and higher-order thinking skills across grades and subjects for all students.
Additional Finding

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

Teachers administer pre-and post-unit common assessments in math, reading and writing, as well as formative assessments, and use the data to measure student progress towards goals. Assessment practices include gathering data from ongoing checks for understanding and student self-assessment.

**Impact**

Results of assessments inform lesson adjustments, such as creating or revising student groupings for targeted guided reading instruction. Teachers’ assessment practices result in effective instructional adjustments, including during classroom instruction, to meet the learning needs of all students.

**Supporting Evidence**

- Teachers provide students with goals based on previous classwork and assessments, to improve their work. A teacher’s comment to a student on an informational writing essay read, “You used descriptive details and evidence to support your thoughts. One goal is to elaborate more on your reasons and details.” The comment to another student was, “I know how hard you worked using your checklist to organize your thoughts. One goal I have for you is to use evidence from your sources to support your claim.” Results from common writing assessments are used to establish goals for students and assess students’ progress towards the goals, as evidenced by these examples.

- Across grades teachers administer common pre-and post-unit assessments and use the results from the assessments to design targeted small group instruction. During a third-grade team meeting, teachers reviewed data from the previous unit’s common assessment on fractions. Teachers noticed that students were having difficulty with division. They identified three students who need additional support with division. Next steps included, having the students sort word problems into two categories - multiplication and division. Teachers also agreed that they would use similar problems as problem solving tasks throughout the week. Additionally, they planned to use a club day to provide additional targeted small group instruction across the grade.

- Across the school, teachers administer leveled reading assessments to monitor student reading progress. Additionally, teachers administer running records and analyze data to provide small group instruction. They meet every six to eight weeks to analyze assessment data and revise student groupings across the grade, as evidenced by November and January regroupings that were based on independent reading levels progression data. Assessment data from these combined activities reveals that all students, including students with disabilities and ELLs, are making progress towards the goal of reading on grade level.

- Across classrooms, teachers consistently check for understanding, using exit slips, small group instruction, kid watching, student self-reflection, and checklists. During a visit to a fifth-grade classroom, the teacher was observed circulating the room to check in with individual and groups of students. After realizing that students were not organizing their work, the teacher shared another student’s work as a model of one way that they can organize their work. The teacher also observed that students were combining the analysis of two characters into one sentence. In response to that, the teacher implemented a mid-workshop interruption to inform students that they could write the analysis for each character in two separate sentences. Across the school, teachers consistently use the data from checks for understanding, such as those described here, to adjust instruction to meet the learning needs of all students.
Additional Finding

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: | Well Developed |

Findings
The vast majority of teachers are on teams that are engaged in structured inquiry-based professional collaborations, to support the schoolwide goal of providing students with targeted small group instruction to meet their individual needs. Teacher teams systematically analyze student work and data to establish goals for individual and groups of students.

Impact
Teamwork enables teachers to address student learning gaps in relation to specific skills required by the Common Core, leading to goal mastery for groups of students. Teacher team identification of effective pedagogical practices fosters instructional coherence and strengthens teacher practice across the school.

Supporting Evidence
- Aligned to the schoolwide instructional goal of providing students with targeted small group instruction to meet their individual learning needs, all teachers are engaged in inquiry-based collaborations on their grade level teams, during which they analyze key elements of classroom practice. For example, grade level teams participate in instructional rounds to collaborate and identify shared practices, fine-tune lesson plans, and make a commitment to a targeted instructional strategy. Teacher performance data reveals that most teachers have made gains in specific domains of the Danielson Framework for Teaching, including questioning and discussion techniques. During meetings with teachers, they agreed that the work on their teams has resulted in improvements to their instructional practice.

- School leaders have identified instructional coaches who work with individual and teams of teachers to support their development, via an inquiry approach. Instructional coaches work with teachers who have been identified by school leaders for additional support to address their areas of need, help all teachers to adjust Common Core-aligned curricula maps to meet student learning needs, and establish coherence in implementing schoolwide instructional practices. All teachers interviewed agreed that work on their teams promotes shared learning, provides opportunities to problem-solve, enables norming of expectations for student work, and empowers them to try new strategies that improve student achievement schoolwide.

- All teachers engage in six-week inquiry cycles. For each cycle, teacher teams identify the percentage of students performing at each performance level in reading and math, establish goals for all students, and monitor student progress throughout the cycle. The teams’ work is supported by outside consultants who model instructional practices and coach teachers, as they provide small group targeted instruction. During a teacher team meeting, teachers agreed that support from the consultants has helped them to deliver instruction that has improved student mastery of skills, such as annotating texts and supporting claims with text-based evidence, which reflect goals set at the beginning of the cycle.
Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

Findings
School leaders and teacher leaders promote the development of teachers, including those new to the profession, with feedback and next steps generated through the strategic use of cycles of observation, and analysis of student work and data. Feedback accurately captures strengths, challenges and next steps aligned to identified domains within the Danielson Framework for Teaching.

Impact
Schoolwide observations and professional learning foster improved instructional practices. Clear expectations and articulated next steps support teacher development and align with teacher professional goals, such as strengthening teacher questioning and discussion techniques and use of guided reading strategies.

Supporting Evidence

- Observation reports reviewed show evidence of alignment to the schoolwide professional development goal of strengthening teacher questioning and discussion techniques. Feedback contained in an observation report read, “Continue to have the students communicate and explain the learning criteria. Continue to work with students on developing discussion, as you did today. When planning with the second-grade teachers, have them highlight pertinent questions relevant to the text, in order to extend comprehension and making inferences.” Feedback to a different teacher was, “Students were able to communicate with their peers to explain the problem, taking the class step-by-step through the strategy, while questioning their peers. Continue to work with students on questioning each other, as this will help them to synthesize procedure and internalize strategies.” This alignment of feedback to the schoolwide professional goal for teachers has resulted in improved ratings on the component of the Danielson Framework for Teaching.

- School leaders implement frequent cycles of observation to provide feedback to teachers, utilizing the Danielson Framework for Teaching as the standard for professionalism and high-quality instruction. Feedback is aligned to schoolwide instructional expectations that are developed through collaborations with administrators and teachers. Teachers leave post-observation feedback sessions with a clear plan for next steps. Next steps for one teacher read, “I am also requesting that you take time to model how to conduct a group share out and utilize sentence starters to develop the discussion. The discourse cards that have been provided for use are differentiated into four categories. Please select two to three cards per category and have the students practice using them for two weeks. Once they become fluent, include additional pieces.” Evidence of alignment of feedback to professional goals for teachers was observed in these and other observation reports reviewed.

- School leaders and teacher peers support the development of teachers by modeling and leading teachers through intervisitations and discussions surfacing from curricula resources. All these activities are aligned to the schoolwide instructional focus of providing small group instruction, aligned to individual student learning needs and strengthening teacher questioning and discussion during instruction. Additionally, after intervisitations, teachers collaboratively examine student work and data during meetings and develop strategies to improve student work products. Teachers expressed that these peer to peer collaborations are resulting in increased instructional capacity, as evidenced by Advance data and supervisor feedback on observations.