Quality Review Report

2019-2020

P.S. 058 The Carroll
Elementary 15K058
330 Smith Street
Brooklyn
NY 11231

Principal: Katherine Dellostritto

Dates of Review:
January 8, 2020 - January 9, 2020

Lead Reviewer: Lisa Wang
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. 058 The Carroll 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>
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</thead>
<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 State 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 State standards and the 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 Quality Ratings continued

#### 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>Additional Finding</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>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>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 State standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Findings

The use of resources such as technology and professional partnerships are well-aligned to and support the school’s instructional goals and long-range action plans. The use of staff time is structured such that teams have substantial and regular meetings focusing teacher time on instructional work.

Impact

Professional partnerships have resulted in curriculum interaction and enrichment for all students. Structured planning time, residencies and a dual language program engages all students in challenging academic tasks.

Supporting Evidence

- Strategic collaborations with the arts and enrichment organizations have been cultivated by school leaders to meet the diverse needs and interests of students. Among these collaborations are the New York City Ballet and the Metropolitan Opera, in which artists establish a residency within the school to engage students in the creation of a final piece to be performed or displayed. The school leaders have created space within the school programming to support the twelve-week residencies, as well as provide teachers with time during the school day to attend full day training prior to the commencement of the residency. The partnerships support the integration of the arts and core content areas. For example, grade-five students engage in research on the work of El Anatsui and use exemplars from the artist’s work to study patterns, textures and ways artists transform recycled materials into art. Grade-two students engage in reflection writing and create pictures to represent their experience from the Ballet Tales residency. A student shared, “I liked making the story. I liked the performance also because it showed the world our story.”

- The School Leadership team has established the Social Justice, Tolerance, Respect, Inclusion, Diversity, and Equity (STRIDE) committee to develop a culturally responsive curriculum and the implementation of extracurricular programs to be more representative of the diversity within the community. As a result, the committee created a diverse library, established a Rainbow Club, and incorporated a Black Lives Matter week of action to discuss what action looks like across grade levels focusing on inequity in public schools for children of color. Students shared that they feel safe and accepted at their school. Parents shared that the school faculty really knows their children well and is resourceful in sustaining and establishing partnerships to meet the needs of all students.

- The school faculty has developed a dual language program with two classes on each grade from kindergarten to fifth grade. Students in these classes learn in French and in English. Each class is heterogeneous and includes students who speak French as their dominant language and students whose dominant language is English. Fifty percent of the instructional time is taught in French and the other fifty percent is taught in English. The implementation of this program has informed the hiring protocol and criteria, resulting in candidates who are dually certified. Teachers plan together and ensure that lessons build on each other using the two languages. As a result, the teachers have created a vertically-aligned language progression chart providing a guide for instructional planning to engage students in challenging academic tasks with the goal of moving on to the next level. In addition, special education teachers co-plan with dual language teachers and schedule time to meet with students who are newcomers on a daily basis to work on goals towards English language acquisition. As a result, Multi-Lingual Learners (MLLs) in the dual language program are reading and writing at high levels as evidenced in student reading level data and writing tasks.
Area of Focus

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

Findings

Across classrooms, teaching practices in both dual language and general education programs are aligned to the curricula and reflect an articulated set of beliefs about how students learn best. Across classrooms, student work products and discussions reflect high levels of student thinking and participation.

Impact

While the school leader’s core beliefs support student-centered classrooms, group work, student talk, incorporating multiple entry points and student ownership, they have yet to be implemented across the vast majority of classrooms.

Supporting Evidence

- In a grade-three science lesson on observable traits, students were seated in groups focused on the individual task of using the traits of parents to determine the traits of the offspring. Students created a clay creature displaying the observable traits of the offspring. Conversation among students and the use of academic language was limited. While the teacher supported students with task completion, students’ understanding of the task varied. In a grade-two dual language math lesson the teacher incorporated scaffolds which included a video, visuals, and manipulatives. While the teacher worked with a small group of students, other groups worked with varied degrees of accountability. While teachers’ questioning skills and scaffolds were evident, targeted tasks, plans for intervention or opportunities for extensions were not evident in the vast majority of classrooms to support a range of learners.

- In a grade four math lesson, the teacher strategically asked questions to build upon students’ knowledge of fractions to teach them about decimals. The teacher asked students to turn and talk to a partner to discuss when they mostly see decimals. Varied engagement in the conversation was observed, as well as varied use of academic language. In a grade five writing lesson, students engaged in a turn and talk focused on how they would describe the moment when Lewis and Clark reached the Pacific Ocean. Some students discussed and sustained a conversation, describing this moment, other students did not. While students engaged in conversation, evidence of students pushing each other to engage in deep thinking, use of academic language and self-reflection was not evident across the vast majority of classrooms.

- In a grade-five social studies lesson, the teacher led a mini-lesson on the use of nonfiction texts and primary sources to study the change, progress, and growth resulting from the Homestead Act. The teacher posed questions for students to answer to help them think about different resources that were reflected in the materials provided at learning stations available to them when they began the activity, in order to support them to identify the positives and negatives of the Homestead Act requiring high levels of thinking. Some students struggled with making the connection during the turn and talk, thus the level of engagement in the conversation varied. A lesson on gender equity provided students with a list of toys and tasked them to sort and map out a display in a toy store. The teacher facilitated a conversation among each student group to make a connection between the activity and the teaching point, as well as to ensure that all students had a role and a voice in the activity. While some student conversations reflected student ownership causing students to reflect and push each other’s thinking, many students relied on the teacher to make the connections for them.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for a diversity of learners. Curricula and academic tasks are planned using the school’s independence curriculum and refined using student work and data.

Impact
A diversity of learners, have access to the curricula and tasks and are cognitively engaged through the use of differentiated scaffolds. Students in the dual language program have access to the curricula through partnerships, groupings and a variety of immersion strategies within the dual language program.

Supporting Evidence

- In a grade-five writing lesson plan, the teacher identifies the targeted supports needed for a small group of students who are ELLs and need additional support with crafting a nonfiction writing piece. The supports listed included plans to provide students with images to help them create introductions, and noted a strategy to help students in generating a list of adjectives that describe the topic to later expand into sentences. In a grade-two math lesson plan, the teacher noted that scaffolds such as manipulatives, drawing the problem, opportunity to re-watch the problem-solving video and the opportunity to reread the worksheet would be used to support students with a wide range of learning styles in accessing the content. In review of lessons plans for the dual language classes, the standard planning protocol is to include a language objective, create support materials that are highlighted in yellow ink for English and highlighted in green ink for French, as well as a rational for student pairings or groupings. For example, a grade-two math lesson plan includes both the content objective for problem solving using estimation, addition, subtraction, and spatial organization, and a language objective. Resources and scaffolds are noted in the lesson plan. A section of the plan identifies the visuals that will be used to support comprehension, a list of the manipulatives needed to support students' expression of problem solving strategies, and a chart of student groupings, pairing an English-dominant student with a French-dominant student to foster collaborative learning.

- In a grade-five reading lesson, the teacher uses reading level data to group students and provide ‘just right’ texts. The targeted planning in the lesson included small group conferences for select students to teach a new strategy to find main idea by determining what the character wants, what the character doesn’t want and how the character is feeling. A grade-three lesson plan focusing on lifting the level of inferring about characters includes a strategy for forming a group of students who need to work on pinpointing the most important scenes in a book based on data from the prior lesson. The planned strategy includes brainstorming with the selected students to determine the different parts of a story and creating a mini-chart to use as a scaffold, providing access to the curricula.

- In a grade-five writing lesson plan, the teacher, upon review of student data, notes and plans to highlight the work of students who were able to apply more than one writing strategy, as exemplars for the rest of the class. In a grade-two unit plan on communities across time, a lesson on how communities travel from one place to another, reflects how the teacher identified a project plan for low performing students using teacher exemplars as models for creating passports, and a separate project plan for high performing students to incorporate role playing using passports and discussing how passports have changed over time, thus cognitively engaging a diversity of learners.
### Findings

Across classrooms, teachers use assessment data, and rubrics that are aligned with the school’s curricula. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding such as conferring with students and use of exit tickets, as well as student self-assessment and reflection.

### Impact

Teachers provide actionable feedback to students regarding their achievement and make effective adjustments to meet all students’ learning needs using data.

### Supporting Evidence

- Teachers provide verbal feedback to students while conferring with small groups. In a grade-two class, the teacher gave feedback to a student group, “How can we make sure everyone has a role? Why don’t each of you pick a section to work on based on your interest? How can we make sure everyone has a voice in this group?” Teachers provide a range of written feedback to students. Feedback on a writing draft notes, “You have strong personal stories that relate well to your reasons. Your conclusion was well-structured and reflective. Think about using ‘this shows’ more consistently in each body paragraph.” On a persuasive writing draft, feedback reads, "Formal tone, consider the purpose of this essay and genre. How will your essay be delivered? Consider sentence length. Are you breaking up ideas/ thoughts? Getting to the point?” Math assessment feedback notes, "Comparing decimals and fractions is inconsistent.” On an end-of-unit assessment on volume the student’s degree of proficiency is noted by circling the rubric which read, "Assessment shows evidence of meeting above grade-level standards.”

- The use of checks for understanding was observed across classrooms. In a grade-five writing lesson, the teacher asked questions about crafting introductions in a nonfiction piece to the whole class. The lesson plan indicated that the teacher would distribute exit tickets and collect notebooks to check students’ understanding and application of the strategy in students’ writing at the end of the lesson. In a grade-three science lesson, the teacher circulated among student groups and paused the activity to give feedback to redirect students, “Many of you have been asking, ‘Do I have to follow what the DNA says.’ Yes, those are the traits your creature inherited.” In a grade-two math lesson, the teacher checked for students’ understanding by posing multiple rich questions to student groups through questioning on addition and subtraction strategies. In a grade-two reading lesson, the teacher conferred with students and used a conference note chart to document each student’s next steps. As a result, the teacher formed a small group of students and taught them a new strategy to help them find the main idea.

- Students have a range of opportunities for self-reflection. In grade three, students are given an independence self-reflection sheet to complete, as well as end-of-year self-reflection questions including, “What is something you accomplished this year that you are proud of?” based on the independence continuum. Students are given self-reflection sheets at the end of each writing unit to identify a new strategy learned, what they did well and one area that they need to work on. In a grade-one reading lesson, the teacher formed a group of students based on commonalities within their reading inventories. The teacher shared, “I was looking at the reading inventories that you completed and you all said you wanted to focus on pulling words apart as a goal.” The teacher presented a strategy for those students to use to identify words when reading.
## Additional Finding

<table>
<thead>
<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 high expectations to the entire staff. School leaders and staff effectively communicate expectations for the next level and successfully partner with families.

### Impact

A culture of mutual accountability has been established as each teacher takes on a role within their grade team to support an effective working collaboration among colleagues. The school partners with families to support student progress toward expectations.

### Supporting Evidence

- School leaders communicate high expectations through the faculty handbook, beginning of year presentation, the established classroom environment expectations, as well as the expectations for communication among faculty and families. In addition, school leaders continue to message high expectations through weekly staff meetings and memos, professional development (PD), as well as through their partnerships with professional learning organizations. The school faculty’s focus on building a culturally responsive curriculum has added an additional layer of high expectations to make sure each unit of study represents multiple perspectives and not a single story.

- A system of mutual accountability has been built into the school culture. There is an expectation that everyone on each grade team has a role. Each year, at the last PD session, teachers meet to decide who will serve in the role as team leader, the liaison for the learning partners in building PD, who will communicate with the in-class programming coordinator, and who will be the math lead. School leaders meet with the team leaders throughout the year to message expectations and discuss how to best support each team towards working effectively in supporting student progress. Each team has established a charter to encompass goals for moving the team forward. One teacher shared, “There is a very high standard that has been established within our teacher teams, whether it’s input on unit planning, or something we have promised to do for our team.” Another teacher shared, “People have their passions and share them with the team to inspire them to take on new things and push each other further.”

- The school partners with families through curriculum and Parent-Teacher conference nights to provide an overview of the school’s expectations. These expectations are messaged throughout the year via the school website, the e-blast sent out three times per week, monthly letters from the principal and multiple digital platforms. Teachers send home graded student work, such as math unit tests and quizzes, to inform families of individual academic progress. Parents have found that the family night focused on math games helped them to better understand the math stations implemented in the classrooms and what is expected of their children. Parents shared that the grade-five teachers focus on study habits, organization and planning when they meet together to ensure that students have tools to enter grade six, as well as promote a path to college and career readiness. Parents spoke of the teachers’ incorporation of students’ use of an agenda book to copy assignments as an example of that focus on organization. Parents of grade-five students, as well as alumni have shared that the partnership in focusing on building their children’s organization and independence skills, in addition to the multiple opportunities to visit their children’s classrooms, attend workshops, learn about curricula, and build relationships with their teachers have helped their transition into middle school.
Additional Finding

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

Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations through a variety of teacher team configurations. Distributed leadership structures are embedded within the school community.

Impact

Teacher teams have strengthened instructional capacity and promoted the implementation of State standards, resulting in schoolwide instructional coherence and increased student achievement for all learners. There is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school.

Supporting Evidence

- Teachers meet as a grade or as a cross-grade study group in order to look at student work and share rubrics to ensure coherence from one year to the next. Teacher teams use the school-created independence continuum aligned to students’ personal behaviors to build coherence in student-centered classrooms practices so that students are developing the skills to lead the work. For example, the math vertical team has been focusing on implementing a three-act task protocol across the grades within a student-centered classroom environment. The vertical math team meets to share the data they have gathered in order to track the impact of the protocol, on students’ content proficiency, communication using academic vocabulary, questioning skills and reaction to challenge when engaged in productive struggle towards solving a math problem. The dual language program team meets to adapt curriculum to meet the needs of English and French language learners and has created a vertically-aligned language progression to build coherence in expectations for students and next level support across the grades. The specialty teacher team is comprised of ten specialty teachers who work with each grade on cross-curricular projects that highlight student choice and opportunity for multiple modes of learning.

- The child study team, made up of service providers, plays an integral role in key decisions that affect student learning across the school. Teachers can go to the child study team if they need additional support with building strategies that they can implement in working with a student. The second level of support provided by the child study team is to have a member observe a child and decide to provide support on an at-risk basis. Every student that has been presented to the child study team is given a case manager from the team. An action plan of targeted interventions is implemented and monitored through data collected on a tracker and student progress is communicated within an inquiry cycle. As a result, students targeted by this teacher team have made academic and social emotional progress as evidenced in growth in reading level data from one to three levels from the first to the second marking quarters, student work productions in writing and self-regulation through anecdotal data.

- To cultivate distributive leadership, teachers serve as leads and liaisons for professional learning communities. Teachers also serve as grade leaders, mentors, instructional leads, service learning facilitators, PD facilitators, and student support providers. One teacher shared, “We divide, conquer and delegate. For example, for math stations, we each take a few stations to create and then collaboratively develop the rubric.” This was evident in the observation of the teacher team meeting, where teachers looked at student work to guide the development of math stations focusing on building scaffolds and extensions to move all students towards proficiency before they reach the end of the unit of study on multiplication and division. Teachers identified strategies that should drive the focus for each station. They then made the decision to develop differentiated tasks for each station to support students who are performing in the lower tier and to challenge students who are higher performing. The task was divided among all team members, with the expectation that all components would be completed by the next meeting later in the week, so that it could be implemented to support students.