Quality Review Report

2019-2020

P.S. 312 Bergen Beach
Elementary 22K312
7103 Avenue T
Brooklyn
NY 11234

Principal: Sungmin Yoo

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

Lead Reviewer: Jennifer Eusanio
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. 312 Bergen Beach 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

#### Instructional Core

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<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<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>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 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>Well Developed</td>
</tr>
</tbody>
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## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<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>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>
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### Systems for Improvement

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

| Quality Indicator: | 3.4 High Expectations | Rating: | Well Developed |

Findings
School leaders consistently communicate high expectations for curriculum and assessment practices to the entire staff. School staff effectively communicates high expectations and provides feedback to families on college and career pathways through successful partnerships.

Impact
A culture of mutual accountability exists among all staff members, who work collaboratively to promote student success toward meeting the school community’s mission. Supportive partnerships foster collaborations among all stakeholders to promote student progress toward meeting the State standards.

 Supporting Evidence

- The school community commits to a mission to promote high expectations and excellence in learning, offer a rigorous curriculum, and work collaboratively with parents and the community to provide students with college and career readiness skills that will prepare them to become lifelong learners and productive citizens of the global community. This mission is communicated by school leaders to staff through weekly calendars with reminders, emails, memoranda, and a staff handbook. The staff handbook contains highly-suggested guidance for effective lesson planning that includes the use of a learning objective, a link or motivation, and an I Do section or introduction to the lesson with focus questions. Teachers’ planning demonstrates their commitment to ensuring that lessons are standards-based, where the design of tasks reinforces the school community’s mission.

- School leaders hold staff accountable for rigorous planning, especially in the design of assessments, and the quality of feedback provided to students. Prior to the administration of assessments, school leaders review teachers’ common assessments to determine whether the questions are aligned to the standards and are rigorous in order to provide students with exposure to higher-order thinking questions prior to taking State exams. School leader feedback includes asking teachers to incorporate higher-level thinking questions so that students’ answers require explanation. Additionally, school leaders provide guidance in the staff handbook to support teachers with providing comments on their students’ work and the organization of their student work folders. Teachers agreed that this feedback supports their understanding of the school community’s mission and vision and they continuously strive to meet and exceed them as a team. Additionally, teacher grade leaders and subject-based ambassadors reinforce the mission through their emails and during grade-level or vertical meetings. Discussions focus on data trends and instructional expectations so that they can be incorporated into classes, thus promoting a collaborative community that builds college and career readiness skills for students.

- An ongoing parent-school partnership supports a student pathway to college and career readiness, which is fostered through multiple structures, including online communication programs, parent workshops, and meetings with teachers. One parent reported that after attending a math workshop, she felt more confident supporting her child at home with the new program. Another parent reported that the testing workshop enabled him to engage with his child and learn how to help her prepare for success on the State exam. Parents support their children at home by reviewing math tests and aiding them with test corrections, which are required to be worked on together, signed, and returned to the school. Parents agreed that the teachers’ ongoing and effective communication, support, and provision of resources are increasing their children’s progress in school.
## Area of Focus

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

Although teaching strategies provide multiple entry points through a variety of scaffolds for students to engage in challenging tasks, and students have small-group discussions, there are a few classes where high-quality supports and extensions are not always embedded.

### Impact

Across classes, students engage in discussions. And strategies provide opportunities for students to be challenged. However, work products in a few classes do not always reflect ownership of these conversations or the use of extensions, which serve as a missed opportunity for some students.

### Supporting Evidence

- Across classrooms, small-group and paired discourse, and small-group instruction were observed. In a grade-four social studies class, student groups worked together to review primary and secondary sources, and used technology to conduct research on whether their assigned explorer ventured to a new country for God, gold, or glory. Across the class, students used a variety of annotation strategies to help them understand their texts, and engaged in research about their explorer to develop a claim, a rationale, and include relevant text-based evidence. The teacher used tiered questioning strategies to support each group's understanding of different social studies concepts or reading skills. With one group that was studying Christopher Columbus, the teacher used guiding questions to aid the students in understanding the unfamiliar words in a text, such as the word sovereign, and offered additional tools that enhanced the quality of their discussion. Although teachers used multiple strategies and students engaged in small group discourse across classes, demonstrating engagement with their tasks, there were a few classes where student ownership and the use of strategic, high-quality extensions were not always evident in students’ work products.

- In a kindergarten Integrated Co-Teaching (ICT) writing class, both teachers used specific teaching protocols and precise questioning strategies to support students in planning and writing a nonfiction book. In a second-grade English Language Arts (ELA) class, students worked in small groups using a note-taking tool to summarize their classmates’ presentations of their research on historic figures. The audience members were expected to summarize and record key details of what they had learned based on each person’s traits. The tool did allow for some summaries to be written so that students were able to demonstrate accuracy in the details that they chose to support their claim. One example was Harriet Tubman being brave, “because she rescued other slaves”. However, the tool limited other students’ responses, where more explanation and clarity were required. In a fourth-grade social studies class, student groups engaged in research and group discussion about an explorer. However, questioning strategies and resulting work products demonstrated basic summary, inference, or recall, but did not demonstrate higher-order thinking.

- In a fifth-grade ICT math class, the students worked in small groups using a graphic organizer to solve a multi-step word problem. Students conversed with each other on different ways they would solve the problem, and shared how some strategies were more effective than others. However, in a third-fourth bridged-grade math class, one group of students created bar and/or pictographs, while another group worked with teacher assistants on problem solving. Although some students were engaged in creating their bar or pictographs, work products across the class did not demonstrate the active participation of all students.
Findings

School staff ensures that the curricula are aligned to the State standards and strategically makes decisions to integrate certain standards, especially practices in math reasoning. Curricular documents and tasks coherently embed rigorous habits and emphasize higher-order thinking skills across grades and subject areas.

Impact

The coherent curricula and planned higher-order tasks promote college and career readiness and the demonstration of critical thinking by all learners.

Supporting Evidence

- School leaders are intentionally focused on problem-solving this year, especially multi-step word problems, and understanding fractions, particularly in the upper grades. A strategic decision to purposefully integrate a schoolwide, four-part problem-solving strategy was implemented, resulting in vertical curriculum adjustments across grades. A Problem of the Week is used to support and reinforce this practice, especially as the teachers implement a new math curriculum this year. A review of math units reflects an emphasis on math reasoning, aligned to the State standards. In a first-grade science unit, there is a purposeful alignment to the ELA, science and math State standards, which are integrated throughout the unit of study focused on the standard of naming topics, and asking and answering questions.

- ELA and social studies units strategically emphasize standards that focus on main idea and connecting ideas, events, and concepts together in a text. In a grade-three ELA lesson plan, students are expected to identify the cause and effect relationship within a text and recount key details using questions to guide their thinking and demonstrate understanding of the central concept, emphasizing synthesis. Similarly, in a second-grade unit in reading, one of the essential questions requires students to identify and analyze main characters and their relationships. In a fourth-grade social studies unit, one learning objective is to identify important facts from a text that lead to their understanding of how slaves contributed to the development of New York. Overall, unit plans reflect a vertical alignment of specific standards that foster coherence in the curricula, and support college and career readiness.

- Rigorous tasks are planned across grade levels and subject areas to prompt the thinking of all learners. A first-grade science task requires that students create a mini-book on sound sources after engaging in multiple experiments where they share their designs, how they explore materials, and investigate to confirm their predictions. A fourth-grade social studies task requires that students write a fictional diary entry from the perspective of a colonist in New York, using historically accurate facts and details, content-rich vocabulary, and synthesize their thoughts in order to portray the context of the entry. In a fifth-grade reading task, students will write a compare and contrast piece of two historical figures, and what they stood up for. Thus, the prompts in students’ written tasks promote the demonstration of thinking, embedding tasks that promote higher-order thinking habits across the curricula.
### Additional Finding

#### 2.2 Assessment

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<tr>
<th>Quality Indicator:</th>
<th>Rating:</th>
<th>Well Developed</th>
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<td>2.2 Assessment</td>
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#### Findings

The vast majority of teachers use varied checks for understanding, curricula-aligned rubrics and assessments, and student self-assessments to establish student goals and develop a clear understanding of student mastery of their progress.

#### Impact

Assessment practices lead to effective adjustments that meet students’ learning needs and provide meaningful feedback to support student achievement, offering students awareness of their next learning steps.

#### Supporting Evidence

- Assessments and rubrics are aligned to the school’s standards-based curricula across grades and subject areas. The school community aligns the grading policy for report cards with the district’s grading policy and also uses performance levels one to four in rubrics. Part of the school community’s belief on how student’s learn best is by ensuring that they know what the criteria for success are and what is expected of them when performing a task. Teachers are expected to provide students with rubrics before a task or project is given. The rubric is designed to guide a student’s progress and serve as a reference for feedback between the teacher and student, or peer to peer. A schoolwide expectation is that all feedback is specific, and according to school leaders, “serves as a guide” or “offers examples or samples” of what the expected outcomes should emulate. Exemplars may also be used as examples of what is expected from students and provided by teachers. On one science writing response, the teacher commended the student for answering the task prompt correctly and providing a detail. A next step stated, “Use the restate, answer, cite, cite, explain (RACCE) format with two details to support your response and tell why you agreed.” This provided specific guidance for the student to improve their work product.

- Students shared that their teachers all provide feedback in different areas on their work products that they understand. They indicated that they are able to use their rubric as a guide to determine their performance levels and what they would need to do in order to improve their grades. One student stated that he was provided feedback on his personal narrative to better organize his writing and to pay attention to his paragraph formatting, focusing on at least five to seven sentences per paragraph to ensure that he includes enough details about his topic. The student was able to show another writing piece, where he applied these strategies to his writing. A review of student work in different subject areas demonstrated how students are using their teachers’ feedback from a previous task to enhance their skills by applying this feedback to the next task, thereby supporting an improvement in their grades.

- Across the vast majority of classes, teachers checked for understanding and made on-the-spot adjustments by regrouping students and reteaching concepts. In a third-grade ELA class, after completing a reading response task on cause and effect, the teacher organized a small group to reteach the concept using a more scaffolded approach of questioning to support students’ learning needs. Additionally, self-assessment and the development of student goals with action plans are a common practice, where students work on their goals across subject areas. They use a combination of their teachers’ and peers’ feedback to determine whether they are making progress, as well as how to proceed if they are not reaching their goals. Students make math test corrections by self-assessing and correcting their own math problems. They also write personal reflections and their next steps, with guidance from their teachers and parents. This practice fosters more opportunities for students to establish a pathway toward increasing their progress.
**Additional Finding**

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<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

School leaders support the development of all teachers with effective feedback and next steps from frequent observation cycles, accurately capturing strengths, challenges, and next steps that are aligned to the Danielson Framework for Teaching and focused on improving teaching performance in the area of student engagement.

**Impact**

Supportive feedback that articulates clear expectations and provides strategies for next steps promotes teachers’ reflection and growth, thus enhancing their instructional practices.

**Supporting Evidence**

- School leaders assign themselves observation cycles by certain grade-levels and divide subject-area observations. Non-tenured teachers are observed at the beginning of the year, followed by tenured teachers. After each observation, school leaders meet with teachers to provide and discuss feedback, which may be in verbal or written form. A review of school leader feedback to new and tenured teachers showed the incorporation of the use of student work or data in order to support the teacher’s next steps. There is an emphasis on areas that reinforce the school's instructional focus on maintaining rigor, high expectations for all students, and opportunities for student discourse. A review of observation reports reflected several feedback comments in alignment with the Danielson Framework for Teaching components on designing coherent instruction, questioning, discussion, and student engagement. All reports prioritize feedback, where teachers’ next steps focus on at most two or three areas, and where specific strategies are provided to enhance their instructional practices.

- Several school leaders’ comments emphasized expectations on student engagement aligned to the school’s instructional focus and based on students’ learning needs. In an observation report, a teacher received feedback commending the design of activities that adhered to students’ learning styles to maximize their learning. As a next step, as this was an ICT class, the school leader recommended the use of other co-teaching models, such as the use of stations, to further engage students to employ different strategies in the class from the co-teacher and their student peers. In another feedback report, the teacher was commended for their material organization, teaching techniques, and the sequence of delivery within the lesson. To enhance the lesson, the school leader suggested that the teacher consider how to incorporate enrichment extensions to challenge students capable of handling higher-level work.

- Effective feedback supports all teachers, including those newest to the profession. A new teacher received feedback that commended the nature of student engagement in the lesson and their level of planning, especially in regard to their student group selections, and how it informed and led students toward meeting the learning outcomes for the day. The school leader recommended that the teacher consider more student autonomy or choice in the planning of activities. During the subsequent lesson, the teacher was commended for the use of grouping strategies and differentiated content. Additionally, the report included positive feedback on the teacher’s task design to provide more student choice, promote access for some students, and more challenging materials to enrich others, which resulted in an increase in the teacher’s rating. Thus, effective, timely feedback supports all teachers and fosters reflection that promotes their professional growth.
Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

Findings

The majority of teachers engage in inquiry-based professional grade-level and vertical collaborations. They consistently analyze student work and data for students on whom they are focused throughout the year.

Impact

Teacher teams promote schoolwide goals in meeting the State standards, improve teacher practice, and strengthen their capacity, thereby supporting progress toward goals for groups of students.

Supporting Evidence

- Teacher teams meet weekly on each grade and vertically for the self-contained and ICT programs. During team meetings, teachers reported that they review and analyze student data and work products and look for trends. This year, the school community is using a new protocol to enhance their inquiry process while examining their assessments, focusing on common misconceptions and errors. Teachers review best practices during meetings, which may also include cluster teachers, so they can be included in grade-level planning. Teachers shared that as a result of meeting with their colleagues, they are increasing their abilities to look at data and are getting to better understand their students to determine their possible misconceptions prior to planning lessons, and that they have a plan in mind to address the misconceptions while teaching.

- During a team meeting, fourth-grade teachers reviewed student performance on a multi-step word problem that required students to use several operations, rely on a chart for information, and show their work. Teachers reviewed student work, with a focus on those who performed below, at, and above the standards. They determined that although they used the schoolwide problem-solving strategy in their classroom, common mistakes included students dividing instead of multiplying. They concluded that this was because students relied on key words for certain operations, and at times, they were confused. Another error was forgetting key steps in problem-solving due to the overwhelming amount of information provided within the multi-step problem, which may also include irrelevant information. The teachers shared best practices that they would work on to support students in these areas, including having students avoid circling key words or numbers. If the schoolwide four-part problem-solving strategy did not work for a particular student, the student would develop a plan to solve the problem. Additionally, the teachers began to formulate a plan to develop assessment questions to determine whether students made progress toward meeting these goals on the following assessment.

- A review of teacher-team notes reflected that the team reviews assessments to determine questions that are challenging for students. The team develops strategies and spiral, or follow up, questions to determine whether students who did not meet the standard were able to master it on a subsequent assessment after being retaught using new interventions. In a second-grade team, teachers evaluated their recent math assessment and noted the trend that students were not successful answering questions that asked, “How many were left?” They also noticed students were not consistently using the schoolwide problem-solving strategy. As a result, teachers reinforced the problem-solving strategy both through their Problem of the Week, and within the math period, and added this same question to the next assessment to determine whether their approach worked. These team practices of developing and sharing strategies promote teacher growth and reflection.