Quality Review Report

2019-2020

P.S. 748 Brooklyn School for Global Scholars

Elementary 20K748

1664 Benson Avenue
Brooklyn
NY 11214

Principal: Ursula Annio

Dates of Review:
December 4, 2019 - December 5, 2019

Lead Reviewer: Kimberly Bradley
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. 748 Brooklyn School for Global Scholars serves students in grade K 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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<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>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>Well Developed</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>
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</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>Additional Finding</td>
<td>Well Developed</td>
</tr>
</tbody>
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## Systems for Improvement

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

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

**Findings**

The vast majority of teachers are engaged in inquiry-based, structured professional collaboration that is aligned to the professional reading selected by each inquiry team and the school’s focus on students performing at the lowest third. Grade level and content teams meet on a consistent basis to analyze teaching practices, assessment data, and review student work products.

**Impact**

Teacher engagement in these professional collaborations strengthened their instructional capacity and promoted sharing effective teaching practices. Systematic analysis of student data and work products resulted in mastery of goals for groups of students.

**Supporting Evidence**

- The vast majority of teachers is engaged in inquiry-based professional collaborations by grade level and subject area. The various teams participated in professional development led by school leaders at the beginning of the school year that outlined the purpose and expectations of inquiry work. How to use a common collaborative assessment protocol and a process for reviewing student work was a focus of the learning. Teams are expected to discuss implications for teaching and learning as well as determine their professional reading selection. A review of the action plan from the second-grade’s inquiry team’s first cycle revealed they were to analyze Teachers College and iReady assessments, identify focus students performing at the bottom third and the protocol for monitoring their progress. Data analysis indicated that students needed additional supports in building phonemic awareness, word families, and decoding strategies. Teachers have incorporated the use of the workshop model that begins with a whole class lesson followed by targeted small group learning experiences. Teacher engagement in inquiry-based collaborations across grades and contents areas has resulted in instructional coherence along with increased student achievement for all learners.

- A math inquiry team comprised of third, through fifth grade teachers was observed utilizing a collaborative assessment protocol to analyze the work of their identified students. The task required students to perform operations with multi-digit numbers. The presenting teacher shared work samples where students performed operations with multi-digit whole numbers and wrote a story that fit the calculation. The team made observations, asked questions and then determined some potential next steps. The need to increase supports regarding questioning techniques and helping students learn to organize their mathematical thinking surfaced. These specific areas were to be implemented as their next steps.

- There is evidence that teams use a variety of data including running records, student work, and formative assessments to develop action plans. A kindergarten team determined that students struggle with new sight words, blends, and vowel sounds. To address this, the team determined they would use guided reading, small strategy lessons and literacy centers to support student thinking and risk-taking based on the needs of individual students. Analysis of Advance data, assessment results and observed classroom practices indicate an improvement in teacher practice and mastery of goals for groups of students.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Well Developed |

Findings

Across the vast majority of classrooms, teaching practices are aligned with the curricula and reflect the belief that students learn best when students develop independence and ownership. Small group instruction and station learning are teaching strategies employed across classes.

Impact

Work products demonstrate high levels of thinking, participation, and ownership across content areas and grade levels however additional challenging extensions for high achievers were not as yet, evident across the vast majority of classrooms.

Supporting Evidence

- Across the vast majority of classrooms, teachers post the day’s learning objective that describes what students will work on during the lesson. For example a posted objective from a reading, writing and social studies lesson states, “I can work with my group to build my Then and Now artifacts by using my research, rubric and checklist”. During this lesson students reflected on what confused them about their research topics and what additional tools or resources would help them with their research. In a science and math lesson, students worked in pairs and trios as they used mathematical and computational thinking to measure and compare the stride length of humans in comparison to dinosaurs as they studied the traits of an organism that help it survive in its environment. These teaching practices reflect a coherent belief that students learn best when they understand the connection between topics and curricular areas.

- In a second-grade writing workshop, students worked in small groups and created artifacts for a project referred to as “the then and now museum.” Each group selected a topic based on their interest such as jobs, toys, transportation, and communication. They were tasked with researching how their topic had changed from the past to the present and were to create artifacts in addition to an informative essay. This then would be shared and presented as part of a classroom museum. Likewise, during a lesson in a fourth-grade math class, students worked with partners investigating word problems as part of a lesson on division and interpreting remainders within the context of the situation. Similar lessons across grades and content areas reflected high levels of student participation and ownership but do not always provide challenging extensions for high achieving students.

- A third and fourth grade enrichment class focused on students making new items by reusing items that might be sent to the recycling center, garbage or landfill. Students had previously completed a graphic organizer as they researched and brainstormed their ideas and created a list of materials they would reuse for their new object. Students, worked with partners to create their new items, reflected on what inspired them and what was challenging about completing the task. Students stated they liked being able to choose the item they were going to create and could speak to the purpose and criteria for the assignment. During a fifth-grade math lesson, students learned the concept of decimal dividends and long division by determining the cost of a single book in a bundle. Students used book order forms from two different companies, selected the bundles they wanted to purchase and then determined the total cost of the book titles to determine if it was a better price to buy their books in a bundle or individually. Across the vast majority of classrooms, students were engaged in rigorous tasks requiring their critical thinking and cognitive involvement.
Additional Finding

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

Curricula are strategically aligned to State standards. Academic tasks that integrate math, science, literacy and social studies emphasize rigorous thinking and are embedded across grades and subjects.

Impact

Curricular alignment results in coherence across grades and subject areas, promoting college and career readiness for all learners. All students have opportunities to demonstrate their thinking and engage in higher order thinking.

Supporting Evidence

- Teachers plan lessons that provide opportunities to challenge students and help them develop rigorous habits in the course of instruction. For example, a learning objective for a math plan read; “I can divide decimal dividends by whole number divisors to determine the cost of a single book in a bundle by using long division.” Lesson and unit plans include a description of the purpose and focus question of the unit. In a science unit addressing environmental interactions and their effect on organisms, students are to use evidence to argue how particular habits can help or hurt an organism’s chances of survival. A social studies unit task requires students to answer the question, “What do you think will happen to New York City in the future?” This project is cross curricular and ties in non-fiction reading, informational writing and social studies related to New York. The curricula purposefully aligns to and integrates the State standards promoting college and career readiness for all students.

- Lesson and unit plans reflect full integration of small group instruction and essential questioning. One essential question focuses on how studying author’s craft can influence the reading and writing life of students. Students are asked to think about their own questions related to the books they are reading before, during and after reading them. In math students work with partners and small groups as they determine the context of each problem and explain their thinking. There is also evidence in lesson and unit plans of questions students use for reflection, which address how they know they understand their reading, and how they monitor their comprehension as they read. Across all grades and content areas, there is a written scope and sequence that supports reflective questioning and small group instruction, resulting in coherence across grades and subject areas.

- A review of curricular documents demonstrates academic tasks embedded in coherent ways and require students to give evidence of their thinking. In a third-grade social studies plan, small student groups are to develop research questions as they looked at non-fiction text as part of a research project. The larger class question was related to the role the Nile River played in ancient Egyptian culture. In a math plan focused on the reasoning behind the placement of the decimal in a multiplication problem, students rotate in stations. Varied stations include working directly with the teacher, engaging in independent practice, playing a task card game and using technology to work on math fluency. In a reader’s workshop lesson plan on recognizing reading contractions smoothly, students can select the books they are using in their literacy centers and can draw pictures or write a response to demonstrate their thinking. Through the emphasis of rigorous habits and higher order skills in the curricula and academic tasks, all students, including the lowest- and highest achieving, are cognitively engaged and demonstrate their thinking.
Findings

Across classrooms, teachers use performance assessments and rubrics designed for student independence that are aligned with the school’s curricula. The school uses common assessments to determine student progress toward goals across grades and subject areas.

Impact

Assessment practices provide actionable and meaningful feedback to students and teachers regarding student achievement and provide opportunities for students to demonstrate their progress toward mastery.

Supporting Evidence

- Across classrooms, samples of student work products contained teacher written actionable feedback directing students to the steps they should take to strengthen their work. One student received the following feedback; “Your science content supported your response. Remember to group all of your information together.” Another example suggested that the student needed to write more about the problem on the planning sheet thus providing the student with a specific strategy to use to improve. Students shared during the student meeting that they receive feedback in the form of glows and grows and are provided opportunities to revise their work and incorporate the feedback they received from the teacher and peers. As a result of the feedback they receive students are provided opportunities to demonstrate their progress toward mastery.

- Across classrooms, rubrics and checklists are used as tools of support for student growth. Rubrics that are aligned with the curricula, along with checklists, are used across grades and content areas. Varied rubrics in evidence across classrooms include writing checklists that use graphics, a checklist for solving word problems, Socratic Seminar discussion rubrics and an informational writing rubric. Students are required to reflect on their work. A student reflection indicated that he knew that he needed to speak more during a Socratic Seminar and share his thinking. Evidence of students’ use of these tools is posted on student work examples. Students reported that they receive feedback from teachers and self-reflect on the progress they made on an assignment including what worked well and what they could improve upon next time.

- The administration of a diagnostic assessment in reading, writing and math at the beginning of the year provides data regarding the skill level of each student. Additionally, it is utilized in the planning of instruction by teacher teams. Teachers collaboratively design end of unit assessments with a focus on cross-curricular connections. Teachers use online tools and student work to monitor the progress of students over the year. Opportunities are provided students to revise tasks to demonstrate mastery based on teacher feedback as well as reflecting on their progress toward mastery. Teachers include these reflections in their tracking of student progress and as they make instructional adjustments. As a result of using common assessments and providing multiple opportunities for students to demonstrate mastery based on feedback and reflection, all students including English Language Learners and students with disabilities are demonstrating increased mastery across grades and content areas and is evident in progress monitoring documents.
Additional Finding

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<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 and provide training to the entire staff specifically to support the instructional focus on small group instruction and questioning. School leaders and staff effectively communicate expectations to families connected to a path to college and career readiness.

Impact

Communication and professional development that target high expectations results in a culture of mutual accountability. Partnerships with families support students in their progress toward college and career readiness.

Supporting Evidence

- School leaders conduct frequent classroom observations and provide feedback utilizing the Danielson Framework for Teaching. Professional development is provided which is directly related to small group instruction and questioning. Expectations related to the practice of the workshop model, daily small group learning during the literacy and math block, and the use of open-ended questions designed to promote discussion are routinely conveyed to all teachers. Language from the staff handbook describes expectations ranging from what items to include in student portfolios, use of rubrics and the importance and purpose of learning objectives. The instructional leadership team meets regularly to analyze the implementation of small group instruction and high-level questioning in tasks and the inquiry work taking place in teacher teams to determine needed adjustments. Teachers explained that it was a shared decision to focus schoolwide on the workshop model, small group instruction, and cross-curricular connections. These practices support high expectations and teachers hold each other accountable for implementing them.

- Partnerships with families, including a strong parent association promotes readiness for students for college and career. Fundraising efforts support the school's dual focus on strong academics and talent programs. School leaders and staff use email, text messaging, weekly newsletters, and the school's website to communicate expectations to the school community. Parents and students can monitor grades and attendance through progress reports, report cards and parent teacher conferences throughout the year. Parents are aware of the middle school application process and academic requirements through meetings and workshops provided by school staff. They all praised the school's focus on social emotional supports. Parents who had multiple children attend the school also spoke about the smooth transition their older children made to middle and high school, attributing this to the high expectations and experiences their children had at the school.

- Throughout classrooms, offices and hallways, mood meters and class charters support the social emotional needs of students and also communicate shared expectations. An example from one chart states that students want to feel happy, excited and safe and they will do that by helping each other, keep everything tidy, use kind words, and treat everyone and everything with respect. Both students and parents referred not only to the use of mood meters and class contracts, but also the information they receive at the beginning of the year for every class that communicates the expectations, class requirements, and grading policy. Parents commended the communication from teachers related to the progress of their child. Parents supported the schoolwide focus on balancing the academic and social emotional needs of students and voiced that this focus is supporting students in meeting the school’s expectations.
### Additional Finding

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<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Well Developed</th>
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#### Findings

School leaders use strategic, frequent cycles of observations with specific scheduled time for immediate feedback. Feedback is clear and captures strengths and challenges along with next steps.

#### Impact

Feedback specifies expectations for teacher practice and supports teacher development to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.

#### Supporting Evidence

- Teachers report that there is a culture of collaboration and they receive effective feedback from both school leaders and teacher peers. Study groups, which focus on culturally responsive teaching further support teacher practice. Through the Instructional Leadership Team that collaborates with the development and presentation of professional learning sessions, teachers are provided strategic support. Teachers develop professional goals at the beginning of the year and are supported by their school leaders with professional learning opportunities, which are aligned to help them achieve these goals throughout the year. The analysis of observation data is utilized to inform professional development needs. A priority this year is to have study groups focus on culturally responsive teaching as well as the use of supports and scaffolds to strengthen practices, which address student-learning needs. Additionally, the school has a peer collaborative teacher that provides feedback on instructional practices and works with teachers in refining their curriculum and academic tasks. This work has impacted teacher practice as evidenced in meetings with teachers and positive observation data.

- A review of documents such as observation trackers, memos and collaborative conferencing notes shows strategic use of frequent visitation cycles with scheduled time for immediate feedback. There is evidence of calibration of ratings by the school leaders and reviews of student work and data. Feedback from school leaders reflects a focus on supporting the growth of teachers and providing opportunities for teachers to reflect on their practice. Teachers shared that they participate in focused learning walks. The lens for one learning walks centered on class libraries and word walls. Another walk targeted specific classes where the gradual release or the workshop model was effectively practiced. Teachers gathered positive evidence that these practices and classroom structures were in evidence. Additionally, based on the feedback from teachers and review of artifacts, teachers are directly supported in their instructional area of focus. Results have elevated school-wide instructional practices as evidenced in Advance reports.

- Classroom observation reports include specific language from the rubric, evidence that supports the rating, and provides next steps that are connected to professional goals around planning small group instruction and including differentiation for groups of students. One report included the following statement, “The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.” Next steps recommended the continuance of planning hands on experiences for the opportunity to deepen understanding of mathematical concepts. Another teacher’s report suggested that she carefully think about the types of questions being asked and how to engage the children in meaningful conversation around a topic, skill or strategy. A review of professional goals demonstrates alignment between written goals and feedback provided to teachers in their observation reports leading to their improved teaching practices.