Quality Review Report

2019-2020

P.S. 059 Beekman Hill International
Elementary 02M059
231-249 East 56 Street
Manhattan
NY 10019

Principal: Adele Schroeter

Dates of Review:
October 24, 2019 - October 25, 2019

Lead Reviewer: Phyllis Siwiec
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. 059 Beekman Hill International 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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<tbody>
<tr>
<td>To what extent does the school...</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>Area of Celebration</td>
<td>Well Developed</td>
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<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>Additional Finding</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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### School Culture

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.4</td>
<td>Additional Finding</td>
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<tr>
<td>3.4</td>
<td>Additional Finding</td>
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</tbody>
</table>

#### Area

1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations

### Systems for Improvement

<table>
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<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3</td>
<td>Additional Finding</td>
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<td>4.1</td>
<td>Additional Finding</td>
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<td>4.2</td>
<td>Additional Finding</td>
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<td>5.1</td>
<td>Additional Finding</td>
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</tbody>
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#### Area

1.3 Make strategic organizational decisions to support the schools instructional goals and meet student learning needs, as evidenced by meaningful student work products

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

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

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

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
Area of Celebration

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

Through teacher team work with support and guidance from school leaders and math and literacy coaches, curricula are aligned to the State standards. Rigorous habits and higher-order skills are emphasized and embedded in a coherent way in curricula and academic tasks.

Impact

Multiple resources, such as in math and English Language Arts (ELA), show the promotion of college and career readiness for all students and curricular coherence across grades. Emphasis on rigorous habits and higher-order skills in academic tasks ensures that all students demonstrate their thinking.

Supporting Evidence

- Curricular maps are constructed using the State standards-aligned reading and writing units of study and a more comprehensive math program based on several math curricula across all grades. Several science and social studies units are integrated with ELA studies. Teachers across subjects meet in grade-level teams to plan common units that demonstrate coherence across grades and subject areas. For example, in a math planning document, all math strands reference specific units found in the major adopted programs used to create a comprehensive design from kindergarten to grade five. Another alignment in literacy is documented by describing units of study in writing that reflect and build on each other from kindergarten with Crafting Stories Using All We Know About Narrative through grade-five with Shaping Texts: From Essay and Narrative to Memoir Beginning with Arc of Story. Students and teachers articulate that skills developed through connected practices across grades are ways that students are prepared for college and career readiness.

- Academic tasks emphasize student-to-student discussions that are embedded in planning across subjects and grades so that students demonstrate higher-order thinking. For example, in a second-grade lesson plan, students will read through several written entries in their notebooks looking for topics that resurface often. Working with partners, one student will read one entry aloud while the partner asks questions. Question prompts are suggested. The activity ends with each student discovering new perspectives on their initial collections of ideas to write about and using it to begin a new draft. In a grade-four math lesson plan, working in partnerships, students will practice using charts to organize information in order to compare numbers from three different grades to see which of three grade levels sold the most cookies without adding up the numbers. In a grade-five lesson plan, students will read various non-fiction resources in order to more fully understand the Civil Rights Movement through partner, tablemates and whole-class discussions.

- Activities requiring higher-order thinking are evident in lesson plans across grades and subjects, requiring that all learners to demonstrate their thinking. For example, the math curricula make up a blended program that includes math concepts taught through hands-on and problem-solving strategies that is enriched for all students. Teachers include accommodations for students with disabilities and Multilingual Learners (MLLs) in each lesson. A grade-three math lesson plan features cooperative groups, with each member receiving specific information that needs to be shared with the rest of the small group in order to read the scenario, draw it, organize it into place value, estimate an answer and what operations were used, and name the strategy used. In a grade-one math workshop lesson plan, students are expected to use the commutative property of addition and the relationship between addition and subtraction in order to solve math problems with answers from zero to ten by drawing and discussing ladybug designs.
Area of Focus

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<tr>
<th>Quality Indicator:</th>
<th>3.1 Goals and Action Plans</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

A short list of clear, focused school-level goals and action plans are evident in the Comprehensive Educational Plan (CEP). Goal setting and effective action planning are informed by a comprehensive data-driven needs assessment and ongoing data gathering and analyses.

Impact

Adjustments to action plans and student progress monitoring are not available thus far to monitor the impact of this intervention. Although most teachers are rated as highly effective using the Danielson Framework for Teaching, the achievement gap remains.

Supporting Evidence

- The 2019-2020 CEP goals demonstrate two main goals and action plans regarding non-fiction texts and math. For a rationale in math, the CEP noted that “there is a significant gap between the performance of ALL students to the performance of English Language Learners (ELLs) and students with disabilities.” Using a strategic math intervention with specific students, by the end of 2019-2020, 80 percent of all students using this targeted intervention will make significant progress, “…noted by successful mastery of content area” within one unit or more. Students to be included in these subgroups include ELLs, students with disabilities, students in temporary housing, and additional students who are underperforming. Though the goal is set for this school year, it is in its early implementation stage, no adjustments were noted and no student progress monitoring was available to determine the impact of this intervention to date.

- The defined goal area in literacy is a closer look at non-fiction reading for grades three through five, which affects “their [students’] ability to infer word meaning, locate information, or determine cause and effect.” Again, the targeted subgroups include ELLs, students with disabilities, students in temporary housing and those who are underperforming in running records, math pre and post-tests, and end of units of studies in ELA among others. The goal area is noted as improving student proficiency in non-fiction reading as measured by running records and State assessments in ELA and math. As part of this goal area, teachers, coaches and, in some cases, students reassessed classroom and school libraries and added more contemporary non-fiction texts that were purchased regarding topics and student interest areas. The plan includes Tier 2 specific interventions for lowest ten percent of grade-one students along with those at risk in grade two, and adding another intervention program for individual students in need of these services. Professional development (PD) includes action research in teaching of non-fiction and a closer study of a particular text that was designated as the summer PD text for all teachers, focusing on teaching purposeful talk as it connects most closely with non-fiction reading and writing.

- One primary areas of focus for previous school year’s staff PD was the study of progressions in math and writing which are used as a reference point for all students’ progress this year. This focus depicts how students exhibit their understanding of math concepts and writing stages through an analysis of work products in relation to stages of content development. Also, teachers chose three study groups, informed by teacher surveys, observations, and student data, to participate in teacher-designed inquiry in the areas of Universal Design for Learning, integrating the study of identity and literacy, libraries and character analysis and literacy toolkits to help develop reading and writing progressions of students through teacher awareness and skill in teaching these areas. Although teachers continue to be rated highly effective in the Danielson Framework for Teaching, the achievement gap depicted in an analysis of the 2019 math State assessments in grades three through five shows a more than 20 percentage point difference between ELLs and students with disabilities with the Never ELLs and general education students.
Additional Finding

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<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

Across the vast majority of classrooms, teaching strategies strategically provide multiple entry points and high-quality supports, as in class charts and tool kits in math and ELA, and extensions along with student discussions in moves towards class debates.

Impact

As observed, all learners are engaged in appropriately challenging tasks that demonstrate higher-order thinking skills in student work, participation, and ownership of their learning.

Supporting Evidence

- Teaching strategies that displayed multiple entry points included a range of questions, routines and high-quality supports and extensions so that all learners including ELLs and students with disabilities engaged in challenging tasks and demonstrate higher-order thinking skills in student work products. In a grade-four class during a literacy lesson, a variety of supports and strategies were offered: turn-and-talk partnerships; mini-chart replications of classroom charts that can fit into each student's own notebooks; and sentence starters. Differentiated highlighted words in quotes, along with word banks that came up during read alouds, were available for specific ELLs who can also listen to audiobooks before the rest of the class listens to the read aloud. Write-around protocols showed students moving around the classroom to see what other students had written. The write-around activity involved all students making intentional connections with quotes pulled from the text that involved a Chinese immigrant student and his life in the States. One student responded to the quote, “You're Chinese. You're supposed to be good at math!” This was an example of a microaggression in that the assumption is that all Chinese are good at math. Another student responded that this character in the book could also be offended since she also could be good at other things too. Similarly, the vast majority of students in classrooms demonstrated a high level of thinking and engagement in challenging tasks.

- Teachers provide a range of targeted interventions and supports during class time including guided reading, small-group instruction; intervention time with small groups that are strategically designed to be focused while building upon previous learning and station teaching. In preparation for more chapter books with fewer illustrations, during a grade-two guided reading lesson, students were directed to think about the books that they were reading that have fewer and fewer picture supports, so they need to get good at making a movie in their mind and to refer to it while reading especially when the meaning of the story starts to fade. In an Integrated Co-teaching (ICT) class, stations allowed for mixed groups of students in this grade-one class to practice skills in spelling, independent reading and writing practice. While some students worked on one small moment writing, others were being guided in selecting from a list of topics they generated. Several topics chosen included getting a flu shot while another included a Saturday soccer practice. Student work products illustrated higher-order thinking.

- Student discussions and work products demonstrated high levels of thinking, participation and ownership. In a grade-four class, students were moving through different configurations of students in order to present debates about “Is space exploration worth the cost?” From independent thinking to small-group share to partner work with opposing viewpoints and back to small-group, students presented their point of view. They discussed their evidence and were encouraged to ask each other probing questions. Then, they discussed their opponent’s argument and thought of arguments to rebut what opponents had stated. Once the debate concluded, students rethought what they heard, argued and presented; at this point they could switch sides. Students then used all materials and notes from whole debate in order to process a flash-draft for a persuasive essay.
Additional Finding

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

Teachers use assessments, rubrics, and grading policies that are aligned with the school’s curricula and offer a clear portrait of student mastery. In addition, teachers’ assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment.

Impact

High-quality assessment practices provide actionable and meaningful feedback to students regarding student achievement. Assessment practices result in effective classroom adjustments and modifications to subsequent lessons thus, meeting students’ needs and students are aware of next learning steps.

Supporting Evidence

- Students agreed that teachers use assessments, rubrics and checklists in order to provide them with feedback several times per week, after assignments are completed, or when a student requests feedback thus, offering a clear portrait toward student mastery. After receiving genre-specific rubrics with comments that include teacher-written actionable feedback with next steps, students then conference with teachers on the feedback and how it can have an impact on their writing. Students then improve upon their writing by implementing the next steps detailed in the feedback. On a grade-five writing piece, feedback included, “This is a beautiful story and well told. I think writing is a good conduit for you if you are feeling emotional. Next steps: It will be important to add some details—let your readers see the world of your story. I have never been to ____—what does it smell like, taste like...Let us feel your family through the way they talk, how they dress, their gestures. Show it a bit, instead of telling about it.” Another example included, “I see you have been working to elaborate that crazy scene—clear it up by hitting return every time you have someone speak—new paragraph for new voice. Also, consider adding small actions and gestures and setting. Was it a windy day?” In addition, teachers keep notes about individual student progress over time using specific checklists that are trackers for different components found in completed work, such as structure, development and conventions. Teachers annotate comments as students meet benchmarks of progress over time or with single assignment on-demand writing.

- Meaningful feedback on student work is intended not only for students to respond to it, but also to guide future student work. Students spoke about using feedback to guide future work in writing and math in particular. In describing the best way to learn for themselves, students spoke about: receiving peer feedback through collaborative work; writing with such passion that they cannot stop; seeking out feedback from teachers and other students; using writing as a tool to “pour out my heart” and “put a piece of myself into my work” with increased confidence since they received feedback guiding their work. In giving each other actionable and meaningful feedback, students shared the format of making a suggestion, followed by a compliment and a question as expectations for feedback that is meaningful and students understand their next steps to improve.

- Teachers use a variety of strategies for checks for understanding, throughout a lesson and make effective adjustments in the moment, or in subsequent lessons by using exit slips. Most teachers describe a mid-workshop teaching point as a way to check in with the class to monitor who is responsive, confused or ready to move on. Additional demonstrated techniques include a teacher working with four students in a small group, modeling how to phrase a more fluent approach to reading aloud by marking up a text by grouping words together. The teacher then meets with each one to see how they marked up their text to prepare for reading it aloud. Self-assessments in writing in grade four and five depict students rating themselves in areas that are pertinent to each genre.
Additional Finding

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

Findings

School leaders consistently communicate high expectations to the entire staff through their handbook, newsletters, and memos and provide them with PD. Expectations connected to a path to college and career readiness are communicated by staff and school leaders as they partner with parents.

Impact

All staff and families are a part of a culture of mutual accountability that supports student progress toward high expectations.

Supporting Evidence

- Administrators provide consistent communication to all staff through a multitude of measures including bulletins, faculty handbook, weekly emails and PD that support and lead to a culture of mutual accountability. Some of these include schoolwide expectations and non-negotiables, such as the implementation of balanced literacy, integrated social studies and science with literacy, and other academy-based themes. Support by administrators to implement these expectations comes through a consistent cycle of observations and actionable feedback aligned to the Danielson Framework for Teaching. Data collected from the cycles informs PD sessions that school leaders create and present. The curriculum team, made up of administrators and teachers, demonstrates a mutual accountability for staff growth. As school leaders stated, “Teachers hold us to high expectations. They hold us to be instructional leaders.” Teachers can voice their needs or use the virtual suggestion box as one of the systems to gather teacher input on school policy and procedures. Also, teachers stated that during intervisitations, they can observe and give meaningful feedback to each other thus, holding each other accountable for effective pedagogy.

- School leaders share high expectations through a staff handbook that details guidelines for all aspects of instruction with particular attention paid to literacy and math, logistics, routines, PD, grade-level curricula, and homework. School leaders plan and deliver individual and whole-school PD based on the high expectations detailed in the staff handbook, as well as those shared through faculty meetings and those made evident through feedback to teachers based on the Danielson Framework for Teaching. Classroom observations and intervisitations are methods of accountability. Throughout the school year, PD topics are connected to teacher observation feedback along with a mentor-mentee program for teachers new to the school for two years in duration.

- Expectations are effectively communicated to families through newsletters, the school website, as well as through teacher emails, report cards, and Parent Teacher Conferences with one of them led by students. In addition, parents engage face-to-face on Tuesdays, and on Family Fridays when special events for the whole family occur once a month. Parents are contacted in order that their child can participate in specific intervention programs to support improved literacy or math performance through small-group instruction. There are also parent workshops offered by school leaders and coaches in literacy and math. Parents spoke of reinforcing the importance of developing habits as readers as a result of workshops and conversations with teachers. As part of the preparation for the middle-school experience, parents shared that the school offers middle-school tours for grade-five students and their families and students are encouraged to come prepared with questions to ask middle-school students and staff regarding, for instance, the quantity of homework and how much reading is required. As reported, the next-level readiness rates of passing middle-school courses for graduates is 100 percent for the last several years.
**Additional Finding**

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

Teacher teams systematically analyze teacher work, assessment data, and student work for students on whom they are focused. Distributive leadership structures are embedded and foster teacher collaboration with the administration.

**Impact**

Professional collaborations result in shared improvement in teaching practices and mastery of goals for groups of students. Teachers play an integral role in making decisions that improve teacher pedagogy and student learning across the school.

**Supporting Evidence**

- A teacher team representing math intervention in grades one, three and five ICT classrooms conducted inquiry with the math coach to study struggling students and teachers’ problems of practice. The action plan included the students on which they focused, teachers’ involvement and the resulting instructional strategy. After an extensive seven-step process, this team, during one of their research phases, discovered a well-regarded math intervention program, which they piloted with four target groups and used progress monitoring to track data while aligning lab sites to teachers’ practice. As a result, for the following school year, school leaders and staff planned implementation for a broader range of classrooms to study teacher practices for teachers new to the program. Teachers and school leadership stated that they observed improvement in targeted student performance and work products. Movement for students with special needs in math from 2018 to 2019 improved in all Levels: Level 1 reduced from 12 percent to six percent; Level 2 increased from 33 percent to 34 percent; Levels 3 and 4 increased from 56 percent to 59 percent.

- A team of teachers met to investigate improving the performance of ELLs on their annual State assessment. They targeted ELA skills that ranged from the mechanics to complexity of language. In the complexity of language category, the first learning target or goal area was in mastering simple sentences with seven out of eight students reaching the goal. In a five-step progression, students were to move through each stage. The plan described moving from simple sentences to expanded sentences as a three-week process with learning targets established per week. During week one, students added at least one adjective to expand simple sentence. Week two had them expand their sentences by adding prepositional phrases based on pictures. Week three students expanded sentences with prepositional phrases and at least one adjective. The team then moved to exploring the question, “Are students able to make expanded sentences with support?” With scaffolded support, seven of eight students succeeded.

- Distributed leadership structures are embedded in a variety of ways so that teachers play an essential role in key decisions that affect student learning. Opportunities include serving on any one of the many committees – New Teacher Hiring, Professional Development, and Wellness, Being the Change / Equity; School Leadership Team, and also, serving as grade leaders and as mentors. Teachers host colleagues attending coaching and leadership institutes and their classrooms serve as lab sites for consultants and visitors from across the district thus, supporting and appreciating multiple viewpoints and feedback on instructional practices that support student progress. Teacher leaders facilitate workshops for families and colleagues, attend college-based leadership and specialty groups, facilitate Pupil Personnel Teams and ICT Team Meetings, and lead in-house collegial workshops. All teachers and school leaders spoke of the connection between improved teacher leadership development and its positive impact on student progress.