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. 084 Lillian Weber 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

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.1 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>Additional Finding</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>Area of Focus</td>
<td>Proficient</td>
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## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<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>
</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>
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### Systems for Improvement

<table>
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<tr>
<th>Area</th>
<th>Rating</th>
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<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>
</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>
</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>
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<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>
</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>
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</tbody>
</table>
## Area of Celebration

<table>
<thead>
<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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### Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations. Distributed leadership structures are embedded.

### Impact

Teacher instructional capacity has strengthened while implementation of State standards have been promoted. Effective teacher leadership is evident as lead teachers play an integral role in key decisions.

### Supporting Evidence

- The fifth-grade inquiry team met to focus on math data analysis on decimal multiplication and division. The team had roles defined: a presenter, a recorder, a timekeeper, and a resource manager. The team reviewed indicators for advanced level connection to standards and looked at selection of strategies that indicated advanced level. The team also looked at specific indicators for proficient learners, as well as requirements for proficiency. The team reviewed student work and did an analysis of advanced students’ work and an analysis of proficient students' work. Next steps for proficient students included creating flexibility for more learners to navigate better strategies and a gallery walk for strategies for multiplication to promote multiple strategy comprehension. Analysis of novice students’ work and next steps included identifying value for reading and writing numbers, regrouping; using area model and partial product strategy, multiplying numbers with decimals and whole numbers. As a result of this inquiry team meeting, the team identified three top priorities: Teaching with over-under multiplication strategy for proficient, teaching with area models for novice, and teaching with multi-grade standards to scaffold up and down.

- Teachers work in grade level teams for inquiry. During this time, teachers review student work, and collaborate on next steps for best practice in instructional methods, resources, departmentalization, and small group instruction. Teachers also meet in horizontal and vertical teams to review Depth of Knowledge (DOK) levels of rigor in questioning to foster high level discussion among peers within fourth- and fifth-grade math. The IEP (Individualized Education Program) review team analyzed assessment data of students in order to ensure that there is alignment between the specific assessments in order to identify missing skills. These can impact the student’s ability to access the general education curriculum and make progress, such as focusing on specific skills rather than formal names of exams involved in IEP. Teacher team meetings have strengthened teacher instructional capacity. A teacher reported the team has defined new ways for mathematical Response to Intervention (RTI) based programs and highlighted how they have impacted students' with disabilities academic achievement with “exponential growth...nearing a proficient level.”

- Teachers work collaboratively in vertical teams during a variety of small Professional Learning Committees (PLC). These six-week cycles allow teachers to self-select areas for professional development. Distributed leadership is exemplified in the work of department and grade lead teachers and literacy and math lead teachers. Teacher leaders provide support by leading inquiry cycles and creating professional learning focused on the school’s instructional priorities. Teachers meet in department meetings, inquiry teams and grade meetings to collaborate on best instructional practices. During each team meeting, teacher leaders follow protocols for collaborative decision-making, looking at student work and data analysis. The Instructional Leadership Team (ILT) also meets weekly. Teachers have played an integral role in advocating for the block scheduling format that allows for additional teacher team meetings and the school’s transition to a new math curriculum.
Area of Focus

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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
The school uses common assessments, such as running records, to determine student progress toward goals across grades and subject areas. Across classrooms, teachers' assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact
Across most classrooms, teachers make effective adjustments to curricula and instruction. However, current assessment practices do not show evidence of all students demonstrating increased mastery, nor were the use of varied checks for understanding evident in the vast majority of classrooms.

Supporting Evidence
- Teacher teams have looked at end of unit assessments and analyzed data to determine small group instruction around the priority skills identified in the unit using exemplar responses. Math and English Language Arts (ELA) pacing calendars are regularly revised based on teachers' reflection and student data. Data taken from regular, periodic assessments throughout the year guide practice to inform planning for small group and targeted instruction. To monitor this, teachers monitor student progress during inquiry team meetings as they look at the end of unit assessments, running records, and unit pre- and post-assessments. The school has started to use standardized assessments in math and literacy, particularly to support students identified with low growth, however the practice has just started this school year and impact is undetermined. The data is used to adjust curricula and instruction for students to meet their individual learning needs. Data indicated that although proficiency rates of achievement have increased for some students, there is limited growth for students in specific subgroups. Therefore, the school's use of common assessments does not show evidence of all students, including English Language Learners (ELL) and students with disabilities, demonstrating increased mastery.

- During a third-grade math class, the teacher rotated through room, checking for understanding, and stopped instruction twice to ensure student understanding regarding symbols for less than, greater than, and equal as they worked on word problems. During a third-grade French dual language math class on equivalent fractions and area models, included two mid-workshop breaks by the teacher to clarify for students based on what she had observed. During a first-grade writing workshop, after transitioning to a small group and individual student work, the teacher stopped the class to remind them to use post it notes to write about what their characters are feeling. Students then started to use post it notes to connect the learning from the earlier whole group lesson to their work. While most groups had progressed with their charts together, two of the groups only had written the word problem and steps on the chart, however they were noticeably behind other peer groups in the room. The varied use of ongoing checks for understanding during instruction was not evident across all classrooms. In some classrooms, checks for understanding did not result in making effective instructional adjustments in the moment.

- Across classrooms, there was evidence of consistent student self-assessment. During a fourth-grade math class, students discussed and reviewed their work with each other and used a problem solving rubric to peer assess their partner’s work. During a fifth-grade French dual language writer’s workshop, students had a rubric and exchanged their notebooks and read peer’s writing and offered feedback. The teacher passed out post-it notes for students to write glows and grows for their peer. During a fourth-grade ICT writing lesson on reading history, teachers passed out a rubric for students to self-assess themselves and then rotated through the room checking on students. Partners A and B shared with each other and peer assessed, some students were listening to their partner, but not following along with the rubric to peer-assess, thus missing the opportunity to articulate their support to their peers.
Findings
School leaders and teachers ensure that curricula are strategically aligned to State standards including dual language programs. Rigorous habits and higher-order skills are coherently embedded in academic tasks across grades and subjects.

Impact
Curricular alignment to the State standards results in coherence across grades and subject areas in dual-language acquisition and promoting college and career readiness for all learners who must demonstrate their thinking.

Supporting Evidence
- School leaders and teachers produce curricular documents across content areas that are strategically aligned to State standards. The school uses a curriculum nexus that teachers track pacing calendars and scope and sequence of lessons in all content areas of study, across each grade level, in order to ensure both vertical and horizontal coherence. Coherence appears across all grades in ELA through phonics, word study, and grammar curricula for kindergarten through second-grade with a more word study/vocabulary approach for grades three through five. Environmental science integrates lessons with science and social studies curricula aligned to grade-level pacing. Coherence across content areas is evident in French and Spanish dual language curricula with a focus on language acquisition that is applied across content areas. Computer Science Media Arts (CSMA) curricula emphasizes computer coding language acquisition skills. Curricula documents promote college and career readiness for all students through building dual language acquisition skills as all students in the school are assigned one of the dual language acquisition pathways.

- A review of curricular documents demonstrates academic tasks that emphasize higher-order skills for all students. A second-grade math pacing calendar asks students to solve two-step addition story problems with sums to 100 involving situations of adding to and putting together, with unknowns in all positions. A third-grade reading unit asks students to infer about characters and character traits using text evidence. A fourth-grade French dual language writing lesson plan included an objective written in French, translated as, when readers encounter similar themes in different books, they notice the differences with which the characters react. Lesson plans include supports for students with IEPs and ELLs. For example, a fifth-grade writing lesson plan includes differentiation through persuasive texts distributed based on advanced, proficient, and novice subgroups so students with IEPs and ELLs are able to demonstrate their thinking according to the same high-level standards expected of all students. Rigorous habits are embedded in a coherent way across curricula, including cross discipline dual language content vocabulary, that ensures all students demonstrate their thinking.

- Lesson plans consistently challenge students to utilize rigorous habits in the course of instruction. Learning objective statements in lesson plans include, from a third-grade math lesson, “Students will persevere in solving word problems using various strategies previously learned and know how to recognize and generate equivalent fractions,” and from a fifth-grade writing lesson, “Students will study opinion writing, analyzing what strengths exist in claims and counterclaims, how authors apply them, and why they make those decisions.” Additionally, students are to consistently write and connect their writing to evidence from the text. Lesson plans consistently detail high-level questions to push student thinking and make thinking visible. Examples of higher-order questions found in curricular documents include, from a third-grade math lesson plan, “Can you think of a time where you or your parents used multiplication in your everyday life?” and from a first-grade writing lesson plan, “Why do you think we spend a lot of time with good writers checklist?”
Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
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</table>

Findings

Teaching strategies such as toolkits provide multiple entry points into the curricula that are reflected in student work products and discussions.

Impact

All learners, including ELLs and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products, thinking and participation.

Supporting Evidence

- During a second-grade reading workshop Dual Language French class, students read one of their chosen books while answering questions about characters in a graphic organizer. Students worked individually, but were able to explain what they were doing when asked. Students had toolkits and glossaries to use for support. The teacher worked with a small group of two students as they read aloud and charted answers on their graphic organizers. During a fourth-grade ICT writing class on strategies for tackling increasingly complex texts, the teacher posed questions to students about chunking and paraphrasing and asked them why should they use those strategies. A few students had an opportunity to answer the teacher’s questions. Wrap up included a review of the goal of the lesson and students had an opportunity to write how they were meeting the goal and posted their post-it note on the Jot Lot chart on the board. As a result, teaching strategies across classrooms consistently provided multiple entry points.

- A first-grade ICT math class included parallel teaching using I Do, We Do, You Do about using number lines for determining answers to addition and subtraction equations. Teachers used content vocabulary and students had tools and opportunities to turn and talk and work together. During a fourth-grade math class, students worked on math word problems in small groups, most in pairs, working on mathematical processes and content. They had to write down on a graphic organizer with understand, plan, solve, and check. The teacher worked with a small group of five students and materials were differentiated for different groups. During a fifth-grade French dual-language writer’s workshop, students worked on their argumentative writing pieces based on chosen articles. The teacher worked with a small group, as students had differentiated toolkits and scaffolds, such as graphic organizers and notebooks. As a result, ELLs and students with disabilities are engaged in appropriately challenging tasks.

- During a first-grade writing workshop, the teacher read “Can I Play Too?” to a whole class group with the book displayed on the screen. The teacher prompted students to think before turn-n-talk with partners, about what they think the characters are thinking based on what they see. The teacher used post-it notes to model student answers about characters thinking that they spoke about with a partner. During a third-grade French dual-language math class on equivalent fractions and area models, students transitioned to tables to work with partners on math exemplar word problems about pizza pieces. Students discussed and worked together and charted their thinking on chart paper. During a fifth-grade writer’s workshop, students watched a video about opening a skate park. Students had a list of common flaws and were learning about a flawed argument in argumentative writing. The teacher referred students to a common flaws in reasoning anchor chart. Students identified, generalizing, discrediting, assuming consequences, and questionable assumptions. Students were assigned a letter from the common flaws sheet and asked to stand to turn-n-talk with peers about their assigned common flaw with accountable talk. During a third-grade math class, students in groups discussed and worked on word problems comparing fractions by using strategies such as visual fraction models, manipulatives, and number lines. As a result, discussions reflected high levels of student thinking and participation.
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 through observation feedback and professional development. School leaders and staff consistently communicate expectations connected to a path to college and career readiness and successfully partner with families.

Impact

Written feedback and constant communication and support have resulted in a system of mutual accountability for shared expectations of staff members. Partnerships with families provide opportunities to support student progress toward high expectations for success.

Supporting Evidence

- School leaders conduct frequent classroom observations and provide feedback utilizing the Danielson *Framework for Teaching* as the standard for professionalism and high-quality instruction. School leaders support teachers in understanding their instructional expectations by conducting classroom visits that are followed by a written summary of what was observed, providing feedback, and identifying the next steps which they will be looking for on their next visit. A professional development (PD) plan makes clear that school leaders support teachers in their understanding of expectations in addressing topics such as: building a community of learners, culturally responsive teaching, Universal Design for Learning (UDL), restorative circles, guided reading, effective progress monitoring of IEP goals, and what does highly effective reading instruction look like? Improvements in designing coherent instruction is an outcome of PD as viewed in curricular documents.

- Each staff member is provided with a staff handbook that outlines procedures and expectations. High expectations are communicated to staff via grade-level meetings with instructional support coaches, substitute teacher classroom binders, and the curriculum nexus that includes pacing calendars and scope and sequence expectations. The principal emails staff weekly with updates on the latest research, best practices, links to resources and tips, and opportunities for PD. Teachers also receive support and understand Response to intervention (RTI) expectations as they participate in meetings with Pupil Personnel Teams (PPT). Administration also reviews inquiry and PLC team minutes in order to monitor the quality of work and plan for feedback. Mutual accountability is evident through collaborative vertical teams during six-week cycles of PLCs. Teachers self-select areas for professional development and hold each other accountable through a mutual accountability model that involves all teachers at all grade levels across the school. A teacher shared, "We choose our own PD, which allows us to build our expertise and accountability to each other through PLC."

- Parents are involved as partners with the school through the School Leadership Team (SLT) and the Parent Teacher Association (PTA). Parents have voted to pay for curricula and PD in instructional practices and teacher content knowledge learning. The PTA supports math curriculum training, the purchase of math curriculum supplemental materials, and the purchase of reading and math curricula through funding. In addition, parents partner with the school by the PTA supporting funding for math olympiad, funding for an environmental science instructor and resources, teacher grants for projects, and funding for a school librarian and the purchase of books. Parent workshops are held to provide insight into curricula in ELA and math, as well as a preview of what to expect for state testing. A parent shared regarding the school’s communication facilitating a partnership with parents, “There are regular newsletters that I find very helpful. For example, they were learning about even and odd numbers. I will look at the newsletters every month to stay informed about what they are learning in class and I can then use that information to support my child’s learning at home.”
## Additional Finding

### 4.1 Teacher Support and Supervision

**Rating:** Proficient

### Findings

School leaders support teacher development with frequent classroom observation cycles. Written feedback captures teachers’ strengths, challenges, and next steps using the Danielson *Framework for Teaching*.

### Impact

Formal and informal classroom visits result in written feedback for teachers that make clear the expectations for teacher practice and the supports available to help teachers meet them.

### Supporting Evidence

- School leaders conduct frequent classroom observations and provide feedback utilizing the Danielson *Framework for Teaching*. Each rated item is supported with specific evidence from the observed class. Next steps for teaching improvements are included throughout the class-specific evidence. For example, next steps in an observation report includes, "As you walk around the class conferring, make sure to remind students to have their toolkits and use the resources you have created especially for them." An observation schedule document confirmed school leaders share responsibilities and conduct frequent cycles of classroom observations planned for throughout the school year. New teachers are also supported by a mentor and training from the instructional coaches. As a result, school leaders support the development of teachers. A teacher shared about the feedback, "I got useful feedback. Admin is open minded and allows me to have input in a collaborative plan to improve my teaching."

- Observation reports contain feedback that captures teachers’ strengths and weaknesses and are accompanied by next steps teachers should take to improve their practice and impact student success. For example, observations include actionable feedback such as, “At the end of the lesson, have students indicate their strategy quickly using the number. Make sure the students write their individual identification number on a post-it. Then have them place it on the jot lot. This way you can quickly assess who gets the teaching goal and who will need more support.” In another observation report, the observer wrote, “Try to include high quality questions to encourage students to make connections and see possible patterns and arrive at new deeper understanding. You can also pose questions which you may not know the answers. You come to discovery together. Use student responses and ideas effectively to create a discussion or debate.” An example of teacher improvements was evident in a growth chart dashboard that showed increases in overall ratings from effective to highly effective in four Danielson *Framework for Teaching* domains.

- After looking at Advance data, the school reviewed best practices that align to both the school vision and the Danielson *Framework for Teaching* during Monday PD time. Utilizing the framework, teachers work together to brainstorm what best practice looks like in their classrooms and within the curricula. Administration reviews Advance data to allocate school resources to send teachers to PD. School leaders schedule post-observation meetings with teachers to review feedback. A teacher reflected on the feedback she had received, “Feedback from the supervisors is prompt feedback and focuses on how to meet for the next goal. They drop in and look at your data, together we discuss how can we move them [students] and support them, admin is very available.” As a result, feedback articulates clear expectations that support teacher development.