Quality Review Report

2019-2020

P.S. 158 Bayard Taylor
Elementary 02M158
1458 York Avenue
Manhattan
NY 10075

Principal: Dina Ercolano

Dates of Review:
December 10, 2019 - December 11, 2019

Lead Reviewer: Lisa Wang
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

P.S. 158 Bayard Taylor 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>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
<td></td>
</tr>
<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>
</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>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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</tbody>
</table>
## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
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### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3 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>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to State standards</td>
<td>Area of Focus</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>
### Area of Celebration

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

School leaders and faculty ensure that curricula are strategically aligned to State standards. Rigorous habits and higher-order skills are emphasized in curricula and academic tasks and are embedded in a coherent way across grades and subjects.

#### Impact

There is curricula coherence across grades and subjects, documents are accessible for a variety of learners, and students have the opportunity to demonstrate their thinking in alignment to their learning styles.

#### Supporting Evidence

- Curricula is strategically aligned to the standards. In review of unit and lesson plans, all teachers document the teaching point, connection to standards and utilize the workshop model structure to plan time for students to practice and teachers to confer. Teachers chart the targeted scaffolds for each strategic student learning group. A lesson plan for grade-four math, includes scaffolds to be provided, such as visual representations, hints to use if extra help is needed, the opportunity to communicate through writing and a list of students that will receive teacher guidance so that all students can engage in a conversation about the relationship between multiplication and division. In a grade-two math unit plan on transitional fluency, the teacher maps out the standards connected to representing and solving problems in math, identifies the essential questions and organizes each lesson to start with a problem of the day corresponding with the teaching point.

- Rigorous habits and higher-order skills are emphasized in curricula and academic tasks. Teachers use student trackers to plan for individualized goals which include tiered tasks, scaffolds, texts, and anticipated use of manipulatives. In a grade-two science lesson on the earth’s rotation, the lesson plan included extension tasks for students to reflect on math strategies to solve more complicated problems. In the plan, the teacher had mapped out anticipated student responses and corresponding targeted learning tasks and scaffolds. A grade-one reading lesson plan teaching the skill ‘Readers check that the words they read look right and make sense’ utilized running record data for student reading levels to strategically group students. The lesson included strategies for managing two separate guided reading groups, in addition to managing multiple independent student reading groups to provide targeted support. In addition, the lesson plan documents the multiple entry points and scaffolds to be incorporated, such as use of partner work, differentiated texts, and an anchor chart labeled ‘good habits for solving hard words’. There was also a plan for small group instruction, focusing on theme, for students who needed additional support in that area, as well as an intentional mid-workshop interruption to redirect students.

- A grade-four reading lesson plan to study a character’s behavior to find the theme incorporates multiple entry points so that all learners can demonstrate their thinking. The plan includes differentiated tasks requiring the application of prior reading strategies for identifying characters’ actions and behaviors by using a mood meter. Tasks include making connections between the character’s behavior to the behavior of people in one’s personal life to understand the character’s motivations and feelings. In a grade-five integrated co-taught lesson plan focusing on ways that readers interpret texts to grow ideas in writing, multiple entry points were noted to support English Language Learners (ELLs) and students with disabilities. During the mini-lesson of the workshop model, the plan incorporated a video with subtitles, and a read aloud with the subtitles so all students would be able to access the story. Planned scaffolds for the task included a video transcript, graphic organizer, visuals, and modeling. The plan delegated responsibility to a paraprofessional for a specific group of students to offer additional guided supports.
Area of Focus

| Quality Indicator: | 5.1 Monitoring and Revising Systems | Rating: | Well Developed |

Findings
School faculty has an effective and transparent process to purposefully evaluate and adjust curricula and instructional practices to meet student learning needs. School faculty purposefully evaluates the quality of school culture and the ways expectations are developed and shared among school constituents.

Impact
The school faculty has built a cohesive, standards-based curriculum across content areas, However, the school's goal to expand the social studies curriculum to include real-world current events and integrate its equity team's research to reflect cultural diversity and perspectives is still in its nascent stages.

Supporting Evidence

- The school is able to maximize online grading systems to track students' historical data to learn more about the whole student and target supports. In addition, the school faculty uses an online platform for sharing files and color codes data trackers to inform and document curricula adjustments. The professional development (PD) committee, comprised of a member from each grade team in addition to three content coaches, meets regularly to evaluate student data and adjust curricula and instructional practices to address the needs of all students. The professional development team in collaboration with the school's outside PD partners conduct schoolwide walkthroughs twice per year for patterns, trends, and gaps to evaluate curricula practices.

- The school has many structures in place to assess the impact of its culture initiatives. Faculty committees that engage in schoolwide evaluations of school culture include: the PD committee, the home-learning committee, the UFT problem solving committee, the safety committee, and the school based support team in conjunction with the case collaboration team. These teams review data collected from mid- and end-of-year PD surveys, including the culture PD feedback survey, and student feedback on classroom community circles. Additional data is collected such as students' feedback on writing-topics, classroom libraries; and parent feedback through the School Leadership Team (SLT) and Parent Association (PA). For example, the school leadership team collected student and parent feedback on homework and its impact. The team used the feedback to adopt a weekly Home Learning Connection list of choice tasks to make home learning more responsive to individual student's needs. In addition, school faculty rely on school partners' feedback to assess the effectiveness of the school's implementation of the junior coaches program designed to build student collaboration and community during lunch and recess.

- School faculty have been intentional in creating structures and teams to reflect and revise their work, especially around monitoring curriculum to ensure all voices are heard and have a sense of inclusivity. School leaders, teachers and parents shared that next steps for the school include the integration the school’s equity team research into expanding the social studies curriculum to include real-world current events. One teacher shared, “We are not a diverse community, and we need to show kids the world and what it is like. In grade-three we study countries. How do we do that without teaching to stereotypes? We need to think about ways to be more inclusive of different cultures and background.” Currently, this is in the nascent stage of development. One parent shared, “It would be great if the students had more of an idea about the community outside the school. Inclusion occurs inside the school but it’s also nice to look outside and share that with others. From a curriculum standpoint, I would like to see more awareness of the world, a global perspective.”
Additional Finding

<table>
<thead>
<tr>
<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 practices including the workshop model and a student-centered approach that are aligned to the curricula and reflect a coherent set of beliefs about how students learn best.

Impact

Across the vast majority of classrooms, student work products and whole class and group discussions reflect high levels of student thinking, participation, and ownership.

Supporting Evidence

- Across all classrooms, teachers utilize the workshop model to structure their lessons, allowing for students to practice skills taught, time for teachers to confer with students, and the opportunity for students to reflect on their learning individually and/or with their teacher during a conference and through discussion with their peers. Teachers utilize group work to build student accountability, deepen their thinking, and as a scaffold to support all students in engaging in the learning. In a grade-three social studies lesson, students worked in groups at stations to compare and contrast Brazil to the United States. Each group studied different types of data and collaboratively summarized the main points from their set of resources to compare both countries. The implementation of station teaching and cooperative learning strategies offered built-in scaffolds and entry points for ELLs/MLLs to engage in group discussions and the creation of presentation materials.

- Across the vast majority of classrooms teachers use talk protocols to engaged students in discourse and push each other’s thinking. In a grade-four math lesson, the teacher prompted students to turn and talk to a partner to discuss the relationship between two math models. Students shared and adjusted their thinking to understand the relationship between multiplication and division as they discussed and created new math models to express their thinking. In a grade-one reading lesson, students shared their thinking, practicing talk protocols to engage in a student-led discussion of character feelings, motives, and behaviors to understand the theme of a story. One student shared, “I think in the beginning she was sad. Then she was happy because she and her little brother had food to eat.” A peer responded, “I agree with you. Even though she lied to her friend, it was a good choice to tell her mom because they helped her buy food.” A third student added, “I have a new idea, my mom and dad donate money so others can have food.”

- In a grade-four math class, students met in a math congress. Each student group took turns presenting the math strategy they chose to solve a problem, demonstrating the math model used and the efficiency of the strategy. One group noted, “We realized that we could apply an old strategy to this new problem so we revised our strategy mid-way.” Prior to each presentation, the teacher asked students to look at the math model to try to figure out the strategy used before it was presented. Each presentation was followed by questions and comments from their peers. One student gave feedback to a group, “I don’t understand. Your model doesn’t explain how you got [that number]. I wish you would have used more words to explain your math model.” In a grade-two writing lesson, students engaged in peer editing of each other’s opinion essays using a success criteria checklist to guide their feedback. Students were in different stages of the process from reading drafts, discussing feedback, revising work and for some students, an extension included sharing a strategy that worked for them with another student.
Additional Finding

| Quality Indicator: | 2.2 Assessment | Rating: Well Developed |

Findings

All teachers use common assessments creating a clear picture of student progress toward goals, track progress, and adjust curricula and instructional decisions. All teachers’ assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment.

Impact

Teachers’ use of conferencing and mid-point pauses in the lesson enables them to make effective adjustments to meet all students' learning needs and provide students with the opportunity to engage in self-assessment activities so that they are cognizant of the progress that they are making towards their goals.

Supporting Evidence

- Teachers use data from a variety of sources to track student progress across grades and subjects. For example, Spire data is used to measure the impact of reading interventions on student mastery. Additional data collected to measure student growth includes: pre-, mid- and post-assessments; running records; number fluency assessments; cognitive-based assessments; writing tasks with rubrics and progressions; phonics spelling assessments; analysis of student work; exit slips; conference data; and observation data from turn and talks. Student assessment practices, both peer and self, incorporate student success criteria checklists, progressions, and rubrics that are used to lift the level of their work. In addition student self-reflections of their progress towards meeting goals helps them to internalize the relevancy of the targeted tasks in which they are engaged. For example, one student shared how she tracks her progress, “We have goal rings to write our own goals or incorporate goals from the learning standards. When we achieve a goal it goes into the hall of fame section of the ring.” Students also keep track of their reading goals in their ‘book lover’s notebook’.

- Teachers use conferring strategies to assess and adjust instruction to meet the specific needs of the learners. In a grade-one reading lesson, the teacher meets with a group of students and provides them cards listing topics to discuss. The teacher observes the discussion to collect data and check for understanding. The teacher then pauses the group discussion and introduces a scaffold to the group to help them express their thoughts using both the academic language and the language from the mood meter to help them have a richer discussion when describing the characters’ feelings. In a grade-two math class, after the teacher has visited several student groups, pauses the class mid-lesson to remind students to use the rubric to assess quality of their work, “Mathematicians can reflect on pushing themselves to be a three star.” Students pull out their rubrics to make sure that they are explicit in showing their work and explaining their strategies. A student group took the mid-lesson adjustment advice to discuss their strategy, “We used the strategy ‘imagine a landmark and adjust’ to document their rationale.

- Teachers provide students with the opportunity to engage in peer-assessment activities so they can have a clear understanding of what the expectations are and their progress towards meeting their goals. In a grade-four reading lesson on theme, students used the reading progressions for grades three through five to assess their work. The teacher worked with one group guiding students in a conversation to notice the qualities of the progressions across the gradation of levels. In another group students were reading and assessing each other’s writing using the rubric. One student shared, “I’m reading my classmates writing and highlighting the parts that connect to the theme.” Another student worked individually, marking points in the text with sticky-notes that connected to the theme before revisiting their writing again.
School faculty effectively communicates expectations to families through multiple platforms and via workshops connected to the next level in learning. Teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students.

School faculty’s successful partnership with families supports their children’s progress toward expectations of the next level. Teacher teams’ clear, focused, and effective feedback and guidance/advisement supports ensure that all students own their educational experience and are prepared for the next level.

The school faculty strategically communicates with families to assist them in supporting their children’s progress as they prepare for the next grade. Curriculum night held at the beginning of the school year kicks off the ongoing communication for parents on the high expectations set for their children. The school leader sends newsletters to families communicating the schoolwide goals and initiatives. Each grade team and learning specialists has a page on the school websites to communicate the school’s instructional goals to families. Grade-wide monthly newsletters are sent to families. The school conducts family workshops providing information and updates in school initiatives and progress reports. The weekly home learning connections activities encourage family learning experiences, replacing routine homework assignments.

Each of the literacy, math and special education coaches runs content specific workshops for parents. Recently a workshop was held for grade-three families on writing about reading. A parent shared, “I was a part of the reading workshop and it helped to explain the process. It was good to go back and try these strategies with my children at home. It helped me ask my child, what is a reader? Can you tell me the theme? Can you show me the character map?” Teachers followed up by sending the rubric updates home. The school faculty hold Family Fridays. Parents shared, “On Fridays we can follow our child’s schedule during the day. We see kids in their learning environment. It’s how I finally learned about stacking in math. My child was not stacking their numbers and I learned how to do it to help them with that.” The school faculty holds family workshops for ELLs/MLLs across all grade levels, pre-kindergarten through grade-five. In addition, the school engages parents of ELLs/MLLs in a parent book club to support their children. A parent who attended the book club shared that the focus is on how to approach reading books with their children.

Teacher teams provide clear, focused, and effective feedback and guidance/advisement supports to ensure that all students own their educational experience. Student-led parent-teacher conferences for grades four and five fosters a partnership with families to support and articulate feedback on student growth and progress. One parent shared, “During the second parent teacher conference my child led the conference with the teacher and me. My child spoke about strengths and areas for growth. The experience motivated my child.” Another parent shared, “The self-evaluation process helps to build student accountability. They look within themselves and they are quite honest in the process.” A parent shared, “There was an issue at the end of writing segment. The teachers noticed that my child wasn’t putting their best effort. They called me in to discuss what happened and my child shared that he ran out of ideas on the topic. The school was proactive to alert me and the problem resolved themselves.”
Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of State standards. Distributed leadership structures are embedded so that there is effective teacher leadership.

Impact

Teacher team work has resulted in schoolwide instructional coherence and increased achievement for all learners. Teachers’ integral role in key decisions affects student learning across the school.

Supporting Evidence

- All teachers are engaged in teacher teams which include the professional development team, equity team, coaching cycles, home learning committee, crisis team, grade inquiry teams, special education team, co-teaching teams and the arts and enrichment team. Teachers spoke of the impact of their grade team work on instructional decisions, “We had a nonfiction reading unit on finding the main idea, and we moved it to a larger narrative nonfiction unit incorporating biographies, focusing on bends one and two aligned to the standards and switched the order within the pacing calendar. We found that we needed to spend more time on narrative nonfiction based on test data analysis.” Another teacher shared, “In fourth grade we analyze tests and other student data to reflect on our scope and sequence. Students’ extended response scores were not where they should been. We originally taught the literary essay unit in November and kids had to carry the knowledge through April, now we do it as the last unit before the test and scores have increased in this area due to adjustment.”

- Teacher team work has resulted in schoolwide instructional coherence and increased student achievement for all learners. A grade-three teacher spoke about the impact of the vertical alignment across grade team work, “In our reading unit ‘writing about reading’, grade-two students make small jots on sticky-notes to prepare for communicating their thinking. We provided extensions for the grade-two students to create timelines and webs to organize thinking in partnership with the grade-three team, using grade-three student work archived in their booklovers notebooks as a mentor and model. As a result, I am seeing a higher level writing in the grade-three classes.” Teachers talked about the inquiry work in the grade-one teacher team resulting in targeted instruction. "Teachers come with three or four student writing samples below, at, and above proficiency to create mentor texts. They use this work in small group teaching to lift the level of the writing to focus on what the next step is." For inquiry work in other subject areas, teams use pre-assessments to identify student needs to target teaching and learning.

- The distributive model of leadership is embedded in the school’s practices around teacher teaming. The opportunity for all staff members to engage actively in teacher teams helps to leverage their talents and experience and have an active voice in creating and assessing school-wide systems. The professional development committee serves as a source of significant teacher voice within the school. The team consists of one teacher per grade, school leaders, and the instructional coaches. The team conducts math and literacy walkthroughs at the beginning and end-of-year to set professional goals for the schools. They then design an action plan determining how to meet the instructional goals through the design of the schoolwide professional development plan.