Quality Review Report

2019-2020

P.S. 012 James B. Colgate
Elementary 24Q012
42-00 72 Street
Queens
NY 11377

Principal: Stephanie Moskos

Dates of Review:
February 26, 2020 - February 27, 2020

Lead Reviewer: Daniel Kim
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. 012 James B. Colgate 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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</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
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</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 Focus</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 Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</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>
</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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</tbody>
</table>

### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<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>
</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>
</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>
</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>
</tr>
</tbody>
</table>
Findings
Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work, for students they share. Distributed leadership structures, such as grade leaders and coaches are embedded throughout the school.

Impact
The work of teacher teams results in improvements in instructional practice and mastery of goals for groups of students. Through distributed leadership structures teachers play an integral role in key decisions that affect student learning across the school.

Supporting Evidence

- Artifacts from a grade-three teacher team include teacher reflections on how the students were using formative assessments as part of self-assessment on short response writing. Examining in-class data and student responses relative to the two-point rubric used for the New York State English Language Arts (ELA) exams, teachers identified that students could not articulate or did not understand portions of the State criteria. Teachers then collaborated to create a rubric using icons and student-centered language so that students could use it to not only self-reflect but also guide their next steps. This rubric has now been implemented across the grade, thus resulting in shared improvements in teacher practice. During a grade-three classroom visit, student partnerships were observed utilizing the rubric to self- and peer-assess a response to a literature task, articulating what they had been able to achieve in their work as part of glows but also specifically identifying next steps as part of their grows.

- Grade-five teachers conducted an inquiry into student work on a recent performance-based assessment on opinion writing. Analyzing trends from each class, teachers shared their noticings for individuals and groups of students such as improvements on focus, organization, and conventions from their previous benchmark assessments. Teachers found student challenges with development of ideas and opinions, with using text evidence, and the use of content-specific vocabulary. Teachers then identified instructional adjustments to support students, such as additional opportunities for students to read-aloud their writing as part of a self-assessment and use of revision strategies, small group instruction on developing and honing conclusions, and center teaching activities for individual and groups of students to practice using suitable writing conventions. Such systematic inquiry work resulted in increased mastery of goals for groups of students. All grade-five students, including students with disabilities and Multi-Lingual Learners (MLLs) improved their performance from the November to the March benchmark writing assessments, as measured on a grade-wide rubric that outlines expectations on focus, organization, development, language and vocabulary, and conventions.

- Faculty plays integral roles in making key decisions, such as adopting specific curricula for the school community. Grade-three teachers piloted a science curriculum to see whether a new approach would increase the academic rigor and student cognitive engagement. Teachers evaluated student performance and determined that the new curricula did not meet student needs, consequently resulting in not being adopted schoolwide. Conversely, teachers advocated for maintaining the scope and sequence of a math curricula, which was supported by school administrators. In addition, teacher initiative has led to an adaptation and expansion of an extra-curricular program that supports self-esteem, confidence, and a positive self-image for female students. Through such distributive leadership practices, teachers have an impact not only on high expectations for instruction, but also on creating a supportive learning environment for all students.
Area of Focus

<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 and planning documents across grades and subjects coherently emphasize rigorous habits such as students staking a claim and justifying their thinking with evidence and reasoning. Academic tasks are planned and refined using student work and data.

Impact

While all learners, including MLLs and students with disabilities, have access to the curricula, are cognitively engaged, and demonstrate their thinking, there are missed opportunities to further elevate student thinking through choice and ownership of school-generated thinking maps.

Supporting Evidence

- Planned tasks within lesson plans and units consistently emphasize rigorous habits through a coherent emphasis across grades and content areas that students state a position and justify their thinking through reasoning and use of text evidence. For example, plans for a grade-five math lesson utilized a “math talk” routine so that students verbalize their math reasoning as part of expected student responses. Students are to construct a rule for comparing mixed number fractions, utilizing their noticing on factors and products as part of their reasoning and justification of their rule. Plans for a grade-three literacy lesson in a self-contained classroom task students to articulate the difference between a high and a low standard of living, and to provide evidence and reasoning to support their arguments. Plans for a grade-one Spanish bilingual-transitional education class task students with having to provide justifications on why a certain item was a need or a want.

- Schoolwide, higher-order skills are emphasized in curricula and academic tasks through consistent application of thinking maps across the grades requiring that students demonstrate their thinking. First-grade plans include the use of flow maps for students to articulate a topic sentence and three reasons as part of writing paragraphs; grade-two students are to compare and contrast school experiences between a one-room schoolhouse and their own school through the use of a double bubble map; students in grade-four are to use a adjusted multi-flow map to analyze cause and effects of outsiders introduced into native American communities in the Pacific northwest. Such thinking maps are evident in plans across grades, utilized as both scaffolds and extensions, to support student demonstration of thinking. However, a few plans did not fully embed the use of thinking maps as a means to further allow all students to demonstrate multiple aspects of their thinking.

- Across the vast majority of planning documents, academic tasks reflect purposeful use of student data to provide all students access to rigorous tasks leading to cognitive engagement. Plans for a grade-two reading lesson task students to use information from photographs and texts to gather information about the western expansion of the United States. Plans include groups of students, based on reading levels and in-class work, to work in three centers. Students who need support to reach grade-level mastery are to be guided with graphic organizers and visual aides to help them organize their text marking strategies; those at grade level are tasked to utilize one thinking map to compare and contrast the one-room schoolhouse and their school; those performing above are directed to use higher-level texts and a different thinking map to construct a reason why or why not they would like to live in a dug-out house. Tasks within each center are further differentiated to two levels to target individual student needs. Such planned differentiation of tasks based on student data is evident across the vast majority of plans, but not all of the reviewed planning documents, thus representing a missed opportunity to further cognitively engagement all students.
### 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 methods such as the use of small-group instruction and tiered student work strategically provide multiple-entry points and meaningful extensions for all learners. Student work products across the vast majority of classrooms reflect high-levels of student thinking, participation, and ownership.

**Impact**

A variety of learners, including students with disabilities and MLLs are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills.

**Supporting Evidence**

- Across the vast majority of classes teaching strategies, such as small-group instruction, tiered student work, discussion and content scaffolds, provide multiple-entry points for a variety of learners into challenging work. For example, in a grade-one integrated co-teaching class (ICT) students were in three separate groups working on reading, writing or word work, based on their needs. One group of students, including students with disabilities, used a graphic organizer to practice ‘retelling strategies’ to build their reading comprehension by summarizing the beginning, middle, and end of stories. While the groups of students worked independently, a teacher worked with a group of MLLs during a guided reading lesson to help them practice identifying a character’s needs and wants, while a separate student partnership worked independently with picture cues and vocabulary previews towards similar work. Students who had been identified as reading at or above grade level were provided with meaningful extensions to find the central message of their texts using text-based evidence to support their opinion.

- During a grade-four social studies lesson students worked to synthesize information that they had gathered across informational and historical fiction texts around the experiences of Native Americans in the Pacific Northwest. Students worked on tiered tasks in homogeneous partnerships based on their reading levels. Activities ranged from recalling key details of both texts, to identifying similarities between texts, to staking a claim as to which text was more informative to identifying how outsiders impacted Native American tribes. Students were observed debating not only the content of the texts such as the impact of diseases on Native American tribes, but also the text evidence contributed by each member of the partnership. Some students were engaged in verbal discussions before citing text, other partnerships conducted “silent debates” on large chart paper where students wrote responses to each other's thinking with different colored markers, making visible their thinking and mastery of the material.

- Student work products and discussions reflect high levels of student thinking, participation and ownership across the vast majority of the classrooms visited. Grade-five students in a computer science class self-directed and constructed unique and individualized public service announcements on the importance of participating in the upcoming U.S. census. Utilizing an online animation platform, students created program codes that determined how characters, scenes, backgrounds, and dialogues move throughout the animation. Students personalized persuasive arguments that they had constructed, such as the impact of the census on Federal resource allocations and voting, incorporating them into how characters, running tag lines, and scenes presented these arguments as part of their animation. Since the program was limited to only voice overs in English, students had the opportunity to use their own home-language skills as part of the presentation to increase the impact of their public service announcements.
School leaders and faculty use a variety of assessments such as benchmark writing assessments to provide a clear portrait of student mastery. Utilizing data from common assessments and assessment practices, teachers and school leaders adjust curricula and instructional practices.

Impact

Assessment results are used to provide meaningful feedback, and all students, including MLLs and students with disabilities, and to demonstrate increased mastery.

Supporting Evidence

- Using school assessment practices, school leaders and faculty are able to create a clear portrait of student mastery that also serves as a vehicle to provide actionable and meaningful feedback to students that is supportive of their growth across content areas. Grade one students described how feedback from teachers gives them “next steps for them to get better in their work.” A grade-five student stated how his argumentative writing piece was one long run-on sentence that didn’t clearly articulate his thinking. The feedback he received helped him break apart his thoughts through a clear paragraph structure and better use of punctuation. He was able to show improvement in not only a subsequent assessment in terms of rubric scores, but also demonstrate how he was able to apply the feedback in his informational writing piece on Caesar Chavez. Students were able to articulate such meaningful teacher feedback that allowed them to not only understand their performance level, but also clear and concrete next steps that have used in subsequent assignments.

- School leaders and teachers use common assessments, such as the NYS ELA and math tests, and curricula-based assessments such as a benchmark opinion-writing assessment, to create a clear portrait of student mastery, identify trends and patterns regarding student progress and collect meaningful feedback about student needs. For example, school leaders and teachers noted that students across the grades based on the NYS ELA tests struggled with articulating an opinion and supporting their viewpoints with evidence and reasoning. This feedback led school leaders and teachers to strategically embed, across grades and content areas, learning opportunities in writing and in discussion for students to articulate a stance and support their arguments. To measure student growth, teachers utilize the opinion-writing rubric across the grades and at multiple points of the year to assess student performance and progress.

- Faculty utilizes common assessments to inform adjustments to plans and classroom instruction in support of student learning. Grade-four students worked in partnerships to solve real-life math problems involving addition and subtraction problems with fractions. Plans for this lesson utilized data from assessment practices to plan for individual and groups of learners to be supported with purposeful partnerships, accountable math talk scaffolds, along with each student receiving a self-assessment of their written work. Students were observed using individual highlighting strategies to hone their attention on the word problem’s key information and sharing various math strategies and the applicable reasoning with their partner. Students were interviewed as they were self-assessing their work, stating that they were “at a level three, because while my information is correct, I can work on presenting my reasoning more clearly. It’s not very organized right now.” Such use of assessments to adjust instructional decisions, such as allowing for opportunities for students to state a position and corresponding reasoning has led to demonstration of increased mastery for all students, including students with disabilities and MLLs, as measured by baseline assessments from the beginning to the middle of the year.
**Findings**

School leaders and teachers consistently communicate instructional high expectations to the entire staff through individual and grade meetings. Expectations connected to a path of academic success are clearly and effectively communicated to families.

**Impact**

Teachers share a culture of mutual accountability for instructional expectations, and successfully partner with families to support student progress toward expectations through concrete suggestions and plans that are implemented at home.

**Supporting Evidence**

- School leaders articulate high expectations for all staff through discussions at schoolwide professional development (PD) days and faculty conferences, the staff handbook, and individual and grade-specific inquiry team meetings. The meetings serve as a venue where school leaders detail expectations related to instruction and planning, such as setting expectations for differentiated instruction based on data in literacy centers. School leaders meet regularly with teachers individually to engage in reviews of professional growth, expectations for high-quality teaching and learning, and follow-up based on attended PD. To expand capacity in delivering effective instruction all teachers receive actionable feedback on their performance in relation to best practices highlighted by the Danielson Framework for Teaching.

- Through individual and team discussions at grade and common-planning meetings, and the attendance at professional learning sessions, staff members receive targeted assistance aligned to their specific needs and interests. For instance, following the lead of school leaders' expectations, teacher teams provide opportunities for staff to consistently collaborate to share and analyze student work and performance, develop curriculum maps, plan content units, and corresponding assessments. After each inquiry meeting, teachers set collective plans for ensuing instruction and monitoring student performance for discussion at subsequent meetings. Such collaboration, teachers stated, results in a sense of shared trust, collaboration and accountability for teaching and learning. Teachers comfortably share openly best practices, instructional challenges, concerns about their students, and concrete steps for individualized student support.

- Staff members form effective partnerships with families by communicating expectations that prepare their children for the next level. This includes the schoolwide grading policy, teacher-led class and grade presentations for families around academic expectations, and individualized conferences with parents. Parents interviewed unanimously described how they receive concrete suggestions and ideas from all staff members that they apply at home to support their children. Specifically, suggested ideas include how parents should review peer and teacher feedback with their children to create goals to work on at home and how to utilize a specific strategy around the use of comprehension question prompts while reading to their children at home. Further suggestions include how to slow down and build their children’s comprehension and utilizing specific math strategies to practice at home to build automaticity towards higher conceptual math work. Parents all noted that by consistently applying these concrete suggestions, their children are achieving noticeable academic growth, such as in mastery of content, fluency in reading and math, and oral academic vocabulary.
## Additional Finding

<table>
<thead>
<tr>
<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 and teacher peers support development for all teachers through strategic cycles of observations, intervisitations, and student work analysis. Teachers receive feedback that accurately captures their strengths, challenges and outlines next steps using the Danielson Framework for Teaching.

### Impact

Teachers receive feedback from peers and school leaders that articulates clear expectations for their practice that both support teacher development and is in alignment with their individual teacher goals.

### Supporting Evidence

- School leaders conduct strategic informal walkthroughs and observations for all teachers at the start of the school year to identify key instructional practices relative to the schoolwide instructional focus to build student literacy through the use of purposeful scaffolds and supports. Through this process, school leaders identified strengths of practice and areas for improvement, which then were addressed with specific teachers, during grade team meetings, and at staff professional development planning conferences. Formal observation reports include specifics around student work products using direct teacher and student quotes and actions as part of the feedback on classroom practice. Further analysis of student achievement and work products is deepened through discussions at team and individual levels about student performance on common assessments, such as the on-demand opinion writing piece, running records, and benchmark math assessments. Assessments are regularly used to identify patterns and trends for individual and groups of students including MLLs and students with disabilities and used to inform feedback to teachers relative to their instructional successes and challenges.

- All teachers specify their own areas of expertise and best-practices, which serve as the basis for colleagues to support each other through classroom intervisitations and peer-facilitated professional development. Intervisitation artifacts record the post-visit discussion between hosts and visitors, as well as the clear next steps to apply the observed instructional practices to improve their teaching. Teacher peers and coaches further support colleagues by providing individual assistance and schoolwide professional development. Artifacts of these practices include co-created lesson plans for literacy centers, student groupings based on student performance data with targeted small group strategies instruction, handouts that articulate guided reading best practices, as well as meeting agendas that focus on elements of the Advanced Literacy Hallmarks within classroom practices.

- Teacher feedback that accurately captures strengths and challenges is aligned to the Danielson Framework for Teaching components and teacher’s professional goals. School leaders utilize individual teacher conferences to create professional goals and action plans. Teachers unanimously stated that their observation feedback is concrete and actionable, support their professional goals, and improves their practice, which was evident by the review of artifacts. For example, a teacher observation report articulated a specific goal to increase opportunities for students “to discuss with each other how and why they solved the selected math problem.” Teacher action plans aligned to their professional goals for this teacher articulate using small group instruction and elevating questioning to higher order thinking on the Depth of Knowledge levels. During this Quality Review, this teacher was observed incorporating peer-to-peer discussions as well as discussion and extension supports for grade-five students as they synthesized and created rules for comparing and contrasting mixed fractions.