P.S. Q086
Elementary 28Q086
87-41 Parsons Boulevard
Queens
NY 11432
Principal: Rosita Rivera
Dates of Review:
November 20, 2019 - November 21, 2019
Lead Reviewer: Jerry Brito
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. Q086 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>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</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>
</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>
</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>
</tr>
</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>Proficient</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to State standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</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>
</tr>
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</table>

Findings

All teachers are engaged in inquiry-based, structured professional collaborations that promote the school's focus. Distributed leadership structures are embedded within the school community.

Impact

Collaborations within professional teams have strengthened teacher instructional capacity schoolwide, while data reveals increases in student achievement. Teachers build leadership capacity and have a voice in key decisions, such as teachers turn keying professional development sessions to their colleagues to increase teaching capacity schoolwide.

Supporting Evidence

- In a fifth-grade teacher team meeting, the focus was to analyze patterns and trends in the narrative writing assignments by students who are performing below expected proficiency levels. To frame their analysis, teachers referenced the fifth-grade rubric for narrative writing, which focused on areas such as elaboration, lead, transitions, and craft. Each teacher stated their findings relative to the review of a recent narrative writing assignment. For example, in analyzing students' closing paragraphs, the team noted that the majority of the narrative pieces had poorly constructed closures despite the fact that there was significant writing in the other parts of the writing. In addition, team members analyzed how well students elaborated in their writing as outlined in the rubric. They found that there was a lack of description and dialogue, which impacts how well students elaborate their writing. After analyzing the data, team members discussed the implications for their teaching moving forward, including the need to incorporate more graphic organizers and guiding questions in order to provide supports as students write their drafts. Team members also discussed assessments such as exit slips to monitor student progression for future writing assignments.

- In an October kindergarten team inquiry action plan, team members studied the most recent reading level assessment data, which indicated students needing support in identifying letters of the alphabet and letter sounds. The action plan developed called for a six-week cycle of inquiry in which strategies were implemented twice each week. For example, the plan called for the use of a phonics program to develop the 'm' sound and the study of sight words such as 'I' and 'can' in one week. The plan called for the re-administration of the reading assessment to determine progress and next steps. In a fourth-grade inquiry team action plan, reading assessment data indicated that a majority of students were having difficulties recalling details and summarizing a short text with accuracy. A six-week action plan was developed with the goal of students being able to retell a story in sequence with relevant details. The plan outlined strategies to be used, such as teacher modeling and orally retelling to be used over the six week inquiry cycle. A review of teacher team notes show that teachers use the inquiry process to regularly revise their planning, resulting in increased student progress and mastery as evidenced through a 12 percent increase schoolwide in reading comprehension levels.

- Each teacher team has a facilitator who is responsible for leading the inquiry work. Lead facilitators are provided professional development to support them in guiding teacher teams. In addition, this year the school has implemented content vertical teams to build coherence across grades. Vertical team members are chosen by teachers to lead that work. Also, teachers who attend outside professional development sessions turnkey learning to all teaching staff. For example, a group of teachers were selected to receive training on the new math program that school was implementing. In turn, these teachers planned and implemented a professional development session for their colleagues, including expectations on forming differentiated student groups and implementing math stations. In a meeting, teachers stated that leadership opportunities allow them to make decisions.
Area of Focus

**Quality Indicator:** 1.2 Pedagogy

| Rating: | Proficient |

**Findings**

Though teaching practices reflect an articulated set of beliefs that students learn best through a gradual release model that builds independence, student activities have yet to strategically provide multiple entry points, high-quality supports, and extensions into the curricula across a vast majority of classrooms.

**Impact**

All student work products have yet to evidence appropriately challenging tasks demonstrating higher-order thinking skills.

**Supporting Evidence**

- In one fifth-grade English Language Arts (ELA) class, students were tasked with determining the main idea of a text by identifying supporting key details. Homogenous groups of students engaged in discussions based on the book *Dollars and Sense*. Group discussions were facilitated using guiding questions that were in alignment with the overall group reading proficiency levels. Each group was provided higher-order questions based on Webb’s *Depth of Knowledge* (DOK) that they could access to deepen the discussion. In one first-grade writing class, students were learning how to plan their how-to writing assignments using sketches to facilitate the work. First, students engaged in partner talk to discuss how they came up with their topics. Next, students worked independently on their writing, using visual supports focused on how to sequence activities. The teacher pulled five students based on their writing proficiency levels for small group work. Overall, student activities are focused on providing scaffolds and independence to complete expected work products.

- In one third-grade ELA classroom, students worked in homogenous groups to analyze a non-fiction text to identify the main idea and key supporting details. Each group was engaged in different activities such as identifying key details in an article about Washington D.C. to support the main idea. Supporting scaffolds such as graphic organizers were evident to facilitate the work of each particular groups. One group used the restate the question, answer the question, for example, and therefore (RAFT) strategy to identify key details. However, the use of the RAFT strategy did not align with the task of the group using it. In a combined second- and third-grade special education math classroom, students were tasked with solving one-and two-step word problems using drawing and equations. Students worked in groups with the classroom teacher and a teaching assistant each working with a particular group. Students engaged in discussion that was supported with accountable talk charts along with strategy charts. However, these charts were not aligned with students’ work activities. Although multiple entry points were provide across classrooms, work activities have yet to be of high-quality to provide access to the curricula.

- In one fourth-grade math class, students were learning how to break down a multi-step word problem to find the information needed to solve it. Student groups worked on tasks that were aligned to their math proficiency levels. Group members engaged in discussions, using strategy charts to support their understanding of the work. The teacher worked with one group, guiding their discussion on the work. However, a review of this lesson and others did not reveal the use of tasks that demonstrated higher-order thinking skills for students.
Findings
School leaders and faculty ensure that curricula are aligned to the State standards. Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills for all students through the inclusion of scaffolds such as anchor charts.

Impact
Curricula promote college and career readiness for all students. Emphasis on rigorous habits and higher-order skill require that all students demonstrate their thinking.

Supporting Evidence

- In a kindergarten math unit plan, encompassing 12 lessons, students are expected to learn how the numbers six through 10 are counted, read, and written. The unit plan is disaggregated into teaching points to be used to frame lesson planning. The plan outlines key components such as the State standards, a brief overview of how each lesson should be structured, and assessment protocols such as quick checks and unit assessments. In addition, differentiated activities for Multi-Lingual Learners (MLLs) and students with disabilities are briefly outlined. In a third-grade social studies unit plan, students are expected to learn about communities around the world, including in-depth study of geography, culture and history of various regions. The plan is divided into different focus areas, such as the study of common characteristics within geographic regions, the factors needed for people to settle and form communities, and the study of traditions and holidays. These focus areas are aligned with the State standards for social studies and are further disaggregated into teaching points that form the basis of lesson plans. A review of unit plans across content areas demonstrate a focus on aligning them to State standards with relevant teaching points and student activities.

- Unit plans emphasize rigorous habits and higher order skills for all students. In a fourth-grade literacy unit plan, students are expected to learn, over a series of lessons, skills such as sequencing, making predictions, and cause and effect. The plan outlines key features such as pertinent State standards, learning objectives, texts to be used, and various assessments aligned with the skills being taught. Scaffolds such as story maps, t-charts and Venn diagrams are noted. In a second-grade literacy unit plan, students are expected to learn skills such as reading for comprehension and identifying the main topic. The plan describes the student learning objectives and text such as Cold Dog, Hot Fox that will be the focus of student activities. Tasks are differentiated for MLLs and students with disabilities with a focus on the use of visual supports such as picture cards, tiered questions, and vocabulary strategy lessons. A review of unit plans indicate that there is an emphasis on activities that are rigorous and allow students to demonstrate their thinking.

- In a fifth-grade math lesson plan, students are learning to use models and strategies to divide by two-digit divisors. The lesson plan cites the learning target along with previously-learned concepts pertinent to the lesson’s objectives. In addition, the math standards aligned to this lesson are noted. The lesson activities such as group discussion are outlined. In addition, the plan demonstrates differentiated activities emphasizing student group discussions and visual scaffolds such as a video clip and anchor charts. Student learning will take place with the use of an exit slip at the end of the lesson. Overall, lesson are planned with a focus on rigor and to allow students to engage one another in discussion.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula. Teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact

Actionable feedback is provided to students and teachers regarding student achievement, primarily using a glow and grow model. Teachers make effective adjustments to meet all students' learning needs.

Supporting Evidence

- In one fifth-grade math assignment, students were engaged in solving word problems centered on how to multiply using decimals. The assignment was rated based on a three-point holistic math rubric. On one assignment, a student was provided a grow centered on the improper movement of the decimal point to the right as required when multiplying by a whole number. The teacher then provided an example to clarify her point. For a science project, students created posters detailing the food chain in a rainforest. The assignment was rated based on a four-point rubric that focused on such areas as accurate use of facts, completion of a required diagram, and the project's layout and neatness. For one student, the teacher gave him a glow for doing a great job on the project. As for the grow, it was suggested that the student ensure that the diagram is complete since key elements were not labeled.

- In a fourth-grade narrative writing assignment, students were expected to write about a bad day they had experienced. The assignment was rated against a four-point rubric that focused on the overall writing, the lead, transitions, and the ending. As a glow, the student was cited for improving in his narrative writing. For a grow, it was recommended that the student provide more details in his story and to organize the writing in paragraphs. In a second-grade math assignment, students were solving multiplication problems. For one student, the teacher provided a glow that cited the use of multiplication strategies. For a grow, it was suggested that the student focus on multiplication facts that are easiest for him. A review of feedback across work assignments shows that teachers regularly provide feedback that identify students’ next learning steps. During a meeting, all students agreed that they receive feedback from their teachers that helps them understand their next steps.

- Across classrooms, checks for understanding are conducted so that differentiated student groups are provided with targeted instruction. In one third-grade integrated co-teaching (ICT) class an ELA lesson engaged students in working in groups to identify the main idea in non-fiction texts. During the lesson, one of the teachers pulled four students out for small group work based on her observations of their performance in locating key details from a text. In a first-grade writing class, students were working on using sketches to plan their writing. Students worked with a partner to assess their writing while the teacher worked with five students based on observations related to alignment of their sketches to the stories they planned. The teacher used scaffolded writing paper to guide the learning of the small group. A review of classroom practices demonstrates that teachers consistently use checks for understanding to adjust their lessons to target students’ learning needs.
Findings
School leaders consistently convey high expectations to staff through venues such as the instructional absolutes. The school provides ongoing information to families regarding their children’s progress towards college and career readiness.

Impact
Ongoing communication, and support by school leaders based on classroom visits, support teachers’ understanding and awareness of expectations around teaching and learning. Communications from school leaders and teachers provide opportunities for families to understand their children’s progress towards meeting standards.

Supporting Evidence

- School leadership presents the instructional absolutes to the staff every school year. The instructional absolutes consist of five areas of instructional practice that are expected in all lessons. Some of the expectation outlined are the use of schoolwide protocols such as vocabulary anchor charts in all content areas, implementation of the gradual release method to build student autonomy, and the use of strategies such as the role, audience, format and topic (RAFT) writing strategy. The instructional absolutes are posted in classrooms across the school. In addition, the school conducts an opening day faculty conference that outlines new initiatives and expectations. The opening-day packet includes the school’s and district’s vision and mission statements and a disaggregated overview of the previous year’s summative data such as New York State English as a Second Language Achievement Test (NYSESLAT). Overall, school leadership makes it a point to communicate expectations and data in order to set the foundation for schoolwide instructional expectations.

- School leaders communicate high expectations through professional learning sessions. For example, the school professional learning plan for kindergarten through second grade is outlined for the first half of the school year. The plan outlines topics that are important to address in order to achieve instructional expectations, including a session dedicated to the gradual release model in order to build student autonomy. The plan also includes two sessions focused on building teachers’ knowledge and understanding of reading comprehension strategies. In the professional learning plan for third grade to fifth grade, sessions are focused student data, learning strategies, and articulation for students preparing to enter middle school. In an October session, teachers reviewed the June instructional report and its implications regarding the teaching of craft and structure in writing. A review of documents indicate that school leadership consistently communicate high expectations to the staff, which teachers confirmed during a meeting.

- School leaders and staff periodically send out progress reports in math, reading and writing to families. The progress reports present students’ reading and math levels and written comments regarding their strengths and weaknesses. In addition, the staff hold parent workshops related to instruction. For example, a September workshop focused on teaching parents about reading level and how to support their children’s reading behaviors at home. During a meeting, parents agreed that school leadership and staff consistently communicate high expectations by providing ongoing information regarding their children’s progress.
Additional Finding

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Well Developed |

Findings

School leaders strategically use effective feedback and next steps from classroom observations to support teacher development. Clear expectations and feedback to teachers about their practice are provided using the Danielson *Framework for Teaching*.

Impact

School leaders elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection, with a particular focus on instructional scaffolds. Feedback articulates clear expectations for teacher practice, supports teacher development, and aligns with professional goals for teachers.

Supporting Evidence

- School leaders use the *Advance* observation process in order to evaluate teacher performance, determine schoolwide areas of need, and plan professional development (PD) sessions. The frequency of teacher observations is based on teacher preference determined during the Initial Planning Conference (IPC). School leadership, which consists of one principal and two assistant principals, observes teachers based on each leader’s grade assignment as determined by the school principal. School leaders have developed a weekly observation log in which observations of teacher practice are noted, including areas of strength and challenges in teacher practice, the anticipated completion of the observation report, and follow-up dates to observe the efficacy of recommended practices. Information gathered during observations informs teacher PD sessions. For example, the observation process determined that teachers needed support in using questioning and discussions techniques to better support MLLs. Consequently, a PD session was conducted with this particular focus. Thus, the observation process has the effect of addressing and elevating teachers’ instructional practices.

- School leaders use classroom observations to focus on the goal of strengthening teacher practices related to the use of scaffolds. In one observation report, a teacher was given detailed feedback centered on the use of the gradual release framework during a phonics lesson. Specifically, the teacher was complimented for developing a lesson in which students had multiple opportunities and ways to practice the *h* sound, which the students were then able to practice independently. As a next step, it was recommended that the teacher provide anchor charts with targeted letter sounds and strategies to use in order to properly sound them out. An overall review of school leaders’ feedback demonstrates an increase in teacher performance with regard to the instructional core as measured by *Advance*.

- School leaders use data collected during classroom observations to inform teachers’ professional goals during the IPC. In one observation report, a teacher was given feedback centered on reinforcing key math concepts needed in preparation for the next school year. One recommendation was that the teacher focus on customizing challenging questions for individual students based on their math proficiency levels. A review of trends noted in the observation reports during the IPC formed the basis of the teacher’s professional goal, which was to continue to improve abilities to monitor and adjust instruction through targeted questions. A review of submitted documents shows that professional goals are developed for all teachers centered on the instructional core. Professional goals are monitored regularly over the course of the school year. This results in improved practice by all teachers.