Quality Review Report

2019-2020

P.S. 095 Eastwood
Elementary 29Q095
179-01 90 Avenue
Queens
NY 11432
Principal: Kim Hill
Dates of Review:
December 4, 2019 - December 5, 2019
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. 095 Eastwood 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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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to State standards and/or content standards</td>
<td>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>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>Area of Focus</td>
<td>Proficient</td>
</tr>
</tbody>
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### School Quality Ratings continued

#### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Area of Celebration</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>
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#### Systems for Improvement

<table>
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<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>Proficient</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>
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<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>Well Developed</td>
</tr>
</tbody>
</table>
Area of Celebration

Quality Indicator: 1.4 Positive Learning Environment

Rating: Well Developed

Findings
The school’s approach to culture-building, discipline, and social-emotional support is driven by a theory of action and student voice is meaningfully involved in decision-making. School leaders strategically align schoolwide social-emotional learning efforts with a unified, collaboratively developed Cultural Toolkit.

Impact
School improvement efforts result in a safe school environment and inclusive culture that support progress toward the school’s goals, and in the student adoption of effective academic and personal behaviors.

Supporting Evidence

- The school community’s efforts for culture-building emphasize collaboration, communication, building relationships, and trust to instill student critical thinking and real-world problem-solving skills. The theory of action states that by consistently emphasizing these approaches, then students will be successful in college and career readiness, and the approaches will serve as a foundation throughout their lives. This is applied consistently across the school through the positive behavioral management system, which rewards students for consistently applying the values in the school's Cultural Toolkit: communication, building relationships, trust, diversity, intentionality, equity and collaboration. These values are re-emphasized in classroom and non-classroom settings through teacher- and student-led lessons and discussions. Parents, staff, and students unanimously agree that the school community fosters a safe and respectful climate in which students’ social, emotional, physical and academic needs are readily supported by school efforts.

- Students active in student government and clubs initiate, guide and lead schoolwide improvement efforts. Student leaders collaborated with faculty to create a student-driven needs assessment and to advocate for schoolwide changes that include: healthier options for lunch; refillable bottle stations to reduce waste and encourage drinking water; additional options for after-school programs including basketball teams, dance and drama. Students have also initiated projects to support their peers in temporary housing, including starting a food pantry within the school building. This student-led effort has grown to be supported by the housing community liaison, additional partnerships with a community-based organization that support healthier eating, and is officially recognized by the Food Bank of New York.

- The school community strategically aligns professional development (PD) regarding social-emotional student behaviors, family outreach, and student learning experiences with the school’s collaboratively-developed Cultural Toolkit. Artifacts for PD and family workshops include that of utilizing mindfulness practices in classrooms and at home. Interviewed students unanimously stated that they have utilized various elements of the toolkit, such as collaborating with their peers in class, as well as with their siblings to accomplish a common task; other students noted that they have used strategies that build trust with their older sibling so that they are supportive of each other without “any bad intention.” Across all classrooms, either in lesson plans, charts or in verbal instructions, there was evidence of teachers making explicit connections to the Cultural Toolkit through communication, collaboration and building relationships. Interviewed parents related adapting at home the same language of the Cultural Toolkit learned at a parent workshop, using the vocabulary so frequently that not only their immediate family, but also their out-of-state cousins can describe and apply the same concepts. Such strategic alignment supports the academic and personal growth of student and adults.
Area of Focus

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

School faculty use curricula-aligned rubrics and common benchmark assessments to determine student progress towards goals and to adjust instruction. Teachers’ assessment practices across classes consistently reflect the varied use of ongoing checks for understanding.

Impact

Assessment results are used to adjust instructional practices and provide actionable, but not always meaningful, feedback to students. Teachers make effective adjustments to meet students’ learning needs, but there are missed opportunities to build student awareness of next steps for all students.

Supporting Evidence

- Through school assessment practices, students receive actionable feedback that supports their growth. Some interviewed students described teacher feedback and support that they have been able to use in other contexts. For example, one student related receiving feedback as part of his glows and grows to utilize more text details to support his persuasive writing. He, in turn, described using the same feedback to be able to add additional details in his narrative writing as part of his daily writing prompt. However, alignment between teacher feedback and meaningful student application of the feedback was not consistently evident across interviewed students. While all students were able to articulate their level of performance at a specific task based on rubrics or checklists, some were unable to describe how they were going to continue to grow from the feedback or articulate opportunities that they have had at applying the feedback. For example, one student related being proud of her performance in a writing piece and noted the feedback to improve her endings. However, she stated that she has not yet been able to try the feedback nor was she able to describe how she would do so.

- School leaders and teachers use common assessments such as State English Language Arts (ELA) and math tests, baseline performance tasks, Fountas and Pinnell reading levels, curricular-based assessments, as well as various online assessment platforms to identify student performance trends in order to modify their practices. Analysis of common assessments lead school leaders and teachers to embed specific supports and scaffolds for students within units and lesson plans. For example, school leaders and teachers gathered in a data inquiry session around student performance on the State tests and identified student need in conceptualizing math concepts. To address this need, teachers embedded additional student discourse and conversation opportunities, utilizing resources from Algebra for All PD. Such application of student discourse was evident in all the math lessons visited.

- Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding to make instructional adjustments to meet student needs. For example, grade-five students worked collaboratively in groups to conduct error analysis on a piece of peer math work. As students worked on their tasks, the teacher assessed the work and performance of multiple groups of students, and redirected the class, not only on the core work of examining peer work, but also to reinforce expectations for peer-to-peer academic conversations and redirect student discourse away from solving problems towards analyzing the error. Students were heard then to adjust their conversations to include describing computational or conceptual errors, while self-referencing the various scaffolds that supported their work. Such in-class moment adjustment to support student ownership of the materials and being aware of their learning next steps was evident in some, but not all of the classes visited during this review.
Findings

Rigorous habits and higher-order thinking skills are emphasized and embedded coherently by the consistent application of the schoolwide Road-to-Rigor within all planning documents. Road-to-Rigor planning also supports refining academic tasks based on student work and data.

Impact

Planning documents support all learners, including Multilingual Learners (MLLs) and students with disabilities, to demonstrate their thinking, have access to the curricula, and are cognitively engaged.

Supporting Evidence

- Tasks within lesson plans consistently emphasize rigorous habits through the use of student discourse in partnerships and small or whole groups to support cognitive engagement, so that students can demonstrate their thinking. For example, as part of their combined non-fiction reading and writing unit, plans for groups of grade-five students include students analyzing ways that authors present information using various text features, such as cause and effect, sequence, and compare and contrast. Students, including students with disabilities and MLLs, are assigned tasks aligned with a specific Depth of Knowledge (DOK) level, such as identifying and classifying the text feature evident in a passage or developing a list of key clue words that would identify the text feature that they could then apply in their own writing for the future. As a means of demonstrating their thinking, students would discuss whether or not a writing piece could contain more than one feature, or whether or not a clue word could denote different types of text features. Plans for a grade-two math lesson include students working in partnerships to brainstorm and demonstrate how addition and subtraction are related as part of their work in interpreting and solving word problems.

- Across all reviewed curricula and planning documents, academic tasks reflect the purposeful use of student work and data resulting in differentiated tasks so that all students have access to rigorous tasks and are cognitively engaged. Across grades and content areas, lesson and unit plans reference, apply and embed the use of the color-coded Road-to-Rigor planning document, which outlines student tasks from recall and reproduction, building skills and concepts, honing strategic thinking, and applying extended thinking. In a grade-one reading lesson, students will be word detectives to identify the various letters in a word, from start to finish. Based on in-class performance and student reading levels, students performing at different levels on the Road-to-Rigor pathway would be given various scaffolds, including a ‘how to be a word detective’ checklist, a differentiated science passage on bats of various sizes, and ‘mission’ letters as task cards that are differentiated with levels of difficulty, reflecting student reading-level proficiency. Planned extensions include students creating an I spy game using the words from the various passages that they would read.

- Planned tasks for grade-four students in a math lesson includes working in groups to solve multi-step, whole-number word problems with multiple operations based on previous day’s exit tickets and in-class performance. Students are to apply the circle, underline, box, explain, and solve (CUBES) protocol individually and in groups to identify and apply various ways to solve a given problem. Students at various levels, including MLLs and students with disabilities, are to be assigned differentiated color-coded tasks, ranging from a two-step problem to a multi-step problem. They will utilize graphic organizers that help them identify what they understand, plan for their work, solve their problems, as well as a problem-solving checklist so that they can self-assess and guide their independent work and group discussions.
# Additional Finding

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

Across most classrooms, teaching practices reflect a coherent set of beliefs about how students learn best. Teaching strategies, such as small-group instruction, scaffolds, tiered work, visual, content, and language supports, strategically provide multiple entry points and high-quality supports and extensions.

## Impact

All learners, including MLLs and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in their work.

## Supporting Evidence

- Teaching practices reflect the Instructional Absolutes, a schoolwide set of beliefs that articulate how students learn best. These Instructional Absolutes include the implementation of learning targets, plans aligned to the State standards, criteria for success strategies, check-for-understanding techniques, student conversations, higher-order thinking questioning, differentiated instruction, and the utilization of scaffolds. For example, in a second-grade classroom, the learning target, “I can use the inverse relationships of addition and subtraction to help me interpret and solve equations” was clearly evident. Learning targets are supported by criteria for success, written in student-centered language so that students can articulate how they can achieve the learning target.

- Teaching strategies, such as the use of small-group instruction, tiered texts at various levels of difficulty, as well as discussion, content and language scaffolds, provide multiple entry points for a variety of learners to engage in challenging academic work across classrooms. For example, in an ELA lesson, grade-three students worked collaboratively in groups to research, discuss with and present to peers the information they had gathered about ancient Greece and Roman civilizations. Students worked in homogenous partnerships to annotate and draw information from text at varying levels of content difficulty, from ancient Roman educational practices for boys and girls, to the lasting ideas of ancient Greek philosophers.

- Grade-five students worked in groups to conduct an error analysis of peer’s work on a math performance task. While all students were engaged in the core work of analyzing peer errors, groups of students at different levels of mastery were supported in their work through various scaffolds and references, including different types of error reference sheets, a t-chart, a performance task answer key, as well as a rubric for error analysis. Those developing their mastery were tasked to concretely identify and correct two errors in their peer’s work that can also support for their own growth, while those at or above mastery were focused on identifying the strategy used, classifying the type of error, and correcting their peer’s work. The students then provided justifications for their thoughts and identified glows and grows as feedback for their peers. Such appropriately challenging tasks and higher-order student thinking work was evident across the majority of classrooms.
Additional Finding

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<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 and teachers consistently communicate instructional high expectations to the entire staff through individual, grade and department meetings and provide training. Teachers partner with families and effectively communicate expectations connected to a path of academic success.

Impact

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

Supporting Evidence

- School leaders articulate high expectations for all staff through discussions at schoolwide PD days and faculty conferences, the teacher handbook, as well as individual, grade-specific and cross-graded inquiry team meetings. Through these individual and group meetings, school leaders detail expectations related to instruction, planning and professional collaborations as outlined in the school's Instructional Absolutes. School leaders meet regularly with teachers, individually and collectively, to engage in reviews of professional growth, expectations for high-quality teaching and learning, and follow up based on attended PD to see practices applied or shared among colleagues. To expand capacity in delivering effective instruction, all teachers receive formal and informal feedback on their performance in relation to best practices highlighted by the Danielson Framework for Teaching and reinforced in PD sessions.

- Through individual and team discussions at grade and common-planning meetings, staff members receive PD support from school leaders and colleagues that are aligned to their needs and interests. For example, across grades, teachers collaborate regularly within the Data Core Inquiry Team to examine student performance, note student challenges and needs, modify curricular maps and adjust instructional practices through peer-lead PD cycles. Following inquiry team meetings, teachers set collective plans for instructional adjustments and how they will articulate measurable impact on student performance, which sets the group expectation for applying discussed instructional modifications, assessing student mastery and sharing successes and challenges with peers. Teachers also lead and conduct instructional rounds that focus on instructional best practices. Such collaborations, interviewed teachers stated, results in a sense of mutual accountability in which teachers trust each other to collectively monitor and support struggling learners and challenge those at mastery and beyond.

- Staff forms effective partnerships with families by communicating expectations that prepare students for the next level through a variety of means, including the schoolwide grading policy, online family engagement platforms, regular newsletters, as well as individualized conferences and phone calls with parents. Also, interviewed parents unanimously described how they receive concrete suggestions and ideas from teachers and staff that they apply at home to support their children. Examples included parents: learning a particular math fluency game from a teacher conference and then playing that game to support child math facts fluency; utilizing the teacher-provided suggestion to focus on reading more at home, so that the child can utilize the academic language in books to improve in writing; playing sight-word games at home, including play acting, drawing pictures, and then writing them in stories that they create together. All interviewed parents noted that by consistently applying the concrete suggestions, their child is achieving noticeable academic growth, such as in mastery of content, fluency in reading and math, and academic vocabulary.
**Additional Finding**

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
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</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 data core-inquiry facilitators, 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**

- Teacher teams systematically utilize the school’s data inquiry protocol that results in improvements in instructional practice and increased mastery for groups of students. During the teacher team observation, grade-five teachers examined student performance on an on-demand writing piece. Teachers identified student glows, which included student use of sequence words, paragraph structure including introduction, body and conclusions, as well as a clear sense of writer’s voice. Teachers then focused on identifying grows, which would then inform their development of instructional modifications such as building domain-specific vocabulary and developing more complex sentence structures. Teachers then planned for modifications for MLLs and students with disabilities, such as using graphic organizers, highlighters and focusing techniques, as well as ideas for extensions, such as utilizing the next grade’s writing rubric to push those at or above mastery. Teachers then incorporated these modifications into curriculum maps and lesson plans for the next six-week writing module, and created goals to measure impact of these adjustments by the next impact meeting within two weeks. Such consistent inquiry has led to mastery of goals for groups of students leading to increases in State scores. For example, the percentage of grade-five students with disabilities scoring Level 3 and 4 on the State ELA test increased from 0 percent in 2017 to 34 percent in 2019, while doubling the number of test-takers.

- There is evidence of similar inquiry-based work across the school community. Artifacts from a grade-three teacher team include teacher noticings on student performance in which students struggled with two-step problems, estimation, and place value. There is evidence of revised plans, such as making adjustments to teach a chunking strategy for word problems, reinforcing place value with manipulatives, and creating a minilesson to reteach rounding strategies. In addition, artifacts also represent setting a year-long problem of practice that focuses on creating multiple entry points in problem solving by utilizing multiple representations to build math conceptual understanding.

- Faculty play integral leadership roles as grade leaders, data core facilitators, or representatives within the cross-graded inquiry teams, making key decisions for the school community. For example, the Data Core team conducts inquiry around the schoolwide instructional focus, creates benchmark assessment schedules and monitors school progress towards goals. Through this work, they drive PD in planning sessions and curriculum design. In addition, teacher peers also serve as hosts and facilitators for instructional rounds around specific domains that demonstrate best practices. Through these structures, teachers have an impact not only on high expectations for instruction, but also on schoolwide improvement efforts through development of problems of practice and instructional foci.