Quality Review Report

2019-2020

P.S. 032 Belmont
Elementary 10X032
690 East 183 Street
Bronx
NY 10458

Principal: Rebecca Lew

Dates of Review:
January 8, 2020 - January 9, 2020

Lead Reviewer: Lenneen Gibson
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. 032 Belmont 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>
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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 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>Area of Focus</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>
</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>
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<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

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<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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</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>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>Additional Finding</td>
<td>Well Developed</td>
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</table>
### Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

**Findings**

Curricular documents are aligned to the Next Generation Learning Standards and integrate hallmarks of Advanced Literacy. Planning documents are refined using assessments and student work.

**Impact**

The resulting curricular coherence across grades and subject areas enables a variety of learners to have access to the curricula and to be cognitively engaged.

**Supporting Evidence**

- A review of curricular documents revealed a lesson plan template used across the content areas that includes elements such as the Next Generation Learning Standards, a deconstructed mini-lesson inclusive of student engagement strategies aligned to the workshop model, key questions, opportunities for student engagement, formative assessment practices, and differentiated student groups based on student conferences or content specific data. Additionally, lesson plans are embedded with the hallmarks rich discussion and high-utility vocabulary words. For example a third-grade science, technology, engineering, and math (STEM) lesson plan include content-specific words such as constellation, astronomer, and stargazer. Opportunities for students to share what they learned, liked, or loved about constellations were noted in the lesson plan. A fifth-grade math lesson plan provided supports to student groups with a math vocabulary index card and noted the inclusion of a discussion protocol in the plan. Similarly, a first-grade integrated co-teaching (ICT) math lesson plan had students engage with a buddy to review their problem set. Focus on discussion and vocabulary has resulted in coherence in planning documents.

- All unit plans utilize a cover sheet with distinct elements such as essential questions, alignment to standards, prerequisite skills, vocabulary, and plans for Culminating Assessment Tasks (CAT). A fourth-grade poetry unit plan with the essential question of “What inspires writer to write poetry?” included elements such as essential elements and goals such as students drawing inspiration from their own lives to construct prose. The prerequisite skills cited identifying parts of a poem and story using key terms such as scene and stanza. Discussion protocols were included such as 4 corners and jigsaws with accountable talk opportunities such as “I wonder…” and “I notice…” Finally, scaffolded sentence starters for Multilingual Learners (MLLs) included frames with specific supports such as “I like how you use the poetry word…here.” Consistent planning expectations result in coherence across subjects and supports next-level readiness for all students.

- Pacing guides showed refinement based on student work. The second-grade English Language Arts (ELA) pacing guide showed the extension of the fairytale writing unit to meet student need, a fifth-grade guide showed an addition of argument and advocacy to the social media unit which is in tandem with the focus on discussion. Teachers use reflection sheets to note the refinements that need to be made to a lesson. A third-grade ELA unit on relationships noted students struggling with phonemic awareness and sight words based on student writing pieces and data aligned to standards. Plans to tap out words and to revisit independent reading texts were noted.

- Lesson and unit plans include modifications such as graphic organizers that are informed by the analysis of CAT narrative writing data and student work. A first-grade relationships unit cited the writing ideas and details brainstorming graphic organizer for diverse learners to be able to access the writing task. A second-grade heroes and villains unit included the character traits and the protagonist and antagonist graphic organizers to support character traits development. Lesson plans in math include manipulatives such as fraction tiles, word banks, and scaffolds in student’s native languages. As a result of these practices, all students have access to curricula and tasks.
**Area of Focus**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

Teaching practices reflect a coherent set of beliefs that students learn best when feedback and formative assessments are embedded in the lesson. Students are provided scaffolds and in some cases extensions to support the learning for high achieving students which is evident in student discourse.

**Impact**

Most students demonstrated ownership by articulating their learning. However, there were missed opportunities to be strategic in the scaffolds to consistently reach higher-achieving students.

**Supporting Evidence**

- Teachers consistently incorporate checks for understanding and formative feedback opportunities. In a kindergarten Integrated Co-Teaching (ICT) ELA class, students were tasked with using a phonemic awareness alphabet chart to listen and write initial sounds in new words. The teacher initiated a quick check for understanding mid-lesson. The students displayed color-coded cards to signal if teacher assistance is required. Students that displayed red met as a small group in the rear of the classroom. In addition, there is a schoolwide system of feedback sheets that informs students of what their focus is during the class period. The feedback sheets are subject-specific and written in student-friendly language. In the same class, the narrative feedback sheet indicated that the student worked on drawing and writing details about what happened, while another student in addition to writing details was tasked with writing their name.

- In a fifth-grade ELA class, students were tasked with persuading their classmates about the consequences of social media irresponsibility such as posting of photos without permission. Students engaged in evidence-based discussions and cited evidence from the scenarios. Students had task cards that varied by questions and perspectives such as “Who has the power?” and “How does this scenario support your counterargument/counterclaim?” A differentiated extension required students to design their own skit around a social media scenario or write in their notebooks by responding to the prompt, “What does it mean to be socially responsible?” In a fifth-grade ICT math class, students were tasked with adding fractions between sums of 1 and 2. Students were assigned leveled problems based on data and some students used fraction manipulatives while others did not. Students were provided scaffolds, though extensions to the learning activity were not evidenced. In some classes, students were provided extensions or enrichment activities; however, these activities were not consistently differentiated, thus missing an opportunity to challenge students to further demonstrate their thinking.

- Student-to-student discourse yielded conversations that articulated thinking and incorporated academic vocabulary. In a third-grade STEM class, students simulated the formation of a constellation using stars. Students in their discussions were overheard using terms such as constellation, star, and Orion. Students stated that constellations were pictures in the sky formed by stars. In a fourth-grade science class, students conducted an inquiry activity that used their five senses to gain information about their environment. While blindfolded, students guessed what the object encountered, then engaged in a conversation about the inferences made. When asked of their next learning steps, some students stated they were going to use the inferences to identify the object, thus evidencing ownership of their learning. However, in a first-grade ICT class, students were on an online platform working on math problems but were unable to explain their work.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

Teachers create feedback sheets across content areas to provide feedback to students. Teachers consistently use mid-lesson interruptions and quick checks to monitor student progress.

Impact

The use of feedback sheets allows for meaningful feedback to students and effective adjustments lead to supports meeting the learning needs of all students.

Supporting Evidence

- Student-friendly and subject-specific feedback sheets are used by teachers to provide feedback on what their learning needs are in the moment or on student work. A sample of student work included a narrative feedback sheet that informed the student of their learning needs such as to be able to write a beginning to help readers know the characters, to write in ways that readers can visualize what is happening in the story, and to choose an action such as talk or feeling as a way to end the story. The student relayed that these are the areas to be focused on. A math feedback sheet signaled one student to work carefully, check their work, and included teacher feedback to not add extraneous information to their solution if it does not support in the solving of the problem. ELA writing tasks showed students completing multiple revisions incorporating teacher feedback on organization and spelling, thus leading to a published piece. Student work also included self and peer feedback such as a peer commending a student for their story and recommending re-reading for errors. The student cited that they included good reasons in their writing. The teacher feedback lauded the student for creating a thesis with supporting reasons and pushed the student to develop independence for editing and revising their work. Practices such as these ensure students and teachers have a clear portrait of student progress.

- Teachers check for understanding through student conferencing or mid-lesson interruptions while making in-the-moment adjustments to the lesson. In a STEM class, the teacher conferenced with a student and provided feedback such as to add more facts to their constellation note-catcher. Additionally, a mid-lesson reflection tasked students to answer on a post-it, "Write one thing you loved, wished, and questions you may have about constellations." A student wrote, "I love that stars make constellations in the sky at night." In a first-grade ICT math class that tasked students to solve word problems with subtraction of 9 from 10, the teacher used color-coded checking for understanding cards as well as conference notes that tracked student progress on their ability to draw a picture to match their work. A student showed a red card and the teacher provided one-on-one assistance. Students then assessed their partner’s work using the RDW Student Checklist that assessed the strategy used, reading the problem, drawing and labelling, writing a number sentence, and writing a statement, thus fostering peer assessment as a check for understanding. A student relayed that he was using the checklist to check his partner’s work. Consistent strategies such as these keep students aware of their progress and next steps.

- In a third-grade math class, the teacher checked for understanding by using a quick check to assess if students understood the expectations for the station activity on determining the unknown in a division and multiplication problems using different strategies. In addition, the teacher used a conference sheet to note what students worked on and their areas of growth such as dissecting two-word problems or breaking up the problem. Additionally, strategies used such as circle, underline, box, evaluate, solve (CUBES) were assessed. The teacher also interrupted students to ensure that they assessed their group’s work using the strategy checklist. In a fifth-grade ELA class, students assessed their group discussion using the accountable talk rubric. Varied practices such as these ensure all student learning needs are met.
Additional Finding

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<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

High expectations are consistently articulated to families through activities such as Homework Help Tuesdays, learning walks, and progress reports. Staff members establish a culture for learning supported through collaborative goal setting and STEM classes.

Impact

The faculty partners with parents and supports students by providing opportunities to extend academic and the social-emotional learning in the home, thus preparing students for the next learning steps.

Supporting Evidence

- High expectations and progress are articulated to parents and students through verbal and written communication. In addition to regular report cards, parents receive progress reports prior to every report card to alert families of their child’s academic progress. Additionally, online portals are used by staff and parents to learn of their child’s daily progress. Twice a month during the parent engagement meetings, Homework Help Tuesdays provide another layer of communication with families to support the learning in the home. Reading sheets entitled, “Where is my child now?” articulate to families their child’s reading progress as well as goals. Back to school nights in the fall and spring allow families to learn about the expectations for their child’s respective grade as well as their next grade. Lastly, during monthly Coffee with Ms. Lew meetings, parents engage in learning walks with school leaders to observe student during instruction, view student work, and witness productive struggle. Parents lauded the school’s efforts to partner with them in working collaboratively to support their child’s academic needs.

- The school hosts parent workshops to support student learning in the home such as workshops on ELA and math strategies. In addition, open access to the school’s library enables families to read with their child. Families are provided social-emotional guidance on schoolwide initiatives such as the mood meter and the school’s behavior matrix known as positive, original, work hard, encouraging, responsibility to be respectful (POWER) to further support students non-academically. Opportunities for parents to volunteer in the school include parent support in the lunchroom, with the school's recycling program, in the school's garden, during the harvest festival, as well as with community service projects such as clothing, food and holiday drives. In addition, families in temporary housing coordinate with a community liaison that provides support to ensure that students are academically as well as social-emotionally supported. Parents noted that the school community is committed to the families, thus fostering a partnership between the school and the parents.

- Staff members in concert with students have established a culture of learning that entails enrollment in classes that support students in their educational journey. Students mentioned being in STEM classes in which they learn about space, constellations, coding, and gardening in the school’s garden. Students engaged in plant investigations in the hydroponics lab observing plant growth in soil versus in water while partnering with a neighboring high school. Students were excited about the school's pool and the junior lifeguard training they receive, as well as the related services such as occupational therapy in the pool. Students spoke of career day and meeting a lawyer and professional photographer. Additionally, students engage in student-lead conferences in which they discuss their portfolio with their parents and teachers and the progress made. Students discussed goal setting in subjects such as ELA and math. A student stated that her reading goal is to learn what the author wants you to get in a story. Another student stated her math goal is to engage more in math talks, while her reading goal is to reach Level Z. Next level readiness is 93 percent as per the 2018-19 School Quality Snapshot.
## 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

Feedback to teachers from school leaders captures strengths and next steps aligned to the school’s instructional focus on student-to-student discourse. School leaders use data from observation reports to inform tiered professional learning for the faculty.

### Impact

Feedback to teachers is aligned to their professional goals and leads to improved teacher practice with the majority of teachers demonstrating effective teaching practices. Systems are in place to support teacher growth and development in their practice, in turn positively impacting student work.

### Supporting Evidence

- Teachers receive feedback on observation reports that articulates their strengths and includes next steps that are aligned to school’s instructional focus of student-to-student discourse, with alignment to the questioning and discussion component of the Danielson *Framework for Teaching*. A review of observation reports revealed feedback to a teacher that was lauded for using a discussion protocol in the students. The recommendation articulated the use of accountable talk prompts to be embedded in student discussions to ensure that conversations are building on student’s thinking and learning. Another observation report included feedback that commended a teacher for knowing their students academically as well as social-emotionally. To further this practice, it was recommended to create visuals of things that students like that was shared during discussions. Additionally, the recommendation cited the need to include a discussion protocol during student discourse to promote conversations. At the time of this visit, the Measures of Teaching Practices showed that 99 percent of the teachers are rated effective.

- Teachers receive feedback on observation reports that are aligned to their professional goals. Feedback on a report to one teacher included a commendation for including a discussion protocol which was recommended on previous observations. The next steps for the teacher cited the practice of modeling feedback to students using an exemplar and incorporating feedback sheets with next steps for students. This is aligned to the Danielson *Framework for Teaching’s* assessment in instruction. Subsequent reports showed effective practices in this component. Another teacher’s feedback recommended the incorporation of feedback to students from the teacher as well as from peers. This feedback is aligned with the teacher’s goal of using assessment in instruction. Teachers also receive feedback such as low-inference data and support their practices such as ways to push student thinking through questioning. There is a need-based process that informs teacher intervisitations, so that all teachers are supported.

- Teacher observation data, data dives on the components of the Danielson *Framework for Teaching*, and data collected from classroom walkthroughs are used to inform differentiated professional development (PD) for teachers and paraprofessionals. In addition, feedback on *Advance* observations is tracked and used to inform professional learning for teachers. A review of the professional learning plan showed tiered options based on the school’s literacy and math program. The in-house professional learning plan revealed a PD series on planning for differentiated instruction across the content areas, the diversity of book cycles to engage students, and using guided reading as an intervention strategy. Tiered PD for paraprofessionals included a series on using the mood meter learning cycle and applying it throughout the day. Teachers also facilitate PD to the staff when they attend off-site PD. Teachers noted there is a sense of trust by administrators to facilitate PD. The tiering of teachers during literacy-based PD supports planning and preparation of instruction, thus impacting student work products.
Additional Finding

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: | Well Developed |

**Findings**

The vast majority of teachers meet in grade teams using customized protocols to examine student work. Distributed leadership practices are embedded throughout the school.

**Impact**

The voices of teachers on committees impact student reading levels, specifically for diverse learners. The work of teacher teams positively impacts student achievement.

**Supporting Evidence**

- A grade-two teacher team reviewed student work while culminating the fairytale writing unit. Teachers employed an inquiry protocol and presented strategies based on the analysis of student work such as teaching spelling in small groups and spelling progression for students with disabilities. Teachers examined writing pieces through the lens of development and discussed their noticings. Teachers noticed strengths such as the use of word wall strategies and evidence of stretching out a moment. Teachers then devised small group strategies to support development of identified areas for improvement such as the Touch and Tell that focuses on beginning, middle, and end for students with disabilities, using a fairytale mad libs, character support using visuals for MLL students, and a character traits cheat sheet for all students. The impact of the work of teacher teams on their instructional practices has been the sharing of best practices and resources such scaffolds to incorporate into their teaching repertoire. A review of grade-two student writing data on pre-Cumulative and post-Cumulative Assessment Tasks showed overall student improvement in the communities and relationship units.

- A review of vertical math team teacher notes revealed that teachers needed to develop a shared understanding of math instruction in classrooms. The teachers embarked on a learning walk and memorialized their noticings such as the need to reduce teacher talk during math lessons. Next steps included incorporating number talk routines and activity-based lessons. As a result of the work of the math team, a first-grade team produced a math module that incorporated hands-on activities that enabled students to measure objects, compare measurements, and order objects from shortest to longest. Additionally, a Math Block Expectations document was produced to demonstrate how a math lesson should be taught across classrooms, detailing expectations around number talks, fluency practice, application problem, concept development, and student debriefings. A review of grade two end of module data from number talks showed a complete reduction of level 1 students, and the addition of five level four students. A fifth-grade mid-module assessment showed a decrease of four level two students and an increase of four level three students.

- Distributed leadership practices ensure teacher engagement via teams such as the Peer Collaborative Teachers, Model Teacher, Grade Leaders, Professional Learning (PL) Committee, and the Instructional Leadership Team (ILT). As a result, teacher decisions are impacting student learning across the building. Grade Leaders work with teachers during their Professional Learning Communities (PLCs) to support math instruction leading to the creation of the instructional expectations for math instruction. Members of the PL Committee created a guiding document to ensure coherence in literacy instruction across classrooms. Members of the ILT have revised curricula to include Advanced Literacy hallmarks and streamline units of study. As a result of these practices, combined State data for ELA and math for 2017-18 and 2018-19 have shown positive growth in the MLL and students with disabilities subgroups scoring level three and four and with reductions in level one scores. Additionally, MLL students showed progressions in one or more reading levels based on recent Fountas & Pinnell data.