Quality Review Report

2019-2020

One World Middle School at Edenwald
Junior High-Intermediate-Middle 11X529
3750 Baychester Avenue
Bronx
NY 10466

Principal: Patricia Wynne

Dates of Review:
October 23, 2019 - October 24, 2019

Lead Reviewer: Elsa Kortright-Torres
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

One World Middle School at Edenwald serves students in grade 6 through grade 8. 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>
<td></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>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>Additional Finding</td>
<td>Well Developed</td>
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</tbody>
</table>
## School Quality Ratings continued

### School Culture

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

<table>
<thead>
<tr>
<th>Area of Celebration</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>Well Developed</td>
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</table>

**Area of Celebration**

**Additional Finding**

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Rating</th>
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<tbody>
<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>Well Developed</td>
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</table>

### Systems for Improvement

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

<table>
<thead>
<tr>
<th>Area of Focus</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>Well Developed</td>
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</tbody>
</table>

**Area of Focus**

**Additional Finding**

<table>
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</thead>
<tbody>
<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>Well Developed</td>
</tr>
</tbody>
</table>

**Area of Focus**

**Additional Finding**

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<tbody>
<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>Well Developed</td>
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</table>

**Area of Focus**

**Additional Finding**

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<th>Rating</th>
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</thead>
<tbody>
<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>Well Developed</td>
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</table>

**Area of Focus**

**Additional Finding**

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

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Well Developed |

Findings

School leaders and faculty ensure that structures are in place, such as mentoring for all students and a culture committee. There is a theory of action that is aligned to the instructional focus of the school which involves culturally responsive teaching and creating independent learning opportunities for students.

Impact

Students are meaningfully included in the decision-making process and school constituents shared that the school is a positive, nurturing, and a safe environment for all students. Personalized action plans that address academic, social, and emotional supports are continuously used and lead to student success.

Supporting Evidence

- The school’s motto, “Understanding our why” is based on a theory of action to help students become independent learners. Students regularly advocate for themselves. For example, eighth graders wrote letters to the principal so that courses available for ninth graders and above would also available for them. As a result, all students in grade eight are programmed for the English Regents class and may enroll in Algebra One, Living Environment and United States History. There has been an increase in the numbers of students that have taken the Regents exam for the past three years and that have passed in English, Algebra One, and Living Environment. This current school year, the school expects to see higher number of students taking the Regents exams and passing them to obtain high school credits. Another example of student voice that impacts the school is the formation of a panel of peer mediators that reviewed schoolwide expectations and made decisions about appropriate consequences. All teachers demonstrate culturally responsive practices such as using authentic texts based on themes that students can relate to such as assimilation and freedom, and by providing them with opportunities to have deeper discussions.

- There is a School Culture Committee (SCC) comprised of staff members that meets weekly. The team decided to address the creation and sustainment a positive school culture by dividing the group into two different working groups. One group is in charge of planning and the other of school environment walks and classroom visits. Events such as Ambassador Day or A-Day, are planned where students take part in various team building activities. All constituents shared how powerful this day is for students because they get to share personal information with each other and in turn build a positive culture through understanding each other’s struggles. In addition, teachers get to know their students’ personal challenges. There are follow-up schoolwide events planned and executed by the SCC to support the personal growth of students.

- In addition to monitoring school culture by visiting classrooms and walking the hallways and common areas, planning mentoring lessons has been a focus for the SCC. Each student in the school is assigned an adult mentor. Mentoring is part of the check-in period of the day for each student. All students enthusiastically shared positive experiences they have had with their mentors, such as being able to freely go and speak with their mentors when they need support to resolve any issues they have. Additionally, through thoughtful analysis of school data and surveys as well as other structures such as Developing the Whole Child (DWC) meetings, the faculty identifies students for attendance, classroom behavior, and progress of interventions monitoring. Schoolwide, class and individual student coordination of programs and supports has led to a decrease in the number of infractions as reflected in the Online Occurrence Reporting System (OORS) and a steady increase in the academic achievement of students as reflected in the New York State Exams. All school constituents shared that the school is a positive, nurturing environment for all students and adults to learn.
Findings
The theory of action of the school is based on student ownership of their learning, culturally responsive pedagogy, and the belief that all students can learn when they understand the rationale for learning. Goals are tracked and adjusted through systems and are effectively communicated with all stakeholders.

Impact
Goals and action plans created and thoughtfully adjusted by all constituents have resulted in accelerated student learning and social emotional growth for most students.

Supporting Evidence

- School goals include improving student learning in English Language Arts (ELA) and math through culturally responsive practices; improving attendance; and increasing student ownership. Teachers and school leaders monitor the progress of goals by using trackers to effectively adjust curricula and practices and monitor student learning as well as to ensure that practices are culturally responsive. For example, the Curriculum Committee has adjusted units of study to meet the Comprehensive Educational Plan (CEP) goals. An example of this is the use of the 10-10-10 model of instruction to ensure that teachers meet with students in small groups to target individual learning needs. As a result, student reading levels have increased four to five percent by grade level. The goals related to social-emotional growth include having books and texts that students in the school can relate to and motivating them to make a change as ambassadors. A review of minutes from the School Leadership Team (SLT) and SCC reveal the continuous adjustment of action plans based on data such as the OORS report, progress reports, conference trackers, and attendance. The DWC structure is starting to focus on individual students needing additional supports and on incorporating a more proactive and inclusive approach. Documents show an improvement in behavior for individual students after the implementation of interventions.

- The implementation of Integrated Co-Teaching (ICT) as part of the NYC Department of Education Nest program and strategies that help students on the autism spectrum has had an impact on the academic and social-emotional achievement of students as demonstrated in the steady increase in achievement for most students in the New York State Assessments. However, there is still an achievement gap with students with disabilities reaching 20 percent mastery in ELA and 13 percent in math as compared to general education students performing at or above mastery 46 percent in ELA and 40 percent in math. While all students' levels of achievement have increased in ELA and math from the previous year, in ELA going from 34 percent to 39 percent and in math from 27 to 33 percent performing at or above mastery, specific subgroups such as the students with disabilities have yet to demonstrate a steady increase in ELA and math. Therefore, adjustments to plans to address this population based on their performance has yet to be evident.

- All constituents expressed the central ideas of the school goals. Students talked about community and having a voice. An example of this was the students’ desire and accomplishment to have more Regents courses. Parents shared that goals include creating opportunities for children to be safe, nurtured, and prepared for high school and college. One parent spoke and several others shared how their children, including students with autism who upon entering the school had major academic and social challenges, have flourished and become students that are motivated to learn and succeed. School leaders communicate action plans and adjust them to meet the needs of students such as having students participate in overnight trips to out of state colleges. Programs such as these have yielded students wanting to come to school and thus an increase in attendance rates from 93 to 94 percent. Having goals and action plans that change to be more inclusive and responsive to student needs has been a success, as expressed by all constituents.
Additional Finding

<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

Through cycles of reflection and ongoing planning by grade level teams, SCC, and the Instructional Focus (IF) groups, school leaders and faculty ensure that curricula are aligned to content standards, strategically integrate other subject area skills, and are culturally responsive. Curricula and academic tasks are planned and refined using student work and data.

Impact

Students are cognitively engaged through the use of scaffolds and extensions. Culturally responsive practices, such as allowing students to have ownership in the selection of resources and to engage in discussions about real-life experiences through different types of texts, are embedded in the curricula.

Supporting Evidence

- A review of curricula shows alignment to content standards and coherence related to the school’s instructional focus. Clearly stated in lesson and unit plans across grades and subjects is what students are learning, why, and how. In a social studies unit plan on Westward Expansion, students are tasked with answering focus questions to express their thinking and articulate the importance of learning about this topic. In a grade-six math unit plan, students are tasked with understanding unit rate and the rationale is stated as to be able to calculate which item is a better buy. In an ELA grade-seven unit plan, students learn to identify their needs as a writer based on feedback, make the necessary revisions, and be able to justify their revisions with a peer after they complete argumentative essays performance tasks. As demonstrated in these examples, there is coherence of students knowing what, why, and how they are learning.

- In a grade-seven ELA unit, students learn about whether mental or physical abilities are equally important in success. Students read articles and watch videos about athlete survival to complete a performance task that develops or refutes evidence on how athletes deal with challenges, mentally and physically. Across classrooms, students are engaged in curricula that integrate real-world applications and develop college and career readiness skills such as persevering, writing with textual evidence, and verbal presentations.

- In a grade-eight Algebra unit plan on Functions and Sequences, teachers used exit slip data from a previous lesson to form four groups. The Pre-Teach, Re-Teach, Test Re-Teach, and Independent groups were charged with different types of tasks depending on whether students mastered function notation based on the exit slip data. In a grade-seven geology unit, students are tasked with learning about Continental Drift. After showing a video about the causes of continental drift, the teachers plan on conducting a checkpoint to assess the number of students that require a review of convection. Students will then engage in a discussion using an image and as a group come up with a definition for convection currents. Students that have identified a combination of convection currents and Earth’s rotation as the reason for continental drift will be provided with an extension using a tablet to build a counter argument to why the theory of continental drift could be wrong. Scaffolds for all students, including the lowest- and highest-achieving, English Language Learners (ELLs), and students with disabilities are provided with models, modified graphic organizers, notes, and technology for translation if necessary.

- The creation of the IF groups, which consist of teacher triads, has impacted the thoughtful planning of curricular materials in response to cultural differences. Teachers ensure that lesson plans and units are culturally responsive by using a checklist and visiting each other to ensure that culturally responsive practices are in effect. A review of units and plans include student opportunities to engage in writing about culturally relevant topics such as different monuments in the Bronx and analyzing the extrinsic and intrinsic motivational values of athletes.
Findings

Across the vast majority of classrooms pedagogical practices reflect a coherent set of beliefs that students learn best when provided with opportunities to make their thinking visible and have ownership of their learning. Pedagogy consistently reflects components of the Danielson Framework for Teaching.

Impact

Across the school, there is evidence of high levels of student engagement such as participation in independent, partnership, and group work, resulting in meaningful student work products.

Supporting Evidence

- In all classrooms visited, students greeted visitors by explaining what they were learning, why they are learning, and how they will know if they have learned. In a grade-eight classroom, students were sitting in groups and provided with flexible seating such as stools, chairs, and floor seats. Students were learning about the Westward Expansion and took notes using an approach to visualize the notes, capture main ideas, and summarize for future use. Students discussed how the United States planned on getting richer and more powerful through Manifest Destiny. In a grade-six math classroom, students used the price of grocery items to solve unit rate problems. Students wrote how to find the unit rate to show their thinking. In a grade-seven ELA classroom, students were in the process of completing a performance task designed by a student in the class. Students chose which station to go to depending on what revisions they needed to complete in their argumentative essays. Students were observed selecting supporting tools from the stations and using them to revise their essays.

- In all classrooms, there are opportunities for students to own their learning by having their own learning goals, roles in their groups, and authentic learning experiences. In a grade-six ELA class, students worked on a reflection on their essay with teacher and peer feedback. The objective on the interactive board was written in student-friendly language and outlined how to measure success. Students selected from a menu of stations and were observed providing a rationale for their choice of articles and engaging in discussions about the different types of leveled texts. In a grade-eight Living Environment classroom, the teacher facilitated a laboratory experiment to find out what organic compounds are found in milk, orange juice, grapefruit juice and a potato. Students tested the different foods using iodine as an indicator. Students actively engaged in the task and explained to each other their rationale and analyses for which foods contained glucose, protein, vitamin C and starch. Across classrooms, clear expectations were posted on interactive boards for all students, groups of students worked actively to achieve those expectations, and supports were provided by the teacher to engage all students in learning.

- In the vast majority of classrooms, students were able to articulate, write, and demonstrate their thinking independently, in partnerships, and in groups. Students used reflective practices using checklists, rubrics, and discussions with teachers and peers. There are meaningful student work products in portfolios, bulletin boards, and notebooks. Grade-six students shared how learning about Jim Crow laws have taught them about some of the current events and about peaceful protesting. Student work products such as writing about how the media portrays a negative or positive perspective on public housing and writing about mental and physical athletic persistence and motivation showed students’ understanding and how the topics are applicable to their lives. One student shared, “During service learning, I was not motivated to write. But when I learned about the Jim Crow laws I was engaged and wanted to write more.” All students expressed being in charge of their learning from the selection of materials, articles to read, using peer and teacher feedback, and aspiring to meet the standards.
Findings
Across the vast majority of classrooms, teachers use assessments, rubrics, and grading policies that are aligned with curricula to give clear feedback to students to improve achievement. Assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment.

Impact
High quality assessment practices provide actionable and meaningful feedback to students and teachers regarding student achievement. Teachers’ assessment practices result in effective instructional adjustments during classroom instruction so that students are aware of their next steps.

Supporting Evidence

- Across the vast majority of classrooms, teachers use trackers, rubrics, teacher-created tests, and grading policies which are aligned to the curricula. The school’s grading policy aligns to the curricula to offer students and teachers a clear picture of student mastery. For example, the grading policy expectations include the use of formative and summative assessments. There is also a level to percentage conversion chart so that all student work is appropriately graded and recorded in the database. Teachers use data chat worksheets after analyzing data to form groups and identify students in need of more supports. Data chats also occur with individual students so that they understand their progress and what they need to do to achieve mastery of the standards. Students shared that using rubrics and getting feedback from teachers helps them achieve the standards. A grade-seven student shared how feedback during a conference with her teacher provided help in writing a thesis statement which she uses to write her essays. A review of work products, exit tickets, and portfolios reveal the consistent use of rubrics and actionable feedback so that teachers and students understand progress and steps towards mastery.

- Feedback on exit tickets, pre- and post-assessments as well as midpoint tasks is visibly displayed in all classrooms. To help students understand their progress in all subjects, teachers provide students with midpoint assessment tasks feedback. In science and social studies, teachers create open ended pre-assessments to provide students with multiple ways to demonstrate their thinking and construct meaning from different sources. In math, students complete unit tasks. In a grade-six math classroom, the teacher displayed student tasks about finding the greatest common factor. The feedback provided for the student was that his factor tree was correctly done, however, he needed to label his answer which he then did in his post-assessment. In a grade-seven ELA classroom, students use a rubric with related standards and a reflection sheet with questions about the feedback. Students wrote that in order to write a better introduction, they will revise their work based on the teacher’s feedback and the rubric. The consistency of meaningful teacher feedback to students has resulted in students’ understanding of what they are tasked to do and how to incorporate peer, self, and teacher feedback to improve their work.

- Teachers consistently use checks for understanding to clarify misconceptions, form targeted groups, and to help students complete their tasks. In a grade-six math class, students struggled with decimals as they figured out the unit rate of a pack of soft drinks. The teacher used the interactive board after a student completed the problem in front of the class. She and her co-teacher led the class to understand the difference between 500 and 5.00. After questioning a student about her next steps, she shared “I have to subtract and align the decimal point because the price cannot be 500.” In a grade-eight math class the teacher paused the class after noticing that the majority of students had difficulty in completing a task requiring students to create an action plan. Students across the vast majority of classrooms are provided with immediate clarification, feedback, and opportunities to demonstrate their thinking as they apply their learning.
Findings

The vast majority of teachers are engaged in inquiry-based collaborations in content, grade-level teams and committees. School leaders embed teacher leadership opportunities such as leading committees to support the school goals.

Impact

Collaborations result in strengthened instructional capacity and increased student achievement. Teachers played an integral role in creating unit zero lessons that affect student learning across the school.

Supporting Evidence

- All teachers are involved in inquiry meetings with the sole purpose of improving student learning and strengthening their capacity. A math teacher team observed embodied professional collaborations to keep track of student progress in sixth, seventh, and eighth grade and to improve teacher practice. As part of the IF cycles, teachers engage in a four-phase cycle. During phase one, content area teachers meet to conduct a lesson study where the presenting teacher receives feedback to revise her lesson. Phase two involves meeting for the purpose of analyzing student work from the lesson study using a tuning protocol. Teachers then conduct a visit using a protocol and coach the presenting teacher to improve student learning. A teacher team observed during the review revealed the analysis of student work after a six-grade math lesson study. Teachers discussed the implications for future grade-level standards such as in eighth grade when student take algebra and anticipate misconceptions. Next steps were recorded on chart paper for all to see such as going over intervals and labeling the axis correctly during their differentiation block. Teachers independently reflected on implications of the findings on their own work with students. For example, a grade-seven teacher shared that she was going to be more strategic about questions to have students explain their thinking.

- A review of the Saturday Curriculum meeting notes revealed that teachers meet to plan social studies Regents class lessons with scaffolds, extensions, and increased independence. In one meeting, the inquiry question was about whether the curriculum for grade-eight social studies and the Regents curriculum should be identical. Teachers discussed advantages and disadvantages such as increased engagement for the students in non-Regents classes and pacing challenges. Subsequent meeting notes evidence that Regents class lessons should incorporate the school’s beliefs of how students learn best which is to ensure that lessons are student-centered, that there are opportunities to turn and talk, and that there are scaffolds for the lowest achieving students as well as extensions for high performing students. Coherence of practices in non-Regents classes and Regents classes as a result of teacher team work is evident in ELA and social studies classes where students write argumentative essays using prompts and showing textual evidence to support claims and counterclaims. Student learning has improved as evident in student writing and an increase in the ELA New York State Exam scores as a result of using stations for independent learning and teacher-targeted instruction in small groups.

- A review of teacher team minutes, teacher responses in question and answer meetings, and school leader reports reveal that teacher voice is integral to key decisions that affect student learning such as creating and adjusting IF triad cycles, station learning, and unit zero lessons. Unit zero lessons are designed for students to understand the instructional practices they will engage in such as stations, pre-requisite skills, and expectations for being a good reader and writer. Having time in the school calendar in the beginning of the school year to discuss pre-requisite skills has improved student learning and work habits as observed by classroom teachers and school leaders.