Quality Review Report

2019-2020

I.S. 584
Junior High-Intermediate-Middle 07X584
600 Saint Ann'S Avenue
Bronx
NY 10455

Principal: Tannis Sertima

Dates of Review:
January 22, 2020 - January 23, 2020

Lead Reviewer: Lenneen Gibson
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

I.S. 584 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><strong>To what extent does the school...</strong></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>Area of Celebration</td>
<td>Proficient</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>Proficient</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>
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</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>
</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>Proficient</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>Proficient</td>
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</table>

### 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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<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>Proficient</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>Proficient</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>Proficient</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>Proficient</td>
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</tbody>
</table>
Area of Celebration

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

Findings
Curricular documents showed alignment to State and content standards with a focus on citing textual evidence, central theme, and mathematical standards of practice. Academic tasks emphasize rigor and engage students in productive struggle.

Impact
Curricular and academic tasks promote higher-order thinking skills with provisions such as translated texts, and citing and analyzing textual evidence, so that all learners have access texts and tasks, thus building coherence in practices that promote college and career readiness.

Supporting Evidence

- Lesson and unit plans showed common elements such as essential questions, learning targets/teaching points, vocabulary, the components of the workshop model for teaching, and the incorporation of student discussion protocols such as free flow and in some cases, the breeching protocol. All lesson plans across content areas showed alignment to State and/or content standards. The standards addressed in the lesson plans focused on citing textual evidence, analyzing arguments, making inferences using textual evidence, and lastly, determining the central idea and theme of a text. Math lesson plans cited essential questions, references to State standards, inclusion of the standards of mathematical practices, key vocabulary, and the productive struggle approach to support problem solving through discourse while making student thinking visible. These elements are in tandem with the school’s instructional focus of questioning and discussion, thus exemplifying alignment in lesson plans and promoting college and career readiness for students.

- An English Language Arts (ELA) curriculum map showed alignment to the State standards and detailed a seventh-grade problem-based learning task that required students to create a script and a video on a modern-day bill of rights issue. Students were tasked with taking a position and articulating their point of view on an issue with a focus on the historical development of the human right. A math problem-based learning task required students to determine how much a pizza franchise is charging their customers by creating a comparative spending multimedia project using data collection, graphs, and equations to show relationships between the data. A science task required students to build a prototype to test their hypotheses related to Newton’s Law of Motion. Students were tasked with setting up controlled and experimental conditions while analyzing their data and drawing conclusions based on data collection. Instructions for the task as well as rubrics were available in a student’s native language in order to ensure access to the task.

- A math curriculum map cited the State standards, mathematical practices, essential questions, enduring understandings and key vocabulary. In the using rational numbers in finding the distance between two points unit, supports for Multilingual Learners (MLLs) included content and topic-specific sentence stems for two successive units as noted by the language goals section of the curriculum maps. Additional supports in the form of manipulatives were cited for visual representation of content. An ELA reading task required students to determine the author’s point of view in a text via a literature circle. Students had differentiated texts that were tiered to reading levels. In addition, texts were either in a student’s native language, available as a graphic novel, or had an audio accompaniment.
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
Common assessments, such as ELA simulation data and writing assessment data, are used to make adjustments to instruction. Teachers use task-specific rubrics to commend or make recommendations based on student performance.

Impact
The usage of common assessments are used to track student progress; however, these practices have yet to show increased mastery for MLLs and students with disabilities. Students receive actionable feedback on their work; however, meaningful feedback has yet to be surfaced in student articulation of their work.

Supporting Evidence

- Math teachers in grades six and seven analyzed the 2018-19 State math test data and grouped students into the lowest third, middle third, and the top third based on the assessment data. Each group had specific standards of focus such as coordinate planes and signed number for the lowest third in grade-six and proportional relationship equations and multi-step ratio problems for grade seven. Students were placed in reteach groups based on standards-based interim assessment trackers that chronicled student progress and next steps for improvement on related standards. A review of the data showed some students making progress on the interim assessment by standard; however, it was unclear for students who did not make significant gains what the successive steps were to attain proficiency. In addition, it was unclear what the next steps were for students with disabilities or MLLs to gain proficiency in the standards of focus, as well as students who were proficient to attain mastery for specified standards of focus.

- Teachers use ELA simulation data and writing pre- and post-assessment data to make adjustments to instruction. Student performance ranged from exceeding the standard to performing below the standard. A review of a sixth-grade ELA simulation data showed that students had misconceptions using a specific writing strategy to demonstrate several concepts such as but not limited to characterization, conflict, or point-of-view. The issues were addressed instructionally via showing students how the writing strategy revealed the central idea. Scaffolds to support the identification of central idea were introduced to subsequent lessons. Additionally, students were provided with opportunities to solidify their next writing steps via journal entries. Although changes were made to instruction, it was unclear how these changes impacted future simulations, specifically for students with disabilities or MLLs to demonstrate proficiency or increased mastery.

- Student work is assessed using task-specific rubrics that provide a gradation of feedback on student work. A review of student work revealed a student assessed with a four-point Letter to Abraham Lincoln rubric. The student was lauded for assuming the role of an abolitionist and the recommendation was to include textual evidence in their writing to support their claim. A student’s ELA assignment had feedback that mentioned the need to make a text-to-self connection in their writing. Another student’s ELA assignment on growth mindset was assessed with the growth mindset project rubric that included multiple drafts of revisions. The feedback lauded the student for good use of quotes for evidence. Additionally, the student wrote a self-reflection on the assignment and noted the need to create a better ending in the essay. The student noted next steps such as using the feedback from the reflection on future essays. The student mentioned that the feedback received in ELA is used in science; however, such sentiments, depth of student reflections, and multiple opportunities to revise student work were not observed across all student work reviewed, thus making the feedback actionable but not yet meaningful.
### Additional Finding

#### Quality Indicator:

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<tr>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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### Findings

Teaching practices across classrooms provide multiple-entry points for student learning vis-à-vis scaffolding of content and translation of student tasks in their native language. Student work products reflect high levels of engagement.

### Impact

Students reflected high levels of thinking and participation by using the free flow discussion protocols. Students consistently make their thinking visible in work products.

### Supporting Evidence

- In a seventh-grade social studies class, students were working individually on answering, “Why did some colonists decide to remain loyal to England while others began to oppose England’s rule?” and “Which side do you support?” Students engaged in a whole group discussion and a student stated, “Loyalists made us pay taxes on stamps and sugar. Rebellng would be for a point.” Another student stated, “Would you rather die or pay a small tax?” Thus, students responded to one another in the whole group discussion, and in some cases used sentence frames such as “I agree” or “I disagree.” The student-to-student discourse made their thinking visible using their prior knowledge. In a sixth-grade dual language ELA class, students were tasked with identifying various types of conflict in the anchor text, *Lightening Thief*, while using a scaffold to organize their thoughts. Using the free flow discussion protocol, students discerned the purpose for the conflicts that arose in the story. During the discourse, a student mentioned that conflicts work in the story to show the trajectory of the main character, thus supporting the school’s instructional focus of questioning and discussion during instruction.

- In a seventh-grade science class, students discussed the effect an experimental variable has on plant growth. Students had different experimental conditions at their stations such as plants in open vessels versus plants in a closed vessel to observe the occurrence of photosynthesis. Students used different scaffolds to chart their observations such as large chart paper without prompting or scaffolds with prompts for capturing group noticings such as, “We think this is the equation for photosynthesis because…” Students were overheard discussing their hypotheses such as a plant’s need for water to perform photosynthesis. In an eighth-grade dual-language math class, students engaged in group activities to determine how a rotation, reflection, or a translation affect or determine how a figure will be moved on a coordinate plane. Scaffolds in the students’ native languages enabled students to engage in the productive struggle portion of the math lesson to discuss their evidence for reflecting a rectangle over the y-axis. Students in their groups cited evidence to support how the points of the image changed as a result of reflecting it over the y-axis. Thus, access to scaffolds fostered student-to-student discourse, making their thinking visible across content areas.

- In a sixth-grade Integrated Co-teaching (ICT) social studies class, students described the different geographical characteristics of Ancient China in order to ascertain their impact on the development of Ancient China. Reading passages were tiered by student’s reading ability and stamina, with Tier 1 documents for students who struggled with reading stamina and Tier 3 documents geared towards students reading on grade level with minimal prompting in the passage. Students were observed annotating their texts. In a sixth-grade ICT ELA class, students were tasked with discerning the rationale for characters’ decisions in the text *The Lightening Thief*. Translated texts in the students’ native language, as well as scaffolds on intrinsic and extrinsic motivation of a character, supported annotating the text for additional clarity, thus ensuring students to have access to the task.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

High expectations for instruction are communicated via a staff handbook with suggestions on planning for instruction. High expectations are articulated to students via instructional and enrichment opportunities.

Impact

Teachers are held accountable for high expectations around instruction and professional learning via instructional walkthroughs and classroom observations. Students are prepared in their educational journey through high school level courses, STEAM activities, and mentoring programs.

Supporting Evidence

- High expectations for instruction are communicated via the staff handbook that delineates the recommended structure of a lesson. These include elements such as a learning objective, a mini-lesson that entails teachers modeling of explicit teaching, opportunities for guided instruction and practice, and students engaging in making their thinking visible during the instructional period. Similarly, suggested elements for lesson and unit plan templates were cited. Teachers are held accountable for these instructional expectations via the classroom observation process. A teacher commented that the feedback from observation reports are used to plan lessons and focus on areas in need of improvement in their lesson, specifically on differentiating lessons for the dual language classes.

- High expectations for professionalism are communicated through weekly professional learning sessions. Sessions in the professional plan include a series on unpacking the State standards that are aligned to citing several pieces of textual evidence using scaffolded questions while analyzing curricular resources. Additionally, assessments to gauge student proficiency were also included in the sessions. The Instructional Leadership Team (ILT), which is comprised of teachers and the administrative team, reviews schoolwide data to make data-informed decisions. As a result of the team’s data analysis, professional learning sessions on student-led discussions, devising an intervisitation schedule to glean best practices, and engaging in instructional walkthroughs have resulted in supporting high expectations around professionalism. A teacher commented that the professional learning session on unpacking the State standards was very helpful in structuring lessons towards learning goals. Similarly, another teacher commented that the session strengthened their practice on looking at specific skills that need to be targeted based on a standard.

- Teachers establish a culture for learning that articulates high expectations, thus preparing students for their educational journey. Students attend enhancement classes in math and ELA on the weekend to prepare them for the upcoming State exams. These classes are aligned to State power standards that posed a challenge to students. Additionally, based on short constructed response data in ELA and math, students are invited to attend an ELA and math camp as another layer of preparation for upcoming State exams. Starting in the sixth-grade, students visit a range of colleges such as ivy-league and neighborhood community colleges to experience college. Students have opportunities to engage in science, technology, engineering, art, and mathematics (STEAM) after school activities that such as coding, botany, and video animation to prepare students for college and career opportunities. Students in the eighth grade take Living Environment and the accompanying Regents exam. Lastly, a student mentioned her experience in a female empowerment group and stated that being a member in this group has strengthened her portfolio for high school admission. As a result of these practices, Regents data for Living Environment showed a 73 percent passing rate and the 2018-19 School Quality Snapshots showed 86 percent Next Level Readiness.
## Additional Finding

### Quality Indicator:

| 4.1 Teacher Support and Supervision | Rating:              | Proficient |

### Findings

Teachers receive feedback on their strengths and challenges that are aligned to the school’s instructional focus of questioning and discussion. Professional learning is informed by observations from administrators and coaches.

### Impact

Feedback to teachers promotes professional growth and reflection. Data-informed professional learning results in content-specific professional learning experiences.

### Supporting Evidence

- Written feedback to teachers incorporates strengths, with specific suggestions that align to the school’s instructional focus of questioning and discussion as well as the Danielson *Framework for Teaching*. A review of an observation report revealed feedback that commended a teacher for their rapport with students and the classroom environment. Next steps cited in the feedback were encouraging more student-to-student discussions and raising the level of rigor in the questioning. Specific resources such as *Webb’s Depth of Knowledge* and *Costa’s Level of Questioning* were provided as a resource. A review of another observation report revealed a teacher being lauded in feedback for using the free flow discussion protocol, a schoolwide practice. The next steps mentioned using assessment during instruction. The Measures of Teacher Practice (MOTP) at the time of this review showed teachers were sixty-one percent effective.

- In addition to classroom observations, teachers receive feedback from administrators from informal walkthroughs. During the first cycle of informal walkthroughs, school leaders sought evidence of student engagement, questioning, discussion and using assessment in instruction as foci for the walkthroughs. A review of feedback notes revealed school leaders posing specific questions to teachers on the above mentioned foci such as, “How are you assessing student understanding of the task?” Feedback from another walkthrough revealed a teacher lauded for using the schoolwide instructional model of productive struggle in a math class. The school leader posed the question, “How can you capitalize on more opportunities for students to ask questions?” Lastly, the feedback queried the teacher on the differentiation of instruction. Teachers noted that school leaders provide them with feedback as well as additional support in the form of coaches to support their practice. Teachers who are new to the profession noted they receive support via mentoring and intervisitations with colleagues to observe best practices. Practices such as these support all teachers in professional growth and development.

- Data from *Advance*, classroom walkthroughs, and feedback from coaches are used to inform professional learning sessions differentiated by content area. A review of the professional learning plan revealed Peer Collaborative Teachers facilitating a session for ELA teachers new to the profession on designing coherent instruction and support in enhancing teacher knowledge and content of pedagogy, which is aligned to the Danielson *Framework for Teaching*’s domain of planning and preparation. In addition, sessions dedicated to lesson planning clinics were offered. Professional learning sessions for the math department included strategies for teachers to engage their students in number talk discussions as well as lesson plan studies. Lastly, the English Language Learners department hosted sessions on the unpacking the hallmarks of Advanced Literacy such as rich discussions. These data informed sessions are in tandem with the school’s instructional focus of questioning and discussion.
Findings

Teachers engage in professional collaborations analyzing student work using the Looking at Student Work protocol. Distributed leadership practices, such as grade leaders and Instructional Leadership Team (ILT) structures, are in place.

Impact

Teacher teamwork results in strengthened instructional capacity. Teacher voice positively impacts student learning, such as building coherence in student discussion strategies across the school.

Supporting Evidence

- A vertical ELA teacher team was observed using the Looking at Student Work protocol to analyze a realistic fiction writing assessment. Teachers shared that most students, including MLLs and student with disabilities, were effective in writing leads. Students with disabilities used sensory image leads, and MLLs included their inner thoughts of a character. An additional area of struggle for most students was transitions. The general education students did not transition well using dialogue. Students with disabilities demonstrate a challenge with expanding their vocabulary to include transitions, while MLLs struggled with organization in their writing. Teachers differentiated instruction to further support writing organization strategies for MLLs; however, students are still struggling in this area. Teachers across the grades adjusted instruction by extending the lesson on leads over multiple days and as a result teachers observed progress in varied types of leads in student writing. In addition, team collaboration has led to teachers developing their practice by jointly creating scaffolds to support deconstructing character analysis in a story, adopting annotation strategies in their classes, and incorporating discussion protocols such as free flow and breaching in their instruction.

- A review of seventh-grade math team notes revealed that teachers identified student strengths such as using visual models to demonstrate algebraic equations and areas for improvement such as struggling with using linear equations based on classroom observations. Teachers discussed adopting the teaching strategy of modeling number talks in the lesson to enable students to explain their strategies and processes used for problem solving. Additionally, number talks allow for differentiating in problem solving. Teachers affirmed that charts to memorialize the five mathematical practices and strategies to support the practices will be created. Lastly, an interim assessment will be administered to tier instructional groups. As a result of teacher team work, teachers noted the sharing of best practices and the collaboration in creating resources to support student learning. Instructionally, in math classrooms, teachers created outlets for students to engage in productive struggle during the instructional period in order to make their thinking visible, which was observed in math classes.

- Distributed leadership structures are in place such as teachers serving on the ILT and five teacher leaders in the areas of ELA, science, and English as a New Language. The ILT is comprised of teachers and administrators that collectively make school-level decisions that affect student learning. The ILT engages in learning walks and analyzing student data. In collaboration with teacher leaders, this information has led the schoolwide instructional focus on questioning and discussion. Schoolwide discussion protocols such as free flow have been implemented as a result of distributed leadership practices. Additionally, teacher leaders created classroom lab sites to model these practices, mentored teachers, and facilitated professional learning on ways to support student writing, as shown on the 2018-19 School Quality snapshot demonstrating student growth on ELA state tests.