

Quality Review Report

2016-2017

P.S. 330

Elementary 24Q330

**110-08 Northern Blvd.
Queens
NY 11368**

Principal: Debra Rudolph

**Dates of Review:
May 23, 2017 - May 24, 2017**

Lead Reviewer: Evelyn Terrell

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. 330 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

Instructional Core		
<i>To what extent does the school...</i>	Area	Rating
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	Additional Finding	Proficient
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Area of Focus	Developing
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	Additional Finding	Proficient

School Quality Ratings continued

School Culture		
<i>To what extent does the school...</i>	Area	Rating
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	Additional Finding	Proficient
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations	Additional Finding	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area	Rating
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	Additional Finding	Proficient
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	Additional Finding	Proficient
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection	Area of Celebration	Well Developed
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Finding	Proficient
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 the CCLS	Additional Finding	Proficient

Area of Celebration

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

School leaders and instructional support staff promote the development of teachers, with an emphasis on teachers new to the school, providing strategic supports through frequent observations and student data analysis. Teachers receive actionable feedback, aligned to the Danielson *Framework for Teaching* and connects to teachers' professional goals.

Impact

Supervisory supports for teachers are improving the implementation of targeted components of the Danielson *Framework for Teaching*.

Supporting Evidence

- In order to support twelve teachers new to the school, school leaders have strategically assigned instructional support staff (ISS) teachers to meet with new teachers weekly. During meetings with individual teachers, the ISS teacher discusses instructional strategies aligned to the school's instructional foci of formative assessment, student engagement, and developing effective questioning and discussion techniques. For example, a review of a teacher-support log for one of the new teachers reveals a discussion of the Socratic seminar as an effective tool for encouraging student-to-student discussion. The ISS teacher modeled that strategy in the classroom and co-taught with the teacher. Another log reveals a focus on using formative assessment strategies such as think-pair-share, thumbs-up, asking questions before, during, and after the lesson, as well as turn and talk. The administration uses an observation schedule for all teachers that notes strategic areas of need such as behavior management, assessment, and effective questioning, that are aligned to teachers' initial planning conference goals (IPC) conducted with principal at the beginning of the school year. Teachers shared that they receive ongoing feedback from the administration and ISS through observations that include an analysis of student work, such as Fountas and Pinnell reading levels as well as feedback from instructional walkthroughs on questioning and student engagement, which is promoting their professional growth.
- All teachers receive actionable feedback from informal and formal observations which is aligned to the Danielson *Framework for Teaching*. Areas of strengths and next steps are provided to teachers to support their professional growth. In a review of observation feedback, an area of strength was, "I commend you for your implementation of the inner-outer circle method of Socratic seminar." A next step was, "You can support students in contributing cognitively challenging questions to the seminar by providing them with the time between the two rounds to brainstorm questions that arose during the first round." Feedback to another teacher stated, "During this observed lesson, the math games were moderately challenging and did not provide opportunities for higher-level thinking. Moving forward, math games should engage the students in mathematical thinking and develop problem solving strategies." Teachers shared that they value the support.
- Teachers also receive specific feedback from the assigned ISS teacher connected to the instructional strategies they observe as a mentor. For example, a strength for one teacher was the addition of math stations. A next step for the same teacher was to adjust partnerships so newcomers would have a math buddy who could model language and literacy. These strategies supports English Language Learners who comprise a large part of the school community, as shared by the teachers during interviews.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Developing
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Findings

Across classrooms, teaching strategies do not consistently provide multiple entry points into the curricula for all learners. Students' participation in discussions that reflect high levels of thinking are uneven across classrooms.

Impact

Uneven instructional practices do not consistently lead to high levels of student engagement and work products.

Supporting Evidence

- During classroom visits, students in an upper-grade classroom were observed working on individual projects in which they used computers to research either dessert recipes for a recipe book or how to build a robot with Legos. The students worked at their own levels as the teacher circulated among the class. However, in most classes students worked on the same task. For example, in one class all students used the same text to compare and contrast rivers and streams on a Venn diagram. In another class, all the students worked in their math workbook on the same problems as the teachers worked with a small group on the same pages. The students were provided with a diagram of how to solve a multi-step problem, but some of the students did not understand how to use the chart and sat quietly at their desk.
- In a lower grade classroom, the teacher conducted a read aloud on different modes of travel during which students were supposed to identify the main idea and details. At the conclusion of the mini lesson, students were instructed to take their "just right" books and read. However, students were not instructed to name the main idea and supporting details. Some of the students were able to articulate details in their books, but were not able to state the main idea for their book.
- In one grade-four classroom, students participated in a class discussion using the Socratic seminar strategy in which they critiqued each other's responses to a discussion prompt regarding the use of simple machines in the present and future. For example, a student stated, "I acknowledge how screws can be used in the future." This student then asked a fellow classmate, "What do you think?" The student replied that screws could be used to support people's bones. However, in most classrooms, teachers led discussions. For example, in a self-contained special education classroom, the teacher asked a group of mostly first grade students to state which character would use a pink chair, during a reading lesson. While the teacher used visuals to support English Language Learners (ELL's) the students responded to the teacher and were not pushed to engage in a conversation, thus limiting opportunities to build vocabulary and language acquisition skills. In a second grade class, the teacher asked students to turn and talk about how characters feel in a story. The students did not support their responses with evidence from the text, thus limiting higher level thinking to support meaningful participation for all students.

Additional Finding

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

Students are provided curricula that are aligned to the Common Core Learning Standards and integrate the instructional shifts. Most curricular modifications are planned and refined after a review of student work and data.

Impact

Across classrooms, students are exposed to college and career readiness skills for a diversity of students. Additionally, faculty members increase accessibility to curricula for their diverse learners.

Supporting Evidence

- The school uses a Department of Education (DOE) approved reading curriculum which supports the implementation of the instructional shifts and is aligned to the Common Core standards. Similarly, the science and social studies curricula in use are aligned to the Common Core and approved by the DOE. All students are using a research-based writing program that supports the development of writing skills through drafting, organizing, editing, and publishing. The administration offers upper-grade students the option to select music, art, or dance as an elective to prepare them for middle school. Across subject areas, teachers utilize unit plans aligned to the Common Core, including physical education and the Blueprint for the Arts.
- The instructional shifts are integrated into the curriculum. For example, a review of English Language Arts (ELA) unit plans for grade two reflect a balance between informational and literary texts, such as *A Weed is a Flower* and *Anansi Goes Fishing*. Units of study across grades include opinion writing with text-based evidence. Unit plans incorporate topics/ themes, the Common Core standards, key student learning objectives, key texts to be used and essential questions. In a grade three science unit on electricity, academic vocabulary in support of the instructional shifts, included, force electricity, current, circuit and magnet. In addition, all students use the *GO Math!* curriculum to support multi-step problem solving skills and build math fluency.
- Most classroom teachers work with the ISS teacher assigned to their grade to review student assessments and work samples in order to adjust the curricula to students' instructional needs. Each unit plan has an addendum column in which modifications to the curricula are recorded. For example, review of grade-one students' writing revealed a lack of elaboration and details. A resulting modification to the curricula involved insertion of the restate, answer, and add details (RAD) strategy. In a grade-two math unit, teachers noted that students confused centimeters with meters on the ruler. The recommended adjustment was to color-code the ruler so that the centimeter and meter sides of the ruler could be clearly identified by students. Another example illustrates how math curriculum was modified. Analysis revealed that many students were having difficulty with understanding *more than* and *less than* when comparing numbers. Teachers designed an activity in which students receive two cups full of cubes and counters. The students were to grab a handful from each cup and write a sentence comparing the groups using words and symbols, such as five cubes are greater than (<) three counters.

Additional Finding

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

The school's grading policy is aligned to the curricula and teachers use a variety of rubrics to assess students' work and provide feedback. Across grades, teachers use common assessments aligned to the curriculum and make curricular adjustments.

Impact

Teachers provide students with "glows" and "grows" to guide them toward their next steps. Most teachers use data analysis informs curricula adjustments to support students' needs.

Supporting Evidence

- All teachers use the school's curricula-aligned grading policy. This policy provides guidance for the distribution of grades for each content area and grade level. For example, in grades three through five, students' grades in reading are 40 percent of their assessments, 40 percent of their classwork and homework, and 20 percent from running records. Across the school, 50 percent of students' math grades are based on students' assessments with the remaining 50 percent based on classwork, and homework. A review of the policy indicates that academic and personal behaviors for all students are based on performance levels one through four, which are aligned to above grade level, meets grade level, approaching grade level and below grade level.
- Teachers use various assessments, such as rubrics for narrative writing, running records, and exit tickets to provide students with feedback, which is written in the form of glows for work that is at or above grade level, and grows for work that is approaching grade level. For example, a glow on a student's opinion writing sample stated "Excellent job including reasons and evidence explaining why you would have made the same decision as Wendy to leave Neverland." The "grow" for the next step stated, "Extend your paragraph to include the events that occurred in Neverland because you made the same decision to leave home." In an exit ticket, the students were directed to complete a place-value chart and write the fraction as hundredths in fraction and decimal form for "8/10." The student stated, "You can use it by putting an extra zero in the hundredths place." The teacher's feedback to this student was, "How does this help you to know what place to put the 8 in?" Students interviewed shared that feedback helps them to know what they need to practice to improve their work.
- A schoolwide assessment calendar for kindergarten through grade five provides the common assessments that teachers use to monitor students' progress. A computer-based program is used to analyze the data for reading and math. An assessment from a researched-based reading and math assessment is administered in September and October to students in kindergarten through grade two. Running records, writing on demand and a school-wide math assessment are also used for students in grades three through five. Students are assessed again in January and at the end of the school year in May and June. Grade one teachers analyzed students' writing data and concluded that students' writing included repetitive sentence structure, simple sentences, and limited number of sentences, such as, "The ladybug eats bugs." An instructional adjustment was to use writing prompts to help students create sentences that are more complex and less repetitive.

Additional Finding

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders consistently communicate high expectations to the staff through handbooks, newsletters, and instructional walkthroughs and provide ongoing training aligned to the Danielson *Framework for Teaching*. Families participate in curriculum workshops and communicate with teachers to get feedback on their children's progress.

Impact

Teachers are aware of the school's expectations for instruction and families understand how their children are meeting college and career readiness skills.

Supporting Evidence

- The principal provides all teachers with a handbook that outlines instructional expectations. For example, all teachers must maintain small groups for instruction. In addition, each teacher must have a "Focus Wall" for ELA and math displays which have the standards for lessons, weekly questions, essential questions, learning targets, academic vocabulary, and visuals to support ELLs. The principal provided all staff with the PS330Q Instructional Focus for 2016-2017 which outlines a focus on questioning and discussion techniques, literacy across all disciplines, student autonomy, and student engagement. A monthly staff newsletter, entitled *Principal Pencil Points*, provides the staff with feedback on the implementation of the instructional expectations and "Staff Shout-outs" to acknowledge strategies observed during administrative walkthroughs such as the use of the Socratic seminar, and Quick Images as a tool to compose decompose visual numbers. Teachers were also reminded to frame their learning targets so that they consistently include the essential skills and concepts students are expected to learn.
- The school is implementing a new reading program in kindergarten through grade two. Teachers of these grades receive professional development from outside consultants on implementing this program. During extended-day Monday PD sessions, teachers turnkey information on designing the literacy block, math fluency, and using the tuning protocol during collaborative teamwork. Other extended day workshops have focused on developing question and discussion techniques, reviewing instructional norms and expectations, and interactive and shared writing. The principal also conducts monthly workshops with teachers who are new to the school. During these sessions, teachers are trained on topics such as managing student behavior, and scaffolding versus differentiation, additionally; teachers are trained in topics specifically aligned with the Danielson *Framework for Teaching* such as using questioning and discussion techniques, and using assessment in instruction. Teachers are held accountable by the administration through feedback from walkthroughs and individual conferences.
- Families meet with teachers during extended-time on Tuesdays for parent engagement to review their children's academic progress. In addition, during this same time grade-specific curriculum workshops are conducted by teachers, such as "Reading with your Child." Parents shared that expectations of what their children need to learn and do are explained at the beginning of the school year during the Back to School Curriculum Night. Parents receive a monthly school calendar which lists activities such as adult English as a Second Language (ESL), "Breakfast with the Principal", and Student-of-the Month assemblies. Additional workshops are provided by the guidance counselor covering topics such as "Transiting to Middle School" and "Managing Meltdowns." The administration conducted a college awareness day which included a virtual college tour and Career Day event during which parents and former students discussed how they prepared for their jobs. Emails are also used to communicate with parents.

Additional Finding

Quality Indicator:	4.2 Teacher Teams and Leadership Development	Rating:	Proficient
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Findings

All teachers are engaged in grade-specific collaborative inquiry which is aligned to the school's instructional goals. Teachers provide input into key decision-making through participation in weekly cabinet meetings with the administration.

Impact

Teachers' instructional practices are improving, as a result of collaborative inquiry and shared leadership.

Supporting Evidence

- All teachers participate in weekly grade specific collaborative inquiry teams to improve instructional practices. During a grade-two inquiry session, teachers analyzed student-writing samples in which students wrote a personal narrative about a favorite place they visited. Students were tasked with incorporating the five senses in their writing to share what they saw, heard, felt, tasted, and smelled. The teachers shared common noticings from the four writing samples, such as students' listing items, such as "I smell pizza," and "I see robots." Teachers also noticed students' struggle with the use of transition words elaboration of details, and repetition of the word "I." The teachers proceeded to discuss instructional strategies they could use to improve their students' writing. Some of the strategies were to provide a list of descriptive words, model how to use sequence words, and conduct a shared writing lesson on expanding sentences and adding transition words. Another strategy discussed was to design a checklist to guide students in checking for transition words and the use of two or more descriptive details. They also discussed that the writing strategy, "Show Don't Tell: Using our 5 senses to Describe Places," did not clearly support the writing prompt which was, "Write a narrative that tells about a place you've visited." Thus, teachers decided they would revise the prompt and conduct a shared writing lesson.
- The school has a large ELL population and has an English as New Language (ENL) teacher team which meet to discuss instructional strategies to support target ELL students. A review of the team minutes reveals that a common noticing after analysis of New York State English as a Second Language Assessment Tool (NYSESLAT) shows that ELLs are scoring low in writing across grade levels. The stated short-term goal of the team is to improve coherence of writing for targeted students. One of the strategies used to improve students' writing was to engage students in a discussion about a topic and then have them write using prompts such as, "Ask your partner some questions about the topic" and "What are you wondering about the topic?" During interviews, teachers shared that their instructional capacity has improved as a result of their collaborative teamwork.
- Every Friday, the ISS team members, who represent each grade, meet with the administration to discuss assessments, PD, and provide input into new programs in the school. Teachers shared that they recommended that the new reading program be moved into the upper grades to provide coherence across all grades. The administration welcomed their input and shared that they will move the program into grades three through five in June 2017.