

Quality Review Report

2017-2018

P.S. 013 Roberto Clemente

Elementary 19K013

**557 Pennsylvania Avenue
Brooklyn
NY 11207**

Principal: Maxine Cameron

**Dates of Review:
November 30, 2017 - December 1, 2017**

Lead Reviewer: Robin Posner

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. 013 Roberto Clemente 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

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	Area of Celebration	Well Developed
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	Additional Finding	Well Developed
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	Area of Focus	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	Well Developed
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	Well Developed
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	Well Developed
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	Additional Finding	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:	1.1 Curriculum	Rating:	Well Developed
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Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data from checks for understanding and exit tickets.

Impact

Curricula align to the Common Core Learning Standards and instructional shifts results in coherence across grades and subject areas promoting college and career readiness for all learners. All students have access to the curricula and are cognitively engaged.

Supporting Evidence

- Curricular documents across grades and content areas evidence consistent alignment with the Common Core and integration of the math instructional shifts including real world connections, fluency, and coherence. In a grade three math lesson, asked students to apply math concepts in a “real world” situation involving how truck drivers divide loads between cargo bins and trucks. Students were given the amount of cargo, bins, and the sizes and had to figure out how to divide it up equally. Another example found in unit plans across grade levels is the inclusion of a “Fluency Drill” in which students write as many related addition, subtraction, multiplication, or division facts as they can in a timed drill based upon grade level and abilities.
- Curricular documents are constructed using the *Teachers College Reading and Writing Project* instructional calendars and include assignments evidencing integration of the English Language Arts (ELA) instructional shifts including text complexity, close reading and incorporating a mix of fiction and non-fiction texts. A third-grade unit plan has students close-reading complex non-fiction texts to grow ideas for possible persuasive writing pieces on changing the world for the better. A fifth-grade lesson plan has students writing persuasive articles and editorials. Kindergarten students are asked to closely reread a familiar text and use post-its to mark places that made them laugh or think to share out with a partner. A second-grade lesson plan has students buddy reading to find spots that make both partners stop and think. Partners were strategically paired to engage the highest and lowest performing students. This was typically seen in most lesson plans shared.
- Lesson plans from all observed classes evidenced teachers’ planning for the cognitive engagement of all students including high and low performers. Lessons included group practice with five differentiated groups, including above level, approaching level, below level, students with disabilities and English Language Learners (ELLs), ensuring that students of all levels had access to meaningful work assignments ensuring cognitive engagement. In a grade five reading workshop lesson plan, a group of struggling students were tasked to review character traits. Students were given a list displaying various character traits and asked to sort the traits onto a graphic organizer. The graphic organizers within the group were scaffolded to support individual learners. Once this was completed, students were directed back into the shared text to identify character traits and jot down how this helped them understand characters in the story, ensuring that the task increased in complexity to cognitively engage all students. Lesson and unit plans on the shared between teachers online are color coded, evidencing changes made to curricula from daily exit tickets and in-the-moment checks for understanding that teachers jot down during lessons.

Area of Focus

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

School leaders and teachers use teacher-designed common assessments to determine student progress toward goals. Across classrooms, teachers' assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact

Assessment practices results in the design and delivery of instruction connected to student need.

Supporting Evidence

- The school administers common assessments across core curriculum areas. The resulting data is used to adjust curriculum and teaching strategies. All teachers worked together to design assessments during common planning using data from last year's state exams and teacher-designed assessments where state exam data was not applicable. Teachers also use the assessments that accompany the curricular program utilized for math, science and social studies and the on-demand writing assessments from *Teachers College Reading and Writing Project*. For example, teachers realized from a review of the on-demand assessments that the unit on persuasive writing was not long enough to meet student needs so they extended it to 20 days and added in additional mentor texts and lessons on key words and vocabulary to support student learning. In all classes visited, students were seated in differentiated groups and were assigned to different groups in relation to the lesson's topic, based off of these common assessments. This use of common assessments to determine student groups was reflected in lesson plans across reading, writing, and math.
- Teachers check for understanding throughout daily lessons, make adjustments, or redesign student groups accordingly during lessons. In a grade one math class, the teacher implemented the "Fist to Five" protocol, asking students to use the prescribed hand signals to indicate whether they understood the current topic or had further questions. This check for understanding revealed that four students wanted extra help. The teacher formed a new group with these four students and instructed the remaining students to work at individualized math centers. The teacher then retaught the lesson to the small group. At the end of a grade five mini-lesson on understanding character, traits the teacher asked students to use a hand signal to show if they had any questions or felt confident to transition to the lesson's next step. While this and other formative assessment strategies were common across classes, students are not always aware of their next learning steps.
- Across classrooms, student groups were flexible and are adjusted in the course of a lesson. In a grade five ELA lesson students were divided into two groups doing word work on prefixes and suffixes. When it was time to move on to the next portion of the lesson, the teacher kept a few students on the rug to continuing working on the task. This adjustment to meet student-learning needs was typical across classrooms.

Additional Finding

Quality Indicator:	1.2 Pedagogy	Rating:	Well Developed
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Findings

Across the vast majority of classrooms, teaching strategies, including station-based learning, differentiated group assignments, and extensions, ensure that students benefit from multiple entry points and high-quality supports. Student work products and discussions reflect high levels of student thinking, participation, and ownership.

Impact

Students are engaged in appropriately challenging tasks and their work products illustrate higher-order thinking. Student work products reflect a deep sense of ownership.

Supporting Evidence

- In a grade three reading lesson, students were divided into four differentiated groups based on their reading level. One group was designed for students exceeding grade level, one group was on grade level, another approaching, and the final group was made up of English Language Learners. After noticing that the approaching grade level student group was struggling understanding the task, the teacher called them to the carpet to review how to organize information into categories. Students from the other groups demonstrated ownership, gathering their own materials and selecting differentiated assignments tailored to their needs, such as close reading and annotating a text for pop out details and main ideas, completing extension activities on organizing details from other previously annotated texts or completing additional activities on prefixes and suffixes.
- In a grade one math lesson, students were divided into six differentiated groups, which were circulating through six separate stations. The stations contained postings that directed students to the specific assignment, allowing students to take ownership for their learning as they worked on using manipulatives to add and subtract. The steps students took at each station were clear, such as: use a ten frame to solve, or use addition to prove your subtraction is correct, demonstrating high quality supports that allowed students to demonstrate higher order thinking before moving on to the next station's task on their own. The teacher also strategically pulled a group for further re-teaching, guiding students to use addition facts to help with subtraction and then using that strategy to solve problems, a high quality support to ensure that students engaged in an appropriately challenging task. This allowed students to demonstrate mastery of a few individual problems, and quickly move back in to self-directed work.
- In a grade five writing class, the teacher used modeling and high quality prompts to ensure that student work demonstrated high levels of thinking. Before beginning a task, the teacher prompted students, "Writers, as I play this clip, you should think about what you really want to say about the characters or themes in the video. When I pause the clip, you will be jotting down thesis ideas. Open your notebooks so you're prepared to jot." When the video paused, she demonstrated jotting down one idea for a thesis sentence. She gave the students 30 seconds to jot down an idea and then directed them to a turn and talk activity to discuss what they jotted. This provided the students with clear direction, and thinking time that allowed for high levels of student thinking. The teacher then facilitated a discussion among students around thesis statements and supporting details. One student connected the day's learning to the prior day's learning to remind her classmates that there can be more than one theme or thesis in a piece, demonstrating ownership of learning. Students then participated in a second turn and talk discussion with a partner about the different pieces of information that they would use to support their thesis, deepening their planning for their writing pieces. The teacher again strategically identified partners to share. Students were then assigned to begin writing their thesis statements and supporting evidence for their next writing piece. To support students, the teacher then distributed three differentiated graphic organizers to help guide students in their essay writing.

Additional Finding

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders consistently communicate high expectations to the entire staff around classroom environment, professional development and other items, and provide training tied to expectations about a path to college and career readiness.

Impact

School leaders' communication of high expectations has resulted in a culture of mutual accountability, resulting in student ownership of their educational experience.

Supporting Evidence

- School leaders communicate high expectations around a print-rich environment, progress reports, and professional development including instructional rounds for teaching and learning through a staff handbook, weekly professional development sessions, weekly emailed newsletters, and professional learning events. All staff members receive ongoing professional development from school-based staff, including school leaders and teacher leaders, who support them in meeting all expectations. Agenda items from professional development sessions emphasize constant support around implementation of the school's instructional focus including student instructional engagement and using data to drive instruction from peers, resulting in a culture of mutual accountability. Professional learning also focuses on topics such as designing coherent instruction, assessment, and engaging all students in learning. In addition, members of an instructional mentor team provide training linked to implementation of the school's instructional focus.
- Teachers are provided a clear and descriptive outlines of the expectations around teaching and learning, organized into categories by the different domains in Danielson's *Framework for Teaching*. Feedback on Advance observations reveals high expectations for teacher practice, even where teachers are receiving Highly Effective and Effective ratings. The feedback is time-bound and specific to improving teacher practice and student outcomes, and shows that administrators will look for improvement in these areas the next time they visit.
- Feedback to students that communicate high standards is regularly provided. This comes in the form of informal checks for understanding during instruction, formal teacher-student conferencing during class, and the use of rubrics that both praise students and challenge them to improve on their work across all grades and subjects. All students, including high-needs subgroups, report that they receive feedback and next steps on all rubric levels, one through four, which helps them to be prepared not only for their current grade but with what will be expected of them in the next grade and beyond. Additionally, all students were able to clearly articulate their responsibilities as learners including the achievement of their learning goals, as well as what they still need to do for their areas of need. Students shared that they regularly meet with their teachers about their learning goals and next steps, including support for their areas of need, long term goals as well plans for the year, the next grade and on through middle school and high school. All students strongly agreed that they felt prepared for high school and beyond.
- There is a culture in the school that all students will go to college. Students at all levels shared their expectations for attending college as well as possible majors. The school has a career of the week for the school and instruction around this career is embedded within curriculum that includes read aloud texts and writing activities. Parents reported that children come home and discuss the career of the week with them. Students, including students with disabilities and English Language Learners reported that they want to go to college and are now interested in careers, such as accounting and psychology. An ELL student shared she is interested in forensics because of this program and that her teacher helped her research colleges that have forensic programs.

Additional Finding

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

School leaders and teacher peers support teacher development through strategic supervisory and peer observation of instruction. Clear expectations and feedback to teachers are constructed using the Danielson *Framework for Teaching* and are aligned with teachers' professional goals.

Impact

School leaders use classroom observations and informal walkthroughs to provide effective, and prompt actionable feedback. The school uses instructional walk throughs to review instructional trends and noticings as a tool to design provisional development and support that will be provided in the moment.

Supporting Evidence

- School leaders conduct frequent classroom observation cycles that have been strategically planned around dates from previous cycles, teacher goals, and teacher reflections on what they need to improve to meet their professional goals. Additionally, teachers regularly conduct intervisitations in which they and school leaders are strategic in the selection of each cycle's focus, which have included math centers, strategic student grouping and close reading. Intervisitation logs reveal that teachers have observed each other to watch parallel teaching, pacing and questioning. Teachers reported improvements in their team teaching practices, the length of their mini-lessons, the types of questions they ask, as well as increased ease of comfort in sharing lesson plans and instructional materials with each other through an online document-sharing platform. This demonstrates strategic cycles of observation that promotes professional growth and reflection.
- Feedback to teachers accurately captures their strengths, weaknesses, and details next steps using the Danielson *Framework for Teaching* and goals set by teachers. One teacher reflection shared demonstrated goals around increasing explicit teaching, teacher modeling and student-to-student conversation. Observation reports for the teacher align with her goals, and advise the teacher to incorporate the "Turn and Talk" discussion protocol during the active engagement time to allow students to engage in discourse. The teacher was also advised to incorporate a discussion starter's chart that students can use to engage in discourse around a topic. Feedback from a writing lesson observation advised the teacher to create various types of questions as she plans to ensure that cognitively challenging questions that charge the students' critical thinking skills are asked throughout the lesson. A teacher shared that she received feedback after a science lesson recommended that she have deliberate, explicit teaching where she models what the students are to do and makes a connection with that the students learned the previous day with today's lesson. The teacher shared that this was tied into her professional goal of ensuring that her teaching is more explicit. School records also reflect that they were continually revisited throughout the formal and formal observation process this year, helping ensure she will meet or exceed her goal before the end of the school year.
- Teachers also receive feedback resulting from unofficial classroom visits that focus on the school goal of increasing academic vocabulary. This feedback is shared via email shortly after classroom visits, and helps to promote teacher reflection and professional growth. For example, emailed feedback discusses a teacher's use of the word wall and gives the teacher a "grow" to add more words to the math word wall. Other examples reveal a school leader's observation to several teachers that the word wall must be maintained and updated with content specific vocabulary and ends with a time bound statement of when the leader will return to check back in. Teachers shared that they liked receiving this timely informal feedback from school leaders and it gave them "in the moment" things they could implement immediately.

Additional Finding

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

The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote achievement of school goals. Teacher teams consistently analyze data and student work for students they share.

Impact

Teachers' collaborations have strengthened their instructional capacity, positively affecting student learning across grades

Supporting Evidence

- Teachers have strengthened their instructional capacity through team collaborations including grade level teams and vertical content teams. In one case, a teacher reported that at an ELA team meeting, a colleague shared different strategies to teach syllabication and she decided to go back and try them. At the next meeting, she was able to share how implementing this new strategy helped her students to demonstrate progress, demonstrating an inquiry approach. At an earlier meeting, a teacher shared how using a particular book as a mentor text strengthened her students understanding of that concept as evidenced on an on-demand writing piece. As a result, to deepen their inquiry into using mentor texts as support for students, teachers implemented using this book as part of this unit as evidenced in the adapted unit and lesson plans. Later minutes showed teachers speaking to how use of this mentor text strengthened their ability to teach this skill successfully.
- The kindergarten inquiry team focused on improving struggling students' grasp of phonemes to help them figure out the initial sounds of words. Teachers brainstormed best practices for teaching this and decided on three strategies to implement for a month. At the end of the month all kindergarten teachers did a formative assessment for the struggling students and across the four kindergarten classrooms, there was an improvement of 24 to 44 percent as evidenced by the *Teachers College Reading and Writing Project* running record for Level A.
- The grade-four teacher team observed during the review engaged in an inquiry process of looking at student work. Teachers reviewed student work samples of an assignment requiring that students use text based evidence. When looking at one particular work product, a teacher asked if a high-level student had completed this work. The teacher who had brought this to the meeting replied "No. That is why this is such a pleasure! This student has clearly improved." Another teacher added; "Most low performing students improved. But some forgot to restate in their own words. We will need to push that for the next cycle." School leaders shared data evidencing growth across the grade level as evidenced in an on-demand writing piece.