

Quality Review Report

2017-2018

P.S. 084 Jose De Diego

K-8 14K084

**250 Berry Street
Brooklyn
NY 11211**

Principal: Sereida Rodriguez

**Dates of Review:
October 25, 2017 - October 26, 2017**

Lead Reviewer: Phyllis Siwec

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. 084 Jose De Diego serves students in grade PK 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

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	Additional Finding	Proficient
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	Area of Celebration	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	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	Additional Finding	Proficient
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:	1.4 Positive Learning Environment	Rating:	Well Developed
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Findings

The school's approach to social emotional learning focuses on meeting the needs of the whole child through programs that address leadership, self-regulation, and growth mindset. The school community strategically aligns professional development, family support, and outreach along with student learning experiences and supports.

Impact

Students are known well by at least one adult who helps personalize attendance supports, coordinate social and emotional learning through with guidance and advisement, and provides supports that successfully affect student's academic and personal behaviors.

Supporting Evidence

- All groups interviewed, including parents, teachers, social workers, leadership, and students themselves, stated that each student in the school is known well by at least one adult who personalizes the attendance supports with follow-up and social-emotional learning, child development, and guidance and advisement that impact student academic and personal behaviors. Structures that support student social and emotional learning are Guidance Teams and Advisory small groups, Positive Behavior Intervention and Supports, and a Multi-Tiered System of Support (MTSS). These programs positively affect students' academic and personal behaviors.
- Along with a bi-lingual Spanish-English program and an Integrated Co-Teaching program at every grade level, the school also offers an Autism Spectrum Disorders (ASD) Nest (Nest) program is an inclusive setting for those students with ASD. This program is responsible for influencing the development of a culture of acceptance and inclusion along with teaching all students self-regulation. Each classroom in the entire school has a space to relax or calm down that developed because of shared practices in social and emotional learning that evolved in the Nest program and then grew to include the rest of the school. There was evidence seen in classrooms when students self-regulated by setting a timer as they entered the calm down area and quietly re-entered the larger group setting after they had calmed down, refocused and the timer indicated their time had elapsed. The social and emotional learning of all students benefits from this procedure.
- Evidence has been collected and analyzed that supports the alignments of Professional Development opportunities, family outreach, and student learning experiences to promote effective academic and personal behaviors. An example of this coordination involves the implementation of the Leader in Me program, based on the information of the *7 Habits of Highly Successful People* book. Teachers received professional development during 2016-17 school year, with parents and students following. All three groups voiced support for the program and its focus on helping students to develop strategies for leadership and life skills such as problem-solving and self-direction. Parents spoke highly of such opportunities and staff support for their children in techniques to stay calm under stressful situations and to become competent as an organized planner. The strategic alignment results in the adoption of effective academic and personal behaviors for students.
- School Leaders, teachers, students, and parents spoke highly of the Brain Power Wellness program that focused on creating a positive learning environment through self-regulation and techniques in mindfulness development. This represents another program that supports effective personal behaviors successfully.

Area of Focus

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Teachers use and create a variety of assessments including rubrics, checklists, and pre- and post-tests aligned to the curricula, and use common assessments that provide feedback to monitor student progress toward reaching individual and school goals. However, teachers do not track progress for all students over time to create a clear picture of student achievement.

Impact

Teachers provide actionable feedback to students but not all are yet meaningful. Teachers administer assessments that students use to guide their progress forward; however, the overall achievement for specific subgroups including English Language Learners (ELLs), does not yet document mastery over time.

Supporting Evidence

- Teachers have developed several methods of providing feedback to students including checklists, rubrics, added comments, math item analysis and trackers, level reading trackers with goals, and reading conference notes. Most feedback teachers provided aligns with their curricula and provide actionable next steps as in using a list of glows that teachers check off. Another actionable example: One glow stated, "I love how you started with dialogue! And used dialogue throughout your story!" The grow: "I agree with your grow you gave yourself. You can revise to add sensory details." At other times, the grows are too complex as in a kindergarten class where comments appear such as, "Next time let's try to talk about the story elements using more detail," or "Next time try to think about and tell about the setting of the story using more details." Though actionable, this form of feedback does not necessarily lead to meaningful and internalized improvements in student work.
- Feedback can be specific and goal-directed but not all are necessarily meaningful. For example, the kindergarten to grade two rubrics and checklists can be challenging to interpret and do not offer a clear next step action. Other checklists that are referred to as glows and grows list several areas that offer multiple choices for teachers to indicate the area of success, however along with the suggestions for improvement, result in language that is difficult for learners to understand and some confusion as reported by individual students. Not being clear about next steps hinders a student's success moving forward.
- The use of common assessments to determine student progress toward goals across the grades and subjects, however creating a clear picture of each student's mastery over time by tracking progress for all students is not yet in place. The school leaders keep assessment data in separate databases and begin each year with baseline information primarily in English Language Arts (ELA) and math. Although monitored, longitudinal data is not readily available and limits the development of a clear picture of individual, sub-group, and grade level mastery.
- According to school leadership and teachers, they use the data from the wide range of assessments to plan and differentiate instruction based on student needs, to revise curriculum maps and lesson plans to improve student achievement, to look for patterns and trends for systematic change, and to support pedagogical expertise. Evidence of impact on the ELLs population is limited in that subgroup analysis from spring 2016 to spring 2017 New York State Education Department (NYSED) ELA and math assessments showed little growth. There was no other data analysis available that presented ELLs achievement.

Additional Finding

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and faculty ensure and review that curricula are aligned to Common Core Learning Standards and integrate the instructional shifts with a schoolwide consistent emphasis on rigorous habits and higher-order skills across grades and content for all, including ELLs and students with disabilities.

Impact

Building coherence in the curriculum while promoting college and career readiness for all students is the result of the alignment with Common Core and curricula. Along with evidence of integrated instructional shifts in vocabulary, writing across the content areas, and the increased use of informational and non-fiction text in most of the lesson and unit plans submitted, ensure accessibility for all students.

Supporting Evidence

- Instructional shifts articulated in lesson and unit plans stressed vocabulary development, the increased use of non-fiction and informational text in all grades, and stating evidence to support opinions and analysis in all subjects. In math, lesson plans indicated using math modeling to solve problems along with real world application. In a grade five math class, the learning objective stated that students would be able to model division with two-digit divisors using base-ten blocks. In another lesson plan, during Number Talks, students will use the box method as an alternative to long division algorithm. The box method is a horizontal graphic organizer that separates each step in the division process and helps to break down each procedure while maintaining their connectedness. These models provide opportunity for visual representation while building coherence in the math concepts.
- An ELA lesson plan had clear articulation under the categories Conferring, Small Group Work, and Differentiation, that referred to specific students and subgroups. Articulated strategies that helped students access the content, included partner reading with leveled books in which all contained challenging words, with the expectation readers could use the strategies modeled during the mini-lesson by the teacher. Thus, the curricula are accessible for a variety of learners.
- Unit plans emphasize rigorous habits and higher order thinking skills while lesson plans offer some differentiation for ELLs and students with disabilities. In a social studies lesson plan in order to guide the class through a series of explorations of New York State's diverse regions, the focus question is "Why does Geography matter?" To support ELLs and students with disabilities, a template with visual representations of each region has corresponding activities planned. Relevant vocabulary is included that students will work together to define and explain. This level of collaboration supports access for a range of learners.
- In another approach to help guide ELLs and students with disabilities, a grade eight literature unit design paves the way through three distinct stages that include Part I, which involves a deeper exploration of background knowledge to familiarize the students with the Vietnam War and the history of Vietnam, culminating with poster presentations. This stage has video clips, guiding questions, graphic organizers, and a support packet of additional materials that are both visual and written. The culminating activity answers a specific in depth question posed by individual students. Part 2 is the reading of the text "Inside Out & Back Again" with daily slides and tasks to help understand the story and its relevance to the study of immigration. The final stage with detailed additional supports for a variety of learners is an independent research essay called a Narrative Essay. While aligned to the Common Core and content standards, the multi-step approach allows successful access for varied learners.

Additional Finding

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Across classrooms, within the structure of the Workshop model, teachers offered students multiple ways to engage and sustain student interest in activities, discussions, and transitions. Lesson demonstrations exhibited the articulated belief in student engagement and the development of independence that are key features of the model.

Impact

Most students, including ELLs and students with disabilities, are engaged in challenging tasks that included multiple entry points and produced meaningful student work products that reflected the tasks along with learner sustained engagement.

Supporting Evidence

- Most classes demonstrated a workshop structure that includes a whole group presentation of information or modeling, followed by partner practice and then concluding with independent practice and a sharing of instruction that aligned to the school leadership beliefs about how students learn best, as articulated by the principal, teachers, parents, and students. Their shared beliefs center on learning in different ways and at different rates with the classroom, and school environment supporting students' emotional, social, cultural, and educational needs. The school community believes that students will soar when the learning is authentic, when they feel respected, when there is a positive relationship between teacher and student, and when teachers provide explicit feedback designed to move them from their current level of understanding to a higher and deeper level of understanding.
- Classes offered learning centers, stations, independent reading, and differing instructional structures such as partner work, small group instruction, table groups and differently designed templates for students to use as ways to access the curriculum. For example: differentiation for a grade four social studies class included differentiated planning sheets with illustrated vocabulary words for ELLs, small group reteach based on feedback from a check for understanding from the entire class, and prompts for the student product that was specifically based on student's language ability in Spanish or English. In grade eight math class, each student has a math tool kit that has customized math-learning tools that individuals can select to use to solve math problems including vocabulary with definitions, sample problems, illustrations and explanations for those who needed them. The class also had several small groups at tables who received specific instruction based on exit slips and pre-assessments.
- Across classrooms, teacher questioning supported multiple entry points and the development for different approaches to understanding. In a grade five math class, the students worked in small groups at different tables. The teacher moved around interacting with each group. Question strings included "I like that you suggested 'four'." Followed by "How would that look if it was friendly with four?", "How did I make you remember a nice round number?" and "I'm going to leave you guys now. I'll be back." This pattern of stopping, checking in, and re-teaching or guiding next steps continued with the teacher revisiting each group several times during the class period. "How do you know?" and "What's another way?" opened many conversations where students either showed their work products or posed questions themselves that used appropriate vocabulary.
- Higher-order thinking guided questions with sufficient time to discuss such as in social studies classes: "How does geography affect the people who live there?" and "Does geography determine development?" Or in math classes, students are asked to reflect upon their work with questions such as "Something I learned in math class today reminds me of something in the real world such as..." and "Did I achieve my goal today: Showing a number on the number line?"

Additional Finding

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders and staff effectively communicate high expectations connected to a path to college and career readiness while successfully collaborating with families through a series of workshops and events. Teacher teams establish a culture of learning that systematically communicates high expectations for all students.

Impact

School leaders and staff establish a culture for learning and partnership among staff and families that contribute to students' progress in meeting high expectations for learning. Students and their families have an increased awareness of high school options as well as college and career opportunities, and feel more receptive to these possibilities.

Supporting Evidence

- Parents and students agree that the school has numerous methods of communication that focus on high expectations and college and career readiness that support student progress toward those expectations. They state that they are well informed and enthusiastic about how effectively the school prepares students for career and college readiness to families by the number of events, supports, and college visits that have shown successful participation. The College Access for All program has an ongoing partnership with the families and that results in meetings throughout the year with parents informing them of high expectations with a focus on college and career. These include monthly workshops for families that examine many facets of the college quest including a monthly Major of the Month such as technology, math, and medical and science.
- Students own their educational experiences in several ways. Students self-assess and peer access their work, set goals and can articulate the understanding that the work they are doing now will lead to success in the future. They have data trackers in math and ELA where each student records results in assessments relating to Common Core Standards and sets goals for the next month to increase or expand their skills and knowledge in those areas. As one grade eight student stated, they felt the school is preparing them for the "World outside of this space."
- Students also reinforced the "Leader in Me" program based on Stephen R. Covey's *7 Steps of Highly Successful People* book that all students experience. Through the study of monthly attributes, students explore in depth topics such as "Be Proactive" or "Thinking Win-Win." They were able to articulate the benefits of exploring this information in order to prepare them for their next steps. By helping them develop deeper understandings of shared expectations and accountability for decisions and actions taken, students feel better prepared for their future.
- Through grade seven small groups, students explore high school and college readiness through several workshops such as why they should choose college, how to get into and pay for college as well as helping students explore what is their ideal high school. Students voiced very positive responses to the value of these sessions and were motivated to pursue college plans with increased enthusiasm.

Additional Finding

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

The majority of teachers participate in professional collaborative inquiry teams. Teachers consistently analyze assessment data in various forms and student work using rubrics during collaborative grade level teams and inquiry teams.

Impact

Through team collaboration, teachers' instructional capacity and pedagogy, and progress toward goals for groups of students have improved, as evidenced through the improvement in pre- and post-writing assessments, math checklists, student self-assessments, and teacher reflections.

Supporting Evidence

- Teacher inquiry teams meet weekly and structured for a six-week focus targeted on improving student performance. The grade five teacher inquiry team discussed in depth the needs of their students, particularly ELLs and others who have shown limited progress this year. Using classroom data and baseline data for fall 2017, they selected specific students in each classroom, targeting strategies for each with a follow-up plan, and expected dates when the results of the interventions will be shared at a later meeting with discussions of progress made and next steps. Minutes from other inquiry teams list these steps and the resulting adjustments made to instruction.
- School leaders' goals focus upon during team collaborations, particularly in the areas of Common Core-aligned rigorous writing curriculum. This articulation across all grade levels and is a commitment that, by June 2018, all teachers will continue to work on grade specific inquiry teams to analyze collaboratively student work to improve student writing.
- The grade five team focused on the move from narrative writing to informational writing for their students, focusing on ELLs and students with disabilities. The team discussed Point-of-View perspective and how many students in both subgroups struggle with challenges in this area. They shared strategies for improvement discussing the use of graphic organizers, focus on a character with increased description built "bit-by-bit", and thinking through the perspective of a character through their eyes to support developing perspective and empathy.
- The grade one inquiry team's focus is on the implementation of interactive writing daily. They felt by focusing on their ELLs and lowest third of their classes, students that would better approximate spelling of kindergarten through grade three words. This focus will be measured by the change between the baseline-writing sample and an on-demand narrative six to eight weeks later. Additional evidence includes weekly formative writing samples looking for specific letter and sound connections, and a concluding piece of writing completed during a content study outside the Writing Workshop time block. This inquiry team works on improved teacher practice and progress towards writing goals for students.