

Quality Review Report

2017-2018

P.S. 046 Albert V. Maniscalco

Elementary 31R046

**41 Reid Avenue
Staten Island
NY 10305**

Principal: Andrea Maffeo

**Dates of Review:
January 30, 2018 - January 31, 2018**

Lead Reviewer: Michele Ashley

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. 046 Albert V. Maniscalco 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	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	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	Area of Focus	Developing
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	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	Area of Celebration	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:	4.2 Teacher Teams and Leadership Development	Rating:	Proficient
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Findings

The majority of teachers engage in structured, inquiry-based collaboration via impact teams and lesson studies. Teachers consistently analyze student assessment data and classroom practices.

Impact

Structured collaboration promotes the achievement of school goals, strengthens teacher capacity, and results in progress toward goals for groups of students.

Supporting Evidence

- Teachers engage in inquiry on grade level impact teams that use structured protocols to identify a problem of practice and collaborate to strengthen their instructional practices. The inquiry protocol requires team members to ideate, design, and envision the success they wish to see from their inquiry work. The ideate component of the protocol asks team members to review student data and respond to the following questions, “What practice would we like to strength?” “Why do we want to get better at this?” “What resources do we need to learn more about this?” “What expertise resides on our team?” “How will we share our impact?” Teachers and school leaders shared that teamwork has increased the capacity of teachers and led to improvements in teacher performance. A comparison of teacher performance in designing coherent instruction demonstrates an increase from 78 percent effective in 2015 to 91 percent in 2017.
- Teacher teams also engage in consistent cycles of lesson study. Lesson study cycles include the collection of evidence, analysis, and revision of lessons for enhanced impact on student learning. A memo distributed to all teachers identifies impact team and lesson study dates to remember. The memo also includes lesson study dates from December 2017 to March 2018 and specifies the classes for inter-visitation and coverages to support teacher participation. Lesson study foci include formative assessment, differentiation, and feedback. Teachers participating in lesson studies complete self-reflection tools and evidence, analysis, and action feedback sheets. Impact teams analyze lesson study findings and the implications for teaching practices. A review of impact team notes across the grades demonstrates that teachers use lesson study findings and impact team discussions to identify next steps for instruction.
- Impact teams analyze student assessment data and student work samples for students in their classes and across the grade. Teachers review student performance to determine which students are progressing, approaching, meeting, or exceeding identified standards or skills. Based on the analysis, teachers identify targeted skills students must demonstrate at each level to make progress. For example, the grade-two team examined student data on a main idea mid-assessment. Teachers determined that students at the approaching level must be able to distinguish relevant from irrelevant details and students at the mastery level must be able to elaborate and explain why a detail is relevant to the main idea. A next step for the grade-two teachers was to craft exemplars at each level for students to use as models. A review of baseline and benchmark data reveals that students on each grade are making progress. For example, students in grade five demonstrated improved performance by 27 percentage points from October to December in the target reading standard.

Area of Focus

Quality Indicator:	1.4 Positive Learning Environment	Rating:	Developing
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Findings

The school's approach to culture building, supported by a social-emotional learning program and positive behavior intervention, contributes toward a tone that is generally respectful and inclusive. The school is developing alignment among professional learning, family outreach, and student learning experiences.

Impact

Learning opportunities for all stakeholders support positive behaviors such as communication and collaboration, but have not led to structured opportunities for students to share their voice in schoolwide improvement efforts or the adoption of effective academic and personal behaviors.

Supporting Evidence

- Students from kindergarten to grade five participate in social-emotional lessons across five units that are designed to improve relationships, teach empathy, and reduce bullying. The social-emotional lessons are taught in every classroom for twenty minutes a day. Students agreed that the lessons teach them about other cultures, how to accept others, and to be respectful. However, students also shared that the lessons focus on hypothetical situations and do not provide opportunities to talk about the “real” issues that affect students in the school. Although students shared that school leaders listen to students when they come forward, there is no structured venue to welcome student voice or provide students with opportunities to share ideas regarding school improvement.
- School leaders have provided opportunities for faculty and staff to receive training in social-emotional learning, restorative practices, and positive behavior and crisis intervention strategies. Teachers have received training on and off school grounds and trained or certified teachers provide turnkey training for teachers new to the school community. Teachers developed a positive behavior intervention program and use a ticket system to reinforce positive behaviors among students schoolwide. The school has also conducted workshops for parents on social-emotional topics such as Conflict versus Bullying, Media Safety, and Learning How to Overcome Anxiety.
- Teachers and students shared that the ticket system encourages students to engage in the reinforced positive behaviors and a review of the incentive data demonstrates that students are demonstrating **stay safe, take responsibility, achieve goals, and respect others (STAR)** behaviors at consistent levels. Students observed in classrooms and student groups are developing the skills to communicate their thoughts and ideas and take some academic risks. However, there has not been a positive impact on the overall number of school incidents as reported in the Online Occurrence Reporting System (OORS). Students shared that issues that affect positive relationships among students and teachers need to be discussed. A lack of alignment between learning opportunities for all stakeholders and “real life” student discussions and experiences that develop social-emotional skills hinders the adoption of effective academic and personal behaviors among students.

Additional Finding

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

Curricula across contents align to Common Core Learning Standards and lessons integrate academic vocabulary. Curriculum maps and lessons are planned and revised using student work and data.

Impact

School leaders and faculty make purposeful decisions to engage a diversity of learners and provide access to curricula and tasks that promote college and career readiness for all students.

Supporting Evidence

- Curriculum maps and unit plans identify Common Core domains and priority standards. A math unit on whole number operations identifies operations and algebraic thinking, numbers and operations in base ten, and measurement and data as the primary domains of focus. A narrative writing unit identifies writing a narrative that recounts an elaborated event with details that describe actions, thoughts, and feelings as one of the primary standards. Across reviewed curriculum maps and lessons, teachers identify the aligned Common Core Learning Standards and highlight priority or cross-curricular standards. For example, a science lesson on how electricity and magnetism affect the world indicates the New York State science standard of focus as well as aligned standards for reading, speaking, and listening.
- A review of lesson plans across contents demonstrates that teachers consistently integrate academic vocabulary into a common lesson plan template. The unit on electricity includes plans to introduce the terms conductor, insulator, open circuit, and closed circuit. A math lesson on multiplication and division includes plans to introduce and review the terms divide, inverse operations, and related facts. Consistent exposure to academic and content vocabulary promotes college and career readiness for all students.
- Curriculum maps across contents follow a schoolwide template that includes sections for pacing, learning intentions, Common Core domains, instructional supports, success criteria, assessments, and reflection notes. In the reflection notes section, teachers include revisions based on formative and summative assessments of student learning. A third grade math map includes revisions to pacing based on the New York State math assessment's focus on multiplication. A grade five English Language Arts (ELA) map cites revisions to include additional checks for understanding and standard specific pre- and post- assessments. This unit also includes vocabulary review, graphic organizers, unpacking of standards, turn and talk, small group discussions, and guided reading as instructional supports. A science lesson plans for differentiated tasks for students identified as performing below, on, and above grade level standards.

Additional Finding

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Across classrooms, teaching practices align to articulated beliefs that students learn best when supported by the use of a workshop model of teaching that includes modeling and self-assessment. Teachers provide scaffolds for students using tiered resources, visuals, manipulatives, and adult support.

Impact

Teaching strategies align to the Danielson *Framework for Teaching* and ensure that all learners, including English Language Learners (ELLs) and students with disabilities, are engaged in challenging tasks and demonstrate their thinking in meaningful work products.

Supporting Evidence

- Teachers facilitated lessons using a workshop model, which followed an “I do, we do, you do” format. During the “I do” component, teachers led a mini-lesson for students and reviewed the learning intention and criteria for success. The “I do”, usually included a model of what students would practice during the “we do” and apply during the “you do” portion of the lesson. Modeling across classrooms included verbal think alouds, as well as charts that captured the procedures and available methods to complete each activity. For example, a teacher posted model nonfiction planning squares during a writing lesson. Students in this class also had individual planning squares for their writing topics and used these squares while completing their task. During a math lesson on multiplication and division, the teacher posted a chart entitled “Strategies for Solving Multiplication and Division Problems” that included visual models for arrays, equal groups, inverse operations, and number lines.
- Teachers also include a variety of methods for students to inform them of their level of learning. Students have red, green and yellow table cards that indicate a self-assessment of their level of understand or need for assistance. During a grade five lesson, the teachers checked in with students displaying yellow cards that signaled a need for support. Across classes, students also used checklists and exit tickets aligned to the lesson’s success criteria to assess their level of success. For example, students used an editing checklist aligned to a **c**apitals, **u**nderstanding, **p**unctuation, and **s**pelling (CUPS) protocol to assess their own writing. On a math exit ticket, students checked one of three choices that indicated, “I can do this!” “I’m getting there,” or “I need help!”
- Teachers across grades and content areas provide a variety of scaffolds for students that support their engagement in challenging tasks. Teachers provided small group and adult support for students during independent tasks. Teachers also differentiated the number of assigned problems, level of prompts, use of manipulatives, and work product requirements. For example, during a math lesson, students in low, middle, and high performance groups received differentiated math prompts. In this lesson, some students were encouraged to use counters and draw a visual representation in order to prove the answer, while others were provided with extended response questions that required them to provide a written explanation of “How did you solve?” this problem. Across most classrooms, students produced meaningful work products and engaged in tasks that explored an essential question aligned to a priority standard. For example, a first grade science lesson included the essential question, “How do the lives of animals and insects continue?” This question aligned to the science standard, “Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.” During this lesson, students developed questions and produced main idea and detail sheets on insects.

Additional Finding

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Across classrooms, teachers use rubrics and assessments aligned to ELA and math standards and the school curricula. Teachers use New York State, benchmark and pre- and post- assessment data to monitor student progress.

Impact

Teachers provide actionable feedback to students through glows and grows and use assessment results to adjust curricula via their reflection notes.

Supporting Evidence

- Across classrooms, teachers use four point rubrics and assessments that align to the curriculum. Levels one through four indicate student performance that ranges from below, approaching, on, and above grade level expectations. An informative writing rubric is used to assess performance across the four levels based on several questions that include, “Did you introduce the topic?” “Did you introduce the topic with facts, definitions and details?” “Did you provide a concluding statement or section?” Similarly, a performance task rubric is used to assess student performance across the four levels as they align to three priority reading standards: organization, language, and conventions.
- Teachers use data from common assessments to provide students with written feedback on projects and tasks in the form of glows and grows, which align to rubrics and articulated success criteria. A review of student work also indicates that students use the feedback from teachers to revise their work and improve performance. In one writing sample, the teacher’s feedback reads, “You identified the main idea, next time make sure all the details you choose directly support the main idea.” This student’s folder also included a later writing sample in which the student included details from the text to support the main idea. The feedback on this piece stated, “You identified the main idea.... You did support the idea with details from the text. Next time, write a concluding sentence that sums up your paragraph.”
- Teachers across classrooms use data from pre- and post- assessments and Teachers College Reading and Writing Program assessments to monitor students’ progress by class. Using this data, teachers monitor progress across reading levels and for priority skills and standards identified from New York State assessment data. Teacher adjustments to curricula and instruction are informed by assessment results. A review of curriculum maps provides evidence that teachers plan revisions to pacing, resources, and levels of support in the reflection notes section of curriculum maps across content areas. Teachers have also adjusted assessments and rubrics to more accurately assess student performance in targeted areas. For example, teachers changed an extended response rubric from a three-point rubric to a four-point rubric to align with New York State assessments. A math curriculum map includes revisions to focus on multiplication units in March to support enhanced student performance in these skills.

Additional Finding

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders consistently provide training and communicate high expectations to all staff via emails, professional development, and observation feedback. Teacher teams and staff establish a culture for learning that communicates high expectations to students via learning intentions and success criteria.

Impact

School leaders hold faculty accountable for expectations through observations, curriculum documents, and impact team notes and teachers offer students ongoing supports that prepare them for their next learning task.

Supporting Evidence

- School leaders provide professional learning opportunities for teachers in support of the instructional focus on clarity of instruction and formative assessment. Teachers have participated in learning and planning sessions on developing rigorous learning intentions, incorporating tasks and questions aligned to Webb's *Depth of Knowledge* (DOK) and assessment based instruction. Teams of teachers participated in vertical planning sessions to unpack the Common Core Learning Standards and identify the standards within the curricula. During a summer planning session, teachers collaborated to construct a suggested lesson-planning format that includes learning intentions, success criteria, DOK questions, assessments, and priority standards. A review of lessons demonstrates that most teachers have implemented the suggested format.
- School leaders hold teachers accountable for articulated learning expectations through observation feedback that highlights teaching practices and student learning activities that support the instructional focus. For example, feedback in one report highlights the alignment of the learning intention to the Common Core Learning Standards, the clarity of the assessment criteria, and the teacher's "accurate and specific" feedback to students. Next steps in this report aligned to using assessment in instruction and offered tools to capture student data provided via an exit slip. Leaders also require teachers to use data to reflect on curriculum documents and record what they have learned directly on curriculum maps in a reflection notes section. In addition, impact teams follow an agreed upon inquiry protocol and record planning and next steps in impact team notes.
- Teacher teams and staff establish clear expectations for learning for students through the review of learning intentions and success criteria for each lesson. During the mini-lesson, teachers review exactly what students are expected to learn and do during instruction and share checklists that outline the success criteria for students. Students use the checklists to plan their next steps for current and future tasks. Teachers use success criteria to identify for students what they have accomplished and need to improve upon. Teachers clarify learning progressions for students using a color-coded system that identifies where students' current performance levels are in relation to grade level expectations. Students shared that the rubrics and checklists help them to understand what teachers expect.