

# Quality Review Report

## 2019-2020

**P.S. 086 Kingsbridge Heights**

**Elementary 10X086**

**2756 Reservoir Avenue  
Bronx  
NY 10468**

**Principal: Fiona Tyson**

**Dates of Review:  
February 5, 2020 - February 6, 2020**

**Lead Reviewer: Elsa Kortright-Torres**

# 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. 086 Kingsbridge Heights serves students in grade PK through grade 6. 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 State standards and/or content standards	<b>Additional Finding</b>	<b>Well Developed</b>
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by State standards and the Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	<b>Additional Finding</b>	<b>Well Developed</b>
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	<b>Additional Finding</b>	<b>Well Developed</b>

## School Quality Ratings continued

<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area</b>	<b>Rating</b>
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	<b>Additional Finding</b>	<b>Well Developed</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Area of Celebration</b>	<b>Well Developed</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area</b>	<b>Rating</b>
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	<b>Additional Finding</b>	<b>Well Developed</b>
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	<b>Additional Finding</b>	<b>Well Developed</b>
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection	<b>Area of Focus</b>	<b>Well Developed</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Additional Finding</b>	<b>Well Developed</b>
5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to State standards	<b>Additional Finding</b>	<b>Well Developed</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

Throughout the school, there is a shared set of expectations. School leaders consistently communicate high expectations through different mediums. School leaders and the staff ensure collaboration with families by having multiple opportunities to engage in workshops, events, and translated documents.

### Impact

An environment of high expectations and mutual accountability results in an emphasis on college and career readiness as evident in all documents, school events, and instructional programs. Families are essential partners in achieving high expectations for students.

### Supporting Evidence

- School leaders consistently communicate high expectations around instruction and social emotional learning. Expectations include teachers using and maintaining a curriculum binder for English Language Arts (ELA) with digital access to curricular resources. Teachers also keep math pacing calendars with the State standards and connections to other content areas. All teachers use trackers in an online platform to monitor student progress. In addition, teachers receive professional learning to incorporate problem solving in lessons to develop students' independent learning and social emotional skills. For example, teachers have received consistent professional learning (PL) on incorporating **C**omputational **T**hinking (CT) language into all content areas as well as on social emotional topics such as growth mindset and the school's social emotional program. The PS 86 Staff Handbook highlights the school's vision and mission statement which is aligned to having high expectations in the school community. This is front and center and evident throughout the school. Mutual accountability is evident in emails, PL plans, and teachers' statements. Teachers expect school leaders and teacher leaders to provide feedback, PL, and to model schoolwide expectations creating an atmosphere of mutual accountability.
- School leaders, instructional coaches, and teacher leaders provide PL prior to the beginning of each school year to launch the year with a set of aligned expectations such as CT, curriculum review, and computer science for new teachers. The schoolwide goals are to inspire students to be independent, creative problem solvers, to foster social emotional and intellectual growth, to empower students to become responsible 21<sup>st</sup> century citizens, and to share a collective responsibility in creating an atmosphere of cooperation and respect for individual differences. Teachers post in their classrooms concepts and approaches to engage in CT. Among some of the concepts of CT are logic, patterns, and algorithms. Some of the approaches are persevering, collaborating, fixing (debugging) and changing (tinkering). In a first-grade classroom, students worked in groups and one student shared that to find a solution to the problem, she needed to persevere. Students and teachers alike used the same vocabulary when referring to completing tasks in all subject areas. Teachers and school leaders foster and reinforce high expectations by integrating these concepts and approaches into students' lives.
- To support parents and develop a partnership with them to prepare students for college and careers, school leaders and teachers communicate high expectations about literacy, problem solving and computer science on an ongoing basis. Parents attend school-sponsored workshops on topics aligned to the school's expectations. For example, in the fall, parents participated in a workshop about multiplication and division strategies. A parent shared that the workshop was helpful as it taught her how to help her child with CT homework. Every year, parents participate in workshops about literacy, social emotional program, and coding. During literacy night and on Saturdays, the parents can use the school library to borrow books for their children. Teachers assigned usernames and passwords for their students to access at home an online program to improve reading. Every year, the school hosts coding night attended by approximately 200 parents. Parents learn about creating algorithms and CT. Parents stated that these workshops and the curricula prepare their children for college, careers and life.

## Area of Focus

<b>Quality Indicator:</b>	<b>4.1 Teacher Support and Supervision</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

School leaders, teacher peers, and new teachers are supported using frequent and strategic cycles of observations and intervisitations. Feedback to teachers accurately captures strengths, challenges and next steps using the Danielson *Framework for Teaching*.

### Impact

While feedback given to teachers from school leaders and peers include next steps and result in improved teacher practice as evident in Advance reports, not all classroom observations are aligned to teacher identified professional goals.

### Supporting Evidence

- Classroom observation cycles reflect frequent observations and strategic use of the cycles to leverage teacher development. Instructional coaches and consultants conduct classroom visits to support teachers by providing feedback on school initiatives such as the implementation of Advanced Literacies (ALS) Hallmarks and CT in all subject areas. A documented cycle of observation to support a teacher's effective math instruction indicated that the math coach and a school leader observed the teacher several times. The teacher received support with alignment of learning objectives to students' learning outcomes. A review of the coach's notes shows four areas of support for the teacher; to arrange classroom furniture, to support small group instruction, to analyze student data, and to develop pacing calendars with grade appropriate lesson plans. The notes also reflect that the teacher had implemented the suggestions from prior meetings and classroom observations such as creating materials for different groups of students. School leaders and coaches work together to support teachers by providing feedback using student data and classroom practices to promote professional growth and reflection.
- School leaders and coaches offer meaningful feedback by first providing PL and then visiting new teachers as they implement the school's initiatives. The PL plan begins with the New Teacher Academy in the summer and extends throughout the year. In the beginning of the school year, new teachers participated in a training with the literacy coach to learn about the school's approach to teaching writing and using rubrics. Alongside ELA coaches, new teachers norm their students' writing grades. Classroom visits conducted by coaches and student data drive meetings between coaches and new teachers. School leaders and teachers reported that feedback from coaches and their peers have improved teacher capacity. A review of Advance data of new teachers shows that most teachers have moved from a developing to effective rating in the engaging students in learning component of Danielson *Framework for Teaching*. The strategic approach to providing feedback to teachers based on classroom visits conducted by school leaders and coaches along with the use of student data has improved teacher practice as evident in Advance ratings.
- A review of feedback provided by school leaders in teacher observation reports reveal consistency in identifying strengths, challenges, and next steps. For example, in most observation reports, school leaders provide feedback on the instructional focus of the school and teachers' professional goals. Teacher goals show alignment to the school goals around implementing ALS, improving student-to-student discussions, and setting the conditions in classrooms to support CT concepts and approaches. While feedback to teachers is consistently provided in all observation reports, specific feedback and references to teachers' goals is just generally evident. Classroom observation reports evidenced clear expectations such as involving students in discussions and providing explicit instruction of the ALS hallmarks. For example, a teacher's rating on using questioning and discussion went from effective to highly effective by using schoolwide discussion prompts. Not all observation reports evidence specific feedback about teachers' professional goals.

## Additional Finding

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

Through embedding CT concepts and approaches, and the ALS hallmarks, curricula are aligned to the State standards and are cognitively engaging for all students.

### Impact

There is coherence across grades and subjects that prepare students for college and careers such as the ALS hallmarks, and all students have access to cognitively engaging curricula.

### Supporting Evidence

- A review of curricular documents shows strategic alignment to the State standards through embedding CT concepts and approaches in all subjects and grade levels. CT approaches such as creating, persevering, collaborating and tinkering are evident in ELA lessons. Likewise, computational skills such as abstraction, decomposition and evaluation are integrated into all lessons and tasks. In a grade six reading lesson plan, students analyze informational text to support and effectively debate the urgent need for preservation. In this lesson plan, students collaborate and evaluate information from a text to support their claim. In an integrated ELA and science fifth grade lesson plan, students brainstorm on the use of dialogue to establish rising action and climax for a science fiction story. Students write narratives to develop real or imagined experiences or events. They use CT skills such as evaluation to engage in a dialogue with a partner about the rising action and climax of an informational text such as *Mayday on the Moon of Jupiter*. The integration of CT skills such as in these examples shows coherence of curricula to prepare students for college and careers.
- In a grade four science lesson plan students are asked to make observations, describe and analyze the effects of weathering and erosion on rocks and on the earth's surface. Students grapple with a testable question, "What are the effects of mechanical weathering and erosion on rocks and the earth's surface?" To reinforce hallmark two of the ALS which is to engage in discussions to build language and knowledge, students demonstrate computational skills such as analyzing and predicting. In a grade three social studies lesson plan, the teacher plans to have students use any computational skills to conduct group work on how China has unique traditions, history, and holidays. In a grade five math lesson plan, students interpret the product of splitting into equal parts as the result of a sequence of operations. To solve problems, students will use logic, abstraction, evaluation and debug, if necessary. The teacher writes in the lesson plan that there will be a pause in the lesson to answer the following: "Is this product logical? What do you notice about the size of the factors and the size of the product?" Curricular documents explicitly and coherently throughout show evidence of State and content standards as well as skills that the faculty has deemed to be necessary to prepare all students for the future.
- Student data and work products are consistently analyzed to adjust curricula and academic tasks to meet the needs of all students. For example, based on State Assessment data, teachers concluded that third grade students struggled with multi-step math word problems. To that end, teachers decided to rewrite lesson plans to include more multi-step word problems in students' problem of the day notebooks starting in second grade and to explicitly teach computational skills such as persevering. Additionally, Multi-Lingual Learners (MLLs) and students with disabilities have access to the curricula and challenging academic tasks with the use of scaffolds. In a grade six lesson plan, the teacher listed students' language proficiency levels and will provide students with sentence stems to organize their argument for a debate. Similarly, in a grade 3 math lesson plan, struggling students are provided with a number line and mini white boards as well as their CT toolbox to compare fractions to whole numbers. All lessons and unit plans show evidence of planning and revising so that all students are cognitively engaged.

## Additional Finding

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

Across the vast majority of classrooms, teacher practices reflect a common set of beliefs that students learn best when they are engaged in lessons that promote critical thinking, academic vocabulary, problem solving, and collaboration to equip students with skills related to the 21<sup>st</sup> century. Teachers facilitate group work, working in partnerships, and activities that require high levels of thinking.

### Impact

In the vast majority of classrooms, students are engaged in CT activities that incorporate concepts such as algorithms, evaluation, decomposition and approaches such as tinkering, debugging, collaborating and persevering. Students are highly engaged and own their learning by writing about their thinking and justifying their approach to solving real-life problems.

### Supporting Evidence

- In a grade five mathematics lesson, working in groups and partnerships, students solved problems requiring multiplying fractions and whole numbers. Students used mini whiteboards and students' vocabulary cards. Terms such as products and factors were written on one side of an index card with the definition with examples on the back. Students annotated the problems and drew pictures on notebooks and mini white boards. Students used a problem-solving rubric that guided them to use algorithms, debugging, and appropriate explanations for their thinking to get a level four assessment. The teacher acted as a facilitator as students discussed and engaged in productive struggle. In a grade two classroom, students engaged with complex text to learn about the characteristics of biographies. Students worked in different groups and had discussions about the different text features of biographies while they annotated and explained their rationale.
- In a grade five ELA classroom, students discussed with their peers their science fiction story draft. The lesson objective was to learn to add dialogue to their drafts. The teacher displayed a PowerPoint slide with guiding questions for the students. The characteristics of dialogue were posted on a white board for students to refer to if needed. Students were observed collaborating by providing each other with details on how to use dialogue to make each other's draft more meaningful. One student said to another that he should consider having words in his dialogue that express being afraid in addition to being surprised. Another student used one of the guiding questions to think about their character and its emotions by using words familiar to the students from the Mood Meter of the recognizing, understanding, labeling, expressing and regulating (RULER) program. Similarly, in a first-grade classroom, students engaged in group discussions about their narrative draft essay. Students had computational skills reference cards on their desks. The lesson objective while writing called for students to collaborate with a partner to persevere which is one of the skills on the chart. In asking a student which computational skill she was trying to accomplish, the student replied that she was working on persevering. In the vast majority of classrooms, students are provided with opportunities to engage in discussions and integrate computational skills that promote student independence, thus preparing students for the 21<sup>st</sup> century.
- In a kindergarten computer science classroom, a grade four science class, and an integrated ELA and social studies classroom, students were highly engaged and participated in hands-on activities. In these classrooms, students conducted experiments, worked in groups, and collaborated using higher order thinking tasks. Kindergarten students created algorithms to program a computer mouse. In the science classroom, students used hands-on materials to analyze the effects of weathering and erosion on rocks and the earth's surface. In an integrated ELA social studies grade three classroom, students read an article about China, looked for details to support the main idea and charted the ideas to later engage in a gallery walk. In all classrooms, students had meaningful discussions, had high levels of participation, and owned their thinking and learning by justifying their logic.

## Additional Finding

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

Across the vast majority of classrooms, teachers use rubrics, checklists, and grading policies aligned to the curricula to show student mastery. Teachers consistently use exit tickets, conferencing, ongoing checks for understanding and student self-assessments.

### Impact

Teachers consistently provide actionable and meaningful feedback to students. Teachers make effective instructional adjustments to meet all students' needs. Students use rubrics and checklists to self-assess and to write and understand their next steps.

### Supporting Evidence

- A review of student work products shows evidence of teacher feedback based on rubrics and checklists. Students shared that they apply teacher feedback to new assignments. For example, a sixth grader shared that he wrote an essay on his hero. The student said that he had to improve his handwriting and write clear sentences. He applied this feedback and received a better grade in his next assignment. Another fourth-grade student shared that she received feedback about her writing goal which was to add colorful language in her writing. The student happily shared how her writing has improved as a result of the teacher's feedback. Feedback is evident on bulletin boards, student notebooks, and portfolios.
- The schoolwide document titled Grading and Reporting Handbook includes a clear grading policy with uniform grading scales and correlation of report card scores and reading levels. In addition, there are scoring criteria for each subject at every grade level. Classrooms feature posters with rubrics for writing and problem solving aligned to the grading policy and curricula. These posters offer a clear picture of student mastery. For example, after finishing a math unit, the teacher posted a list of students and the standards. As students master a standard, the teacher checks off the box on the tracker posted on the bulletin board. Teachers also post the analysis of the data such as what standards the class has mastered, what the class needs to work on, and a class average score. Students keep track of their own progress and know the progress as a class. Students shared that they use the rubrics posted in the classroom, on their desks, and trackers to ensure they have the criteria they need to increase their achievement and thus their learning.
- Across the vast majority of classrooms, teachers use checks for understanding to inform their instruction and form strategic learning groups. In a second-grade class, the objective of the lesson was to identify and understand the importance of text characteristics of a biography. The teacher stopped the class after walking around and checking in with students. The teacher ensured that students understood that they needed to identify a characteristic of biography and then explain its importance. In a third-grade class, students engaged in a word problem to compare equivalent fractions. The teacher paused the class and asked a student to explain how two whole pizzas is the same as sixteen over eight. The student explained that each pizza has eight slices and that there are two pizza pies. The teacher followed-up with another question so that the students would understand how to explain their equivalence. Another student explained that he multiplied the number of pizzas and the number of slices and it resulted in the numerator. Students were observed taking notes and correcting their explanations. Exit tickets are used consistently to check for understanding and inform mini lessons and group lessons. Throughout classrooms teachers use different colors for each independent, on-level and re-teach groups. In a third-grade classroom, the teacher used an exit ticket from the day before to form three groups. Each group had a different task to accomplish based on their needs and at the end completed another exit ticket. Students shared that their groups change according to how they score on their exit tickets. The frequent use of checks for understanding in a variety of ways results in making instructional decisions in the moment as well as students knowing their next steps.



## Additional Finding

<b>Quality Indicator:</b>	<b>4.2 Teacher Teams and Leadership Development</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

The vast majority of teachers engage in inquiry-based, structured professional collaborations to lead school initiatives such as the ALS, CT, and the RULER program. Distributive leadership structures are in place.

### Impact

The work of the teacher teams results in coherence of instructional practices around CT, ALS, and the school's social emotional program. Student achievement in math and ELA has improved as a result of coherence of practices aligned to the State standards and effective teacher leadership. The efficacy of the RULER program is due to the integral role that teachers have played in its implementation along with initiating and sustaining extra-curricular programs.

### Supporting Evidence

- The ALS team is comprised of ELA coaches, classroom teachers, and school leaders. The team has been conducting inquiry work about student-to-student discussions. Using a Criteria for Rich Discussions note-catcher, teachers audio recorded students prior to the meeting and collected evidence of the criteria which included having a prompt or question, content knowledge, academic vocabulary, talk routines, connected comments, and teacher facilitation. During a meeting, teachers broke up into smaller groups and took time to discuss their findings using evidence from their note-catcher. The group reconvened to share out their noticings and decide on next steps. Teachers shared that students were not always answering a question or a prompt or using academic vocabulary, and they lacked transfer skills to make the discussions more meaningful. Teachers generated different ideas to talk about but agreed that at the next meeting they would determine an action plan to implement in all their classrooms. Teachers shared at the end of the meeting that their practice has improved as a result of the work of the teacher teams. One teacher said, "It has impacted my practice because I hear what we do here, and I put it into practice to support schoolwide initiatives." Teachers shared that the work of the ALS team has helped them improve their practice to increase student engagement and writing quality.
- The CT Team meets beyond their scheduled times to plan CT lessons, analyze student work to create refinements to computational practices, and create assessment protocols to assess learning and teacher impact regarding CT. After analyzing State assessment data, teachers revised the math curriculum to incorporate more multi-step word problems into the second-grade curriculum to prepare them for the third-grade curriculum and the demands of the third-grade math assessment. Teachers refined units concentrating on problem solving, addition and subtraction with regrouping. New York State Math Assessment performance levels for grade three have increased from 42 percent to 57 percent of students reaching mastery or exceeding the standards. Additionally, ELA teacher teams worked on building coherence of practices to incorporate the ALS hallmarks such as improving the quality of student to student discussions and developing academic vocabulary in all subject areas. The New York State ELA performance scores from 2017 to 2018 increased by five percent.
- Teachers make decisions that are integral to student learning. For example, teachers created extracurricular and support teams such as the Service-in-Schools, Garden, and RULER teams. The RULER social emotional program is embedded into all lessons showing coherence of practices in ELA and social studies leading to improved student learning. PL facilitated by teachers to support these initiatives and to facilitate participation of students in extracurricular activities purposefully ensure that students have different learning opportunities and enable them to apply their learning to real life situations. Students use the language of the RULER program and teachers continuously reinforce the use of the terms in their daily interactions with them and in their lessons thus playing an integral role in key decisions to achieve student learning.