Quality Review Report

2016-2017

P.S. 015 Roberto Clemente

Elementary 01M015

333 East 4th St.
Manhattan
NY 10009

Principal: Irene Sanchez

Dates of Review:
March 15, 2017 - March 16, 2017

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. 015 Roberto Clemente serves students in grade kindergarten through grade five. 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		
To what extent does the school...	**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**	**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	**Area of Focus**	**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

To what extent does the school...	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**	**Proficient**

Systems for Improvement

To what extent does the school...	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	**Area of Celebration**	**Well Developed**
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	**Additional Finding**	**Proficient**
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS	**Additional Finding**	**Proficient**

Area of Celebration

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

Findings

School leaders and model teachers support the development of teachers, including those new to the profession, with frequent cycles of observations and opportunities for peer intervisitation. Feedback from leaders and peers captures strengths, challenges, and next steps aligned to identified domains within the Danielson *Framework for Teaching.*

Impact

Clear expectations and articulated next steps for improvements in teacher practice supports professional development and aligns with individual and schoolwide professional development goals.

Supporting Evidence

- School leaders conduct frequent formal and informal observations of instruction and provide teachers with effective feedback and next steps in writing and during follow-up face-to-face conferences. Teachers use an *Observation Reflection* sheet to evaluate their own practice using guiding questions and the Danielson *Framework for Teaching*. Teachers bring their reflection sheet to the feedback conference to inform the discussion. Guiding questions on the *Observation Reflection* form ask teachers to reflect on the modifications and Universal Design for Learning (UDL) strategies that were evident in the lesson and to select a specific domain of focus. A review of teacher reflection sheets demonstrates that teachers rate their own performance and cite low inference evidence to support their rating.

- Model teachers lead Professional Learning Communities (PLC), provide support and regular opportunities for peer intervisitation. Through intervisitation teachers provide their peers with feedback and have the opportunity to observe new and best practices implemented throughout the community. Model teachers also receive coaching and feedback from leadership and consultants that highlights their strengths, areas for improvement, and next steps. Feedback from the math consultant in March 2017 outlined new practices, shared lessons learned, and listed recommendation and next steps for teachers.

- A review of advance and informal observation feedback revealed that leaders consistently link feedback to individual and schoolwide professional goals. Effective feedback includes the identification of teacher strengths and challenges as they link to the Danielson *Framework for Teaching* and specifically address teacher progress as it relates to schoolwide expectations for the use of modelling, goal setting, exemplars and self-assessment. Observations reviewed also revealed frequent reference to the implementation of new learnings from PLC sessions. In a November report the school leader refers to the teacher's professional learning goal and provides next steps, as well as, highlights the effective use of an informational essay exemplar.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient

Findings

In most classrooms, teachers prompt students to engage in discussions and provide access to instruction using a variety of UDL strategies and varied teacher support for groups of students. Although modifications were present in most classrooms, teachers have yet to strategically integrate high quality supports and extensions for individual students.

Impact

Consistent use of small group support and student discussion engages most students, including English Language Learners (ELLs) and students with disabilities, in challenging tasks, however, a lack of extensions and the predominance of teacher-led discussions hinders some students from participating at high levels and limits opportunities for student ownership.

Supporting Evidence

- Across most classrooms visited, teachers provide access for students using UDL strategies to varying the means of representation, expression and methods of engagement. In an English Language Arts (ELA) lesson the teacher presented a poem on the interactive white board, on individual handouts, and read it aloud twice. During this lesson students, including ELLs and students with disabilities, had the opportunity to read and analyze the poem following oral and written prompts displayed on an anchor chart. In this classroom, teachers' worked with students in small groups to provide ongoing support. Small group activities and varied supports were present across most classrooms visited. Teachers provided extensions and individual modifications in a few classes; however, this practice has yet to be implemented across grades and content areas.

- Across most classrooms, teachers used questioning to engage students in tasks and provide them with opportunities to share their thinking. In a shared reading lesson, the teacher moved from group to group prompting students to make predictions and share what they thought might happen next based on their knowledge of the characters and story. During a math lesson teachers, in parallel teaching groups, prompted students to share some of the ways they could solve multiplication problems involving fractions. Teachers asked students to share what they needed to know to solve the problem. The use of questioning to prompt and support student thinking was evident across most classrooms, however, students in some classes required additional supports or extensions to engage at high levels. A lack of supports or extensions for these students hindered their ability to start activities or remain engaged.

- Across most classrooms visited, teachers engaged students in large and small group discussions and *Turn and Talk* activities. Teachers provided students with oral and written questions and continuously prompted students to participate and share their thinking. Although teacher questions encouraged students to think and share at high levels, teachers have yet to provide students with the strategies and skills to develop their own questions, lead discussions, and take ownership of their learning.

Quality Indicator:	**1.1 Curriculum**	**Rating:**	**Well Developed**

Findings

School leaders and faculty have strategically selected Common Core-aligned curricula and strategically integrated the instructional shifts with a focus on writing from sources across all content areas. Curricula and tasks are planned and revised using student work as well as benchmark and unit-assessment data.

Impact

Alignment to Common Core Learning Standards and data informed planning results in coherence and promotes college and career readiness by providing access and cognitively engaging tasks for all learners including ELLs, students with disabilities, and the lowest- and highest-achieving students.

Supporting Evidence

- School leaders and faculty strategically selected common curricula from kindergarten to grade five to ensure coherence and alignment to Common Core Learning Standards across grades and content areas. Teachers strategically integrate text-based answers and deep understanding into unit and lesson plans. Teachers across grades have incorporated opportunities for students to write about reading and develop a deeper understanding of math concepts. A social studies unit required students to write about their learning from primary and secondary sources to explore how communities change over time. A math lesson required students to count aloud by fractions in order to reflect on the difference between counting whole digits and counting using fractions.

- School leaders and faculty meet with ELA and math consultants regularly to ensure that the curricula is aligned to Common Core Learning Standards and revise curricula based on student assessment data, student work samples and observations of instruction. A review of teacher and consultant notes from curriculum planning reveal adjustments made to improve both teacher practice and student learning. Notes from a December 2016 math meeting include plans to revise anchor charts to sequence strategies and highlight levels of efficiency, add question prompts to challenge high performing students, and models ways to record student thinking.

- Across lesson plans reviewed, teachers include plans to differentiate instruction using UDL strategies, Habits of Mind, and small group instruction. Teachers use data from assessments, observations of instruction and Individual Education Plans (IEPs) to assign students independent or instructional groups. Lessons include plans for language partners, teacher support, and differentiated tasks. In an ELA lesson, the teacher assigned students to data based groups to analyze a poem, review vocabulary or discuss *Oops* errors for test sophistication. In a math lesson the teacher included *Bonus Challenge* activities for identified high performing students and in a social studies lesson, the teacher included vocabulary support sheets for ELLs and students with disabilities.

Quality Indicator:	2.2 Assessment	Rating:	Proficient

Findings

Across classrooms teachers use content specific rubrics and grading policies that are aligned with the curricula. Teachers and staff use baseline, benchmark, and pre- and post-unit assessment data to determine student progress toward goals.

Impact

Teachers use feedback from assessment data and student work to make adjustments to curricula and instruction and provide students with actionable feedback on their academic progress.

Supporting Evidence

- Across grades and content areas, teachers use content and genre specific rubrics that align to the curricula. Rubrics assess student performance on a zero to four or one to four scale. Rubrics for writing include grade level progressions as they align to the one to four grading scale. For example, a grade five Narrative Writing Rubric assigns three points as grade five standard performance and four points as grade six standard performance.

- Teachers use data from assessments and student work to provide students with actionable feedback verbally, and in notes and revisions to student work. Teachers hold one-on-one conferences with students to review their work and provide feedback according to a schoolwide protocol that includes research, decide, teach, and assign. Using this protocol, teachers review student work, decide on a next step, teach a new strategy, and assign a goal. Students use conference goals to implement new strategies in their work. A review of student work provided evidence that students apply teacher recommended strategies and next steps in their work. In a reflection, one student wrote that it has been helpful to practice his goal of showing what he knows using drawing, particularly when solving problems with fractions.

- Leadership and faculty use baseline, benchmark, and pre- and post-unit assessment data to determine student progress toward goals. Teachers use beginning, middle, and end-of-year math assessments, Fountas and Pinnell reading benchmarks, and On-Demand writing assessments to monitor progress toward goals in ELA and math. A review of unit and lesson plans demonstrated that teachers use common assessment data to make adjustments to curricula and revise lesson plans. This year, teachers have revised the ELA curricula to include additional lessons on writing about reading. Lesson plans reviewed, highlight student assignment to tiered instructional groups based on assessment data. A math lesson included additional plans for *Struggling Mathematicians* and projected *Fast Finishers*.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient

Findings

School leaders and staff consistently communicate with families via telephone, text, and email to share learning expectations and offer support. Teacher teams and staff establish a culture of high expectations using rubrics, goal setting and exemplars of student work.

Impact

Clear expectations and continuous guidance and support help families understand their child's progress and provides actionable feedback to students that prepares them for the next level of learning.

Supporting Evidence

- School leaders and staff consistently communicate with families to share learning expectations and goals for teaching and learning. School leadership meets monthly with groups of parents for Coffee and Conversation. Leadership uses this opportunity to share goals with families and get feedback from parents. An agenda from the November 2016 *Coffee and Conversation* includes a review of Comprehensive Education Plan (CEP) goals and modelling instructional practices connected to a path of college and career readiness that parents can use at home. Leadership also distributed a Parent Teacher Conference Survey which asked parents to share their expectations before teacher conferences and then reflect on whether or not teachers met their expectations. In one survey, a parent stated that by the end of the conference she would like to know where her child is academically and "where she needs to be." After the conference, this parent stated that the teacher explained her child's report card and answered all of her questions.

- Teachers communicate regularly with parents via phone and email, and monitor parent communication using an online *Parent Involvement Log*. Classroom teachers also send home monthly newsletters that highlight important events, the monthly Habit of Mind, and review expectations for teaching and learning in reading, writing, math, and social studies. Parents interviewed shared that they enjoy open and frequent communication with teachers and administration. Parents shared that teachers keep them informed of their child's progress and offer support when needed.

- Teachers and staff communicate high expectations for all students using rubrics and learning progressions. Teachers identify expectations for grade level performance and provide students with exemplars to model what grade level performance look like. Teachers display charts that use actual student work to highlight expectations for level three and four performance. In one classroom, a chart entitled "Score Full Points on Reading Responses" included a sample response written by a student in the class with arrows highlighting how he answered the question, gave at least two supporting detail, and wrapped up his thinking with a conclusion.

- Teachers use conferencing to set ELA and math goals with students. Students keep goals in folders, content notebooks, or in pockets taped to their desk for easy reference. Teachers also display class goals throughout classrooms. For example, in one classroom student names were placed on a chart entitled, "What am I Working on As a Writer." This chart highlighted where individual students were in the writing process; pre-writing, drafting, revising, editing, or publishing. Classes also highlight the achievement of goals with celebration bulletin boards. In one classroom, a *Hall of Fame* board highlighted reading steps achieved.

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

Findings

The majority of teachers are engaged in inquiry-based professional collaborations that promote the schoolwide goals in PLCs and on grade teams. Teacher teams and PLCs consistently analyze assessment data and student work samples.

Impact

Teacher team focus on student achievement, best instructional practices, and implementation of the Common Core Learning Standards have resulted in improved teacher instructional practices and progress for groups of students.

Supporting Evidence

- The majority of teachers are engaged in inquiry on grade level and PLC teams. In addition, special education and gifted and talented teachers meet on vertical teams weekly to share best practices and ways to implement the Common Core Learning Standards and instructional shifts. Grade leaders, model teachers, and special education and gifted and talented liaisons lead team meetings. A review of team minutes and notes provided evidence that teachers use team time to analyze student data and plan instruction. Agendas reviewed also included observations of instruction, noticings, learnings, and next steps.

- Teachers interviewed shared that their capacity has improved based on their team work and the sharing of best practices. Leadership reports that based on schoolwide data teachers have strengthened their capacity to provide student conferences and set student goals. Based on February 2017 data eighty-three percent of students had a conference within a fourteen day cycle and ninety-six percent had learning goals in place.

- Teacher teams consistently analyze assessment data and student work for students on their grade, as well as, across grade levels during vertical team meetings. Teachers shared that team work has improved their practice, added new strategies to their daily instruction and provided opportunities to observe practices in action via intervisitations. Teachers noted that their peers provide support and another lens to name challenges and develop solutions for students. Leaders and teachers report that there has been an impact to student learning and progress for groups of students.

- According to the schoolwide Intervention Screener Report there has been a decrease in the percentage of students at risk for tier three intervention in reading, comparing November 2016, forty-one percent in tier three to March 2017, eighteen percent in tier three. Tier three intervention groups have also decreased in math, decreasing from twenty-eight percent in November 2016 to thirteen percent in March 2017.