

Quality Review Report 2012-2013

P.S. 058

Elementary School 09X058

**459 EAST 176 STREET
BRONX
NY, 10457**

Principal: VELMA GUNN

**Dates of review: May 28th and 29th , 2013
Lead Reviewer: Alycia Rhinehart**

Part 1: The school context

Information about the school

P.S. 058 is an Elementary school with 441 students from Kindergarten through grade 6. The school population comprises 26% Black, 72% Hispanic, 1% White, and 0% Asian students. The student body includes 27% English language learners and 25% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2011 - 2012 was 88.7%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school is beginning to implement coherent curriculum that is aligned to key standards in math and literacy so that academic tasks engage a diversity of learners in deep thinking and higher-order skills. (1.1)
 - The school has implemented a new math curriculum. The new curriculum is being utilized to engage students in debate and discussion with the teacher and with peers providing students with opportunities for higher order thinking and depth in learning. While in some classrooms, student participation is driven by the continued implementation of the previous math curriculum, students are beginning to engage in deep conceptual development of math content. Implementation of curricula for the same content area is increasing across grades and throughout classrooms so that rigor in academic tasks is becoming consistently emphasized in units of study across the school and available to all students, including students with disabilities and English language learners.
 - The school's work this year reflects a range of approaches toward meeting the needs of all learners. Teachers have created their own units of study. The school uses other units to represent a merger of the Teachers College curriculum and their curricula to build standards-based instruction. Teachers use curricular content to plan so that students use analysis, prediction, and comparison. For example, fourth graders studied 'child labor' and were engaged in writing about and discussion of the pros and cons of child labor. Fourth grade instructional math content also included 'fractions' and was planned to provide students opportunities to discuss fractions and find a variety of ways to explain their understanding. Curricular tasks are planned so that students are beginning to find ways to connect with content, resulting in more consistent student engagement in a variety of ways that develops their understandings.
- The school is developing a focus on questioning techniques and discussion so that students, including relevant subgroups participate and are engaged in higher order thinking during classroom instruction. (1.2)
 - The school has focused on using the Sheltered Instructional Observation Protocol so that language objectives are the focus for learning during instruction. For example, in one classroom the language objective was, "I can orally explain how rereading my work can help me make it better." In another classroom, the language objective was, "You will be able to orally state how manatees are affected by both human and natural causes." The language objective, as the emphasis of instruction, is designed to help students and teachers focus on specific goals as students learn any and all content. More consistent use of the language objective is showing that the process of informing students of what they need to know and be able

to do is resulting in more in-depth student understanding and demonstration of higher order thinking in student work.

- Teachers are using questioning to ensure that students understand content and generate ideas related to content. For example, some of the questions posed to students during instruction include, “How does child labor help the economy?” “How do models help us understand fractions?” “How does adding dialogue change the story?” “Can you identify when you would use a weight balance?” Students are making efforts to become more independent in their responses to questions. Students guessed and offered responses to the questions in efforts to show their thinking. In some classrooms, students discussed their ideas with each other followed by sharing their ideas and responses aloud. Levels of questioning, student responses, and classroom discussions are more consistently demonstrating high levels of student thinking and participation.
- Across content areas, teachers are developing the use of common assessments and rubrics to, monitor student growth, improve instruction, and meet the needs of all students to accelerate student progress. (2.2)
 - Teacher teams use rubrics to examine student work to reach consensus regarding student progress on specific academic tasks. Teachers are also working on the language of the rubrics used to ensure a clear route to mastery so that students know what they need to be able to do to move beyond grade level performance. For example, grade level proficiency on the rubric states, “Some words and phrases that link the stated opinion and the reasons for the opinion.” Above grade level proficiency on the rubric states, “Words and phrases that link the stated opinion and the reasons for the opinion.” Rubric designs are leading to evaluations of student learning, to make appropriate instructional adjustments needed to accelerate students’ learning progress.
 - Teachers assess student learning, during instruction, via questioning. Implementation of the new math curriculum has supported this practice. Teachers asked, “What does the word “translate” mean in math?” “How will you decide which operation you will use?” “Do you know what I want you to do?” Student self-assessment is evident via the use of student-friendly rubrics and is developing across the school. With the implementation of a new math curriculum and the switch from the Teachers College Reading and Writing Project to the Common Core aligned bundles, common assessments are under development leading to adjustments to instruction which are beginning to show a clear understanding of student learning and progress.

What the school needs to improve

- Establish support and provide feedback to families and clarify accountability for teacher practice so that students gain understanding of the school’s high expectations linked to college and career readiness. (3.4)

- Administration uses walkthroughs and observations to support development of teaching practices aligned to the Danielson framework and communicate the school's high expectations. For example, to better focus on designing coherent instruction, the new math curriculum serves to strengthen teacher practice and instruction in this content area. Ongoing training and support in the curriculum, however, has not been provided throughout the course of this academic year, thus fidelity to the math implementation of the new math curriculum and the school's expectations for that are unclear. As a result, implementation of the curriculum, in an effort to provide students with coherent instruction, has not yet been achieved. Accountability for effective delivery of math instruction, as articulated in the Danielson framework is developing, but unclear school expectations hinder student learning and progress.
- The school sends families a weekly progress report which communicates students' responsibility to complete homework, class work, social behavior, reading, math, and writing. The progress report also informs families of the student's current reading level and end-of-year reading level goal. The report card given to families, however, does not include the detail necessary to communicate students' next steps in order to progress to their next level, and toward college and career readiness. As a result, families and staff do not have a clear understanding of the school's expectations linked to students' college and career readiness, hindering students' targeted progress toward meeting those expectations.
- Increase the frequency of teacher observations so that teachers receive the feedback necessary to develop their questioning techniques and design more coherent instruction to accelerate student learning. (4.1)
 - Feedback for all teachers, including new teachers has been provided this year via formal observations and walkthroughs. For example, a new faculty member has received feedback in December (twice), February, and May. Development of this teacher's practice was focused on classroom management, ongoing checks for student understanding, and student engagement. Recommendations to this teacher were aligned to the Danielson framework which included the teachers' use of conference notes to keep track of observations of student work, and the suggestion for the teacher to provide access to manipulatives so students are able to use them during lessons. Feedback depends on real time observation of instructional practices. Student work and data were not the drivers of the feedback proffered to neither this teacher nor other faculty members, hindering effective feedback and the impact of high leverage teacher practice improvements on the acceleration of student progress.
 - The school has identified questioning/discussion, designing coherent instruction, and using assessment in instruction as competencies for teacher practice development this year. Teacher observations are aligned with these competencies so that teachers are aware of their next steps. Professional development, however, has mostly focused on developing language objectives for instruction, planning and delivery. The use of a language objective is the focus for learning throughout classrooms; consequently, professional development

emphasizes the Sheltered Instructional Observation Protocol (SIOP). SIOP focuses on vocabulary development as the primary entry point for English language learners and struggling students. Currently, the school does not have a system in place that uses classroom observation data to inform teachers' professional development needs, resulting in decisions that do not link teaching skills and practice to suitable teacher assignments necessary to accelerate student progress.

- Evaluate and monitor student outcomes, and review teacher teams' work, to devise effective professional development so that efforts to accelerate student progress are aligned to Common Core expectations. (5.1)
 - Adjustments to instruction and curriculum are evident via the implementation of the Common Core tasks and bundles. However, Administration does not have a process in place to evaluate overall student outcomes subsequent to the implementation of bundles. As a result, the absence of the connection between student outcomes and the expectations of the Common Core Standards, at the school level, hampers the precise adjustments needed to address students' learning needs across grade levels and curricular content areas.
 - The administration has delegated teacher teams the responsibility for student learning, as a whole. Additionally, individualized professional development support is provided upon teacher request. However, at present, administration's process for evaluating and adjusting teacher team work and providing ongoing professional development to support what teachers need to know and be able to do to support the expectations that the Common Core Learning Standards demand is not systematic, hence, impeding student progress and mastery of the Common Core Learning Standards.

Part 3: School Quality Criteria 2012-2013

School name: P.S. 058	UD	D	P	WD			
Overall QR Score		X					
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards?		X					
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		X					
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?		X					
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?		X					
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?	X						
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?		X					
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?		X					
4.1 Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?		X					
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		X					
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?	X						
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed