

Quality Review Report 2013-2014

Francisco Oller

Elementary 12X061

**1550 CROTONA PARK EAST
BRONX
NY, 10460**

Principal: PATRICIA QUIGLEY

**Dates of review: Dec 11-12, 2013
Lead Reviewer: Myrna Rodriguez**

Part 1: The school context

Information about the school

Francisco Oller is an Elementary school with 355 students from PK through grade 5. The school population comprises 24% Black, and 76%. The student body includes 6% English language learners and 21% special education students. Boys account for 54. % of the students enrolled and girls account for 46%. The average attendance rate for the school year 2012 - 2013 was 93.7%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- School leaders support the development of teachers using a common framework that provides meaningful feedback, and analysis of student work that elevates classroom practices. (4.1)
 - The school uses short but frequent cycles of class observation using specific domains, including the classroom environment, from the Danielson Framework for Teaching which articulates clear expectations for all teachers. Teachers say that the leadership provides feedback from the observations within a risk-free environment which allows them to improve their teaching practices. New teachers are mentored by coaches and lead teachers, and external consultants provide additional supports. It is evident in many classrooms that teachers are following through on feedback recommendations to strengthen their instructional practices, such as, using multiple strategies to engage students in non-fiction texts, encouraging students to use accountable talk during group sessions, prompting students to use academic vocabulary when responding to questions and expecting that text references be used during discourse and in student writing products. Thus, the observation process is resulting in increased rigor in student work products, and support for teacher development in meeting their professional goals.
- The leadership makes strategic organizational decisions to support the school's instructional goals and meet student learning needs, leading to meaningful student work products. (1.3)
 - Creative scheduling allows strategic use of a partnership that helps to facilitate teacher team collaborations. As a result of this collaboration teacher teams are able to focus on analyzing student work products and using the data to create next steps for teaching, and improvement of teaching strategies. The leadership ensures that all classrooms have instructional paraprofessionals who conduct one on one and group instruction for targeted students based on varied assessment data. The staff schedule is structured so that they meet in teams every week to support the school's instructional goals. In grade and subject team collaborations analysis of writing products and assessment data are used to develop strategies to improve delivery of instruction and challenging academic tasks to improve student achievement. To ensure teacher effectiveness using the Danielson Framework for Teaching, the leadership has partnered with a Community Based Organization (CBO), Turnaround, to work with teachers across all grades to develop teacher practice. As a result, students and adults are consistently engaged in learning which results in greater teacher effectiveness and student achievement as evidenced in student work products supporting the school goals of improving literacy skills across all subject areas, resulting in achieving the school goals of closing the achievement gap.
- Teachers align common assessments, reading and writing rubrics and grading policies, analyzing the data to inform their work, and provide actionable feedback to students to improve student work products. (2.2)
 - Across classrooms students self-assess their work and routinely review their peers work, culminating in high levels of student engagement. .
Across classrooms students use reading and writing rubrics to self-

assess, review and revise their own work and work of other students. Students are encouraged to use accountable talk when reviewing their peer's work using the vocabulary and specific elements contained in the rubric. Teachers check for understanding in various ways including using hand signals, and group presentations. As a result, all students understand that a lot of effort is needed to achieve high levels of thinking and speaking to produce meaningful work products.

- Teachers create common assessments and meet weekly to share individual student results in order to analyze practices and next steps for each student through effective feedback. Teacher teams reflect on pedagogy and resulting student work which improves their teaching practices and student performance across subject areas. Individual teachers share student work with the team, and they ask probing and clarifying questions to guide the teacher to improve teaching practices using student data analysis results. Teachers agreed that they were able to determine how they could guide individual and groups of students to accomplish higher levels of work because of the alignment of assessments across the grades and they were able to show evidence of improvement in student work products including projects, writing samples and assessments resulting in informed instructional adjustments.
- The leadership and teachers share a focused vision of school improvement embedded in a short list of data-based goals which are tracked for progress and result in accelerated student learning and improved teacher practices. (3.1)
 - The school's instructional goals are aligned to the Common Core Learning Standards (CCLS) and the Citywide Instructional Expectations (CIE) anchored in the Danielson Framework for Teaching which results in targeted differentiated professional development plans for each teacher. The school, teacher teams and individual teachers use various data sources including, Fountas and Pinnell reading and writing assessments, monthly benchmark assessments and state exams to develop school, teacher and student goals which are tracked periodically. For example, during a teacher team meeting student assessments and student work demonstrated a lack of understanding of a math concepts and the team proceeded to recommend various strategies, such as using manipulatives and technology to have students see the same problem in a different venue. Teacher teams have access to a partner that helps to facilitate some of the meetings. The team leader suggested that professional development opportunities to improve teacher practices in this area be addressed by the coaching CBO partners. As a result, of these collaborations, ongoing data gathering and analysis of results, teacher practices across classrooms improve and help target and strengthen the professional development opportunities for all teachers toward meeting the school's instructional goals.

What the school needs to improve

- Further develop curricula and academic tasks including the arts, emphasizing rigorous habits and higher order think skills across all grades and subjects leading all students toward college and career readiness. (1.1)
 - The school aligns its English language arts and mathematics curricula to the Common Core Learning Standards (CCLS) and as a result students are using more non-fiction texts and writing across all content areas and across all grades. The school aligns its curricula to include the Citywide instructional expectations (CIE) ensuring that in English language arts

students reading and using non-fiction texts are learning to cite evidence, a skill that will lead to college and career readiness. The school ensures that the curricula in social studies and in science classes also includes the use of non-fiction texts so students write, discuss and produce work products, such as three dimensional art forms that engage students and develop high levels of thinking. The school creates curricula maps with specific use of second language strategies such as asking students to repeat what another student has said, or encourage students to use full sentences with content vocabulary. However, how students learn to independently access vocabulary acquisition by the strategic use of targeted resources such as dictionaries or technological tools and targeted use of word walls during lessons are not clearly defined in the curricula maps. As a result, the goal to promote high levels of vocabulary needed for college and career readiness for all students including relevant subgroups and high achievers is impeded, thus limiting, increased student achievement.

- The school curricula includes a variety of samples of Depth of Knowledge (DOK) questions to raise student levels of thinking from content knowledge to analysis as evident in lesson plans to encourage student discussions, student pair shares and group work. The curricula for all subjects includes teaching strategies, such as providing students with targeted questions and sentence starters to elicit more than content knowledge when students engage in partner talks. While question scaffolds are consistently planned for all students, including English language learners and special education students, the school has not yet designed scaffolds to facilitate deeper comprehension, so that all students demonstrate their thinking in all content areas, and high achievers are challenged at advanced levels of thinking.
- Ensure that instruction in all classes includes strategies or routines which further promote student independence and offer strategic supports so that all students achieve higher-order thinking. (1.2)
 - Across all classrooms teaching practices reflect a strong belief system that by using the workshop model students have opportunities to learn collaboratively and independently with the teacher as facilitator. The school uses the Danielson Framework for Teaching to inform this practice. Across classrooms teachers use varied entry points, student pair shares, and independent work opportunities. It is evident that teachers are engaged in a school-wide goal to deepen their questioning skills to elicit high levels of student thinking and work products. Using rubrics, student work shows tasks that require specific references to text and student and peer reflections regarding the work produced. However, although student work products reflect high levels of student thinking and participation, it is not as evident for relevant subgroups. There is not yet strategic use of school resources, including peer supports and technology to bridge language deficiencies. Hence, limiting higher-order thinking and full participation that reflects student ownership of the learning for all students, and relevant subgroups.

Part 3: School Quality Criteria 2013-2014

School name: Francisco Oller	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 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?			X				
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?			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 supports 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 those expectations?			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 student 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 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?				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