

Quality Review Report 2013-2014

Public School X119

08X119

**1075 Pugsley Avenue
Bronx
NY 10472**

Principal: Lydia Bassett Tyner

Dates of review: March 18-19, 2014

Lead Reviewer: Timothy Behr

Part 1: The school context

Information about the school

Public School X119 is an elementary school with 1,039 students from pre-kindergarten through grade 5. The school population comprises 9% Black, 55% Hispanic, 5% White, and 28% Asian, 2% American Indian or Alaskan Native and 1% Native Hawaiian/other Pacific Islander and Multi-racial students. The student body includes 23% English language learners and 11% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2012 - 2013 was 92.9%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The administration and staff work as a cohesive team to create a respectful and orderly learning environment to support the academic, social, and emotional needs of students and families. (1.4)
 - Parents concur that the “supportive” principal has made a tremendous difference by consistently involving the school community in behavioral, academic, and social issues, concerns, and events through daily interactions with all constituents. Every morning the principal encourages students to “have a good day or not, the choice is yours”. There is a morning message to inform teachers of daily and upcoming events. The Respectful, Organized, Caring, Knowledgeable, Safe (ROCKS) positive behavior program is a major component of the school’s character education program which supports students’ self-esteem as well as social skills development through the qualities of good citizenship and how to live in a positive manner. Recent School Survey results improved in all categories. Students use a yearly planner to document assignments and goals for all subjects. They are also involved in a letter writing campaign inviting President Obama to the school’s 75th anniversary celebration. The Student Council coordinated a movie night. The demand was so high that they had to add a second night. In addition, the entire school community is committed to the naming of the school. Constituents presented at the District 8 Community Education Council Meeting, after receiving unanimous support from the school’s Parent Association and the School Leadership Team unanimously approved the naming of the school. Upon approval by the Chancellor, the school will be named, the Emmett W. Bassett School effective September, 2015. Furthermore, a Big Brother-Big Sister program supports and encourages friendship, trust, and academic support by assigning fifth graders to serve as mentors for kindergarten students. Students state that they are “thankful” for the support and guidance that they receive from their teachers to assist in resolving academic, social, and emotional issues that can interrupt their learning. Hence students can prioritize their scholastic learning. As a result, safety has improved at the school as evidenced by the decrease in the total number of online occurrences.
- Across classrooms, teacher practice encourages active student engagement in challenging tasks that result in higher order thinking evident in student work products. (1.2)
 - The school’s beliefs about how students learn best are anchored in students “learning by doing” in an environment that supports children. Across classrooms, this belief system is manifested in modeling, practice, and small group activities that prioritize discussion. In English language arts teachers use close reading activities to guide students to cite text-based evidence. The school is prioritizing speed and accuracy in math and teachers use the reword, answer, and details (RAD) strategy for students to gain automaticity in managing text complexity. A fourth grade science activity prioritized a scientific exploratory method: students completed a hands-on activity to learn about buoyancy and exit slips

require them to summarize what they had experienced and learned. The annual school science fair showcased exemplary student experiments using the scientific method. In social studies teachers focus on having students cite text-based evidence to support their writing activities. Fifth grade students completed a Bio-Bottle Book Project which required them to choose a famous historical person, research and explain their choice and write a biography based on a teacher-generated outline. Aligned to the Danielson Framework, there was evidence of setting instructional outcomes, establishing a culture for learning, actively engaging students, and using assessments in instruction. As a result, students are profiting from these learning activities as evidenced by math chapter test results, end of unit reading assessments, and writing performance-based assessments, and independent reading levels which all indicate overall student growth.

- Teachers procure a range of relevant data across content areas to understand students' performance, progress, and learning needs that result in effective adjustments to instruction and curricula. (2.2)
 - The school's assessment system is structured by using common assessments at the end of each unit of study. Unit tests, performance-based assessments, and Fountas and Pinnell running records supply data regarding student performance and progress. Classroom teachers, coaches, and data specialist consistently analyze the data to tailor instruction for different targeted groups of students. For example, students who scored between 1.9 and 1.99 on the State English language arts exam are receiving direct instruction for using transition words to complete writing assignments since this was identified as a need. As a result, this cohort of student Lexile reading level has improved. Content area strands that are not mastered are re-taught during extended day and Saturday classes. Furthermore, across classrooms, teachers randomly call on students; work with small groups of students to check for understanding, and complete reading logs to determine their understanding of content read. Lower grades complete picture logs to demonstrate mastery of learning. As a result of these data-driven adjustments, student instructional needs are being met as evidenced by improvement in student independent reading levels across grades.
- The school uses the Danielson Framework to inform the improvement of instructional practices and aligns its professional development resulting in pedagogical growth and reflection. (4.1)
 - Reviews of observation reports show actionable feedback with distinct next steps to enhance craft. One report recommended that the teacher use printed signs when students answer questions that state, "That's right, but where is the evidence?" to promote students on demand critical thinking skills. Another report recommended that the teacher use the provided speaker system to enhance clarity and listening skills. In response to observation data, the school has conducted workshops to norm expectations around the Danielson rubric and has follow-up conversations with teachers so they reflect on their teaching. The school is set to create an "outlaw what" campaign to encourage teachers to ask effective questions that require students to provide information that builds understanding and encourages reflection. Professional development activities also support teacher lesson and collaborative planning. A

Teaching Matters informational newsletter from the coach provides reference strategies such as how to teach syntax. Tenure decisions are thoughtfully made based on teachers' demonstrated performance, professional contribution, and impact on student learning. Supports are tiered to address the specific needs of teachers. A school-wide lesson plan rubric assists teachers to ensure essential components are strategized for all lessons. Lower grade teachers are participating in workshops to enhance guided reading activities. These efforts to provide feedback and support result in professional growth and reflection among teachers, and practice that is continually improving as measured by the Danielson Framework.

What the school needs to improve

- Promote greater consistency in planning and refining a rigorous Common Core aligned curriculum so that the diverse student population has access to curricula and tasks. (1.1)
 - The school selected the Ready Gen curricula for English language arts and Go Math as its Common Core aligned curricula. In an English language learner class, students read aloud from a Common Core aligned text. Portfolios in this class were not up to date with work from current unit of study. In a lower grade math class, the majority of students were engaged in a base ten activity that they already knew as evidenced by students correctly answering more complex problems. Students were not grouped for extension activities. An upper grade math class lacked lesson planning as evidenced by the teacher struggling to present the concept of elapsed time. Students copied information and there was minimal evidence of linking previously learned concepts. However, there are some classes where students integrated research skills and wrote to inform and explain. As a result, the school is not yet adequately planning and refining the curricula and tasks to ensure access for all students.
- Create a strategic plan to ensure students receive suitable support from teachers and school specialists to effectively support access to learning that leads to college and career readiness. (1.3)
 - There is a strategic hiring protocol. A hiring committee consisting of the administration and teachers conduct interviews and review demonstration lessons of potential candidates. References are also checked. Teacher assignments are intended to support students love for learning. There is a full time math academic intervention specialist to support student learning. Class sections were added to grades one and two to reduce class size and provide more individual and small group instruction. There is also a class size reduction teacher in grades K, 1, and 3 to support student engagement and multiple entry points and next steps include enhancing student's college and career readiness skills by consistently strengthening student stamina by having them be persistent through task completion in all grades. However, per session allocations to support long range plans for English language learners does not always result in grade-appropriate products especially in a first grade class and an upper grade English language learner class. Furthermore, improved organizational skills are not always evident in their notebooks. Consequently, the use of resources is not targeted as strategically as necessary to support long range action plans for student academic success. Therefore, work products for this student group are not always meaningful and learning is not maximized.

Part 3: School Quality Criteria 2013-2014

School name: Public School X119	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