



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**P.S. 010**

**Elementary-Middle School X010**

**2750 Lafayette Avenue  
Bronx  
NY 10465**

**Principal: Barbara Hanson**

**Date of review: March 24-25, 2015  
Lead Reviewer: Robin Cohen**

## The School Context

P.S. X010 is an elementary-middle school with 453 students from pre-kindergarten through grade 8. The school population comprises 32% Black, 58% Hispanic, 7% White, 2% Asian, and 1% American Indian/Alaskan Native students. The student body includes 15% English language learners and 100% special education students. Boys account for 73% of the students enrolled and girls account for 27%. The average attendance rate for the school year 2013-2014 was 83.0%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
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	<b>Additional Findings</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 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	<b>Additional Findings</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>Focus</b>	<b>Proficient</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</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>Celebration</b>	<b>Well Developed</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</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 Findings</b>	<b>Well Developed</b>

## Area of Celebration

**Quality Indicator:**

**3.4 High  
Expectations**

**Rating:**

**Well Developed**

### Findings

High expectations are evident throughout the school organization via the use of the Danielson Framework for Teaching, producing a culture of mutual accountability. The school has established systematic structures within a culture of positive attitudes that engages and informs all stakeholders.

### Impact

Structures that support the school's high expectations result in effective academic and personal growth of students and adults.

### Supporting Evidence

- School leaders consistently communicate high expectation to staff through a variety of means, both verbal and written. Unique to the school is their staff handbook, with clear expectations for creating and maintaining their professional binder. Samples of professional development logs, workshop agendas, initial planning conference forms, instructional memos, and school/classroom academic and behavior forms are all included.
- School leaders and staff work as a team in study groups, developing the school website and planning professional development workshops. Staff members submit feedback from the workshops to inform future professional development activities, ensuring a culture of mutual accountability. In addition, parents stated they feel "listened to, supported, valued and informed" by teachers, related service providers, the parent coordinator, and most importantly the principal and her open door policy.
- Administration has created professional development opportunities for staff and college and career learning opportunities for students, fostering a culture of high expectations for all members of the school community. They embed these expectations in their belief system that "We do what is best for children by ensuring a safe and supportive learning environment which appropriately challenges students to learn to the best of their ability". The NYC School Survey Report confirms evidence of this belief. Teachers, students and parents rated the school higher in all three categories of instructional core, systems for improvement, and school culture than the citywide average of all District 75 schools.
- Teachers introduce lessons with reminders to student of academic and social/emotional expectations for instruction, providing clear examples of what these behaviors look and sound like. Evidence of high expectations is evident by the movement of students to a Least Restrictive Environment (LRE) ratio using criteria packets created by the school's teacher teams. Based on academic and behavior data, the school created additional 8:1:1 and 12:1:1 classes to expand LRE. Fifty students will be in a LRE for September 2015 placement. In addition, the school is running a successful inclusion program with Bronxdale High School and the students attending the Bronxdale High School inclusion program (9:1:3) are exposed to the general education academic curriculum and experience socialization in the general education environment.

## Area of Focus

**Quality Indicator:**

**2.2 Assessment**

**Rating:**

**Proficient**

### Findings

The school uses common assessments and rubrics aligned to the curricula to determine student progress. Teachers check for understanding and provide actionable feedback.

### Impact

School leaders and teachers have an ongoing understanding of the progress of all learners and they effectively guide adjustments in units, lessons, and instructional practices at the team and classroom level. However, student self-assessment and peer-to-peer assessment varies, thereby limiting student awareness of their next steps.

### Supporting Evidence

- Across the school, teachers track daily student progress by using skill based assessment sheets to check for student understanding. The Carbone Clinic, which provides behavior analytic services to children with autism, developed these assessment sheets. P.S. X010 staff modified the sheets to meet the needs of their students. Teachers review the resulting data monthly, as evidenced by the school's benchmark form. This form clearly demonstrates if students are making progress in reaching their Individualized Educational Program (IEP) goals. One student's IEP goal was to match each of five words with their corresponding picture. The benchmark form indicated that during November, the student could not do the activity, during December and January he could with prompting, and in February, the student had independently mastered the goal.
- Across classrooms ongoing checks for understanding, as seen during class visits, included 1:1 conferencing with classroom teachers, exit slips, checklists and rubrics that meet the cognitive level of students. Students were given time to self-assess, however, early prompting by adults was noted in some classrooms.
- Teachers review assessment results and student work samples weekly, as was evident during a collaborative team meeting. The team used the data to adjust lessons such as adding guided group practice, increasing modeling, or creating a timeline as a visual scaffold. While students were able to state what they were learning during class visits, not all students were able to explain what they needed to do next to earn a 4 on their rubric. A student's IEP goal was to "use context clues to figure out the meaning of a word". The student's self-assessment indicated that he could not do this on his own, and his "next step" would be to "try harder".
- Fountas & Pinnel and Pearson's Quality Reading Inventory, Fifth Edition are administered to students in standardized assessment for English language arts (ELA) and Math-in-Focus for math. Teachers use the resulting data to identify students' areas of need, establish class-wide instructional foci, and form reading and math groups. However, in some classes teacher feedback to students was vague and nonspecific. A teacher wrote on a student's essay, "What happened? We talked about the visitors in class. You did not mention how the arrival of the Europeans affected the culture of the Northwest people". This student was also unable to explain what he needed to do next to improve his score.

## Additional Findings

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Well Developed**

### Findings

All curricula are aligned to Common Core Learning Standards and tactically integrate the instructional shifts. The school continues to deepen, expand and refine their curriculum maps and units of study to ensure a range of learning experiences that are cognitively appropriate and challenging, engaging all students in academics and life skills.

### Impact

The school's curricula decisions have built coherence across all subject areas while promoting college and career readiness, thereby, promoting increased achievement for all students.

### Supporting Evidence

- The school makes purposeful choices about curricula based on student performance and periodic assessments such as Students Annual Needs Determination Inventory (SANDI) and The Assessment of Basic Language and Learning Skills (ABLLs). In reading, 92% of students who are participating in the Foundations Program have reached their scheduled benchmark and are on trajectory to reach their annual goal.
- There is an emphasis on strategies such as developing text-based responses, building academic vocabulary and applying text to real world situations throughout the school that are included in the revised curriculum maps. In addition, the school has focused on students' ability to describe familiar people, places, and things, thereby increasing their vocabulary by using words acquired through conversations and/or read to by staff, as seen during classroom visits.
- The school-wide instructional focus of students increasing their communication skills is evident throughout the school, with an emphasis on speaking (verbal/non-verbal) listening, reading and writing. The school purchased Language for Learning and Connecting Math Concepts for their early learners. Based on data, students demonstrated three deficient areas; communication, motor imitation, and visual perception. The school formed an early learner committee to identify the targeted readiness skills, thereby supporting all students with access to the new curricula. In math, 87% of students have reached their scheduled benchmark and are on trajectory to reach their annual goal.
- The school is very vigilant in their planning and refining of curriculum maps and units of study. Teachers organize revised curricula maps by academic content area, grade and social skill development. Teachers differentiate culminating tasks within the unit plans to individual students' needs and IEP goals, and develop them through Common Core aligned assessments and curricula systems. Students in a kindergarten – grade 2 class, were studying a unit on wetlands - water habitats. The redesigned curriculum map focuses and develops the thinking skill of classifying. Teachers differentiated the new vocabulary words as well as the culminating activities. One group of students drew pictures of their favorite wetland animal, another group classified types of wetlands by filling out a three-column chart.

### Findings

Teaching practices across the vast majority of classrooms are aligned to the curricula and reflect a coherent set of beliefs about how students learn best as informed by the Danielson Framework for Teaching. Student work products and discussions reflect high levels of student thinking, participation, and ownership.

### Impact

Across the vast majority of classrooms, the unified Common Core aligned curricula foster widespread teacher collaboration, and produce a coherent set of beliefs in how students learn best and teaching practices that are improving students' learning outcomes.

### Supporting Evidence

- The school provides teachers with a tool kit of documents to support best practices. Teachers created a menu of student-to-student discussion topics that are appropriate for different populations. In addition, the school provides ongoing professional development on the Danielson Framework for Teaching. A review of some of the observations indicates that one teacher moved from Developing to Effective and seven teachers moved from Effective to Highly Effective. The school also maintains a table showing movement (professional gains) of the staff.
- Classroom and speech teachers collaborate in developing more cognitively challenging questioning techniques. Teachers asked students questions like “Can you predict what will happen next?” and “What would you do in that situation?”
- Teachers stated that students learn best by being engaged in purposeful lessons that directly relate to their lives and include embedded opportunities to engage in productive conversations with peers and adults. Teachers emphasized this belief in their teacher team meeting. In the majority of classrooms visited, teachers provided opportunities for students to engage in peer-to-peer interactions. They verbally prompted students to “ask their partner”, where applicable, a question about the story or article they were reading. Teachers consistently stated the instructional focus is to increase student-initiated communication with classmates, thereby addressing college and career readiness skills.
- Classroom visits revealed that teachers model high expectations for class work and behavior. Teacher practice across classrooms reflects the consistent use of adequate scaffolds, interactive activities and lesson adaptations to challenge and push the thinking of all students as evidenced by student work products in their work binders and bulletin boards. Students in a standardized elementary class were learning how to make bar graphs using data from tally charts and pictographs. In addition to the math component, students engaged in a range of collaborative discussions with diverse partners, building on one another's ideas and clearly expressing their own.
- Lesson plans include differentiated activities, multiple entry points through leveled texts, manipulatives, graphic organizers, visual aids and assistive technology. Students in a 12:1:4 elementary grade class were learning how to sort objects by color attributes. The teacher focused on targeted questions from core words, such as “me” and “help” and addressed Webb's Depth of Knowledge (DOK) questions from levels 1-3, grouping students by IEP goals and communication levels. Students used vocabulary cards, adapted switch devices, colored bowls, and play food items to support their achievement

<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

All teachers participate in Professional Learning Communities (PLCs) and inquiry-based teams that consistently examine data, student work and teacher practice. Embedded leadership structures provide a means for teachers to have input on key decisions about curricula and teaching practices.

### Impact

The work of PLCs and inquiry-based teams is strengthening teacher practice, resulting in increased student achievement for all learners. Teacher teams enable teachers to play an integral role in key decisions regarding curricula, pedagogy, and academic and behavior interventions, ensuring a shared commitment to attaining school goals.

### Supporting Evidence

- All teachers participate in PLCs grouped according to similar student populations, such as alternate assessment 12:1:1 and 12:1:4, students with autism 6:1:1, 8:1:1, 12:1:1 and students in standardized assessment 12:1:1 in elementary and middle school. These teams meet at least twice weekly so that teams have opportunities to collaborate on planning instruction and curriculum development. In addition, cluster teachers and an administrator meet monthly to review assessments, student work, and curriculum progress, thereby confirming coherence across all sites.
- A primary focus of the professional learning communities has been to provide teachers with the systematic movement around DOK. Essential questions are included in the revised curriculum maps, including content specific questions, thereby supporting teachers in developing and promoting higher order thinking skills.
- Inquiry teams analyze student work, thereby focusing on the acceleration of student learning for the different populations that the school serves. The focus on the target population during a 12:1:4 inquiry team meeting was to have the students spontaneously use core vocabulary words from the “Give Me 20” program. Each classroom teacher presented data of a student who does well using their preferred mode of communication and a student who struggles with the program. Speech teachers were active participants in the meeting and offered suggested strategies for teachers.
- PLCs and inquiry-based teams have addressed the essential question “What does the Danielson Framework look like for students in alternate assessment as compared to students in standardized assessment classrooms?” In addition, the teams have created multiple toolkits that address the Danielson Framework components for best practices. The teams focused on differentiation, engaging students in learning, and student-to-student discussion.
- The school embeds leadership structures within its day-to-day operations. During the teacher team meeting, teachers articulated how they are active members of the school community by serving as mentors, coaches, and liaisons between the school and community partners such as the exclusive Marquis Studios.