



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

**Office of School Quality  
Division of Teaching and Learning**

# **Quality Review Report**

## **2014-2015**

**Public School 58**

**Elementary School X058**

**459 East 176<sup>th</sup> Street  
Bronx  
NY 10457**

**Principal: Velma Gunn**

**Date of review: March 4, 2015  
Lead Reviewer: Cheryl McClendon**

## The School Context

Public School 58 is an elementary school with 498 students from pre-kindergarten through grade 5. The school population comprises 25% Black, 72% Hispanic, 1% White, and 2% Multi-Racial students. The student body includes 20% English language learners and 15% special education students. Boys account for 52 % of the students enrolled and girls account for 48 %. The average attendance rate for the school year 2013-2014 was 87.4%.

## 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>Proficient</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>Focus</b>	<b>Developing</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>Additional Findings</b>	<b>Developing</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>Additional Findings</b>	<b>Proficient</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>Celebration</b>	<b>Proficient</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

The majority of teachers participate in teacher teams where they engage in structured inquiry-based analysis of student work and assessment data with a focus on meeting school goals. Distributed leadership structures enable teachers to have a voice in key decisions across the school.

### Impact

The work of teacher teams is supporting the attainment of school goals and the implementation of the Common Core Learning Standards. Distributed leadership structures are enhancing teacher leadership and are providing teachers with a voice in key decision-making.

### Supporting Evidence

- School wide goal #1 focuses on increasing the number of students, including English language learners (ELLs) and students with disabilities, performing at or above grade level in English language arts (ELA) by 5% by June of 2015. In support of the attainment of this goal, teacher teams analyze student writing to evaluate student progress and tailor instructional tools and plans. During the visit, the grade 5 teacher team was observed discussing students' performance data on an assessment, which was an informational report on the Westward Expansion. During a prior-held teacher team session, teachers had evaluated their students' reports using the New Teacher Center Analysis of Student Work Formative Assessment Tool and grouped them based upon performance. Teachers discussed students' strengths and weaknesses and identified a variety of strategies to support students at each level, like using pre-writing structures and strategies such as timelines to support students in establishing accurate chronology and role-play to enable students to act out historical events in order to "flesh out" details.
- The principal stated that the curriculum team is a vertical team that focuses on identifying school-wide trends. The principal and the curriculum team have analyzed the following running record data, which reflects a school wide deficit in student reading levels. 85% of students in grade 1 are reading below standard, 69% of students in grade 2 are reading below standard, 55% of students in grade 3 are reading below standard, 94% of students in grade 4 are reading below standard, and 83% of students in grade 5 are reading below standard. In an effort to fortify reading proficiency, the principal and the curriculum team identified and established the daily implementation of guided reading as a necessary intervention across all classes and grades. In addition, through analysis of this data the team also identified daily independent reading as a necessary modality to enhance the reading skills of students across all grades and classes.
- In addition to participating in the curriculum team, there are other opportunities for teacher leadership. There is a lead teacher designated for every grade. Lead teachers meet regularly with their grade-level colleagues and meet vertically to share ideas and concerns across the grades. One faculty member, who is also a participant in the New Teacher Leader mentoring program, receives training on how to be a teacher mentor from the New Teacher Center and serves as a mentor to colleagues.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Developing**

### Findings

Although there is evidence across classrooms that teaching practices are becoming aligned to the curricula and the Danielson Framework for Teaching, teaching strategies do not consistently provide multiple entry points to engage all students.

### Impact

The inconsistent use of effective teaching strategies leads to uneven student engagement that impedes their ability to demonstrate high levels of student thinking and participation.

### Supporting Evidence

- The school's focus on the Danielson Framework for Teaching, which includes the engagement of students in their own learning, is evident in the school-wide implementation of the reciprocal teaching model. Through this model, students are learning how to summarize, clarify, question and predict text-related events. This model was observed in some of the visited classrooms, as students assumed various roles to discuss informational texts.
- In some classrooms, teachers began their lessons with explicit teaching as evidenced by their declaration of the learning objective and clear demonstration of the focal strategy. Students then worked in groups. In other classes, the lesson was teacher-centered, did not provide multiple entry points, and student engagement was limited. For example, in a grade 1 class, the focus of the writing lesson was using revision structures and strategies. The teacher held up a non-fiction book and asked students to look at the picture and discuss "what the author did". As students turned and talked, rather than monitoring student responses, the teacher looked at her lesson plan. Afterwards, the teacher dominated the class share as she attempted to focus students on the importance of "labeling" as a non-fiction text feature. The teacher used her own story as an exemplar. However, when students were non-responsive, she asked repeatedly "What did I do?" and "How did I make it better?" The utilization of effective strategies to support students in understanding the strategy was not evident.
- As part of the school's instructional focus on strategic reading, lessons that included guided reading and independent reading were evident. However, across classrooms there was a disparity in the evidence of strategy-based instruction. For example, in a grade 4 class, several students read independently as the teacher worked with a guided reading group. Initially, the teacher modeled by reading a few pages of the guided reading text aloud and then said, "You may continue to read silently. Then, I am going to listen to you read as I come to each of you." As the teacher circulated amongst the students, she gave feedback and support, where necessary, and recorded anecdotal comments on a sheet. The teacher also checked in on the independent readers to provide support. Conversely, in a grade 5 special education class, the teacher sat at the back of the classroom alongside one student who read. The other students were seated at their desks with books, however many of them were unable to read the texts without assistance or guidance. There was no evidence of strategic instruction or support during this lesson.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders and faculty align curricula to the Common Core Learning Standards and integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data to cognitively engage a diversity of learners.

### Impact

The planning of Common Core aligned curricula is building coherence that promotes college and career readiness for all students. The refinement of curricula and academic tasks is cognitively engaging a diversity of learners.

### Supporting Evidence

- Teachers plan their lessons using a reciprocal teaching template. This process is designed to enhance student comprehension by furthering their conceptual understanding of the focal topic. In alignment with Common Core instructional shift #4, which refers to text-based answers, reciprocal teaching requires that students provide text-based answers as they engage in collaborative discussions. The model also emphasizes the use of academic vocabulary, which aligns to Common Core instructional shift #6.
- There is a school wide focus on information writing as reflected in the high percentage of informational report writing that is planned across the grades. During the visit, student work samples of informational writing were evident on hallway and classroom bulletin boards and associated discussion was a focus of planning during teacher team meetings.
- The principal stated that the school integrates ReadyGEN and the Teachers' College writing units in ELA. In general, she shared that the school utilizes a balanced literacy approach, which includes a read aloud, shared reading, guided reading and independent reading. The school uses GoMath! for math instruction and has adopted text-based curricula from the Scott Foresman Company for social studies and science instruction. In addition, the science and social studies curricula align with the New York State science standards and the New York City social studies scope and sequence, respectively.
- Across grades and subjects, Common Core-aligned curriculum maps have been established. Teachers utilize the maps to plan units and lessons. Unit plans include essential questions, desired outcomes, standards, performance tasks, suggested resources, ELL and special needs supports, assessment strategies and mini-lessons for the unit.
- Every lesson includes language objectives. This is a component of the Sheltered Instruction Observation Protocol (SIOP) model used throughout the school. The SIOP model integrates language objectives with the content objectives of every lesson to scaffold language skill development for the school's significant English language learner population.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Developing</b>
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### **Findings**

The school is developing their use of common assessments to measure progress across grades and subjects. Across classrooms, teachers' inconsistent practice of checking for understanding limits their ability to continually tailor instruction to meet the needs of students.

### **Impact**

The development in the use of common assessments is improving school level progress monitoring. The inconsistent checking for understanding limits effective adjustments to meet students' learning needs.

### **Supporting Evidence**

- The school administers Fountas and Pinnell running records to monitor student reading progress. In addition, teachers across the grades administer periodic assessments during benchmark periods in math and literacy. Curriculum-based end of unit tests are administered in all core subject areas. Although the principal states that these common assessments inform curricular and instructional modifications, in some classes, students were observed struggling with texts that were too difficult for them to read, which indicates a mismatch of independent reading books to student's actual independent reading levels.
- The reciprocal teaching model was evident in two grade 3 classrooms. In one classroom, groups of students collaborated to analyze a text as they used the reciprocal teaching prompts. As group leaders facilitated the discussion, the teacher circulated from table to table to check for understanding and provide support where necessary. In the other grade 3 classroom, the teacher began the lesson by reviewing the "clarifying" graphic organizer that students were to use in their groups. Students then assembled in their reciprocal teaching groups. There was an inconsistent understanding of the task across groups. In one group, students erroneously lifted random excerpts from the text when prompted to predict. This misconception went unnoticed by the teacher.
- In a self-contained lower grade class, students worked on double-digit addition at their tables. Several students struggled with the math problems. There was no re-teach. The teacher erased one student's work and told another to erase his work. She then gave them the correct answers. There was no evidence of strategic intervention.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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**Findings**

School leaders communicate high expectations to the entire staff and provide training to support teachers in meeting those expectations. School leaders and staff communicate the school’s high expectations to families and provide feedback to inform them of student progress towards meeting those expectations.

**Impact**

The support provided through professional development by school leaders is enabling teachers to meet the school’s high expectations. . The ongoing feedback to families is enabling them to understand student progress and school wide initiatives.

**Supporting Evidence**

- School leaders expect and require teachers to plan learning objectives for every lesson in order to support language acquisition for ELLs. Teachers receive on-going training in the use of the SIOP through the school’s network support organization.
- In order to support the school-wide strategic reading initiative, a Generation Ready literacy consultant provides professional development for the faculty.
- The principal hosts a monthly Saturday meeting for parents to keep them informed of school-wide initiatives, engage them in dialogue and celebrate accomplishments. In addition, the principal hosted a meeting with parents at the beginning of the year to reinforce their understanding of the Common Core Learning Standards and to roll out the 2014 – 2015 citywide instructional expectations.
- Parents receive information regarding their child’s progress and any other issues on Tuesdays and via email from teachers.