



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2014-2015

P.S. 073 Bronx

Elementary School X073

**1020 Anderson Avenue
Bronx
NY 10452**

Principal: Vivian Bueno

**Date of review: March 30, 2015
Lead Reviewer: Roxan Marks**

The School Context

Bronx is an elementary school with 826 students from pre-kindergarten through grade 5. The school population comprises 24% Black, 74% Hispanic, 1% White, and 1% Asian students. The student body includes 24% English language learners and 8% 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 90.4%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Focus	Developing
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	Additional Findings	Developing
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	Additional Findings	Developing
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Celebration	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Proficient

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders consistently communicate high expectations to the entire staff connected to Danielson Framework for Teaching. The school provides ongoing feedback to families regarding their children's progress.

Impact

The school provides training to staff and has a system of accountability to provide meaningful feedback to families about progress of their children towards goals.

Supporting Evidence

- School leaders communicate high expectations to staff through the staff handbook, daily morning messages that allow staff to begin the day on a positive note, and emails that are used to ensure staff is aware of the expectations. The "Bucket Filling" campaign supports school-wide expectations for exemplar behavior and positive social interactions among students. Parents stated that this initiative has modified the school culture and some noticed changes in their children and how they interact with peers. They also shared that the principal is visible and accessible to the community and ensures students see her during arrival and dismissal.
- Based on review of Measures of Teaching Practice (MOTP) data, the school leader reviewed trends, and with most teachers trending at developing, there was a strong focus on the following components of Danielson, designing coherent instruction, using questioning and discussion techniques, and engaging students in learning. Metamorphosis math professional development was held in the summer for teachers to enhance their abilities to teach standards-based lessons. Midyear a teacher survey was completed to provide input from staff regarding additional areas of needs to guide future professional learning opportunities, some of which are facilitated by members of the Professional Development Committee. Additionally, staff participate in inter-visitations and teachers turnkey learning and strategies to colleagues, the Teacher Development Coach works with teachers on lesson planning, engagement, and accountable talk, and math ambassadors are engaged in a study group, exploring engagement of students in learning. Furthermore, teachers participate in book study groups organized with a focus on English language learners (ELLs).
- Teachers use the time on Tuesdays to share and discuss data and progress with parents as well as other academic and social needs. A school calendar is shared with the community and delineates important dates and events. Curriculum day enabled teachers to present to parents information on the instructional focus and assessments for the year. The Parent Association (PA) purchased Reading A to Z to support and partner with parents at home. The principal regularly attends PA meetings to share information with families. Parents reported that teachers reach out and continually update them on any concerns. They shared that the homework sheets are helpful and teachers use this to communicate other reminders.

Area of Focus

Quality Indicator:

1.1 Curriculum

Rating:

Developing

Findings

School leaders and faculty are in the process of aligning curricula. Higher order thinking skills are inconsistently found in academic task and lessons.

Impact

The school has not yet sufficiently integrated the instructional shifts and tasks do not provide ample access for English language learners (ELLs) or students with disabilities (SWDs).

Supporting Evidence

- The school uses Ready Gen and Go Math while putting an emphasis on writing and math development. The workshop model including guided reading is used in the school. The instructional shifts of citing text evidence and focus on more non-fiction texts were seen in classrooms. To address the teaching of reading in the lower grade the school is using Ortho Gillingham program.
- To address the instructional shifts, teachers stated they are focusing on citing text-based evidence, using more non-fiction materials, and integrating technology during lessons. Learning tasks do not always provide appropriate challenge for students or support high levels of thinking.
- Curriculum units are not developed for science and social studies, however the school is working on this area. College readiness is addressed through town hall assemblies held by the guidance counselor and assistant principals who speak to students about the value of lifelong learning.
- The school is developing curriculum maps to provide access and scaffolding built into unit plans. During classroom observations, most teachers submitted lesson plans; however, the vast majority did not have a unit plan for the content they were teaching. High impact strategies were not evident in plans.

Additional Findings

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

Across classrooms teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best. Teaching strategies inconsistently provide multiple entry points into the curricula.

Impact

There is uneven engagement in challenging tasks and uneven demonstration of higher order thinking skills in all student work products.

Supporting Evidence

- The school believes that students learn best when using a balanced literacy approach and when students engage with each other and the teacher is a facilitator. However, these practices were inconsistent throughout classrooms visited. Across classroom process charts were visible, word walls and some math word walls with visual to support students were seen, and leveled libraries and smart boards were evident across classrooms.
- Key instructional strategies that are focused on in the school include guided practice in literacy and math, word study grades 3 to 5, and Ortho Gillingham to support phonics and a multisensory approach. The principal reviews lessons with an eye on guided instruction plans to ensure they are specific and targeted for students and provide differentiation.
- In a grade 2 science lesson, students were exploring the unit on Forces and Motion. The teacher asked questions relevant to objects in the room and varied the types of questions posed to students. Three different tasks were created with varying levels of differentiation and scaffolds for students. However, this type of differentiation was not evident across most lessons observed.
- Teachers are developing their skill in questioning and working with students, using accountable talk stems. Students' discussions were limited to responding to questions posed by the teacher, talk among students to push their thinking was not evident in classrooms. Students worked independently rather than assisting each other and inviting peers to comment and give feedback to peers.
- In a special education grade 4 classroom students were developing an article using the 5Ws for who, what, where, when, and why, on the topic of natural disasters. The English as a second language teacher was supporting the teacher and was working with three ELL students. Although students had different topics to explore, they were all using the same graphic organizer, thus limiting access into the lesson for students.

Quality Indicator:	2.2 Assessment	Rating:	Developing
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Findings

Across classroom, teachers use or create assessments, rubrics and grading policy that are loosely aligned to standards. The school is developing their use of common assessments to measure progress.

Impact

Teachers are limited in measuring student outcomes and the effectiveness of their curricula and instructional practice including providing feedback to students.

Supporting Evidence

- A school assessment calendar outlines to staff the administration dates, impacted grades, and purpose for assessments. Based on assessment data including Measures of student learning, (MOSL), 80 to 90% of students are not on level. The school collects running record data five times a year scheduled between MOSL assessments. Data talks occur between teachers and school leaders to ensure effective analysis and implementation of next steps for groups of students. Individualized Data Talk protocols have been implemented this year. Administration took the opportunity to coach teachers on an individual basis to discuss specific supports and strategies that can be implemented, according to the needs identified by the data. As a result, school leaders were able to identify trends and patterns across grades and across the school. These trends and patterns informed decisions regarding the Professional Development Plan.
- Following the feedback by the Superintendent, the school took a deeper look at rubrics and support for teachers in understanding the purpose and to empower teachers to use rubrics to give feedback. The school uses one star and one wish to provide feedback to students. This practice is developing and the school leader is beginning to see the work move in this area. During classroom observations, feedback in some rooms was not aligned to the rubric and did not provide clear next steps to support students in improving their work. Feedback was limited in notebooks. A review of data binders showed limited amount of conference notes and data.
- Running record tracking sheets record student level based on reading level benchmark assessments, and reports provide growth levels that makes easy identification of students in need. The Student Needs Analysis Plan (SNAP) is developed after assessments, these plans group students into four levels and identified the learning needs as well as a short-term plan for improvement. Teachers also document guided reading observations for English and Spanish reading.
- To ensure that teachers effectively use data to adjust curriculum and instruction based on data, school leaders review lesson plans, and following data talks revisit to see impact of decisions. The tracking system for data is used by teachers to inform practice and have professional dialogue with peers. However, there is not yet evidence of sufficient administration of interim running records and conferences for at-risk and struggling students to gather data to inform instruction.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

The majority of teachers participate in structured inquiry based collaborations. Distributive leadership provides teachers a voice in decisions that influence instruction.

Impact

Through team collaborations, teachers’ instructional capacity and progress towards school goals have improved.

Supporting Evidence

- The school leader met with teams of teachers in the beginning of the year to help them identify the instructional foci for teacher teams. According to the principal, the current cycle of teacher team professional learning is focused on assessing the level of rigor in formative and summative assessments provided by the Common Core Learning Standards aligned Core Curriculum, and making adjustments when necessary to ensure that all performance tasks embedded in units of study engage students in rigorous tasks and higher-order thinking. Teacher teams track and identify trends and patterns within their individual classes as well as across the grade. These findings are used to make adjustments to the Ready Gen and Go Math lessons in order to meet student needs. It is also used to adjust English and Spanish dual language curriculum.
- Teachers are engaged in structure collaborations to promote the implementation of Common Core Learning Standards and instructional shifts. Teams maintain minutes, agenda items, action taken, and next steps, using a common school developed template. During weekly grade level meetings, and monthly literacy and math ambassador meetings, teachers collaborate by looking at data, adjusting units, developing lessons, and review student work. Teachers stated that they use backward design strategies and use data to inform decisions and changes to maps.
- In an effort to ensure distributive leadership, the structure of Literacy and Math Ambassadors was implemented. On each grade level, teachers were identified to lead the work in either math or literacy based on area of expertise, content knowledge, rapport with others, and the ability to inspire and motivate others. These teachers meet monthly with the assistant principals in a vertical team to ensure vertical alignment and unpack the standards across the grade levels. The ambassadors act as liaisons between the grade level teacher teams to provide support and information from leadership on curriculum planning and implementation. Ambassadors also share teacher concerns, questions, best practices, and findings, with the administration.