



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

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**P.S. 112 Bronxwood**

**Elementary School X112**

**1925 Schieffelin Avenue  
Bronx  
NY10466**

**Principal: Susan Barnes**

**Dates of review: March 23, 2015**

**Lead Reviewer: Maria Lopez**

## The School Context

P.S. 112 Bronxwood is an Elementary school with 406 students from PK through grade 5. The school population comprises 49% Black, 50% Hispanic, 1% White, and 0% Asian students. The student body includes 3% English language learners and 19% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2014-15 was 89.8%.

## School Quality Criteria

### Instructional Core

<i>To what extent does the school regularly...</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>Developing</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>

### School Culture

<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>Developing</b>

### Systems for Improvement

<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>Developing</b>

## Area of Celebration

**Quality Indicator:**

**3.4 High Expectations**

**Rating:**

**Developing**

### Findings

School leaders communicate high expectations to staff based on professionalism and the Danielson Framework for Teaching. Teacher teams are developing the level of detail and clarity provided as feedback to students.

### Impact

School leaders are developing professional development expectations and are in the process of crafting a system of accountability for those expectations. Additionally, feedback and guidance supports aligned to these expectations are developing in the level of detail and clarity needed to help prepare students for the next level.

### Supporting Evidence

- The principal communicates high expectations to the staff through a Staff Handbook and frequent cycles of observation and feedback.
- All teachers are engaged in ongoing professional development and collaborations in which teachers are beginning to assume accountability for meeting established expectations. For example, the professional development calendar includes workshops for teachers on the use of the Successmaker, Myon, StarrMatica, Languagenut, and Think central programs, and in administering the Teachers College Reading, Writing Performance Assessments.
- All teachers develop professional goals, and frequent cycles of observation and data meetings are beginning to provide actionable feedback to teachers regarding progress towards school and teacher goals.
- Students shared that they are aware of expectations for academic performance and social behavior and that teachers and the principal celebrate student accomplishments and provide students with motivation to meet established expectations.
- The school is in the process of creating a system whereby students can explore middle school opportunities. For example, the Boost Club provides a group of the highest performing students with opportunities to visit colleges within New York City. The school has a partnership with the local Middle Schools, and hosts representatives from that school during a Middle School Fair.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

### Findings

Across classrooms, teaching strategies inconsistently provide entry points into the lesson and student discussions reflect uneven levels of multiple entry points.

### Impact

Across classrooms, teacher practice is beginning to reflect coherence around a set of beliefs regarding how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts. Student work products reflect uneven levels of thinking and participation.

### Supporting Evidence

- Across classrooms, most lessons followed a consistent model, providing students with an Essential Question, vocabulary, Mini- Lesson, Guided Practice and Independent or Group Practice, ensuring coherence across grade levels and content areas. Lessons consistently asked students to engage in independent or group practice and students were given opportunities to engage with peers in pair or group work.
- In most classes, students were observed paired or in groups during a portion of the lesson. In a 5th grade literacy lesson, students were sharing feedback with one another. In an English as a Second Language class, students shared their learning in response to a reading. However, across classrooms, in full class discussion, the pattern of teacher to student interaction was teacher student teacher, limiting student ownership of the discourse, and the tasks provided to the students during group and pair work did not sufficiently engage students in high-level discourse.
- The principal has identified trends in teacher practice and an instructional goal of students building reading stamina and engaging in student partnerships and shared learning. However, this instructional focus was not observed across the vast majority of classes.
- Accountable Talk Moves were administered. However, this practice was not evident in most of the classrooms.
- Most teachers attempted to develop differentiated lesson plans. However, most of the lessons were teacher-centered and teaching strategies that provided multiple entry points was not evident.

## Additional Findings

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Developing**

### Findings

The school is in the process of aligning curricula to Common Core Learning Standards, integrating the instructional shifts and providing multiple entry points to ensure rigorous instruction.

### Impact

School leaders and faculty are in the process of aligning curricula to CCLS and or content standards and integrating the instructional shifts. However, curricula refinements do not provide evidence of strategic planning and refinement so that a diversity of learners, including English Language Learners and students with disabilities, have access to the curricula and are cognitively engaged.

### Supporting Evidence

- The instructional team is in the process of adopting curricula across all content areas that is aligned to Common Core Learning Standards and incorporates the instructional shifts. For example, lesson plans provide evidence of planning for alignment to the Common Core Learning Standards across content areas. However, planning is inconsistent in incorporating the instructional shifts. For example, in a grade 1 Writing lesson, the plan called for students to craft opinion pieces and provide evidence for their claims. However, in a Media lesson, the lesson plan did not incorporate the instructional shifts. This lesson plan indicated that the teacher would read aloud to the students from a book by Coretta Scott, and students would work in groups to put dots on a poster illustrating books which books they had read.
- The principal has established a key instructional focus of building independent reading stamina, student partnerships, and engaging students in Depth of Knowledge questioning and the Teachers College Reading and Writing Process. Lesson plans reviewed provided evidence of planning for students to work in groups. However, lesson plans did not clearly indicate how these groupings would support individual students need or how the English language learners and students with disabilities would have access to the tasks.
- The majority of the unit plans contain essential questions, objectives, resources and assessments. However, there are inconsistencies with regard to the alignment of the Common Core Learning Standards. A grade 5 English Language Arts curriculum demonstrates alignment to the Common Core Learning Standards while a grade 3 English Language Arts maps demonstrates no alignment.
- In some of the lesson plans, higher order thinking questions were developed using Depth of Knowledge (DOK) model and Bloom's Taxonomy. Other plans show question stem starters, and questioning and discussion techniques based on the assessments results and feedback from Danielson 3B.

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

Across classrooms, teachers use or create common assessments and rubrics aligned with the school's curricula, and use the resulting data from student work analysis to provide feedback to teachers and students regarding student achievement and to adjust curricula and instruction. However, although there is a uniform grading policy, the grading policy is inconsistently implemented.

### Impact

Common Assessments and grading policies are loosely aligned with the school's curricula, thus providing limited feedback to students as well as inconsistent practices with the use of ongoing checks for understanding and student self-assessment. In addition, formative assessments do not always provide a clear portrait of student mastery, hindering the development of effective instructional adjustments in some classes.

### Supporting Evidence

- The school has developed a uniform grading policy that incorporates formative and summative assessment. However, as the formula contains a number of elements across content areas, the information provided to teachers and students does not always provide a clear assessment of mastery of learning standards. However, teachers used varied methods for assessing and noting formative assessment data, which provided limited information across classrooms regarding actionable feedback to teachers and students regarding student mastery.
- The instructional team is engaged in the ongoing process of refining assessments and rubrics, and teachers use the resulting data to identify student learning needs and inform next instructional steps. Some teacher feedback on student work provides clear next steps to move students from one level to the next, and is aligned to a task specific rubric. For example, some rubrics displayed on bulletin boards throughout the school provided feedback to students regarding next learning steps. However, in some instances, feedback was limited to comments such as, "Great job", or "Excellent work", or on some math work, feedback consists of red checks and Xs. While students in a literacy class were peer assessing using a rubric, this was not observed consistently in classes visited and teachers shared that across classrooms, the assessment process does not yet consistently incorporate student reflection and self-assessment.
- During student interviews, it was articulated by the majority of students that feedback is given when you "talk back" to the teacher. Little evidence was noted that feedback to students derived from rubrics and/or student work. Checks for understanding were inconsistent across classroom visits. In one classroom the teacher provided the mini lesson and it did not allow time for clarifying or student-to-student discussion. Most classrooms were teacher directed with limited time for student reflection and self assessment.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Developing</b>
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**Findings**

Teachers engage in content area professional collaborations that are loosely aligned to the Common Core Learning Standards. Distributive leadership structures are developing to support leadership in capacity building.

**Impact**

The majority of teachers engage in content area professional collaborations that are beginning to promote the implementation of Common Core Learning Standards and instructional shifts, and promote alignment of practice to the school's instructional goals. Distributive leadership opportunities are emerging, where teachers co-facilitate team meetings and are engaged in key decisions regarding student learning.

**Supporting Evidence**

- All grade level teams meet regularly in professional learning teams to analyze assessment data, identify student need and inform goals for students. For example, the grade 4 professional learning team was observed utilizing an inquiry approach to analyze a student's pre and post writing assessment, identify student need, and determine next instructional steps. However, members of this team were not able to clearly articulate the outcomes of their work on shared teacher practice or student outcomes, and teachers shared that they do not regularly meet in vertical teams and engage in an Inquiry approach in which they collaboratively analyze student outcomes to inform next shared instructional steps.
- Professional learning teams determine team goals and goals for groups of students. For example, the 4th grade team established goals that included an increase in independent reading skill, an improvement in writing skills, and an improvement in the use of four operations with whole numbers to solve problems. However, it was not clear how these goals are tracked for progress on the team or class level.
- Although the majority of teachers are engaged in inquiry sessions, protocols, during the meeting times, are emerging. During the teacher interview, it was articulated that the school is in the beginning stages of using protocols.
- Although the majority of teachers are engaged in inquiry sessions and data analysis, lesson adjustment and students groups based on the data was not evident.