



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

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

# **Quality Review Report**

## **2015-2016**

**P.S./I.S. 045 Horace E. Greene**

**K-8 School K045**

**84 Schaeffer Street  
Brooklyn  
NY 11207**

**Principal: Tracey Lott Davis**

**Date of review: May 10, 2016  
Lead Reviewer: Audrey Madison**

## The School Context

P.S./I.S. 045 is a K-8 school with 776 students from grade pre-kindergarten through grade 8. In 2015-2016, the school population comprises 2% Asian, 48% Black, 47% Hispanic, and 1% White students. The student body includes 14% English Language Learners and 14% students with disabilities. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2014-2015 was 90.3%.

## 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 <i>Framework for Teaching</i> , 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>Proficient</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>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>Well Developed</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Well Developed</b>
---------------------------	---	----------------	-----------------------

### Findings

All teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted implementation of Common Core Learning Standards. School leaders have embedded shared decision-making practices throughout the school.

### Impact

School-wide instructional coherence promotes increased student achievement for all learners as teachers play an integral role in key decisions that affect student learning across the school.

### Supporting Evidence

- During a third grade team meeting, teachers discussed their intervisitation to one member's classroom. The presenting teacher gave an overview of the lesson, then other team members offered low inference observation notes about teacher and student actions during the lesson. Strengths, weaknesses, and next steps were discussed. The presenting teacher agreed to apply teaching strategies offered by colleagues, such as, offering more models of good introductions from the Core Knowledge website, providing sentence frames to those students who still need support, and creating a checklist with students to strengthen their introductions. Another team member presented an article of researched-based strategies to support team reflection and implementation of next steps. Team members shared that since their inquiry focuses on a mixture of third grade students across classes, they observe each other and discuss teacher practice once a week. Minutes further document the analysis of student work.
- Minutes of the math team reflect collaborative inquiry work of middle school math and science teachers. Team members targeted students who did not master the identified frequently tested standards, noted trends in strengths and weaknesses, and set goals for each middle school grade. Periodic analysis of student work led team members to apply the use of manipulatives such as integer chips and the number line to strengthen student abilities with integer operations. In addition to incorporating supplementary resources such as Ready Test booklets, IReady lessons and Learn Zillion tutorials, teachers identify instructional adjustments of re-teaching specific concepts and changing numbers for guided practice and small group tasks. Smart Goal updates in January reflect monitoring of student progress toward the grade goals. For example, the sixth grade update indicated that on each of four different assessments, 47%, 69%, 89% and 95% of targeted inquiry students made at least 25% growth on two standards of focus.
- The professional learning plan and school documents reveal that classroom teachers, staff developers, cluster teachers, as well as teachers of special education and English as a New Language have facilitated professional learning opportunities within cycles throughout the school year. For instance, one cycle of teacher-led professional development centered on planning and preparation, resulting in content area alignment of explicit teacher practices, such as utilizing anchor charts and incorporating academic vocabulary during the "I do" component of each lesson, to convey the learning targets. Grade team leaders facilitate discussions and inquiries, and represent their grade on the instructional support team, which meets monthly with school leaders.

## Area of Focus

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Proficient</b>
---------------------------	-----------------------	----------------	-------------------

### Findings

Teachers use rubrics and common assessments aligned to the school's curricula to determine student progress toward school goals and inform next steps.

### Impact

Students and teachers receive actionable feedback regarding student achievement. While teachers use assessment data to adjust curricula and instruction, individual teachers do not always use results to make purposeful modifications to instruction.

### Supporting Evidence

- A fifth grade rubric for writing informative/explanatory text guides students to meet all components of the standard. Teacher feedback offered next steps such as, "Work on strong conclusion and remember to answer all parts of the task." A first grade math rubric pinpoints if the student solves the word problem accurately, draws an accurate model, writes a matching equation, as well as explains work by writing a sentence. An eighth grade task specific argument rubric presented "I can" statements regarding development of a claim about the validity of the Manifest Destiny, support of the claim with examples of progress during Westward Expansion, and development of a counterclaim. Comments informed the student that he had made a clear attempt at a claim and providing support, but would need to begin to include counterclaims with evidence, but did not offer steps to strengthen his claim.
- Review of data conference documents across grades indicates all teachers use Ready Assessments in English Language Arts and math. Baseline results from the fall are used to determine Common Core Standards of focus, identify students' strengths and areas of need, and develop goals across classes and grades. Some teachers have determined that achievement of goals will be measured by student performance on New York State exams, while others measure attainment of goals across a range of data including midline Ready Assessments and unit test results. All teachers identify next instructional steps based on findings. Some next steps were to provide exposure to more test questions but did not specify instructional strategies which specifically tackle the identified areas of concern.
- The growth of students who receive Special Education Teacher Support Service (SETSS) in kindergarten through fifth grade is measured by reading levels as per the Dynamic Indicators of Basic Early Literacy Skills assessments (DIBELS). Comparison of results from October to February reflect that 19 of 28 SETSS students increased one or more reading levels, five out of 28 students increased three or more reading levels, and four out of 28 students showed no growth in reading levels. Middle school SETSS students are monitored through the Ready Assessments.
- Each teacher conducts their own analysis of their class's results on performance tasks. In individual class analyses, one teacher recorded the number of students at each performance level, another teacher recorded the percentage of students at each level. Another teacher identified the number of students at each level and noted, "The students who received Level 1 or 2 were not able to respond to the question and were not able to use at least two pieces of supporting detail from the text," which informed her next instructional steps to provide "more guided practice in locating major details."

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
---------------------------	-----------------------	----------------	-------------------

### Findings

School leaders make purposeful decisions in ensuring curricula are aligned to Common Core and content standards. Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects.

### Impact

All students, including English Language learners and students with disabilities, have access to rigorous, coherent curricula which promotes college and career readiness in all subjects.

### Supporting Evidence

- School leaders decided to upgrade their elementary English Language Arts curriculum to the 2013 version of *Reading Streets* to strengthen alignment with Common Core Learning Standards. According to school leaders, the updated version incorporates more rigorous text and a balance of informational text and literature. Grade-level teacher guides provide support for strategic student grouping to meet the needs of advanced students and high needs subgroups. As a result, the principal states that more students cite from text during reading and content area work. Novel study has been incorporated across grades post state exam. Additionally, to strengthen Common Core foundational skills in the lower grades, school leaders purchased the *Maxscholar Orton Gillingham* language-based online reading program. To provide deeper conceptual understanding and a focus on application-based problem solving, the math curriculum changed to *EngageNY: A Story of Units*.
- Unit plans reveal a choice of culminating tasks at the end of the novel study of *The Giver*. Seventh graders can either develop an argument that presents their perspective on whether or not it is best for society for all persons to be the same or different, or write about which form of government is most advantageous. Kindergarten students write a response to literature using dictation, drawing, and writing words to answer, "How is what the fox teaches its young kit the same and different from what your parents teach you?" Sixth grade students reflect on the essential question, "How is life interdependent?" as a pre- and post-assessment at the start and end of a science unit on interdependence. A fourth grade math performance task requires problem solving to determine ideas such as, "Is the grant money enough to buy new text books? Explain how you know."
- Lesson plans reflect learning targets, which are posed as "Today I can" statements. Students with disabilities in a multi-grade class identify unit fractions numerically by partitioning a whole into equal parts. Sixth grade scientists explore how species interact by reading about, describing, and illustrating examples of symbiosis, while second graders test their hypotheses about the needs of plants by conducting experiments.

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Proficient</b>
---------------------------	---------------------	----------------	-------------------

### Findings

Teaching strategies consistently provide multiple entry points into the curricula and student work products and discussions reflect high levels of student thinking and participation.

### Impact

All learners, including English Language Learners and students with disabilities, are engaged in appropriately challenging tasks, demonstrate higher-order thinking skills and produce meaningful work products.

### Supporting Evidence

- In a math class, eighth grade students discussed their strategies for using the Pythagorean Theorem to determine the length of one of the legs of a right triangle. One student referred to an anchor chart which listed perfect squares to support his explanation of the length of one side, where the square root was between integers. In a sixth grade Integrated Co-Teaching class, the teacher re-explained the steps to add integers using zero pairs, reviewing the anchor chart with a student. To explain how they solved problems involving positive and negative integers, students used colored integer chips to show their work under a document camera.
- In a science class, second graders watched a video about what plants need to survive. Students wrote their observations, drew pictures of what they saw and wrote questions they wondered about, such as, “How many years does an adult plant take to grow very big?” and “Why do plants need soil, sun and water to grow?” Students also formed and discussed their hypotheses in preparation for conducting experiments on plants. One student wrote, “If a plant had no water, then it would start to fall, and hang and die.”
- Students in a fourth grade class explained that their discussion was to help them understand the author’s message and the theme of the text. Collaborative groups were assigned differentiated tasks and supports to help them determine the theme of a chapter in *The Janitor’s Boy*. Strategic groups used a graphic organizer with supportive hints such as “First..., Then..., After..., Finally...,” and “One possible theme is...” Advanced groups had to think about and identify the challenges a character faced in the chapter, his responses to those challenges, and how those challenges contributed to the development of the theme. During turn and talk discussions in pairs and groups, students cited evidence from the text, and applied accountable talk stems such as, “I agree because...” and “I would like to add on...” Third graders worked in reciprocal teaching discussion groups engaged in the roles of predictor, vocabulary enhancer, discussion director, character captain, and summarizer to explain a character’s problem and his solution in *Tales of a Fourth Grade Nothing*.

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

### Findings

School leaders consistently communicate high expectations to the entire staff and provide training. Staff consistently communicates high expectations for all students and offers supportive guidance for learning.

### Impact

A culture of learning and accountability has been established for staff. Ongoing faculty support ensures that students are prepared for their next levels of learning.

### Supporting Evidence

- School leaders determined a goal for instructional staff to participate in professional collaborative learning to strengthen pedagogical expertise with focus on all components of Danielson’s *Framework for Teaching* domains covering planning and preparation and instruction. A range of professional learning opportunities were offered to all staff, facilitated by school leaders, instructional consultants, and within professional learning committees over four to six week cycles. For example, professional development on effective feedback was provided to staff in groups: teachers of grades 3-8, early childhood, clusters, and paraprofessionals. School leaders, monitoring teacher growth utilizing *Advance* data from formal and informal observations, note that 11 teachers have improved one full rating level with five of those teachers now at effective levels and two teachers now supporting the growth of other teachers.
- School leaders monitor the implementation of collaborative inquiry with periodic check-ins and offer feedback as evidenced in collaborative inquiry checklists. Comments for next steps are provided based on review of binders and evidence of adherence to expected protocols. Examples include expectations for teams to provide evidence of low-inference observation notes from the members of the team; baseline, midline and summative data spreadsheets to track progress; teaching strategies selected; lessons taught; and monitoring tools such as checklists or rubrics to highlight strategies that are effectively improving learning.
- Teachers of fourth, fifth, and sixth grades state that because they have opportunities to work in cross-grade teams as well as their grade level teams, and examine the progressions in content through the grades, they take conscious and intentional steps to support student readiness for sixth grade. Students express that the essays and papers they have to write prepare them for the type of work they will have to do in upper grades and high school. One eighth grade student explained that for her social studies exit project she had to choose her own topic and conduct research to write about, “The Roaring 20’s: How did the 1920’s lead to the Great Depression?” Students state the teachers openly discuss high school expectations and that they have attended different open house events. One student was offered opportunities to apply to special high school programs with support through Saturday preparation classes. “We are College and Career Ready” headlines all hallway bulletin boards that display student work aligned to the Common Core Learning Standards. School leaders and staff provide guidance and advisement through middle and high school fairs and support for the application process and also note over 80% of their elementary students articulate to their middle school classes.