



# Quality Review Report

## 2015-2016

**P.S. 034 Franklin D. Roosevelt**

**Elementary-Middle School M034**

**730 East 12 Street  
Manhattan  
NY 10009**

**Principal: Rosemarie Gonzalez**

**Date of review: May 6, 2016  
Lead Reviewer: Gary Knight**

## The School Context

P.S. 034 Franklin D. Roosevelt is an elementary-middle school with 397 students from grade pre-kindergarten through grade 8. In 2015-2016, the school population comprises 5% Asian, 28% Black, 64% Hispanic, and 4% White students. The student body includes 7% English Language Learners and 29% 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 91.8%.

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

## Area of Celebration

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Proficient**

### Findings

The school leader and faculty ensure that curricula are aligned to Common Core Learning Standards, integrate the instructional shifts, and make purposeful decisions to build coherence. The curricula and academic tasks consistently emphasize rigorous habits.

### Impact

The school's curricula promote college and career readiness for all students and higher-order skills are planned across the grades and subjects for all students.

### Supporting Evidence

- The school uses *GO Math!*, IXL online resource as a supplement to the math curriculum, and *Teacher's College Reading and Writing Project* for its English Language Arts Curriculum. A literary essay unit addresses Common Core-aligned standards such as, producing clear and coherent writing appropriate to task and drawing evidence from literary information to support analysis, reflection, and research, and includes the academic vocabulary for the unit. A math curriculum document infuses instructional shifts such as, fluency, deep understanding and applications. For example, it plans for students to interpret a multiplication equation as a comparison, and solve multi-step word problems with whole numbers using the four operations and assessing reasonable answers using mental math and estimating strategies. Vocabulary for this unit plan, include, partial product, expanded form, round, estimate, equation, area model and cube.
- In an effort to build coherence, teachers plan vertically by subject and by grade, review lessons together, and use the Rubicon Atlas to assist with curricula mapping. Teachers also use the school-wide suggested Understanding by Design planning template to capture learning outcomes, understandings, knowledge, essential questions, skills, and assessment evidence. For example, a grade 6 mystery reading plans for students to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Some desired understandings about the big ideas are author's craft and style to enhance reader engagement and author's choice of craft to reflect his/her perspective. Vocabulary addressed in the unit included, alibi, clue, mystery, and hunch.
- Teachers use Webb's *Depth of Knowledge* chart to guide the planning process around embedding questions that require higher order thinking. In addition, teachers were provided training on academic language to address the English Language Learners, and leveled questioning to address the diverse student population. Essential questions are consistently included in all curricula planning, in order to ensure units, lessons, and associated tasks, are planned with the appropriate level of rigor to meet the needs of students. For example, a grade 4 math unit on multiplying by one digit numbers include questions such as, "How can you estimate products using rounding and determine if answers are reasonable?", and "How can we multiply using the standard algorithm?" In a science plan, students were asked, "How does life on Earth continue and adapt in response to environmental change?" Teachers were also provided information on the Framework for Teaching: Six Clusters Supporting High-Level Learning to aid in the planning process.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

### Findings

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

### Impact

Teaching practices are informed by the Danielson *Framework for Teaching* and the instructional shifts. However, inconsistencies in the provision of multiple entry points into the curricula leads to uneven engagement in appropriately challenging tasks and uneven demonstration of higher order thinking skills in student work products.

### Supporting Evidence

- Lessons included instructional shifts such as application, text based answers, and writing from sources. In a grade 4 class, students were developing evidence to support how British and American points of view differed and still do today concerning the American Revolutionary War's causes. In a grade 6 math lesson, students were displaying and interpreting data in box-and-whisper plots. Students were practicing and applying concepts such as data sets, and upper and lower median.
- In a grade 6 math class on box and whisper plots, students were grouped based on math levels. The social studies lesson on the Road to the American Revolution provided images, a video, and a small group activity with teacher support. A grade 6 Integrated Co-Teaching lesson on author's purpose and motive provided students graphic organizers for paragraph structuring. However, across most classes visited, effective use of multiple entry points was not evident and higher-order thinking questions were not part of the lesson or student discussion.
- In three of the seven classes visited, instruction to support student engagement was not observed. In one class, students were placed at laptops and expected to complete an online IXL math activity, with limited teacher facilitation or questioning. Student engagement and work products yielded uneven results. In a grade 5 math lesson, three students were observed not completing the assignment; one student was observed struggling with question number two, while another student was stuck on question three. No interventions were provided during the time of the visit to address the needs of these students. Similarly, in a grade 4 math lesson, students were to complete an online activity, one student was on the Google website, with another three students who were seated with laptops were not engaged nor completing the assignment. Specifically, one student was observed on the New York City Department of Education's (NYCDOE) website while another student was on the appropriate site but was not doing any of the work.

## Additional Findings

<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 assessments, rubrics, and grading policies that are loosely aligned with the school's curricula. The school is developing their use of common assessments to measure student progress toward goals across grades and subject areas.

### Impact

The school's assessment practices provide limited feedback to students and teachers regarding student achievement. Common assessment results are inconsistently used to adjust curricula and instruction.

### Supporting Evidence

- Teachers use various forms of assessments including running records, end-of-unit math tests, online reading and math benchmarks, and teacher-made assessments. Evidence of rubrics include those used for writing response, and mystery scoring. However, there was inconsistency of overall school-wide use of rubrics, as well as limited feedback. Some teachers provided written feedback in the form of glows and grows, while others indicated next steps. In some cases, there was no evidence of feedback. In addition, the use of written feedback aligned to a rubric was not consistent.
- Students receive limited feedback in terms of how to best improve their work. For example, a grade 2 four point writing rubric indicated a student's score ranging from one to four in the following areas: organization, productivity, focus, grade level phonics, and mechanics. The next steps only indicated please add periods to the end of each sentence, thus not providing the student with concrete next steps to improve.
- There is evidence of tracking of student assessment results in English Language Arts, Independent Reading Levels, and math. In some cases, students are categorized based on results, such as identification of students who performed in the bottom third. However, there is little evidence to support how assessment results are used to adjust curricula and instruction. Documents reviewed provide a bulleted list of school interventions, and one grade 3 document that showed guided reading groups.

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

The school leader consistently communicates high expectations to the entire staff and provides training for those expectations. The school leader and staff consistently communicate expectations that are connected to a path to college and career readiness.

### Impact

The school leader's communication of expectations provides a system of accountability for identified expectations. The school's consistent communication offers ongoing feedback to help families understand their children's progress toward expectations.

### Supporting Evidence

- The school leader communicates the belief that all students must achieve and be successful, they must be pushed to make progress, and receive engaging instruction. This information is relayed to teachers via, emails, memos, weekly updates, monthly calendars and professional development. A review of documents shows teachers were provided a sample lesson design on how to cultivate classroom discourse to make student thinking visible. A December memo to staff includes a PowerPoint on engaging students that included sample questions stems based on revised Bloom's Taxonomy, Webb's *Depth of Knowledge* question stems, and ways in which to involve students in Socratic seminars. A review of on-demand writing and other assessment data, feedback provided during one-on-one meetings with teachers and classroom observations, evidences that teachers are held accountable for their practice and student learning.
- The school leader has a monthly principal's breakfast where school information is shared with parents. For example, a review of an agenda and meeting documents indicates an overview of the Common Core Learning Standards. Parents were provided with a roadmap to support their children in grades kindergarten to grade 8 in English Language Arts and were shown how to login to the NYC Department of Education's schools account for parents to access updated information on their children's academic progress.
- The school also has consistent communication to parents via a calendar of events, such as a curricula night to visit classrooms and learn about the curriculum and ask questions about academic supports. Further, information is provided relative to homework policy, testing and the grading policy. First Friday for Families is a regular monthly occurrence that invites families to visit their children's classroom for further exposure to the academic curricula. In addition, letters are mailed to families regarding ways to improve academic performance, as well as their children's progress reports, and they are informed about the School App Express, an online school specific communication tool for schools and families.

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

The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of Common Core Learning Standards. Teacher teams analyze assessment data and student work for students they share or on whom they are focused.

**Impact**

The school’s structured teacher team collaborations are strengthening the instructional capacity of teachers, however, the analysis of student work does not typically result in improved progress toward goals for groups of students.

**Supporting Evidence**

- The school has various team structures in place, which include, cohort, grades kindergarten to grade 2, and one for grades 3 to 5, a vertical team, content, and grade level teams. The teams work to create instructional coherence leading to having similar lessons at the grade level, looking at units of study and curricula maps, and analyzing student work and assessment data. Teachers shared that the professional collaborations allow for the sharing of ideas and strategies that in turn expand their knowledge as teachers. Teachers stated that the teacher team structures also expose them to a quality of work, and by looking at the grade below and/or above it helps them to better prepare and plan for students moving, having a better idea of strengths and weaknesses of the students.
- A grade 4/5 vertical team was observed engaged in professional inquiry. Teachers were determining what current grade 4 students need to know for grade 5 by looking at grade 5 math units on whole numbers, fractions, decimals, geometry and volume and measurement. Teachers were using current grade 4 summative unit assessments to organize students into groups based on weakness and analyzing grade 5 baseline to identify skills they will need for fifth grade curriculum. Teachers then shared findings and suggested strategies to plan for next instructional steps for skill development. For example, teachers noted grade 4 fraction skills are low. Next steps identified to build skills in grade 4 instruction were to scaffold and break down into steps for student practice, simplify factors, and provide visuals such as BrainPOP or school-tube online websites.
- Although teachers are engaged in structured collaborations, progress toward goals for groups of students is not yet evident. For example, a kindergarten class report on reading level indicates 0% change between benchmarks. A grade 7 English Language Arts score report indicates between a 0 to 15 point gains for some students, and approximately 45% of the class had a minus 13 to minus 54-point decline in scores from benchmark to benchmark on a grade 5 math score report.