



July 9, 2014

Anne Wallestad, Board Chair
Capital City Public Charter School – Lower School
100 Peabody Street, NW
Washington, DC 20011

Dear Ms. Wallestad:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the 2014 Memorandum of Understanding that PCSB has with the Office of the State Superintendent of Education (OSSE) around implementation of the 2012 Waiver to the Elementary and Secondary Education Act, PCSB must “Ensure that public charter schools identified as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school’s Intervention and Support Plan” (p.5). Your school was selected to undergo a QSR during the 2013-14 school year for the following reason:

- School is designated as Focus/Priority by Office of the State Superintendent of Education due to the academic performance of its Hispanic and Economically Disadvantaged subgroups.

Please see the following link for information about the requirements for exiting Focus status http://osse.dc.gov/sites/default/files/dc/sites/osse/release_content/attachments/OSSE_Revisions%20-%20Executive%20Summary%20-%20All%20Principles%20-%205%2017%2012%20FINAL.pdf

Qualitative Site Review Report

A QSR team conducted on-site review visits of Capital City Public Charter School – Lower School between May 12 and May 23, 2014. School leadership also asked the QSR team lead to attend the school on May 13, 2014 in order to observe how the school’s Focus intervention strategies are being implemented in classrooms.

The QSR team’s report is attached. We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Capital City Public Charter School – Lower School. Thank you for your continued cooperation as PCSB makes every effort to ensure that Capital City PCS is in compliance with its charter.

Sincerely,

A black rectangular box redacting the signature of Naomi DeVeaux.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Capital City Public Charter School – Lower School (Capital City PCS – Lower School) serves pre-kindergarten-3 through fourth grade students as part of a pre-kindergarten through twelfth grade network that also includes a middle and a high school. The school serves slightly fewer than 1,000 students LEA-wide and 315 students in the Lower School. This campus received a 2013 PMF score of 37.1% but did not receive a tier on the school year 2012-13 Elementary School Performance Management Framework (ES PMF), as per an agreement the school made with PCSB prior to the start of the school year when it explained that the restructuring of its LEA into three schools qualified the Lower and Middle School campuses as new and therefore would not get Tiered as per PCSB’s PMF policy.

PCSB conducted a modified Qualitative Site Review (QSR) in May 2014 because the campus was designated “Focus” under the Office of the State Superintendent of Education’s (OSSE) accountability system as designed in its 2012 Elementary and Secondary Education Act (ESEA) waiver due to the academic performance of its Hispanic and Economically Disadvantaged subgroups. The campus received a full QSR in fall of 2013 and will receive an additional full QSR in fall 2014. The school is receiving a full QSRs because of its Focus status and because the school is up for renewal in school year 2014-15.

A modified QSR contains one scheduled day, set by the school, and at least six unannounced classroom observations within a two-week window. The QSR team conducted unannounced visits of Capital City PCS – Lower School during a two-week observation window from May 12 to May 23, 2014. PCSB staff also conducted a scheduled visit on May 13, 2014 to observe classes and events the school felt would demonstrate the intervention and support strategies the school has implemented to support the academic achievement of the school’s focus subgroups, Hispanic students and Economically Disadvantaged students. PCSB collected evidence related to the school’s Focus strategies, including: 1) emphasis on co-planning and the workshop model of instruction; 2) strategies to support struggling readers; 3) frequent use of assessment; 4) differentiation in math; 5) expeditionary learning; and 6) improved school culture. Throughout the course of these visits, the QSR team visited approximately 18 classrooms, six that were assessed using the full *Framework for Teaching* rubric. Observations from the *Framework for Teaching* rubric were used to support the school’s implementation of the Focus strategies.

During both the scheduled day and the unscheduled observation window, the QSR team saw evidence of co-planning and the workshop model of instruction as well as differentiation in math instruction for all students, including Hispanic and Economically Disadvantaged. In addition, reviewers saw during the scheduled day teachers learning about and using strategies that support struggling readers, including frequent formative assessments. The QSR team saw evidence of the school’s effort to improve student engagement and the culture of the school. Overall the school had a warm and caring environment with many strategies in place to support a positive learning environment.

INTERVENTION AND SUPPORT STRATEGIES

The following table summarizes:

- 1) Capital City PCS – Lower’s intervention and support strategies as detailed in its web-based Intervention and Support Plan to improve the academic performance of its Focus subgroups, Hispanic students and Economically Disadvantaged students; and,
- 2) The evidence that the QSR team member observed of the school implementing those strategies during both the scheduled day on May 13, 2014 and the observation window from May 12 through May 23, 2014 for the Spring 2014 QSR for the purposes of the 2012 ESEA Flexibility Waiver.

PCSB leaves it to the discretion of school leadership to determine the best use of time during the scheduled day of observations for the purposes of Focus intervention strategies. It may not be possible to observe all of the school’s chosen strategies chosen. In cases where PCSB did not have the opportunity to observe a strategy, we used the following statement: “While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy.” PCSB used different language to indicate poor implementation of a given strategy.

Strategy Described In Intervention Plan	School’s Description of Strategy on the Ground	Evidence
<p>1. Emphasis on co-planning and co-teaching with teaching fellows and inclusion teachers to ensure high quality lesson plans and instruction that supports differentiation for all students.</p>	<p>Strategies and structures observable in classrooms and during planning/consult meetings:</p> <p>Workshop model instruction, where students start together for a mini-lesson (in whole or small groups), then move into independent work time, during which all teachers are pulling small groups for instruction or conferring 1:1 with students.</p> <p>Inclusion teachers are pulling a small group of students in or out of the</p>	<p>During the scheduled day, the QSR team saw extensive evidence of the workshop model of instruction, small groups, and common planning.</p> <p><i>Workshop model instruction</i></p> <p>Workshop model instruction was evident during one math class. One of the three teachers in the classroom began by reviewing the topic of the day, time. The teacher explained that students would break up into centers to do different activities. At one of the centers, the teacher said a time, wrote it in digital form on a small whiteboard and asked students to use their analog clocks to represent the time. The teacher provided constructive individual feedback as needed. Additional information about this strategy</p>

	<p>classroom, depending on the needs of the group.</p> <p>Each team has common planning time each day. One day each week is consult with admin team and focus on inclusion support, academic structures/student data, ELL support or equity discussion groups. Other days include team planning, teacher/fellow check-in meetings and grade-level collaborative planning. These meetings take place Monday, Tuesday, Thursday and Friday. On Wednesday afternoons after PD time, grade level teams meet to do begin collaborative planning/goal setting for the following week's plans.</p>	<p>may be found in <i>Strategy #9</i>.</p> <p><i>Inclusion teachers</i> Throughout the scheduled day, the PCSB observer saw evidence of inclusion teachers pulling small groups of students, both in and out of the classroom. For information on inclusion teachers pulling small groups of students, please see information in <i>Strategy #2</i> on Leveled Literacy Instruction (LLI).</p> <p><i>Common Planning Time</i> The ELL Specialist attended the common planning time for a grade-level team on the scheduled day. The focus of the discussion was on progress monitoring and associated tools for ELLs. The ELL Specialist focused the group on how to monitor speaking and listening skills throughout the year, beyond the ACCESS test in spring. Teachers discussed challenges of monitoring and tracking speaking and listening skills in real-time, and some shared strategies for monitoring during individual conferences with ELL students. The ELL Specialist discussed the possibility of providing a checklist for teachers aligned to the WIDA language standards for listening and speaking. Teachers could use these checklists in real time to benchmark and document student progress throughout the year.</p>
<p>2. Strategies to support reading instruction for struggling readers (including Latino and Low-Income Subgroups)</p>	<p>Daily Five Structure for literacy workshops to allow for high-level independent tasks, and differentiated instruction in reading, word study and writing skills.</p> <p>Leveled Literacy Intervention-LLI--used Literacy Specialist who coaches</p>	<p>The PCSB observer saw the school's implement the Daily Five Structure on the scheduled day. Please refer to the section below on the Daily Five Structure, in <i>Strategy #4</i> for detailed information.</p> <p><i>Leveled Literacy Intervention, Sessions I & II</i> During two separate Leveled Literacy Intervention groups on the scheduled day, literacy specialists and inclusion teachers worked</p>

	<p>teachers and provides direct reading instruction to students via Reading Recovery and LLI (Leveled Literacy Intervention). All grades, 1-4, are fully implementing LLI with struggling readers. Kindergarten teachers are using the intervention for regular classroom instruction. Inclusion teachers at each grade level pull small groups for LLI instruction daily. In addition, our ELL specialist and Reading Intervention Specialists pull extra groups according to student need.</p> <p>High School Reading Buddies with PK/K students (weekly). High school students have been trained in "Text Talk" strategies, which help readers pull out vocabulary and comprehension strategies during read-alouds.</p> <p>Reading Intensives, K-4--Small group instruction that takes place after school to offer more support to students struggling in reading. Hour-long sessions with lead teachers that design lessons to specifically address particular deficits. Group size ranges from 1-4 students.</p> <p>Test-Prep Intensives, 3rd-4th grade-- 22 students participated in a 3-month</p>	<p>with students on specific literacy skills. One teacher pulled a small group of students outside the class to work on word endings in the first group. The teacher focused on individual progress by giving students time to come up with examples, and scaffolding when necessary. Later in the lesson, students used a graphic organizer to record words that shared the same word endings in their individual reading. In the second LLI session, students read to the teacher individually from a book of their own choosing as the teacher worked with individual students on the letter combinations.</p> <p>While Test Prep Intensives and PK-High School Reading Buddies may be in place, PCSB neither looked for nor observed any evidence related to this strategy.</p> <p><i>Reading Recovery</i> During Reading Recovery on the scheduled day, a teacher sat with a student as the student read a story. The teacher periodically stopped to ask comprehension questions, encouraging the student to go back to the pictures to understand the plot. The teacher also kept a running log of words that the student struggled with. The teacher stressed fluency skills by telling the student, "I like how you brought your voice down at the end of that sentence to show that it was over." The teacher noticed that the student continued to replace "I'm" with "I am" and adjusted instruction accordingly, isolating these examples throughout the story and asking the student to practice by looking through the book to find an example of "I'm." At the conclusion of the lesson, the teacher wrote down practice words for the student to practice until the next session.</p>
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	<p>long test preparation Intensive after school on Tuesdays and Thursday for one hour each day. Intensive was led by our ELL Specialist (Ms. Gonzalez) and our 4th grade Inclusion teacher (Mr. Taiwo). Strategies focused on vocabulary development, reading complex texts for understanding and specific test preparation skills for ELL students in 3rd and 4th grades. Support was also given by HS students who worked under the direct supervision of Ms. Gonzalez and Mr. Taiwo.</p> <p>PK High School Reading Buddies, November 2013, through April, 2014 - - High school students were chosen and trained on how to read a book with the Pre-Kindergarten ELLs.</p> <p>Reading Recovery - 1:1 Reading Intervention with first grade students who are struggling in reading. Proven success in getting students on track for future success in literacy.</p>	
<p>3. Increased use of formative assessments and tighter assessment cycle, and strategies for data driven instruction</p>	<p>Administration, scoring and analysis of math benchmark assessments to assess student understanding of foundational skills and concepts at each grade level, K-4. This supports differentiated instruction in math--guided math groups (homogeneous</p>	<p>While the PCSB review team did not observe summative assessments being administered (as our general practice is not to observe students taking formal tests), the observer saw frequent informal assessments across grade levels. Teachers checked with students individually and provided feedback during Morning Math and Math Workshop, and, as described in <i>Strategy #2</i>, teachers frequently assessed student progress during Leveled</p>

	<p>groups).</p> <p>Fountas and Pinnell reading benchmark assessment and Running Records assessments to determine student reading levels for guided reading grouping and teaching points.</p> <p>ANET Interim assessments for third and fourth grade students in ELA and Math. Administration of ANET #2 will take place on 12/3 and 12/5. Data days are a part of each cycle, giving teachers the opportunity to analyze the student data and plan for differentiated instruction. A data day is planned for the Wednesday PD time (1:45-4:15) on December 11th for third and fourth grade teams.</p> <p>Frequent administration of formative assessments (exit tickets, student work for example), including those mentioned about, help us target instruction to each student's level.</p>	<p>Literacy Intervention and during Reading Recovery. During the observation window individual checks for understanding were less prevalent than during the scheduled day of strategies. Most feedback to students was global, with teachers asking questions during whole group instruction.</p> <p>During the Common Planning described in <i>Strategy #1</i>, the grade level team worked with the ELL Specialist to develop more frequent assessments for ELL students as they improve in their speaking and listening skills.</p>
<p>4. Daily Five Reading Structure to increase rigor of independent work time during literacy periods, differentiated instruction in literacy</p>	<p>Daily Five is a structure for literacy blocks that classrooms K-4 are using to support literacy instruction and rigorous independent work times. Students are reading independently or with a buddy, writing independently or doing word work tasks while teachers are pulling small groups for reading instruction or conferring 1:1</p>	<p>The QSR team saw implementation of the Daily Five in a first grade classroom during the scheduled day. After the teacher presented a mini lesson on making inferences using student friendly language, the teacher asked students to discuss the concept. The teacher transitioned students into the Daily Five, with students moving around to different stations (independent reading, writing, read to someone, and word work) as the teacher pulled a small group of students. Students moved seamlessly to their independent stations (indicating that this was a normal</p>

	<p>with students on reading, writing and word work tasks. There are typically 3-5 cycles of instruction, each of which includes a mini-lesson, independent work time and small group reading instruction for all students. This should be seen during literacy blocks in K-4 classrooms.</p>	<p>routine) to start their individual Daily Five activity.</p>
<p>5. Expeditionary Learning</p>	<p>Learning expeditions, a component of the Expeditionary Learning model, should result in increased student engagement and time on task. Expeditions typically focus on science and social studies topics, but integrate literacy and math skills. Students are digging into complex texts, researching in the chosen content area, learning from experts in the field, going on fieldwork to learn more about expedition topics in real-life situations (Kindergartners visiting Columbia Heights multiple times to study pigeon habits). During the window, several grade levels are going to be in expedition showcase preparation time, finishing projects/products, preparing display boards to demonstrate the process of their learning, for example. In addition, the Wednesday PD time on December 11th will be showcase preparation time for teachers in grades K-2.</p>	<p>The QSR team saw evidence of expeditionary learning across grade levels and at different parts of the instructional day. High school students gave dramatic presentations of Spanish folktales to lower school students as an extension of the lower school students' unit on fables. The teacher followed up the presentation by asking students questions about the characteristics of fables and evidence from the dramatic presentations.</p> <p>One class of students was studying Maasai warriors as part of their expeditionary learning. The teacher read from a story about how people in Africa lived, and discussed the difference between nomadic and non-nomadic homes, making a connection to the Maasai warriors. The QSR team saw student-made mud huts in the style of the Maasai warriors in the school courtyard.</p> <p>In a fourth grade classroom, students worked on a list of words related to colonial America. Students visited stations where they built upon their colonial America vocabulary through matching games, card games, and an adaption of a Jenga game whereby students had to act out the word from the block they chose.</p> <p>In a second grade class, students worked independently on creating books with step-by-step instructions on how to create something from traditional Mongolian culture. Students shared about how they had read about Mongolia, created Mongolian-style crafts with accompanying "how to" books. .</p>

<p>6. Outreach to Latino families</p>	<p>Increased outreach to Latino families by teachers and administrators to encourage their being more a part of the school community--volunteering in the classroom and on fieldwork or during whole-school service time, as examples.</p> <p>Document translation--working toward every document that goes to parents being translated for non-English speaking families, including advertisements for evening events, all of Thursday folder contents and homework.</p> <p>Interpretation provided at conferences and at all family events.</p> <p>ELL Specialist provides workshops for parents on supporting their children at home.</p>	<p>The PCSB observer saw an explicit example of how the school works to make Spanish-speaking students feel welcome by teaching all students some Spanish. During Morning Meeting in one class, students sang a song in Spanish. The teacher showed students picture supports to help English-only students remember the words to the songs. The teacher also had posters that included English words and their Spanish translations as the entire class recited the song.</p> <p>The PCSB observer saw evidence of document translation throughout hallways and classrooms. Translations of materials into Spanish included grade-level newsletters, letters about book recommendations, school calendar, and weekly school news.</p> <p>While increased outreach to Latino families and workshops to parents on supporting their children at home may be in place, PCSB did not observe evidence related to these strategies.</p>
<p>7. Race and Equity training and on-going professional development</p>	<p>Five PDs this school year are dedicated to Race and Equity training for staff, including a 3-day launch in August, 2013. Two of the 4 other PDs are half days when students are not in session, and two are Wednesday PDs. PD calendar can be provided to indicate dates for these PDs.</p>	<p>While professional development around race and equity may be in place, PCSB neither looked for nor observed any evidence related to this strategy, as professional development sessions related to this topic were not taking place during the scheduled day of observations.</p>
<p>8. Improved instruction for ELLs</p>	<p>ELL Specialist works with teachers, coaching and training them in strategies to support ELLs in the</p>	<p>For evidence of the ELL specialist working with teachers, please refer to <i>Strategy #1, Common Planning Time: Planning between core teachers and ELL Specialist.</i></p>

	<p>classroom. This includes individual and team coaching cycles, training on SIOP strategies, teacher study group (PLC) to study teaching vocabulary in the classroom, for examples.</p> <p>ELL Specialist conducts PD with Inclusion Teachers on specific strategies to support ELLs in the classroom. A 4-series PD was planned and taught with special emphasis on SIOP strategies. The entire lower school staff participated in these PDs, led by our ELL Specialist. Follow up learning walks (observations) and support in collaborative planning were part of the PD series.</p> <p>ELL Specialist works directly with students, implementing LLI and other strategies to support ELLs.</p> <p>ELL Specialist and Reading Intervention Specialist have consult meetings with all grade level teams monthly, to look at student data, strategize with teachers about supporting ELL students and share strategies for supporting ELLs.</p> <p>Reading Recovery--A 1:1 reading intervention designed to support struggling first grade students in reading. A proven intervention with</p>	<p>While the ELL Specialist may conduct professional development with special education inclusion teachers, PCSB neither looked for nor observed any evidence related to this strategy. The PCSB observer saw evidence of how the ELL Specialist works with teachers to provide support around progress monitoring for speaking and listening skills, as described in <i>Strategy #1</i>.</p> <p>Throughout classrooms, the PCSB observer saw a strong focus on language development in order to improve instruction for ELLs, including using less text-heavy materials to introduce new concepts, reading strategies to improve vocabulary, including Cloze and Word Walls.</p> <p>Evidence of implementation of strategies to support struggling readers may be found under <i>Strategy #2</i>, Leveled Literacy Instruction, and <i>Strategy #3</i>, Reading Recovery.</p>
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	<p>ELL students.</p> <p>LLI (Leveled Literacy Intervention)</p>	
<p>9. Differentiation in math</p>	<p>Morning Math--This year we are implementing morning math school-wide in every classroom, K-4. This work period takes place from 8:15-8:45 in all classrooms K-4. This is a math work period in addition to the regular math workshop block, during which students are focused on critical thinking and contextualized story problems typically working on story problems in an "inverted workshop" model, or engaging in activities that promote math fluency work or, in third and fourth grade, standardized testing strategies.</p> <p>In our regular math workshop period our school uses a variety of structures to meet all student needs. 1) Guided math groups is a structure where students are in homogenous ability groups in order to target instruction to the specific needs of the group; 2) The workshop model, where students begin together for a short mini lesson, experiencing direct instruction around a specific concept or skill, then spend time working on practice problems/tasks while teachers float and confer with students; and 3) An inverted workshop model, where</p>	<p>The QSR team saw strong evidence of the school's implementation of differentiation in math during the scheduled day. Students focused on a story problem and approached it in different ways, with individualized attention from the adults circulating throughout the classroom. Students shared their different strategies for solving the problem with the class. Overall students productively engaged with the learning task, drawing pictures of the bugs on their papers or using a number grid to figure out how many bugs all together were working. Teachers used different drawings to represent the tens and the ones (of the bees) and to talk students through the strategy with students who struggled. The teachers stamped worksheets when students had successfully completed problems. Students used arrays to count by 10s to figure out how many days they had been in school.</p> <p>During a math workshop on the scheduled day, students worked on the concept of time. The teacher introduced the concept, emphasizing that students were at different levels of their understanding of time. The teacher then explained the four different stations that students would go to during the math workshop. Stations included students working on iPads and computers to write time, writing time digitally next to an analog clock, writing hands on an analog clock to represent digital time, and a small group discussion on the concept of time.</p> <p>While the math specialist's small group work and the Extra Daily Math Block may be in place, PCSB neither looked for nor observed any evidence related to these strategies.</p>

	<p>students are presented a task or problems to "grapple" with and come up with strategies for solving independently or in small groups. The teaching point comes at the end of the lesson, during the debrief, when students present and defend strategies and results, and teachers confirm or correct mathematical understandings of the targeted concept or skill.</p> <p>Math Specialist Hired to Re-Teach Math Benchmarks: Beginning in January, 2014, the lower school hired a math specialist to support students in 3rd and 4th grade who need extra support with key math concepts and skills. This work is directly tied to our math benchmark assessment work. Mr. Ray works with small groups of students to reteach math concepts and skills, and re-administer math benchmark assessments to assure student growth and understanding.</p> <p>Extra Daily Math Block---Third and fourth grade teachers added an extra math period to the school day, during which students are grouped based on assessment data, to review and practice math standards they need more support and practice with. This second hour of math instruction is supported, in addition to classroom</p>	
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	<p>and inclusion teachers, by our math specialist and instructional coach, all of whom teach and support instruction in small group settings.</p>	
<p>10. Increased emphasis on higher order questioning techniques</p>	<p>Teachers should be pushing student thinking through discussion and questioning, as demonstrated by high ratings on element 3B of the Charlotte Danielson Framework for Teaching Rubric.</p> <p>A 3-part PD series will begin next week that will support teachers in using questioning strategies with and among students toward deeper learning in the classroom.</p>	<p>Teachers encouraged higher order thinking. In a Morning Meeting, students were discussing shapes, and the teacher held up a picture and asked, “What makes this a real triangle?” requiring students to justify their answers. As described above in the math workshop, the teacher asked students about the concept of time, its importance and why we need it, and to look at pictures and say what time of day they thought it was and to justify their answers.</p> <p>During the expeditionary learning session where high school students presented fables to lower school students, the lower-school teacher started a discussion around fables and what made the dramatic presentations representative of fables. A teacher facilitated a discussion with students about nomadic homes vs. non-nomadic homes, asking students to compare and contrast these concepts using information from what they had read and from information gathered through their building of mud huts in the school courtyard during a literacy block.</p> <p>In another classroom’s literacy block, students were charged with identifying problems to solve throughout their school building. Students broke up into small groups, each led by an adult who walked students around to different parts of the building. Students had a graphic organizer that said, “Problems I See, Where is it, and Notes.” Adults led students around the school and stopped periodically to ask thought-provoking questions like, “Are there any things in the hallways that we wish were different? What do you notice? Is it a problem? Why and what can we do about it?” Teachers also told students, “Writing down where the problem is can help us figure out who we need to talk to about the problem.”</p>

		<p>During the unscheduled observation window, evidence of higher order questioning was more mixed. In a couple of classrooms, questions required only recall of facts and procedures, asking students to identify parts of a story for example. In a particularly strong classroom, the teacher asked students to infer from a story and asked probing questions that had multiple correct answers. Other classrooms had a mix of higher level questioning and those requiring recall.</p> <p>While professional development around higher order thinking may be in place, PCSB neither looked for nor observed any evidence related to these strategies.</p>
<p>11. Improve school culture</p>	<p>Responsive Classroom - Through Responsive Classroom implementation, PCSB observers should see an emphasis on morning meeting, teachers greeting students, and students having the opportunity to share in classrooms. PCSB should also see class-created classroom rules/norms, and logical consequences for behavior problems.</p> <p>Community Values - The lower school went through an in-depth process last spring to create community values. We have continued this work this year in "bringing them alive" for children through activities in classrooms and during all school meeting. We are currently working with staff, and will begin to engage students in linking our values to school-wide expectations for common spaces in the building. This is</p>	<p>The QSR team saw implementation of strategies to improve and promote a positive school culture during both the scheduled day and the unscheduled observation window. The teachers used positive language and praise, such as, "Beautiful! I want to see how you solved this." Students were kind to each other, offering to help each other on various tasks. Students throughout classrooms greeted each other individually as the class started the day, some by singing songs, some by giving each other high fives.</p> <p>During Morning Meetings, students worked in pairs to talk about how they were feeling, and teachers asked students to share out about their partner, requiring students to listen closely to each other. Teachers made an effort to engage all students in Morning Meetings, calling multiple students up to the morning messages written on their easels to suggest vocabulary for their missing words.</p> <p>The PCSB observer also saw an emphasis on Community Values during a math workshop on the scheduled day. The teacher asked "How can we use our community values in math stations today?" when introducing the math stations. Students discussed taking</p>

	<p>a year-long process to create our school-wide expectations.</p> <p>Parent Workshops - We are offering 4 parent workshops this year, each with a community and academic component. The first one took place in on Tuesday, October 29th, with a parenting focus. The second is Math Night and will take place on December 5th, 5:30-8pm. Our Math Cadre teachers are working together with the PSA (Parent School Association) to offer family math games centers and workshops for parents around supporting their children with math at home. Agenda and planning documents are available for review, and the event falls during the 2-week QSR visit.</p> <p>Teachers should be using positive language towards students, with high ratings in element 2B of the Charlotte Danielson Rubric, Creating an Environment of Respect and Rapport.</p>	<p>turns, being responsible, and persevering. The teacher used an example to demonstrate perseverance, saying, “Friends are all telling time in different ways, and sometimes it can be frustrating if other friends know – but you need to persevere.”</p> <p>The QSR team also saw a Roots of Empathy lesson on the scheduled day intended to help students develop their own feelings of empathy for each other. Once a week a mother and baby came to visit the classroom. The theory behind this class was that by interacting with the baby, and learning about the baby’s emotions and needs, students would improve in their interactions with each other. The instructor asked questions such as, “How do you think the baby feels today?” with students answering and citing what the baby looks like, the baby’s expressions, and what the baby was doing.</p> <p>The QSR team also saw students participating in the creation of class norms and rules. During the unscheduled observation window, the QSR team witnessed a focus group session in a classroom. According to the school leader, the grade level teachers had been noticing students being unkind to one another. The class broke into small focus groups to answer questions around, “What makes us feel unsafe or upset in our classroom,” and, “What can we do to fix it?” Students participated actively in the discussion, sharing examples of unkind behavior and describing ways to either prevent it in the future or to address it when it happens.</p> <p>The Hello, Update, Goodbye (HUG) pilot program was in action and is intended for a select group of students to start the day with a positive interaction with an adult. For more information on this strategy, please see <i>Strategy #12</i>.</p> <p>Teachers throughout classrooms during both the scheduled day</p>
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		<p>and the two-week observation window used positive language, creating a supportive environment for learning. Teachers consistently praised students for academic behavior and for following directions. Students helped each other and were generally respectful of each other. Teachers created enthusiasm for learning tasks by characterizing tasks as “special” and “fun,” and communicated to students the importance of learning by emphasizing that students should not miss any part of the lesson. Student effort across classrooms was generally high, with only a couple of classrooms rated below proficient during the two-week observation window.</p>
<p>12. Behavior Intervention Strategies</p>	<p>Lower school staff and teachers are currently engaged in a series of behavior PDs to work on classroom management strategies to support students with tier one, two and three interventions. PD#1: Tier One/Responsive Classroom/CHAMPS learning/reflection. Teaching teams have set goals and created plans to achieve these goals with the support of lower school admin team and colleagues. Teachers are observing one another and putting into place the strategies outlined in their plans. A google doc with all teams' plans is available and strategies should be observable during classroom observations. PD#2: Tier Two Interventions (an outside consultant was hired to observe in classrooms and then</p>	<p>While this strategy may be in place, PCSB neither looked for nor observed evidence of professional development around behavior intervention strategies, as these sessions were not taking place on the scheduled day.</p> <p>The QSR team saw a behavior intervention for students through the HUG program, referenced above in <i>Strategy #11</i>. According to one of the mentors of the HUG program, the program is in the pilot stage this year. Three adults across the school have a caseload of two students each. Adults check in with students at the beginning and end of every day. Students were identified based on anecdotal evidence from teachers who felt that students could benefit from a positive interaction with an adult every day. Each student in the pilot program carried around a behavior card with a score (one to three) for every hour. The regular classroom teacher was responsible for circling the student’s hourly score. The PCSB observer saw how the student reviewed their card and score from the previous day with their mentor and made a goal for a score for the current day. The mentor asked the student at the beginning of the day, “What’s your goal today? What are you going to focus on?” and ended the brief check in with “Have a great day!”</p>

	<p>conduct a PD to support teachers in learning and using Tier Two interventions to support students). During inclusion consult the week of 12/2-12/6 teams will be discussing plans for supporting students with tier two interventions. These meetings take place during grade level planning times throughout the week. A schedule can be provided for the QSR team to visit/join those meetings. PD#3: Revisit and reflect on previously set goals/plans. Our OT provider will also be offering strategies for teachers to use with students in the classroom during this PD. This PD will take place on December 4th from 1:50-4:15pm. Strategies should be observable in classrooms after this date.</p>	<p>During both the scheduled day of strategies and the two-week observation window, teachers used positive behavior intervention strategies to improve classroom routines and processes. When teachers asked students to line up, they sang songs and asked students to think of words that rhymed with another word in order to get dismissed from the carpet to line up. Teachers modeled raising silent hands and used subtle cues for students to quiet down. Throughout classrooms, the QSR team saw teachers telling students to “take a break,” when students were engaged in off-task behavior. Students went to a different part of the classroom to sit for a short period of time (usually less than five minutes) to regroup. This strategy seemed to be effective for most students in that the students quietly moved to the “break” area and returned to their academic tasks without incident.</p>
<p>13. After-school math intensives</p>	<p>Our ELL specialist and 4th grade Inclusion Teacher are conducting after school math intensives on Tuesdays and Thursdays, to support students who are struggling in math. This group is focusing on specific skills that data has pointed to as deficits for this group of 22 students. In addition, teachers are focusing on vocabulary acquisition and test-taking strategies. This group meets in room 104 every Tuesday and Thursday afternoon from 3:45-5:00pm.</p>	<p>While this strategy may be in place, PCSB neither looked for nor observed evidence of after school math intensives on the scheduled day.</p>

	Math Intensives were offered after school for third and fourth grade students identified as students who needed extra supports.	
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