



December 17, 2014

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

Dear Ms. Wallestad,

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2014-15 school year for the following reasons:

- School eligible to petition for 15-year Charter Renewal during 2015-16 school year
- School is designated a Focus School by OSSE per ESEA

Capital City – Lower, which serves grades prekindergarten-3 through 5<sup>th</sup> grade, is in its second year as being designated a Focus school by Office of the State Superintendent of Education (OSSE) as per the 2012 Waiver to the Elementary and Secondary Education Act (ESEA). According to the 2014 Memorandum of Understanding that PCSB has with OSSE, 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).

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](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)

Enclosed is the team's report. We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review and ESEA monitoring at Capital City PCS – Lower, and congratulations on the strong results.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leaders

## **EXECUTIVE SUMMARY**

Capital City Public Charter School - Lower (Cap City PCS – Lower) serves 328 students in grades prekindergarten-3 (PK3) through grade 5 in Ward 4. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) and Elementary and Secondary Education Act (ESEA) monitoring in October 2014 because Cap City PCS – Lower is eligible to petition for 15-year Charter Renewal during 2014-15 school year and designated as Focus by Office of the State Superintendent for its subgroup: English Language Learners (ELLs).

The QSR team conducted observations over the course of a two-week window, from October 6 through October 17, 2014. A team of two PCSB staff members including PCSB’s Special Education Specialist and two consultants conducted 15 classroom observations. The school was identified as a Focus school in fall 2013 based on the relative underperformance on the DC CAS of its ELL student subgroup. PCSB previously monitored the school through QSRs in Fall 2013 and Spring 2014 due to its Focus classification. As part of this visit, a QSR team member attended a scheduled day on October 9, set by the school, to collect evidence related to the school’s Focus strategies, including: co-planning and co-teaching models, responsive classroom, Daily 5 structure for reading instruction, morning math activities, an ELL specialist, and Spanish classes. A PCSB staff member also attended a Board of Trustees meeting on August 19, 2014.

The QSR team used Charlotte Danielson’s *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances, a QSR team may have observed a teacher twice.

The QSR team scored a remarkable 95% of the observations as distinguished or proficient in the Classroom Environment domain. This is an improvement from the 2013 report in which the QSR team rated 85% of the observations as distinguished or proficient in the Classroom Environment domain. Teachers and students used respectful language throughout the observations. Teachers greeted students at the door and shook each of their hands as they entered the room. Teachers worked with individuals and small groups using encouraging words if the student was working through a challenging problem. Teachers also were passionate about the subjects they taught and shared personal stories to engage students in the lesson.

The QSR team scored 80% of the observations as distinguished or proficient in the Instruction domain. Again the scores are higher than the 2013 report where 75% of the observations were rated distinguished or proficient in the same domain. Teachers engaged students through discussion, manipulatives, and expeditionary learning. Teachers differentiated instruction in numerous subject areas. Students had choices in their projects and could work at different paces to complete the tasks.

The majority of evidence collected during the scheduled day centered on the school’s effective implementation of strategies to increase the ELL reading proficiency. An ELL specialist came into classrooms to work with individual students and small groups. The ELL specialist also debriefed with teachers to discuss ELL students and the services they will receive. Teachers implemented curriculum strategies related to readers and writers workshop across the grade levels.

## CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Capital City PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.</p>	<p>The QSR team observed evidence that Capital City Public Charter School is working to carry out its mission. Students were intellectually engaged in self-directed learning, small group work, and classroom discussions. The classrooms fostered collaboration between teachers, between students, and between teachers and students.</p>
<p>Goals:</p> <p>1. Students will become competent, independent readers.</p>	<p>Independent reading was evident in multiple classrooms. Students read while the teachers worked with others or when they finished their work. In one classroom, the students worked independently to choose appropriate leveled books.</p>
<p>2. Students will become effective oral and written communicators.</p>	<p>The QSR team observed activities, which included rich language and embedded vocabulary. Observers saw structured writing and, when appropriate, pre-writing skills.</p> <p>Teachers encouraged students to express themselves. In the pre-kindergarten (PK) classrooms, students explored conversation with other students as well as teachers. In the higher grades, teachers helped students with their writing skills. Teachers also created a number of opportunities for students to speak in class.</p>

<p>3. Children will be able to reason mathematically and effectively present their thinking to others.</p>	<p>In math classes, the teachers approached discussions with open-ended questions and asked students to justify their responses. Teachers asked students to explain concepts and asked in-depth questions to build on students' previous knowledge.</p> <p>In third grade the students were expected to write multiple versions of equations while using counters. The students expressed their understanding in both written and oral formats.</p>
<p>4. To implement learning expeditions - long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork, service, adventure - as the core of teaching and learning.</p>	<p>The QSR team saw evidence of projects in the learning expeditions classes on bulletin boards and in student work and activities. An in-depth study of Mali was underway in one class. Another class was in the process of making a book on children of the world. Other students were adding landforms to their continent maps.</p>
<p>5. LS: To develop learning expeditions that are clearly linked to DC content standards.</p>	
<p>6. LS: To use portfolio assessment to demonstrate students' knowledge, skills, and character, and as a means of understanding curriculum and instructional practice.</p> <p>LS: To use assessment of student work to discover what students know and how they learn and to improve instruction and curriculum.</p>	<p>There was evidence of reading assessments being administered in the hallway. Teachers asked the students to label letters and they took notes on a chart placed in a clipboard.</p> <p>Teachers made an effort to assess students' understanding of the learning material through the use of global call and response, reviewing student work, and briefly checking over students' assignments during the course of instruction.</p> <p>The QSR team neither looked for nor observed any evidence related to portfolio assessments.</p>
<p>Governance</p>	<p>On August 19, 2104 a PCSB staff member visited the Capital City PCS Board of Trustees meeting. Seven board members were present, one via videoconference, constituting a quorum. The board chair welcomed a new treasurer and one new board member. The School Performance Committee</p>

	<p>chair presented DC CAS data to the board. The board engaged in a discussion about increases and decreases in performance and planned interventions. All board members signed service agreements and disclosed any potential conflicts of interest. Committee chairs shared updates on development, finance, school performance, and governance.</p>
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## THE CLASSROOM ENVIRONMENT<sup>1</sup>

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 95% of observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	<p>The QSR team scored 100% of the observations as distinguished or proficient in the component of Creating an Environment of Respect and Rapport. Teachers consistently used warm, respectful language when speaking to the students and greeted them with smiles.</p> <p>In the distinguished observations teachers asked about what students had done over the weekend. The QSR team saw a strong sense of rapport between students. Students participated in Acknowledgements and Apologies at the end of the day. During this time, the students apologized to each other and gave each other compliments based on the events of the day.</p>	Distinguished	53%
		Proficient	47%
	None of the observations was rated basic or unsatisfactory in this component.	Basic	0%
		Unsatisfactory	0%
<b>Establishing a Culture for Learning</b>	<p>The QSR team rated 94% of the observations as distinguished or proficient in Establishing a Culture for Learning. Teachers praised students for getting correct answers and for trying to solve the problem if they did not get the answer right the first time. Teachers also encouraged students to participate in discussions and complimented students who offered differing opinions. When students explained what a main idea is, the teacher replied, “I love how you said you can use all of this information!” In the distinguished observations there was evidence of high teacher expectations and a strong culture that all students can learn and be successful.</p>	Distinguished	27%
		Proficient	67%

<sup>1</sup> Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	Less than 10% of the observations were rated basic or unsatisfactory in this component.	Basic	6%
		Unsatisfactory	0%
<b>Managing Classroom Procedures</b>	<p>The QSR team rated 93% of the observations as proficient in Managing Classroom Procedures. In nearly all classrooms, routines and procedures had been firmly established. Teachers maximized instruction time through the use of efficient transitions.</p> <p>In some observations teachers assisted students with getting materials and starting tasks. Other teachers actively worked on teaching students how to transition, “I’m really proud of us because the first part of that transition went very well, but now I need us to focus.” In a few observations, students took ownership of transitioning between activities during center time. The students posted paper butterflies on a center sign to show they were currently working there.</p>	Distinguished	0%
		Proficient	93%
	Less than 10% of the observations in this component were rated basic or unsatisfactory in this component.	Basic	0%
		Unsatisfactory	7%
<b>Managing Student Behavior</b>	<p>The QSR team scored 93% of the observations as distinguished or proficient in Managing Student Behavior. The QSR team observed teachers use a point system based on a behavior checklist. Teachers redirected students’ misbehavior and talked to them about what they should be doing. In a distinguished observation, a teacher redirected another student who was doodling on a piece of paper while another was making a presentation by saying, “Let’s show our classmate respect by listening and paying attention.” Overall there were few if any observations of students misbehaving.</p>	Distinguished	53%
		Proficient	40%
	Less than 10% of the observations in this component were rated basic or unsatisfactory.	Basic	7%
		Unsatisfactory	0%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 80% of observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 93% of the observations as distinguished or proficient in Communicating with Students. Individual students were asked to read the learning objectives to the rest of the class at the beginning of a lesson. Teachers took time to repeat directions and clarify specific tasks. Teachers delivered correct and clear content during the observations. Written posters and directions in the classrooms were clear and free of grammatical and spelling errors.</p>	Distinguished	20%
		Proficient	73%
	<p>Less than 10% of the observations in this component were rated basic or unsatisfactory in this component.</p>	Basic	7%
		Unsatisfactory	0%
<p><b>Using Questioning/Prompts and Discussion Techniques</b></p>	<p>The QSR team scored 67% of the observations as proficient and none as distinguished in Using Questioning/Prompts and Discussion Techniques. Teachers praised correct answers and pushed students to think through incorrect responses. One teacher said, “Walk me through your thinking. How did you find that answer?” Students actively participated in whole-class and small group discussions.</p>	Distinguished	0%
		Proficient	67%
	<p>The QSR team scored 33% of the observations in this component as basic or unsatisfactory. In a few observations a number of the questions posed by teachers had predetermined responses or led students on a single path of inquiry. In one observation very few students actually participated in the discussion. The lesson was teacher-focused and did not invite active student participation.</p>	Basic	27%
		Unsatisfactory	6%
<p><b>Engaging Students in Learning</b></p>	<p>The QSR team scored 87% of the observations as distinguished or proficient in Engaging Students in Learning. In the majority of classrooms, students were</p>	Distinguished	7%

Instruction	Evidence Observed	School Wide Rating	
	actively engaged in learning activities. Teachers used hands-on activities to demonstrate various concepts. Teachers used suitable pacing for the lessons and left time for closure activities such as students sharing their work and student self-reflection.	Proficient	80%
	The QSR team scored 13% of the observations as basic or unsatisfactory in this component. In a few observations students were not engaged in the learning activity. Some teachers did not adjust the lesson or activity for students who were not paying attention or were restless and fidgety.	Basic	7%
		Unsatisfactory	6%
<b>Using Assessment in Instruction</b>	The QSR team scored 73% of the observations as proficient and none as distinguished in Using Assessment in Instruction. In some observations, teachers paid close attention to evidence of student understanding by asking students to explain their answers. Teachers circulated the classroom to check in with small groups and monitor understanding of the concepts and offer feedback.	Distinguished	0%
		Proficient	73%
	The QSR team scored 27% of the observations as basic or unsatisfactory in this component. In some observations a few teachers only relied on global responses to check for student understanding. There was also limited evidence that students understood how to assess their work or how their work would be evaluated.	Basic	20%
		Unsatisfactory	7%

**APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

**APPENDIX II: INSTRUCTION OBSERVATION RUBRIC**

<b>Instruction</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Communicating with Students</b>	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>Using Assessment in Instruction</b></p>	<p>Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.</p>	<p>Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.</p>

## SCHOOL INTERVENTION AND SUPPORT STRATEGIES

The following table summarizes Capital City PCS’s strategies and evidence collected by PCSB for the purposes of the 2012 ESEA Flexibility Waiver. PCSB observed the school implementing those strategies during both the scheduled day on October 9, 2014 and the observation window from October 6 through October 17, 2014.

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. Therefore it may not be possible to observe certain strategies chosen by the school. In cases where PCSB did not have the opportunity to observe the strategy, we will use the following statement: “While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy.” Different language is used 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 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</p>	<p>Each observation provided an example of co-planning and co-teaching with inclusion teachers. In morning math teachers moved from student to student helping with specific problems and differentiating the work as needed.</p>

	<p>time, grade level teams meet to begin collaborative planning/goal setting for the following week's plans. ELL/LLI Consults- specifically target oral language development and reading skills inclusive of comprehension. The emphasis has been on previewing vocabulary to build background knowledge and schema for the H, ED subgroup.</p> <p>The SIOP Model Foci: Sheltered Instruction Observation Protocol utilizes best practices to make content comprehensible for all students. Also, raising awareness of second language acquisition and the strategies to support ELLs is a priority. This school year we are raising awareness that successful reading of any text is dependent on a number of variables: familiarity with the topic (previewing and building schema), academic vocabulary knowledge (concepts and background knowledge), reading skills and strategies, and skills and motivation.</p> <p>One aspect we discuss infuse during inclusion is the focus on the student's affective filter. If they feel comfortable and welcomed in their environment, learning becomes easier.</p>	
<p>2.Strategies to support reading instruction for struggling readers (including Latino and Low-Income Subgroups)</p>	<p>Daily 5 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 teachers and provides direct reading instruction to students via Reading Recovery and LLI (Leveled Literacy</p>	<p><i>Daily 5 Structure</i> At the beginning of reader's workshop, the teacher gave a mini lesson about how "people in our lives shape the way we think about ourselves." The teacher asked the students to Turn and Talk to discuss this topic. The teacher also talked about finding the lesson of a story and finding details in a story.</p>

	<p>Intervention).</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--After school</p>	<p>Some students went back to their desks for independent work time while others stayed on the rug and worked with a teacher in a small group. At the end of the class, the full class convened on the rug and shared ideas from their work.</p> <p><i>Leveled Literacy Intervention</i></p> <p>One teacher worked with three students on leveled readers. The students decided to read together or read separately. After each student read, the teacher praised the student about something specific, "I liked the way you changed your voice for that character. It makes the book come alive!" The teacher made notes on yellow Post Its as each student read and asked questions about the content.</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 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)</p>	<p>Throughout the day, teachers pulled individual students out to administer the Fountas and Pinnell reading benchmark assessment in the hallway to determine student-reading levels.</p>

	<p>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>4. Daily 5 Reading Structure to increase rigor of independent work time during literacy periods, differentiated instruction in literacy</p>	<p>Daily 5 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 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>PK High School Reading Buddies November to April 11th 2014. High school students were chosen and trained on how to read a book with the Pre-K ELL students 30 minutes a week-asking questions and promoting oral language development. LS ELL Specialist supervised students. HS buddies were chosen because they were bilingual in Spanish or Amharic.</p>	<p>Please see the Daily 5 Structure description for strategy number 2.</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</p>	<p>At the beginning of the social studies class, the teacher reviewed the continent expedition project</p>

	<p>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>and gave instructions to the students for the day's activity.</p> <p>Students were organized in small groups while they worked together to locate the landforms on their continents. Students were engaged in their work and discussed the work as they finished the assignment.</p>
<p>6. Outreach to Hispanic and Economically Disadvantaged families</p>	<p>Via Back-to-School Night, CCPCS has introduced a new survey to better gather the needs of all parents. It is written in Spanish and English. The results of the survey will help us support and increased outreach to Hispanic and Economically Disadvantage families by teachers and administrators to encourage being more a part of their school community--volunteering in the classroom and on field work or during whole-school service time, and offering workshops at times convenient to all families.</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>Comprehensive workshops offered for parents on</p>	<p>While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy.</p>

	supporting their children at home in all aspects of social, emotional, academic development including oral language development in student's first language (L1).	
7. Race and Equity training and on-going professional development	Four PDs this school year are dedicated to Race and Equity training for all staff. This year, we are forming sub-committees around parent engagement, student experiences, hiring, and PD to address areas identified for deeper focus in our continued work.	While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy.
8. Improved instruction for Hispanic and Economically Disadvantaged Students ELLs	<p>ELL Specialist works with teachers, coaching and training them in strategies to support ELLs in the classroom. This includes individual and team coaching cycles, training on SIOP strategies, teacher vocabulary study group (PLC).</p> <p>ELL Specialist conducts PD with Inclusion Teachers on specific strategies to support ELLs in the classroom.</p> <p>ELL Specialist works directly with students, implementing LLI and oral language supports ELLs.</p> <p>ELL Specialist is available on a weekly basis to discuss students' needs on as needed basis per the weekly grade level Consult Meeting outcome.</p> <p>Three Foci:</p> <ol style="list-style-type: none"> <li>1. Evidence of vocabulary use for building background</li> <li>2. Preview of lessons</li> <li>3. Explicit vocabulary instruction (authentic related to tier1/tier2/tier3 words).</li> </ol>	<p><i>ELL specialist works with teachers</i></p> <p>The ELL specialist consulted with teachers about specific student needs and updated them on progress and new information.</p> <p><i>ELL specialist assists in Spanish class</i></p> <p>The ELL specialist explained that the purpose of these Spanish classes it to keep the students' first language strong so they can grow in their second language. The students spoke to the teacher in Spanish during a lesson on gender equality in Europe. During the lesson the teacher used a large map and a computer to support the topic.</p> <p><i>ELL specialist in the classroom</i></p> <p>In a PK classroom, the ELL specialist was introduced as a special visitor. She took one student into the classroom library during center time and spoke to him in Spanish and English.</p>

	<p>PD on improving instruction for ELLs via the SIOP Model: 1. Second Language Acquisition August for new teachers 2. WIDA Can Do Descriptors 3. SIOP for Inclusion 4. SIOP #1 for staff 5. SIOP #2 for all staff SIOP</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 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</p>	<p><i>Morning Math</i></p> <p>Two teachers moved from table to table helping the students complete the Morning Math assignment. Each table had green sheets and plastic coins for the students. The students' task was to figure out how many ways they could make a certain amount of money. When a student asked a teacher if he got an answer right, the teacher replied, "You tell me. Walk me through your thinking." After the students explained his work, the teacher said, "That's right. Now can you find that amount using a different combination of those coins?"</p> <p><i>Inverted Math Workshop</i></p> <p>The students started on the rug for a lesson on word problems. The teacher asked a student to read the learning target for the group. During the lesson, the students turned toward their neighbors and told the story of this problem in their own words.</p> <p>The students transitioned to their tables and worked independently using snap cubes to figure out the word problems. The teachers rotated throughout the room to work with individual students to check their understanding. At the end of the lesson, the students cleaned up the snap cubes and organized them in a bin.</p>

	present and defend strategies and results, and teachers confirm or correct mathematical understandings of the targeted concept or skill.	
10. Increased emphasis higher order questioning techniques	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.	The QSR team observed multiple examples of teachers working with individual students or small groups to ask specific questions about their work. Teachers asked the students questions and promoted discussions in the small groups.
11. Improve school culture	<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>School Culture Leadership Team (SCLT)- Through SCLT we expand our CCPCS LS Cultural Awareness of values, norms and traditions and focus on Cultural Competence as the foundation of our communication with students, parents and staff. We are offering: parent workshops in Spanish for Hispanic parents; Hispanic Heritage Month Celebration to include an all school staff luncheon, and staff Spanish classes.</p> <p>Community Values - The lower school went through an in-depth process last spring to create community values. We have continued this work</p>	<p>The QSR team observed numerous instances of teachers fostering a strong school culture.</p> <p><i>Responsive Classroom</i></p> <p>Teachers said, “Good morning!” to each student during the beginning of circle time. A teacher greeted each student by saying, “Hello.” and shaking his or her hand as the students entered the classroom.</p> <p>In a PK classroom, teachers lead discussions about how to enter and leave centers. The students each had a paper bumblebee with his or her name on it. They were supposed to use these to show they were in a center. The teacher asked the students if they should continue to use this system. When one student said, “No,” the teacher replied, “That was brave of you to give a different opinion.”</p> <p>At the end of the day, students also participated in Acknowledgments and Apologies. During this time, students can apologize for something that</p>

	<p>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 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>happened that day or give a compliment to another person.</p> <p><i>Playworks</i> Students participated in Playworks in the middle of the day. Students gathered for a lesson with the Playworks instructor and then went in different directions to participate in activities such as kickball and jump rope. Teachers also participated in the activities.</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.</p> <p>PD#1: Tier One/Responsive Classroom/CHAMPS learning/reflection. Teaching teams have set goals and created plans to achieve these goals with the</p>	<p>While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy. During the report out, school leaders shared information about the classroom management strategies with tier one, two, and three interventions.</p>

	<p>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.</p> <p>PD#2: Tier Two Interventions (an outside consultant was hired to observe in classrooms and then 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.</p> <p>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. The H.U.G. Program was added as a school wide check-in and check-out prevention program for students who are starting to engage in problem behavior. The goal is to catch students early who are acting out and provide them with more frequent feedback on their behavior to prevent future problem behaviors.</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</p>	<p>While this strategy may be in place, PCSB neither looked for nor observed any evidence related to this strategy.</p>

	as deficits for this group of 20 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.	
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