

# Quality Review Report 2011-2012

P.S. 158 Bayard Taylor  
Elementary School M158

1458 YORK AVENUE  
MANHATTAN  
NY 10075

Principal: Darryl Alhadeff

Dates of review: January 9-10, 2012

Lead Reviewer: Mariano Guzman

## Part 1: The school context

### Information about the school

P.S. 158 Bayard Taylor is an Elementary school with 749 students from pre-kindergarten through grade 5. The school population comprises 4% Black, 13% Hispanic, 70% White, 9% Asian students and 4% other students. The student body includes 2% English language learners and 21% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2010 - 2011 was 95.1%.

### Overall Evaluation

**This school is well developed.**

## Part 2: Overview

### What the school does well

- The school offers a rich and rigorous curriculum, strategically aligned to key State Standards and undergirded by the goals of the Common Core Standards, providing all students the opportunity to become independent learners. (1.1)
  - The school offers a robust curriculum aligned to the Common Core Standards that targets persuasive writing in English language arts (ELA) with direct guidance from consultants with the Teachers College Reading and Writing Project. The curriculum support from the college compliments the school's work in developing vocabulary, mathematics investigation utilizing Math in the City and Technical Education Research Center (TERC), complete with newly updated units, science investigations, cross-curricular Social Studies projects and an enriched Arts and Fine Arts program. Incorporating *Habits of Mind* in classroom practice throughout the school provides all students with powerful learning experiences emphasizing rigor. Consistent throughout the school at all grade levels and for all students are high levels of student achievement and progress as evidenced in the school's yearly State test scores.
  - On-demands, conferring notes and end-of-unit assessments are used by all teachers as formative measures of student learning and barometers for refining academic tasks and classroom process and practice that allows all students to have their individual needs met. Use of visual cues and adaptive technology serve as examples of the extensive methods in place to ensure that English language learners (ELLs) and students with special needs are engaged in cognitively challenging tasks. As a result, students consistently maintain high achievement as evidenced in work samples and State assessment data.
- Across all grades, pedagogical practices reflect a belief on how students learn best which are differentiated and aligned to the curriculum that ensures all students access to content and the ability to produce meaningful work products. (1.2)
  - Leadership at the school embraces the work of Harvard Professor, Richard Elmore in developing a coherent set of beliefs about how students learn best. Throughout the school there exists a common culture of high expectations where teachers are held accountable for their classroom practice as well as contributions to the collective body of work at the school. This theory of action drives the work of teams in their research-based analysis of student work. The ongoing review of formative assessment data supports the individualization and small groupings evident in all classrooms, providing multiple points of entry for all students. Lessons, conferencing and individualized support are all driven by questioning designed to both foster rigorous thinking and provide scaffolded support for struggling as well as advanced students. Consequently, all students are engaged in challenging work at their instructional levels.
- The principal and school leadership team makes strategic organizational decisions that are aligned with the school's instructional goals to improve student outcomes. (1.3)
  - The team of principal, assistant principal and coaches has developed a highly effective strategic approach to garnering resources that create organizational efficiencies and ensure deepened learning for students. Structurally, grade pods have been created allowing for constant feedback from grade team members

- with opportunities provided regularly for intra-school visitations and mentor modeling for new staff members. Each classroom is equipped with a flat screen monitor and Elmo document camera— Integrated Collaborative Teaching (ICT) classrooms have two sets—used by teachers in their daily instruction including the use of exemplar student work. IPADS have been incorporated as adaptive tools for students with special needs and English language learners (ELLs) including laptops for students with motor issues that impact their writing. Thus, this allows for all students to be able to engage in classroom assignments and projects.
- The school is widely recognized as a professional development learning site and the leadership ensures that staff has every opportunity to take advantage of this focus. Teachers are engaged in academic intervention for students before school, after school and on Saturdays, affording opportunities for all learners through remediation for struggling students and extensions for advanced students. The staff is provided with two periods per week by grade for team meetings as well as 37.5 minutes before school for Inquiry. Once a month each grade meets with the principal to discuss literacy and similarly meets with a coach to discuss mathematics. These meetings augment the constant assessment of classroom practice by school leaders through Instructional Rounds and classroom observations using the Danielson Rubric that both ensure improvements in classroom practice aimed at improving teachers work with students, which results in highly productive and well managed class environments with students receiving individualized supports as evidenced in rigorous tasks and student work products.
  - Analysis of a wide range of assessments allows the school to adjust instruction to maximize learning supports and track progress for all students. (2.2)
    - Summative assessments are supplemented with Teachers College evaluations as well as rubric defined work in all content areas. It is important to note that as part of the ongoing collaboration between the University and the school, staff and coaches have been instrumental in the design of many of the Teachers College evaluations ensuring alignment to the curriculum and Common Core Standards. The widespread use of coaching which at times includes two coaches for a new teacher—one modeling and one coaching—allows for on-the-spot adjustments to a lesson, guaranteeing deeper student understanding. The school utilizes Periodic Assessment data to identify students' needs and track progress. In addition, coaches, grade teams and staff developers augment this data source with in-depth “design your own” assessments to inform instructional supports for sub-groups as well as at risk and accelerated students. Regular analysis of student data by school leadership, Inquiry teams and classroom teachers consistently track student progress that informs classroom instruction and out-of-classroom support before and after school as well as Saturday extensions. Teachers articulate trends for students through consistent and regular use of conferring notes allowing for ongoing targeted support to meet the individual needs of all students.
  - Research based observational protocols underscore frequent classroom observations accompanied by consistent and timely feedback aimed at enriching classroom instruction with a strategic focus on new teachers.(4.1)
    - Beginning in September new teachers participate in after-school “New Teacher” workshops. In addition to this, throughout the year, as part of the New Teacher Initiative, they receive intra-visitations from teacher coaches, as well as staff developers who serve as mentors to model effective instructional practices. The ongoing work in determining individual support for teachers is guided by school

- leadership's observations and feedback that is anchored to three strategies: Professional Development Laboratory emphasizes modeling expert classroom instructional practice; Instructional Rounds, developing a shared understanding of instructional practice; and, Danielson, deepening understanding of questioning and engagement. The school's unique synthesis of these three models allows for precise analysis of strengths and weakness in classroom practice with clear and immediate feedback to improve pedagogy which is evidenced in increased student academic performance.
- Across the school community, adults and students, maintain a culture of mutual self-respect that supports the personal and academic growth of all students. (1.4)
    - The school sets professional expectations for all staff members and families alike that focus intensively on meeting the needs of “children first.” This approach has built a strong community of support for adults and children alike that is evident throughout the school with students deeply engaged. Teachers, parents and students express feelings of mutual self-respect, a safe learning environment and an inclusive culture throughout the school. School leadership and guidance staff is steadfast in identifying student attendance patterns and are prompt to address them through closely monitored communication with the home. Classroom behavioral challenges are immediately referred to guidance staff and a social emotional intervention plan is immediately developed and monitored closely for alignment with classroom instructional goals. These are supported with workshops on “Respect for All”, which helps the entire school community build tolerance and acceptance of cultural diversity. Parents widely praised the school's determination in maintaining a safe learning environment with individualized access to adults for all students.
  - The school effectively gathers and analyzes a range of data in order to evaluate progress, leading to effective teacher practice and improved student outcomes. (2.1)
    - School leaders analyze an array of summative and formative data in setting yearly school goals and adjusting curricula accordingly. Combining this analysis with observational data derived from Instructional Rounds and Danielson rubric-based classroom visits, leadership makes strategic decisions regarding use of resources that lead to shifts in classroom practice with improved outcomes for students. This strategic approach particularly emphasizes a closer look at classroom level data in order to identify the needs of target populations with expected progress reports from teachers at 4-6 week intervals. This information constantly guides revisions in classroom planning as well as the identification of resources for teachers to support improvements in student outcomes.

### **What the school needs to improve**

- Extend communication and decision-making with families, including specific feedback and next steps in order to assure that they have the capacity to support their child's learning, including the Common Core Learning Standards at home. (2.4)
  - Families speak highly of the school and the wide range of forums for exchanging information about the school and individual student progress such as monthly progress reports and parent newsletters. However, they are lacking sufficient knowledge around the Common Core Learning Standards in order to support their children's next learning steps in this area. In addition, evidence of parent participation in significant decision-making processes is limited primarily to

parents on the School Leadership Team (SLT). The school recognizes this as an area in need of improvement and has made it one of its Comprehensive Educational Plan (CEP) goals for the current year. While some parents are involved in important school activities, such as providing support for the recently renovated Media Center, parent leadership programs that promote ongoing engagement of families in school related initiatives continue to evolve. Consequently, many parents miss opportunities to help develop a shared culture to support their children's learning expectations.

- Enhance the current professional development plan to include targeted individualized areas of support for all teachers and a plan to build capacity for leadership development. (4.3)
  - The school offers extensive professional development opportunities and provides support as indicated for some identified individual needs, in alignment with the Common Core Learning Standards. Nonetheless, the school does not employ a specific targeted plan with differentiated interim and long term goals for each teacher, resulting in missed opportunities for all teachers to develop strong instructional practices to improve student learning outcomes. In addition, there is no evidence of a data informed plan to build leadership, thus limiting supports for teacher capacity in this area.
- Expand the use of data analysis to evaluate and revise as needed processes and programs within the school that lead to effective professional collaborations. (5.4)
  - Teachers have real ownership of many aspects of the school's teamwork and professional development, often serving as facilitators, mentors and coaches. In addition, administrators meet regularly to review the leadership skills of the faculty and the findings of the team. However, protocols to share team findings on an ongoing basis are less formalized. Consequently, this impedes the school's ability to effectively make data informed decisions on implementing new instructional approaches.

## Part 3: School Quality Criteria 2011-2012

School name: P.S. 158 Bayard Taylor	UD	D	P	WD
Overall QR Score				X
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				X
1..2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?				X
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs as evidenced by meaningful student work products?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
<b>Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.</b>				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?				X
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?				X
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			X	
<b>Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.</b>				
<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?				X
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				X
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?				X

**Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.**

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				X
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X	
1..4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				X

**Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?				X
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?				X
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?				X
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X	

Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed