

Quality Review Report 2013-2014

The School of Science & Technology

P.S. 152

**725 East 23rd Street
Brooklyn
NY 11210**

Principal: Carol Sheldrick

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Lead Reviewer: Nicky Kram Rosen

Part 1: The school context

Information about the school

P.S. 152 is an elementary school with 908 students from Kindergarten through grade five. The school population comprises 71% Black, 20% Hispanic, 5% White, and 4% Asian students. The student body includes 11% English language learners and 13% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2012 - 2013 was 94%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- School leaders and teachers strategically plan and align curricula to Common Core Learning Standards and/or content standards and the instructional shifts to ensure student tasks are engaging and accessible to all learners. (1.1)
 - The school thoughtfully combines READING STREET and WRITING to SOURCES to comprise the English language arts (ELA) curriculum, and is implementing the GO MATH! curriculum supplemented by *A Story of Units*, the New York State P-5 Common Core Math curriculum and teacher created materials to expose and provide all students access to rigorous tasks and materials. Additionally, the school has strategically addressed the instructional shifts by incorporating both a variety and balance of non-fiction and literary texts for close reading across all content areas all grades. In math, to ensure a deep understanding of concepts and improve students' fluency and accuracy, explicit math instruction time has been increased across the curriculum, so that students' have additional opportunities to practice and apply their learning to real world problems. This is evidenced in the curriculum maps and within each specific, grade-level unit pacing calendar. Moreover, each teacher's lesson plan incorporates a real world math problem connected to content resulting in students' increased understanding and complexity.
 - All teachers ensure that each learner is able to access the curricula via targeted, collaborative planning, which includes reviewing student work and school-wide, grade-level and class specific data, along with individual student data. Both the ELA and math coach support grade-level specific teacher teams as well as teachers from each grade, Kindergarten through fifth grade. Mandated service providers meet each week to analyze student work and school-wide assessment data, in order to strategically plan revisions to the units of student and adjust instructional strategies to support targeted individual and groups of students. Across the school teachers' lesson plans include targeted small group instruction and modified or differentiated tasks so all learners are appropriately, cognitively engaged and working towards meeting grade-level specific expectations.
- The school leadership and teachers use a variety of common qualitative and quantitative measures to identify gaps in student understanding which are effectively used to inform instruction and make revisions throughout the year. (2.2)
 - Agreed upon common rubrics are used throughout the school. Thus students, family members and staff share a common language and have a clear understanding of grade-level, specific benchmarks, as well as what is required in core subject areas to improve student performance and demonstrate growth over time. In addition, mandated providers have created specific, supplemental student data recording forms to track the progress of individual English language Learners (ELLs) and students with disabilities (SWDs). For example, the English as a Second Language

teacher has developed an early childhood and an upper elementary, *Language Development Conference Notes* tracking sheet to easily and effectively capture individual ELL students' reading, writing, speaking and listening proficiency, as well as movement over time from emergent to intermediate and/or intermediate to advanced. Each student's progress notes are shared with the ELA and Math coach, administration and classroom teacher, which contribute to increased mastery for all learners. School administrators, teachers and coaches work together to collect a variety of data that is both formative and summative. A school-wide system and structures are supported by identified teacher leaders to regularly and effectively capture and share student data with each classroom teacher and all school administrators. Data Summary Sheets, which compare student performance from one quarter to the next, are generated, distributed to all staff members, analyzed as an ongoing check of students' understanding and then used to plan and/or revise unit plans and inform individual lesson plans. In addition, a teacher-created, school-based student progress report letter is issued to each individual student so both the student and his/her family members are clear about the student's level of performance in relation to the grade-level standard; students and family members clearly articulate next steps the student should take to meet grade-level benchmarks. The aligned coherent and purposeful on-going assessment practices consistently facilitate adjusting instruction to meet the needs of all students and students manage their learning.

- The school's pre- and post-assessments in each content area are disaggregated and analyzed by teacher teams to form student groupings and adapt curricula to address individual learning needs towards mastery. Students create and reflect upon goals regularly, individually and during student-teacher conferencing, to further refine their goals and identify next steps. Post-it notes are evidenced on student writing, in portfolios, and on student work posted on bulletin boards inside and outside classrooms, indicating strengths and noticings according to school-wide rubrics, aligned with school-wide focus on reflection. Furthermore, teachers regularly send home student work samples which include a note on the student's strengths in the piece and next step goals, providing meaningful feedback to families with a clear understanding of student achievement. A work sample for second graders included such strengths as writes sequentially, and includes some dialogue and feelings, with a goal to stretch out important parts by describing small actions. Additionally, the school re-designed their report card to reflect CCLS and Progress Report (PR) terminology in order to provide a well-defined picture of student progress toward grade level goals. Students consistently self-assess on rubrics that include grade level CCLS expectations for the grade level above and below. Checklists and rubrics are student friendly for the early grades and special populations, including icons and pictures in order to orient students on the expected outcomes. Throughout lessons teachers monitor student understanding in a variety of methods including thumbs up, stop-and-jot, and the use of electronic student response devices. Teacher teams continually monitor reading levels and achievement on common assessments in content areas to track student growth and make effective adjustments to plans yielding strong improvement in the school's PR. The school has maintained a B in 2012 and 2013.

- The school leadership makes informed and highly effective organizational decisions across all aspects of the school that supports the instructional goals for improvement of teaching and learning. (1.3)
 - The school aligns all of its resources to support all learners, the curricula and the school's instructional goals. Resources are strategically selected to complement core content areas throughout the school year in order to promote student achievement and high levels of engagement, as well as address multiple learning styles and appeal to students' interests and talents. For example, iPads were purchased and are serving as adaptive technology supports for various learners along with seat cushions and vests and Zumba has been incorporated into the regular gym program, all towards creating a safe and collaborative learning environment with materials to promote academic achievement for a diverse community of learners. In addition, two school programs, visual arts and an instrumental/ vocal music, lead by teachers on staff provide additional academic support for specific and targeted student populations which culminate in relevant, real-world student products.
 - Full time ELA and math coaches support teachers to implement next steps identified during classroom observations, resulting in effective instruction, help facilitate weekly teacher team meetings, as well as the school-wide, curriculum planning team. Work and resources provided with each teacher is well documented demonstrating their role and responsibilities are closely aligned with the instructional priorities of the school. This ensures work around strengthening teacher practice is always connected to improving student outcomes and increase achievement.
- School leaders and staff work together to strengthen teacher practice with ongoing classroom observation feedback, in order to promote professional growth and reflection towards improving all students' outcomes. (4.1)
 - School leaders have developed a schedule to observe teachers on a frequent basis and provide timely, effective feedback that is aligned to teachers' professional goals and the Danielson Framework for Teaching. At the beginning of the school year PD is focused on norming activities using videos, which include both teachers and administrators in order to align their understanding of the proficiency levels and competencies of the Danielson Framework. Student work products completed during classroom observations are referred to in each teacher's written observation report. Administrators provide feedback to teachers which include recommendations on next steps and additional supports that can be used to improve both teacher effectiveness and student achievement. For example, a review of observation feedback provided to teachers suggested using more critical thinking questions to support student engagement and increase student-to-student discussions, which lead to several teachers attending workshops with the data team members. This supports adult learning and increases teachers' ability to revise lesson plans, analyze data to create differentiated instruction and targeted, small student groups. Moreover, both coaches mentor teachers and teacher teams on each grade and support new teachers. One new teacher remarked, "Everything about my teaching has been impacted by the

teacher team. Lessons taught more than once were exponentially better when discussed with the team.” Additionally, highly effective teachers are provided with opportunities to present professional learning workshops and lab sites in-house, resulting in their own professional growth and the sharing of exemplary school wide practices with their colleagues. School administrators can identify teachers at various components of the Framework, i.e. effective, developing, etc. and are able to show a clear trajectory of improved teacher practice via Advance, the teacher effectiveness tracking tool, based on student performance data, feedback history and next steps, which documents professional growth.

- The school has well established systems for evaluating curriculum and instruction to inform effective organizational decisions to support emerging needs and result in improved outcomes for all students. (5.1)
 - School leaders successfully motivate and support staff to revise and refine their practices in an intentional and organized fashion, always being mindful how the bar has been raised and the increased rigor of the tasks used to evaluate all students, as per the CCLS and the instructional shifts defined by the NYC Department of Education, in order to improve the outcome for all their students. For example, after an analysis of the base line data for students in grades K-5, to ascertain the measure of students’ learning, using curricula benchmark assessments, school leaders and staff found that students needed to strengthen their reading comprehension and improve their written responses to complex questions by citing evidence from various texts to support their thinking to ensure students are making adequate progress in response to the school’s curricula, key teaching strategies such as “R.A.F.T.” academic intervention services, professional development workshops and teacher observation feedback. Student data is analyzed four times a year by the school’s Instructional Cabinet, each teacher team and individual teachers. For example, the Pupil Personnel Team (PPT) examines Data Summary Sheets, which includes the performance of SWDs, ELLs and lowest third, in order to track the progress of identified sub-groups of students; this is all done to examine and determine the impact of all of the above and consider if the school’s Response to Intervention (RTI) needs revising and/or meet the needs of all. Towards that end, half-way through the school year the annual professional development plan is revisited and reissued and throughout the year a staff member on each grade serves on the Curricular Alignment Team (CAT) to share grade-level specific data as it pertains to school-wide alignment and coherence in order to build a common language with a consistent and shared understanding across the school.
 - In addition to individual teachers, each teacher team reflects on their practices by setting goals and objectives throughout the year aligned to the Danielson Framework for Teaching and the school’s annual school wide goals and instructional focus. Administrators routinely examine formal and informal observations of staff in order to adjust the school’s Professional Development Plan and support each teacher to obtain effective or highly effective in all domains of the Danielson rubric, towards meeting the needs of all students, inclusive of targeted sub-groups. The school leaders and teachers continually examine and track both student

progress and their teaching growth and efficacy, as it pertains to reaching the short-term and annual school-wide goals. Via the school's cabinet, teacher teams and other teacher school-based collaborations, student data is analyzed to ascertain if all are making progress, e.g. developing grade-level, specific literacy and math skills aligned to the CCLS. For students who are not making adequate progress, teachers make adjustments to the Tier 1 interventions. The school's structures and systemic responses are leading to an increase in students' mastery of CCLS and in the expertise of the human capital throughout the school community. The regularly occurring teacher teams by grade and the CAT, which includes mandated service providers serving students across the school and adjusting the professional development plan mid-year, along with supervisors' targeted, timely and relevant feedback to teachers, promotes continual growth and improved outcomes for all students so they may achieve, grade-level specific CCLS benchmarks.

What the school needs to improve

- Strengthen current teacher practices to ensure consistent alignment to the school's philosophy and beliefs about student learning in order to promote student ownership and increase student progress. (1.2)
 - Teachers have aligned curricula and instructional expectations with CCLS, and share the belief that students learn best when actively engaged and know how to build upon their inherent strengths and interests. Thus, teachers' plans provide differentiated supports for learners and varied approaches for students' different learning styles. For instance, a 3rd grade Integrated Collaborative Team-Teaching (ICT) class writing activity was structured so groups of students could complete the task in a way that matched their individual learning style. Lessons like this and others observed had routines in place or planned for small group work and discussions, yet in most classrooms a bulk of time relied on teacher-mediated discussion to push students' thinking. In addition, most teachers' questions lead to "yes" or "no" type student responses, or teachers essentially repeating and answering their own questions. In one class, the ESL teacher's questions were open-ended, which then facilitated multiple student responses. However, there was little evidence that teachers expected students to take ownership of deepening their thinking, by questioning each other or building on comments made by others. As a result, classroom discussion remains teacher-directed, hindering student engagement, higher order level thinking and more comprehensive ownership of their learning.

Part 3: School Quality Criteria 2013-2014

School name: The School of Science & Technology	UD	D	P	WD			
Overall QR Score				X			
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?				X			
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?			X				
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?				X			
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?				X			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?				X			
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
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			
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?			X				
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?				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				
5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?				X			
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed