



**Department of  
Education**  
*Carmen Fariña, Chancellor*

**Office of School Quality  
Division of Teaching and Learning**

# **Quality Review Report**

## **2014-2015**

**Dr. Jacqueline Peek-Davis School**

**17K012**

**430 Howard Avenue  
Brooklyn  
NY 11233**

**Principal: Nyree Dixon**

**Date of review: January 29, 2015  
Lead Reviewer: Kristine Mustillo**

## The School Context

Dr. Jacqueline Peek-Davis is an elementary school with 218 students from pre-kindergarten through grade 5. The school population comprises 78% Black, 18% Hispanic, 2% White and 2% Asian students. The student body includes 4% English language learners and 9% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 89.0%.

## School Quality Criteria

| <b>Instructional Core</b>  |                            |                   |
|--|----------------------------|-------------------|
| <i>To what extent does the school...</i>   | <b>Area of:</b>            | <b>Rating:</b>    |
| 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards   | <b>Focus</b>               | <b>Developing</b> |
| 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products | <b>Additional Findings</b> | <b>Developing</b> |
| 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels   | <b>Additional Findings</b> | <b>Proficient</b> |
| <b>School Culture</b>  |                            |                   |
| <i>To what extent does the school...</i>   | <b>Area of:</b>            | <b>Rating:</b>    |
| 3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations  | <b>Celebration</b>         | <b>Proficient</b> |
| <b>Systems for Improvement</b>   |                            |                   |
| <i>To what extent does the school...</i>   | <b>Area of:</b>            | <b>Rating:</b>    |
| 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning   | <b>Additional Findings</b> | <b>Proficient</b> |

## Area of Celebration

|                           |                              |                |                   |
|---------------------------|------------------------------|----------------|-------------------|
| <b>Quality Indicator:</b> | <b>3.4 High Expectations</b> | <b>Rating:</b> | <b>Proficient</b> |
|---------------------------|------------------------------|----------------|-------------------|

### Findings

The school communicates high expectations to teachers through utilization of the Danielson Framework for Teacher to provide feedback and support professional growth. The school communicates high expectations to parents through verbal and written communications.

### Impact

Parents and staff have a common understanding of the expectations for the academic and personal behaviors associated with college and career readiness, resulting in a system in which all stakeholders are prepared to support students.

### Supporting Evidence

- Teachers participated in the Danielson pilot and have unpacked the components of the Danielson Framework gaining a common understanding of expectations. In addition to administrative observations, teachers have begun participating in administrative led instructional rounds to see the competencies in practice, specific to their school community as a support, rather than evaluative structure.
- Teachers note teacher team structures as a vehicle to support high expectations for professional responsibilities. Teachers expressed that there have been shifts in the culture of learning at the school. Teachers are supported in sharing best practices for instruction and planning and share information through Google drive so that everyone has access to team learning.
- Parents participate in curriculum night at the beginning of each school year to learn the expectations of the grade. Curriculum night informs parents of the expectations of each grade and includes a classroom walk-through where parents learn to look at the expectations for student work products. Parents receive report cards and progress reports in between each marking period to stay up to date on student performance.
- Staff is accessible to parents each Tuesday by appointment. While parents have to make the outreach, parents say staff is always accessible to them and that the school knows each child well in regards to academic and social emotional needs. The parent coordinator and guidance counselor utilize this time to hold parent workshops around Common Core Learning Standards and middle school transition, as well as Cook Shop and other family-centered programs.

## Area of Focus

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Developing**

### Findings

The school has adopted curricula aligned with the Common Core Learning Standards and is in the process integrating the instructional shifts and planning to provide all students access to curricula.

### Impact

Teachers have Common Core aligned learning targets however planning does not yet consistently reflect integration of instructional shifts and modifications that support access and engagement for a diverse population of learners.

### Supporting Evidence

- Curriculum planning begins over the summer for English language arts. Teacher teams review Ready Gen to look at pacing, essential questions and alignment to Common Core Learning Standards. Earlier this year, teachers were given a color coded system through which they were to identify curricula modifications for students and show attention to integration of the instructional shifts. There was evidence that this was being utilized by some grades for some units. For example, a grade 5 lesson plan utilized the color coding system to identify reading groups and strategies such as stop and jot to prepare targeted students for a whole group discussion. There was also similar evidence in pre-kindergarten units. However, what was mostly accessible on the teacher-shared space in Google docs were pacing calendars and unit descriptions from the Ready Gen program that has not yet been adjusted provide all students access to rigorous content.
- The principal provides teachers access to professional learning videos, memos and research articles to support planning for curricula expectations. Teachers have begun using Engage NY resources to supplement the math curriculum and provide more problem solving opportunities for students. Teachers have begun using these problem solving tasks to better understand students' mathematical thinking. Go Math pacing calendars were available on Google drive but there were not yet modified unit plans available.
- The school utilizes small group instruction and pull-out services, such as Read 180 to support student groups. Lesson plans state adult staff will "work with" or "support" individual and small groups of students, but do not address flexible grouping strategies, multiple learning styles or provide opportunities to demonstrate understanding through multiple representations.

## Additional Findings

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Developing**

### Findings

Teaching practices are becoming aligned to the Danielson Framework and the expectations of the instructional shifts and are reflected in discussions and work products.

### Impact

As a result of developing teaching practices, levels of students thinking and participation varied across classroom discussions and in work products.

### Supporting Evidence

- In a special education bridge class serving students in grades 3, 4, and 5 students were working on developing opinion writing pieces. A small group of 3<sup>rd</sup> graders worked with an Academic Intervention Services push-in teacher to read small index cards with short passages on various topics to identify the author's opinion and supporting details. The students then went into informational reading collecting information to support the topic that they would be writing about. The classroom teacher was also working with a small group however the students were developing pieces without any text evidence or support through the process. In conversation the teacher stated that the expectation was for grade 3 students to give two details to support their claim, grade 4 to give three details and grade 5 to give four details. The scaffolding focused on quantity as opposed to deepening students' ability to support claims with text based evidence.
- During a science lesson, students were asked to work in teams to create an experiment where they developed incline planes using books and to measure how the incline affected the speed with which a tennis ball traveled down the plane. Students did not have timers, nor were they able to develop stable incline planes of varying levels with text books. The design of this hands-on task, along with the lack of support structures limited students' ability to engage in a meaningful way with the concepts and was a missed opportunity for students to expand their thinking.
- In a kindergarten classroom, students were working on using illustrations to deepen their understanding of text. Students offered responses to the teacher about what things they do in the winter while the teacher created a winter web. The teacher then sent student to groups to create their own web on different seasons. A guided group completed the same web as the whole group completed around winter. However, students had no text and no illustrations through which they might gain additional information or demonstrate that they were able to pull information from illustrations. Students used only prior knowledge resulting in low level rigor and engagement.

|                           |                       |                |                   |
|---------------------------|-----------------------|----------------|-------------------|
| <b>Quality Indicator:</b> | <b>2.2 Assessment</b> | <b>Rating:</b> | <b>Proficient</b> |
|---------------------------|-----------------------|----------------|-------------------|

### **Findings**

Teachers are using rubrics and assessments aligned to Ready Gen and Go Math, along with running records and benchmark assessments to inform instruction.

### **Impact**

Teachers are utilizing assessment data to identify next steps for students, adjust pacing and plan re-teaching.

### **Supporting Evidence**

- Teachers are using formative and summative assessment data to provide students feedback on their progress. Students across classrooms are using rubrics along with teachers to understand the expectations of tasks, where they were successful and what their next steps are.
- Teachers conduct item analysis of benchmark and state test data in English language arts (ELA) to determine areas of need. Teachers identified three high needs learning standards to focus on in lessons. In readings, students struggle with finding the main idea and explaining how details support the main idea. In writing, students struggled with using relevant details to support their opinions. Teachers report spiraling these skills across units of study. For example, students in a grade 5 ELA class were observed focusing on identifying relevant details that support the main idea.
- Teachers use Fountas and Pinnell to track reading progress school-wide. Reading levels and conference notes are used to plan small group instruction and identify students who are not making progress for intervention services.
- Read 180 provides students with differentiated learning opportunities designed for students' reading levels. Read 180 provides data tracking and shows that out of twenty-one students in a current cycle, 50% have scored 100% percent in comprehension components. Three students are still practicing reading for details.
- Teachers are utilizing exit slips at the end of lessons to inform future instruction. Teachers state exit slips are used to identify re-teaching opportunities for whole class and small group.

|                           |   |                |                   |
|---------------------------|---|----------------|-------------------|
| <b>Quality Indicator:</b> | <b>4.2 Teacher teams and leadership development</b> | <b>Rating:</b> | <b>Proficient</b> |
|---------------------------|---|----------------|-------------------|

### **Findings**

Teachers are engaged in structured collaborations around practice and student learning. Teacher teams play a key role in school-wide decision making.

### **Impact**

Teacher teams are engaged in conversations that are strengthening their instructional capacity and positively impacting student learning across the school.

### **Supporting Evidence**

- Teacher teams meet several times each week in different configurations (grade, content, book clubs) and for various purposes. Each team is led by a teacher leader or outside consultant. Teachers work in four week cycles that involve planning and data elements. Clusters and support staff participate in meetings to build school-wide coherence and discuss the inclusion of instructional strategies that can be utilized to meet the needs all learners. This work supports the development of vertical coherence as it creates an understanding of how skills and strategies build upon each other from grade to grade. It also supports the understanding and adoption of instructional strategies being used to support different learning needs.
- Teacher teams noted within planning a need to access fiction and non-fiction texts that support units of study and are accessible to a diverse population of learners. As a result, teachers are beginning to archive literary pieces to build a library that includes resources that support all leveled readers in accessing high level content.
- Teacher teams noted that students struggle with extended writing pieces that include relevant information and show deeper understanding. As a result teachers have implemented increased turn and talk opportunities and use accountable talk stems to build student engagement around complex topics, allowing student to explore ideas through conversation prior to writing.