



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2014-2015

P.S. 016 Leonard Dunkly

Elementary School K016

**157 Wilson Street
Brooklyn
NY 11211**

Principal: Mary Renny

**Date of review: February 9, 2015
Lead Reviewer: Maria Giacone**

The School Context

P.S. 016 Leonard Dunkly is an elementary school with 249 students from pre-kindergarten through grade 5. The school population comprises 30% Black, 68% Hispanic, 1% White, and 0% Asian students. The student body includes 8% English language learners and 27% special education students. Boys account for 43% of the students enrolled and girls account for 57%. The average attendance rate for the school year 2013-2014 was 91.0%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Additional Findings	Proficient
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	Focus	Developing
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	Additional Findings	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Celebration	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Proficient

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

High expectations are consistently messaged to staff via the use of the Danielson Framework for Teaching in trainings and other modes of communication. Performance updates and workshops keep families apprised of student progress towards college and career readiness.

Impact

The structures that are in place support the school's high expectations and accountability amongst staff, students and their families. They provide a clear path towards increased student achievement and college and career readiness.

Supporting Evidence

- The school-wide instructional focus to increase the level of rigor is communicated by administrators to all staff through faculty forums that include faculty meetings, grade meetings, common preparation periods and teacher professional development training. A review of professional development offerings showed sessions on the seven habits of proficient readers, higher order thinking, looking at student work to assess writing, and the role of discussion in assessing student understanding. The Depth of Knowledge (DOK) question stems were distributed to the faculty so there is a common understanding of the various levels of rigor.
- Teachers are held accountable for implementing classroom strategies learned through professional development activities and shared collaborations in order to achieve school-wide goals. A review of lesson observations showed that academic rigor is emphasized. One comment indicated that students should be, "adding on to what the first person said before giving their opinions. This was one of the topics for our professional learning." Other comments included, "Have students respond to the shares, building up a discussion. Utilize the 'halving' strategy that we have discussed in professional learning sessions in order to take your students to the next level" and "Please use the DOK sheet given to you at numerous workshops this year to raise your level of questioning."
- During a parent meeting, parents spoke about weekly or bimonthly progress reports that keep them continuously informed of their children's academic progress and performance. A review of those progress reports showed that they include what children had worked on during the week, and what, specifically, a child needed help with. One progress report conveyed that a student needed to work on simplifying fractions and paragraph writing. Another progress report gave a suggestion to the parent, "Please help (your child) with multiplication tables and how to explain the use of the four operations during problem solving." Parents indicated that they are often given sheets or other materials to assist them in helping their children.
- Parents spoke about a variety of ways they can access information to help their children. They explained that frequent calls from and to teachers, accessing the school website and sending and receiving emails to and from teachers were key in providing information and suggestions. Also helpful were a variety of workshops for parents, most notably one on Common Core math. One parent stated that as a result, there was "more focus this year on parent involvement at home. They give us examples of what children are struggling with and sample problems to work on with (our) children."

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

Across classrooms, teaching strategies and scaffolds inconsistently provide multiple entry points into the lesson and student discussion reflects uneven levels of student understanding.

Impact

Across classrooms, the missed opportunities to consistently engage all learners in challenging tasks and higher order thinking hinder students from exhibiting their work at high levels.

Supporting Evidence

- In some classrooms there was evidence of higher order questions and cognitive tasks. Students in a grade 5 math class examined information on different phone plans to determine which plan a fictitious students' family should use. At their tables, students argued over the flat rate per month and the cost per minute as they grappled with the problem to figure out mathematically which would be more cost effective. However, in other classes there were low level recall type questions. Grade 3 class questions included, "What is the question?" and "What information do we need?" In a grade 4-5 class, questions included "What does this mean?" and "Did we have visitors we could cite?"
- In some classes, instructional practice allowed for multiple entry points such as visuals, charts, paraprofessionals and teachers working with small groups, or one-on-one with students. This year, the school initiated a system for teachers to follow for grouping students according to needs. However, in some classes the grouping of students was not deliberate so as to assign leveled tasks or supportive strategies to achieve specific grade-level outcomes according to students' needs. There was whole group instruction in grade K-1, 2-3, and 4-5 bridge classes.
- While in a few classes there were some opportunities for students to turn and talk, across classes, lessons were largely teacher dominated with teachers calling on individual students. Thus, there were missed opportunities for all students to engage in partner or small group discussions to demonstrate high levels of thinking.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data.

Impact

The curricular decisions are purposeful and in response to students' needs, thereby encouraging cognitive engagement for all students to promote their college and career readiness.

Supporting Evidence

- The school has developed a literacy curriculum that incorporates the Wonders reading program, Teachers College Writing Workshop and teacher-created lessons and tasks that align to the Common Core Learning Standards. For math, the school employs GoMath! and Exemplars. Teachers plan vertically along the grades to promote a coherent approach to curriculum planning. There are curriculum-planning loops for kindergarten and grade 1, grades 2 and 3, and grades 4 and 5.
- Teachers plan academic tasks so that all learners, including English language learners (ELLs) and students with disabilities, can access the curriculum. Grade 3 literacy class lesson plans included vocabulary supports for ELLs with notations such as "Kyle is nervous. What face do you make when you are nervous? When do people get nervous?" ELL students are guided to rephrase math problems to ensure acquisition of vocabulary. In a grade 5 math class, students with disabilities were engaged in solving the same Exemplar math task with appropriate scaffolds.
- A review of lesson plans showed that attention is paid to formulating higher order thinking questions based on DOK levels. A grade 1 lesson plan included, "Why is it important to make people feel good about themselves?" A grade 3 lesson posed, "In the text, Abe stated to Jane that, 'Reading can change your life.' What do you think Abe meant by that?" A grade 5 math lesson asked students, "What strategies can we use to solve the problem?"

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Across the school, teachers use common assessments and rubrics to provide actionable feedback to students and consistently check for understanding as well as provide opportunities for students to assess their own work.

Impact

The school's use of common assessments, feedback and checks for understanding allows teachers to determine student progress towards goals and adjust instruction to meet the learning needs of all students.

Supporting Evidence

- Across classrooms, teachers use rubrics to provide rubric-aligned actionable feedback with next steps and suggestions to students. A teacher's comment on student work in a grade 3 class read, "You answered the question correctly and included connections. Next time, challenge yourself by including more math language." In a grade 2 class, the teacher wrote, "You are an apprentice. You know many facts about camels. I would like you to add more details to your situation. Would spitting really stop hunters? What else could happen?"
- In a student meeting, students spoke to how they use rubrics to help them improve. One student said, "We use the rubric before and after our work." Reflecting on a piece of writing, one student said, "I'm a level 2 because I quoted but didn't support my reasons with details."
- There is a system across classes whereby students use color-coded cards to indicate whether they are having difficulty. As a part of this system there is a rule where students must first go to each other to seek assistance, then demonstrate the red card to ask for the teacher's help. One student said, "I put a red card on the table and the teacher helped me to think through my reason." This system, along with other checks for understanding that include questioning and circulating enables teachers to make adjustments to their lessons. The teacher of a grade 5 math class saw that students were incorrectly labeling their tables. She responded by placing a model table on the board so that all students could see how to correctly label their tables.
- Students engage in self and peer assessment. Students circled the status of their progress on a rubric in a grade 3 math class. During a student meeting, a grade 5 student relayed the comment she had made to a peer advising her to elaborate on a reason she had given to sustain a claim.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

The majority of teachers engage in structured, inquiry based collaborative work undertaken by teacher teams that promotes the achievement of school goals and the implementation of the Common Core Learning Standards by analyzing assessment data and student work to improve teacher practice and student achievement.

Impact

The inquiry-based teacher team collaborations effectively promote the achievement of the school’s instructional goals and the Common Core instructional shifts. Consistent assessment of student work and analysis of data is resulting in refinement of pedagogy and improved adult and student learning.

Supporting Evidence

- Teacher teams are structured to follow protocols that lead to shared best practices. Teachers looked at student math work based on a recent assessment using a rubric during a grade 1 team meeting. They examined trends as the basis to form student groups. They identified student challenges that included the comprehension of verbal problems and vocabulary, noting what the word “each” signifies mathematically. For special education students, teachers saw the need to unpack the verbal problem sentence by sentence. One teacher declared, “As a team we share strategies. That’s had an impact on me. I have visited my colleagues and one shared that I can have students start by looking at a picture and I repeat it back to them.”
- During a teacher team meeting, teachers spoke about how they help to enhance each other’s teaching through collaborative structures. A grade 4/5 teacher spoke about focusing on a trend where students were not expanding on details was revealed by examining student work. The team developed a chart for students that illustrated the introductory sentence to a paragraph and ways to expand and elaborate on details. The teachers indicated that this strategy led to improved student writing.
- During teacher team meetings, members set goals for students following the analysis of assessment results. These goals are shared with students who then formulate a plan with their teacher. Goal-setting conferences are set up at intervals throughout the year. Goals identified for a grade 5 student included cause and effect, summarizing and inferencing as areas in need of improvement. Her math goals included estimation and word problems, and simplifying fractions was included as a goal at the January goal-setting conference.