



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

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

# **Quality Review Report**

## **2014-2015**

**The Bay View School**

**Elementary K102**

**211 72<sup>nd</sup> Street  
Brooklyn  
NY 11209**

**Principal: Cornelia Sichenze**

**Date of review: January 12, 2015  
Lead Reviewer: Karina Costantino**

## The School Context

The Bay View School is an elementary school with 1,385 students from kindergarten through grade five. The school population comprises 1% Black, 25% Hispanic, 57% White, and 15% Asian students. The student body includes 14% English language learners and 9% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013-2014 was 95%.

## 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>Well Developed</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>Celebration</b>	<b>Well Developed</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>Well Developed</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>Additional Findings</b>	<b>Well Developed</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>Well Developed</b>

## Area of Celebration

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Well Developed**

### **Findings**

Teaching practices across the curriculum demonstrate a coherent set of beliefs about how students learn best and address the needs of students through specific strategies for all subgroups.

### **Impact**

These practices, informed by the Danielson Framework for Teaching, the instructional shifts, and discussions at the team and school level so that all students demonstrate strong gains, including students with disabilities and English language learners.

### **Supporting Evidence**

- Implementing multiple entry points for students helps the teachers address the challenges of diversity in the school by suggesting flexible instructional materials, techniques and strategies in the majority of classrooms. Teachers help foster character by inspiring each student to develop perseverance, collaborative skills, and a responsibility for their own learning. In addition, they ask students to make connections, relationships, understand diverse perspectives and supply evidence for inferences and conclusions in all academic areas. For example, in a fifth grade class, students selected partners to begin peer editing, using a student rubric that they had created as a class.
- Across classrooms and during the student interviews, students showed collaborative skills, taking responsibility for their own learning. Asking children to make connections, understanding diverse perspectives and supplying text-based evidence for inferences and conclusions across academic areas, foster critical thinking. In visiting classrooms, students asked each other HOT questions (High Order Thinking), as they responded to essential questions. Students then responded to each other and the teacher became the facilitator. This strategy resulted in pushing student thinking to engage in rich discussion.
- In order to support teachers, the principal, assistant principals, coaches and lead teachers provide professional development in the areas of engaging students in learning and using assessment in instruction, 3c and 3d respectively of the Danielson Framework. Teachers who exemplify best practices provide intervisitation opportunities across grades, building coherence and alignment of practice in the building.
- All teachers have time to confer with students and are acutely aware of each student's level of understanding and participation that provides teachers with the ability to differentiate instruction for each child. This was demonstrated in the 12:1 Bridge Class, where the teacher created different versions of the text in book form at all student's' level of understanding as the entire class did character study.

## Area of Focus

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

The school has developed engaging, rigorous CCLS-aligned curricula that have strategically integrated the instructional shifts, embedding them in a coherent way across all subjects and grades.

### Impact

As a result of the demands of the CCLS, the school leaders and faculty have strategically refined its current coherent curricula to promote college and career readiness so that all learners, including English language learners (ELLs) and students with disabilities, must demonstrate their thinking.

### Supporting Evidence

- In the majority of classrooms, as teachers plan higher level questioning and discussion, students are reading higher level rigorous text and engaging in more complex thinking problems. For example, across content areas, lessons include extensions for English language learners, students with disabilities and high performing students all in a project based learning environment and tailored to their point of understanding. In addition the curricula in kindergarten through grade five are strategically balanced with both non-fiction reading and writing.
- Throughout the school, all teachers have created coherence through units of the science, technology, English language arts, art, and mathematics (STEAM) curricula of study across grades. For example, in the fifth grade groups of students created a living environment in outer space. Students integrated and researched air density, living quarters, medical facilities, education and other social necessities to create the environment. This required them to conduct research across the various content areas and make connections as to how they impact one another.
- The school provides a variety of academic interventions for its students across grades, namely, but not limited to Reading Recovery, Orton Gillingham, and academic intervention teachers to better address student independent challenges. These interventions are targeted for kindergarten and first grade, building language acquisition in the early grades. This is particularly important for the school's English language learners and Special needs students.

## Additional Findings

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

All assessments are aligned to the curriculum and are ongoing, offering a clear portrait of student mastery and providing teachers and students with meaningful feedback which creates a clear picture of student mastery toward goals.

### Impact

All students in the building, including English language learners and students with disabilities demonstrate increased mastery.

### Supporting Evidence

- The assessments in the building drive the instruction and curriculum. Assessments, formal and informal as well as formative and summative, are strongly aligned to the curriculum. In classrooms, teachers use the data to drive the small group, whole group and individual instruction of students, resulting in flexible grouping as students achieve mastery.
- The assessments used across grades are running records, daily reading conferences, guided reading notes, reading behavior checklists and responses to literature, formal and informal writing assessments, formal and informal mathematics assessments, exemplar and exemplar rubric in addition to low inference observations. These results provide accurate portraits of student mastery and achievement.
- Student work samples are shared across the grade to bring a more holistic picture of how students are moving across the grade. All data is discussed and analyzed so that the curriculum and instruction can be adjusted to meet the needs of the student. For example during a teacher team meeting across content areas, teachers were reviewing the writing of a English Language learner that just tested out discussing the trends in areas of concern they saw and how they might be able to provide more support to this student and others like her.
- Student checklists, turn-and-talk opportunities as well as peer assessments afford students the opportunity to demonstrate understanding during the lesson and permit the teacher to adjust the lesson accordingly. During visits to classrooms, it was evident that teachers made sure all students understood what was being taught. In a first grade lesson on character study, the teacher took advantage of a teachable moment where the children were exploring what role a character plays in a story, until she was certain it was understood by all. She did this by having children role play calling upon a multisensory approach where needed.
- Teachers use rubrics that are discussed with all students across subjects throughout the curriculum and particularly writing. In some classes, students are developing their own student rubrics and using them to self-assess and peer-assess, building college and career readiness to self-direct their learning.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Well Developed</b>
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**Findings**

The school leaders consistently communicate high expectations to all staff and provide training aligned to the Danielson Framework for Teaching. School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families.

**Impact**

As a result of the diligence of school leaders, a culture of mutual accountability for these high expectations is pervasive. In addition, families have clear expectations around providing support to their children towards achieving those goals.

**Supporting Evidence**

- The rigorous curriculum that teachers have created holds students and teachers to very high academic expectations. Throughout the school these high expectations are embedded in teacher practice and school culture. As the administration uses the Danielson Framework to observe teachers, teachers consistently self-assess and peer-assess in an effort to have all teachers reach their full potential. For example, classrooms that exemplify best practice are designated as lab sites for all teachers to visit and learn. All teachers know that the practice of observation, next steps and follow through measures ensures that teachers are aware of the school’s high expectations. These measures speak directly to the school message that the entire P.S. 102 family of professional educators are expected to work hard and continually raise the bar as students are prepared for college and career readiness.
- Throughout the building the expectation for every child is to be college and career ready. In September, the students were asked their hopes and dreams for the future. All along the walls of the school are posted each child’s hope for the future written in shapes of cars to demonstrate a roadway to success that meanders throughout the building. In addition, students share these dreams in morning announcements for other students to hear.
- The enrichment programs provided during the day and after school expose students to the importance of college and career readiness by affording them with not only a large array of choices to expose them to various interests, but also to help them to develop much needed skills. For example, during the school day, the school has a partnership with Price Waterhouse Accounting Firm, who provides the third, fourth and fifth grade students with a learning experience in financial literacy through a program called Earn Your Future.
- Parents are engaged in a series of grade specific meetings to delve into the Common Core Learning Standards and grade-specific expectations. Additionally staff provides parents with instructional strategies in order for parents to assist their children at home to meet/exceed the standards and prepare them for their career goals. These lessons also help parents to engage in talk with their children about career exploration. Partnerships with families are a top priority for all members of the P.S. 102 school community.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Well Developed</b>
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**Findings**

All teachers engage in structured collaborations, promoting the implementation of Common Core Learning Standards while systematically analyzing all key elements of teacher practice. There are distributed leadership structures embedded.

**Impact**

This results in increased school-wide instructional coherence and increased achievement for all sub-groups. There is effective teacher leadership as teachers play integral roles in key decisions that affect student learning.

**Supporting Evidence**

- Weekly, teacher teams meet in Professional Learning Communities (PLC) where they explore and revise Ready Gen and Go Math curricula to address the needs of all their students. In addition, the inquiry team meets on a monthly basis focusing on mathematical problem solving. Teachers, using the Plan, Solve, Think, and Check method assess students through the mathematics performance tasks. Analyzing student work, they identify common trends and patterns, reflecting on what instructional next steps should be implemented. As a result, the units of design are fluid, fluctuating to meet the individual needs of students.
- Instructional Lead Team members attend all Network Meetings on a bi-monthly basis where they are provided information in a specific area of need. For example Universal Design for Learning (UDL) and formative assessment trainings are then turn-keyed by the Team to the staff for professional development. This learning assists teachers in applying additional research based strategies to assist the individual needs of students during the inquiry process.
- The school has implemented Science, Technology, Engineering, Art and Mathematics (STEAM), a program that provides access points for guiding student inquiry, dialogue and critical thinking. This results in having students take thoughtful risks, engage in experimental learning, persist in problem solving, embrace collaboration and work through the creative process, thus pushing student thinking. The STEAM team comprised of teachers on every grade meet on a monthly basis to brainstorm collaborates and plans integrated lessons for schoolwide implementation.