



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

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**P.S. 158 Warwick**

**Elementary 19K158**

**400 Ashford Street  
Brooklyn  
NY, 11207**

**Principal: Audrey Wilson**

**Date of review: Nov 12, 2014  
Lead Reviewer: Dr. Simmons**

## The School Context

### Information about the school

P.S. 158 Warwick is an Elementary school with 552 students from PK through grade 5. The school population comprises 55% Black, 42% Hispanic, 1% White, and 1% Asian students. The student body includes 7% English language learners and 16% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2012 - 2013 was 89%.

## 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>Additional Findings</b>	<b>Proficient</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>Focus</b>	<b>Proficient</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>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>Proficient</b>

## Area of Celebration

**Quality Indicator:**

**3.4 High  
Expectations**

**Rating:**

**Well Developed**

### Findings

High expectations are consistently messaged to entire staff via the use of the Danielson Framework for Teaching in trainings and other types of communication resulting in a culture of mutual accountability. Workshops effectively update families of their students' progress towards college and career readiness.

### Impact

Systems of communication, feedback and accountability bolster the school's high expectations for all members of the learning community, thus providing a path towards increased student achievement and college and career readiness.

### Supporting Evidence

- Students' work samples accompanied with rubrics, tasks and standards are displayed on bulletin boards. Additionally, students' writing, work folders and portfolios are visible in every classroom.
- Teachers, flexibly, meet with parents ongoing including during prep periods to discuss progress. Parents review pre-assessment/baseline data and learn how students are beginning the school year. There are various feedback venues, parent-teacher conference, individual parent-guardian meetings, middle school articulation, open house and close house meetings. Each grade has a theme for their initial conference. For example, in Kindergarten - "We are Big Kids now", Grade 1 - "No Scribbling, No Crayons or Naps, Come and See How Well we Adapt", Grade 2 - "ABC Look at me, I Can Read", Grade 3 - "First Time Test Takers", Grade 4 and Grade 5 - Grade Curriculum Checkup."
- School leaders and staff effectively communicate expectations to a path to college and career readiness by implementation of their annual career day. Students dress up for Halloween in a career costume or outfit instead of costumes. PS 158 host its own Middle School Fair for their fifth grade students to make articulation conversations more convenient for families. Additionally, the use of close reading strategies for students, such as second grade students reading Charlotte's Web as a Shared Read Aloud with their teacher and defining evidence from the text.
- Teachers provide ongoing feedback to families regarding student progress, as evidenced, through interim progress report, report cards and via phone calls or through an online system to communicate reciprocally with teachers via email.
- To strengthen students' attendance, small class size and positive attitudes, PS 158 partnered with AmeriCorps as near-peer mentors and serve to keep students in school on track. Accountability is shared with mentors as they support instructional vision within the classroom and for after school instruction and activities.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Proficient**

### Findings

Instructional strategies, such as the use of questioning, provide support across the school.

### Impact

Across classrooms, curricula extensions and small group support learners to take ownership of their learning.

### Supporting Evidence

- Differentiation of tasks for sub groups including higher achieving and lower achieving students and English language learners were also observed in some classes.
- Across classrooms, teachers are incorporating the instructional shifts with emphasis on close reading strategies, developing academic vocabulary, and finding evidence in the text.
- Across the classrooms, students use accountable talk stems to agree or disagree with a statement. In some classes, students responded to each other by building upon logical arguments and citing textual evidence.
- During a math lesson in a grade 5 class, students divide by 2 digit divisors engaged in groups that included scaffolds such as, teacher modeling, visuals and manipulatives. Students worked on SMARTboard, another group worked on whiteboard, AmeriCorps member worked with students in a group and students worked on long division on desktops.

## Additional Findings

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

Curricula are aligned to Common Core Learning Standards (CCLS). Higher order skills are consistently emphasized for all learners across grades and content areas.

### Impact

The school's curricular decisions build coherence and promote college and career readiness. Across grades and content areas, academic tasks push student thinking.

### Supporting Evidence

- Curriculum maps are aligned to the CCLS evidenced by academic tasks through the adaptation of instructional materials from ReadyGen, GoMath and the New York City Science and Social Studies Scope and Sequence.
- Teachers refine and integrate instructional shifts in the curriculum and unit plans on Rubricon Atlas to manage the process of focused collaborative review that includes scaffolds and entry points for all students.
- Students participate interdisciplinary project based learning in drama, art and dance. For example, unit plans in art, Social Studies and dance, students study Native Americans to compare and contextualize social practice. The art program consists of the Element of Art that includes line, shape, color, texture and skills and concludes with a culminating art show in the spring.
- Observed lesson plans have learning objectives, vocabulary, instructional materials used and differentiation and modifications noted.

**Findings**

The school uses common assessments in all subject areas, tracks students student progress and checks for understanding.

**Impact**

The school's systems to monitor progress through data analysis as well as during instruction are used regularly to guide adjustments in units to meet students' learning needs.

**Supporting Evidence**

- The school uses common assessments in all content areas, such as MOSL - Running Records, teacher made assessments, formative and summative assessments, CCLS checklists, Amplify/mClass, unit assessments GoMath and ReadyGen, which provide information to drive instruction, create guided groups and monitor student progress.
- During the small group assessments, students stated that they receive rubrics before tasks to guide their work.
- Across classrooms and observed by reviewer, teachers used checklists, circulating, rubrics, exit slips and questioning to check for understanding.
- A review of teacher's checklists indicated that formative assessments lead to instructional adjustments such as re-teaching concepts and re-grouping students.

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

Teachers examine data and student work consistently within inquiry-based teams. Distributive leadership structures provide a means for teachers to have input on key decisions about curricula and pedagogical practices.

### **Impact**

The work of teacher teams has resulted in improved pedagogy and student progress on assessments. Shared leadership structures build capacity to improve student learning.

### **Supporting Evidence**

- Teacher leaders, who represent each grade or discipline, meet weekly during 90-minute block, as well as an additional common prep period to develop units, pacing calendars and rubrics. Additionally, teachers discuss professional development and instructional practice.
- During the teacher team meetings, teachers articulated that they feel empowered to have input on decisions toward the development of instructional resources across grades.
- Teacher teams review the recent Running records assessments to make instructional decisions and share ideas to adjust teaching practices based on data. For example, during a team meeting observed, a third grade teacher shared writing checklist, an item analysis, which led to the development of supports in writing narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequencing.
- Using Amplify/mClass spreadsheets, targeted student performance data is tracked and analyzed. Teachers used this data to share any trends and organize small groups.