

# Quality Review Report

## 2014-2015

**P.S. 132 Ralph Bunche**

**Elementary 29Q132**

**132-15 218 Street  
Queens  
NY 11413**

**Principal: Alicia Hawkins Davis**

**Dates of review: March 2, 2015  
Lead Reviewer: Safiyah Satterwhite**

## The School Context

P.S. 132 Ralph Bunche is a/an Elementary school with 347 students from PK through grade 5. The school population comprises 91% Black, 6% Hispanic, 1% White students, and 2% other. The student body includes 1.4% English language learners and 14.4% special education students. Boys account for 57.1% of the students enrolled and girls account for 42.9%. The average attendance rate for the school year 2012 - 2013 was 94%.

## School Quality Criteria

### Instructional Core

<i>To what extent does the school regularly...</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.	Celebration	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.	Additional Findings	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:**

**2.2 Assessment**

**Rating:**

**Proficient**

### Findings

Across classrooms teachers utilize assessments that are aligned to the schools curricula and determine student progress towards goals across grades and subjects.

### Impact

Assessment practices provide actionable feedback to students and teachers regarding student achievement and are used to adjust curricula and instruction.

### Supporting Evidence

- Teachers provide actionable feedback to students through rubrics, conferencing, report cards, progress reports and teacher-crafted notes. One teacher wrote to a student “You worked very hard on your essay and have provided some good evidence of comparing and contrasting the two Native American tribes. You provide a clear opinion of which book gave you a better idea of the Native American life, however it needs more support and organization. Additionally, your conclusion did not adequately summarize the similarities and differences of the two books, and why that helped you come to your opinion. In future, please completely write out all book titles. Good effort.”
- Running records, teacher created formative assessments, English language arts and mathematics performance tasks / common assessments and computer based software programs (including i-ready, and i-excel) are some of the school structures utilized that serve to provide timely and periodic feedback regarding student progress at this school. The i-ready assessments for example measure phonological awareness, phonics, high frequency words, vocabulary, and comprehension for each individual student. In the student interview, students express that they are thankful for the variety of software assessment programs, as they help them work on their areas for improvement at home.
- Last year, teacher teams used progress monitoring data in order to better assess student progress, as well as, identify student strengths and weaknesses within a given unit of study. This year grade specific teacher teams will continue the work of the previous year with an emphasis on building student capacity for performing simple mathematical calculations with fluency and deep understanding.
- Customized and unique monthly progress reports are sent home to parents designed by the school. The unique areas of the progress report include recent test scores, areas of concern, recent work, and socio emotional supports needed.
- Assessment data is consistently used to plan curricula and instruction and analyzed for trends. For example: School data suggest that students’ inability to manipulate simple calculations with speed and accuracy hinders student performance with multi-step problem solving activities. In English language arts, teacher teams warrant that a true balance of informational and literary texts is maintained, hone student abilities to provide text based answers in the curricula while building their academic vocabulary.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

### Findings

Across classrooms, teaching practices inconsistently provide multiple entry points, scaffolds and supports into the curricula. Discussions in the classrooms also reflect uneven levels of student participation.

### Impact

As a result, all students, including English language learners and special education students, exhibit varied levels of engagement in classroom practices and in student work products.

### Supporting Evidence

- Although some supports are planned for in lesson planning documents, classroom practice does not fully represent the implementation of scaffolds and multiple entry points consistently across classrooms. For example, in most classrooms students were all reading from the same text without any leveling or additional supports and were provided the same worksheets. Few of the classrooms used graphic organizers in practice or provided material in a student's native language.
- In one classroom, students were engaged in student-to-student activities where they were asked to read a problem, draw a diagram to solve it and then share the results with their peers. However, many of the school's other classrooms were solely teacher led with few opportunities for students to engage in student -to -student discussion with one another.
- In another classroom, students were called up to the board to solve a problem and explain how they arrived at the answer. However, in other classrooms students were being read to by the teacher and posed questions. There were few opportunities where students were asked to turn and talk, come to the front of the room to participate in leading the activity, or facilitate a discussion with their peers at the table. As a result, the majority of the classrooms observed included a large portion of students who were not thoroughly engaged in the activities.

## Additional Findings

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Proficient**

### Findings

School leaders and faculty provide a rigorous Common Core aligned curricula that integrates the instructional shifts and emphasizes higher order thinking skills.

### Impact

Curricula decisions made by school leaders and teachers results in a school environment that has an emphasis on higher order thinking skills and college and career readiness.

### Supporting Evidence

- Data analysis revealed that students need support in producing long and short responses, making “inferences and multi-step problems solving. As a result the school decided to adopt Common Core- aligned Ready Gen and Go Math.
- Teachers have customized pacing calendars to ensure that student standards are met. Teams meet collaboratively to modify the curricula and embed a focus on vocabulary.
- Higher order thinking skills and questions are intentionally embedded in school lesson planning documents. For example: one teacher’s planned higher order questions were “What expression can you write to represent the problem? Explain” and “Explain how you decided what type of diagram to draw for your problem”
- In many of the English language arts classes teacher’s lessons are focused on the instructional shift of using evidence to support the text. For example one writing activity planned to “have students write an opinion paragraph in their writing binder about whether or not the character ‘Jacob’ displays qualities of bravery”. Students will start the brainstorming and retrieval of evidence from the text in class and complete the paragraph for homework.

**Findings**

School leaders communicate high expectations aligned to the Danielson Framework to teachers, and high academic expectations to parents, that are connected to a path for college and career readiness for students.

**Impact**

A plethora of school programs aid both parents and staff members in further understanding the expectations for students, and help families in understanding those expectations. A system of accountability is in place to ensure that teachers and staff are one cohesive unit in communicating and embodying school beliefs.

**Supporting Evidence**

- In the parent feedback session, parents exclaim consistently that they love the school and that the school does everything in its power to both engage parents and support them in supporting their children. For example: mathematics and science teachers started the mathematics and science connection sent home to engage families in these two content areas and provide guidance on family activities they can partake in to reinforce science and math practices. A similar newsletter is sent home for pre kindergarten.
- School programs put in place by the school include volunteer sponsored afterschool enrichment programs (i.e. Drama, Chorus, Chess, Basketball, Boys' and Girls' Mentor Groups), volunteer sponsored day school programs (i.e. Book Club, Art Program, Yearbook Club, Technology Committee, Student Council Program), councilman sponsored afterschool programs (Dance and Drumming Programs) and parent involvement initiatives/outreach (i.e. Parent Fitness Program, Coffee & Conversation Parent Group, Cookshop for Families, Dads Take Your Child to School Day, PTA Monthly Family Night Activities, College & Career Day, School Leadership Team Sponsored Curricular Fair & Parent Involvement Events).
- "Open door" Tuesdays are dedicated to parent meetings so that parents can have access to teachers to talk about student strengths and weaknesses and receive student portfolio data.
- High expectations are clearly communicated to teachers through various professional developments that are constructed through the professional development committee and grounded in the data from teacher assessments. These expectations are reinforced through a system of accountability put in place by the principal. These systems include teacher evaluations for example: Feedback to a teacher from the principal states: Please refer to the handouts that were distributed during the professional development session in order to expand the checks for understanding within the scope of your lessons.

<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 are engaged in inquiry based structured collaborations that promote the achievement of school goals and the implementation of the Common Core Learning Standards.

### Impact

Teamwork and professional collaboration both strengthen the instructional capacity of teachers and foster progress toward goals for groups of students.

### Supporting Evidence

- To facilitate teacher team meetings the school's schedule makes allowances for common planning periods. Each teacher team has opportunities for five planning periods per week and a forty-five minute planning session afterschool on Tuesdays.
- Teachers use the tuning protocol to review and analyze student work and make adjustments to instruction and curriculum. Teachers express that as a result of faculty collaborations their instructional capacity has increased and student achievement has improved. For example: Grade 3 English language arts proficiency rates in Grade 5 from went 6.9 to 29.4 In mathematics Grade 3 went from 28.2 to 66.7, Grade 4 from 26.9 to 39.0 and Grade 5 from 6.8 to 23.1
- Progress towards goals for groups of students are also evident as a result of the teacher teamwork of looking at data. Average scale scores on the i-ready assessment demonstrate that students went up from 457 to 469 from November – January. These individual results are used to support teachers in creating groups to further meet student needs.
- The teachers use the tuning protocol for looking at student work. Every teacher team meeting, teachers bring 3 student work samples and review the goals and grows for the students as well as create individualized student next steps based on their findings. For example, one next step was to have students additionally practice working on their opinion essay writing skills.