



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2015-2016

P.S. 038 The Pacific

Elementary School K038

**450 Pacific Street
Brooklyn
NY 11217**

Principal: Yolanda Ramirez

**Date of review: January 26, 2016
Lead Reviewer: Tracie Benjamin-Van Lierop**

The School Context

P.S. 038 The Pacific is an elementary school with 551 students from pre-kindergarten through grade 5. In 2015-2016, the school population comprises 13% Asian, 37% Black, 26% Hispanic, and 21% White students. The student body includes 5% English Language Learners and 15% students with disabilities. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2014-2015 was 92.7%.

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 <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products | Focus | Proficient |
| 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 | Well Developed |
| 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 | Well Developed |

Area of Celebration

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|---------------------------|------------------------------|----------------|-----------------------|
| Quality Indicator: | 3.4 High Expectations | Rating: | Well Developed |
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Findings

School leaders consistently communicate high expectations to the entire staff and provide training. School staff effectively conveys expectations connected to a path to college and career readiness and successfully partner with families.

Impact

There is a culture of mutual accountability to support student progress toward college and career readiness.

Supporting Evidence

- School leaders and staff facilitate ongoing events and create multiple opportunities to partner with and engage families in learning. They foster their participation in a culture of high expectations connected to college and career readiness and offer them feedback on their children's progress towards meeting those expectations. For example, a kindergarten parent curriculum meeting focused on goals for the next school quarter, school-wide and classroom assessments, and classroom projects. Grade 4 and 5 families were invited to participate in *The Hour of Code* to promote Computer Science Education Week. A parent workshop agenda for grade 3 parents included working with families to understand the expectations of the current units of study focused on analyzing and discussing character traits and writing an opinion essay in English Language Arts (ELA). Math expectations included a GO Math! unit on completing multiplication facts and the start of division.
- School leaders and other staff members work as a team to establish a culture of professionalism, which results in a high level of success in teaching and learning across the school. The school has lab site classrooms which serve as in-house professional development opportunities for all staff. The lab site classroom provides authentic experiences for teachers to see ideas in practice across grade and content areas. Focus areas for the different sites, which are aligned with the school's culture of high expectations include creating focused ELA lessons driven by student needs, developing true student led discussion in the classroom, using math talk and deep questioning to develop the math student, and adapting the ReadyGen lessons to meet K-2 student needs.
- The school has clearly defined standards for professional development and classroom practices embedding elements of the Danielson *Framework for Teaching* which ensure that learning for all stakeholders consistently reflects high expectations as evidenced by Annual Professional Performance Review evaluations for all teachers visited during the Quality Review.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

While pedagogy provides consistent instructional supports, questioning and discussion techniques, the strategic use of multiple entry points and extensions varies across classrooms.

Impact

Teaching strategies are not yet purposefully designed to offer high-quality supports and extensions that afford students opportunities to take ownership of their learning and engage in high levels of student thinking and participation.

Supporting Evidence

- In all classrooms visited, students participated in class discussions by responding to teacher-generated questions, yet there were limited opportunities for students to question one another and problem-solve with their classmates. During an ELA lesson on using details in a text to identify the reasons an author gives to support his or her points, students were introduced to a Brain Pop video on goods and services and asked the following teacher directed questions, “What are goods?”, “What are services?”, “What are producers?”, and “What are consumers?” Students answered the questions correctly, however the lesson did not progress and students did not have the opportunity to take ownership of the discussion and pose questions to each other.
- In a grade 3 class, students used information gained from illustrations and the words in a text to demonstrate understanding of the text. The guided questions used to facilitate the lesson allowed for students to participate and demonstrate their knowledge of the content area at high levels. Students were asked, “Why are jobs important to people in a community?”, “What are the positive and negative effects of building communities in a natural environment?”, and “How do the text features help you?” Additionally, there was an opportunity for students to participate in team talk. Differentiated activities were data driven and ranged from students working in a teacher guided group to students working collaboratively on different leveled activities in teams.
- A math lesson involved students recording subtraction using the standard algorithm when zeros are in the top number. The lesson incorporated technology using a GO Math! On the Spot video. Students used their individual white boards to solve the problems presented to the entire class and were encouraged to re-visit their thinking from earlier in the day and review the class anchor chart. All students were engaged in the lesson, however some students completed their tasks quickly, leaving them with down time during the lesson before transitioning to the next activity while other students were able to arrive at the correct answer but were not able to write the explanation on their white boards.

Additional Findings

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| 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, integrate the instructional shifts, and make purposeful decisions. Curricula and academic tasks are planned and refined using student work and data.

Impact

A refined curriculum promotes accessibility and college and career readiness for all students including students with disabilities and English Language Learners (ELLs).

Supporting Evidence

- Teachers work in collaboration with school leaders to develop unit and lesson plans that are aligned to the standards and include strategies to support students at various levels, specifically focusing on student engagement and questioning. Students with disabilities and ELLs represent approximately twenty percent of the school population and have access to tasks that are aligned to the standards as well as their developmental needs. A review of lesson plans shows that scaffolded instruction, small group work, and integration of *Universal Design for Learning* (UDL) principles including technology and student choice are used to meet the needs of all students. Some lessons included purposeful planning to engage students in team talk, supported by high level questioning designed to promote critical thinking, debate and discussion.
- In pre-kindergarten to grade 2, students are exposed to block building through the social studies curriculum. Lessons provide students with time and space to investigate and explore the world of building and an entry into math while also building social skills and self-confidence. Kindergarten through grade 1 students build communities while also freely exploring their personal interests. The curricula promote college and career readiness by encouraging second graders to build bridges and imagine what New York City looked like during the time of Peter Stuyvesant.
- Reading and writing tasks are integrated into content area units of study, including tiered-academic vocabulary, fluency, multi-step problem solving, argumentative writing and text-based responses. For example, a science lesson plan focused on the processes that help shape land. Students were tasked with creating a mini-book to learn about different types of rocks and minerals.

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| Quality Indicator: | 2.2 Assessment | Rating: | Proficient |
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Findings

Across classrooms, teachers use assessments and rubrics that are aligned with the school's curricula. The school uses common assessments to determine student progress toward goals across grades.

Impact

Teachers and students are provided with actionable feedback and results are used to adjust curricula and instruction.

Supporting Evidence

- Teacher teams agree on learning goals and benchmark performances for units, tasks, and classes prior to designing or using formative assessments to determine student progress toward goals. The school considers student proficiency at 85% or higher in general education and 95% or higher for students in gifted and talented classes. Proficiency for students with disabilities is determined in conjunction with the goals of their Individualized Education Programs (IEP's).
- Teachers utilize an on-line assessment tool, Raz-Kids, which incorporates running records, benchmark data, and skill reports that identify areas of growth and challenge for students. The faculty provides feedback to students based on their performance levels and also use the data to inform their instructional practice. The school also uses Mastery Connect to provide further data on student performance. The data for the upper grades has revealed ELA focus areas are recounting stories, determining the meaning of words and phrases as used in a text, distinguishing literal from non-literal language, and describing characters in a story. Additionally, the math data revealed students are struggling with fractions, multiplication of one digit whole numbers by multiples, and applying properties of operations as strategies.
- School leaders and staff articulate reasons for assessment choices and assessments are aligned to the Common Core Learning Standards. This is evident through the school's assessment calendar, which includes on demand narrative writing and Teachers College running records for kindergarten through grade 5, ReadyGen assessments for grades 3 and 4, baseline science assessment for grade 4, and GO Math! assessments across grades 2 through 5.

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| Quality Indicator: | 4.2 Teacher teams and leadership development | Rating: | Well Developed |
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Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity. Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share.

Impact

A focus on analysis of data and shared practice result in school-wide instructional coherence and increased student achievement for all learners, improvement in teacher practice, and mastery of goals for groups of students.

Supporting Evidence

- Teachers meet weekly to plan and collaborate in professional teams where they develop and implement school-wide instructional practices, embedding the Common Core Learning Standards and instructional shifts to promote continuously improved achievement for all learners.
- Teacher teams clearly articulate how they implement structured professional collaborations, share strategies, and look at student work using protocols and other structures to strengthen teacher capacity as they create, revise, and adopt curricula to ensure effective integration of the Common Core standards. For example, the lab site classrooms within the school support teachers based on their specific instructional areas of need and the school’s instructional foci. Cohorts of teachers attend inter-class lab sites to observe teachers identified as strong leaders in a particular discipline. This practice has created an authentic discussion among teachers, staff and school leaders about how to enhance instructional practice and improve student performance.
- During the Least Restrictive Environment team meetings, teachers and related service providers discuss student placement along the Special Education continuum. They review student academic progress and areas of challenge in addition to any accommodations that may be needed or removed. They also discuss the use and integration of paraprofessionals during the meetings to ensure student’s needs are met and are appropriate.