



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

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

# **Quality Review Report**

## **2015-2016**

**P.S. 039 Henry Bristow**

**Elementary School K039**

**417 Sixth Avenue  
Brooklyn  
NY 11215**

**Principal: Anita de Paz**

**Date of review: December 8, 2015  
Lead Reviewer: Tracie Benjamin-Van Lierop**

## The School Context

P.S. 039 Henry Bristow is an elementary school with 421 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 7% Asian, 6% Black, 9% Hispanic, and 76% White students. The student body includes 4% English Language Learners and 12% students with disabilities. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2014-2015 was 96.3%.

## 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>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 <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	<b>Focus</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>Celebration</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:**

**2.2 Assessment**

**Rating:**

**Well Developed**

### Findings

Across the vast majority of classrooms, teachers use common or created assessments, rubrics, and grading policies aligned with the school's curricula that offer a clear portrait of student mastery toward goals across grades and subjects. Teachers track progress, adjust curricular and instructional decisions and consistently reflect the varied use of ongoing checks for understanding and student self-assessment.

### Impact

Assessments provide actionable and meaningful feedback to all students and teachers regarding student achievement. Teachers make effective adjustments to meet all students' learning needs, including English Language Learners (ELL's) and students with disabilities, so that students are aware of their next learning steps and demonstrate increased mastery.

### Supporting Evidence

- In English Language Arts (ELA), students are formally assessed four times throughout the year through benchmarking cycles using the *Fountas and Pinnell Benchmark Assessment System* to determine progress towards meeting grade level reading standards. Additionally, informal running records are administered as necessary between benchmarking cycles to inform instruction and meet individual student needs. As a result, teachers have created success criteria around reading standard 2 and have designed assessments that measure student mastery towards meeting this standard. Teachers review of student reading levels inform their individual conferences with students and small groups to support students in meeting grade level expectations. Students who are not meeting grade level reading benchmarks are identified to receive additional push-in instructional intervention supports.
- In math, students are formally assessed three times throughout the year through benchmarking cycles utilizing *GO Math!* beginning, middle, and end of year assessments to determine progress towards meeting grade level standards. Teachers also utilize checklists, conferences and observations of math behaviors to assess student progress towards mastery of essential math concepts.
- Teachers collect student performance data in reading, writing, and math using electronic data notebooks for each class and analyze it to identify trends in student performance, both strengths and deficits, to inform their instructional decisions regarding the revision of existing curriculum, as well as day-to-day and small group lesson planning.
- Students use Success Criteria to self-assess progress towards mastery of priority standards in reading. This self-assessment includes the use of a stoplight rubric in which students determine whether they have mastered a skill or the level of support they need from a peer or teacher. Teachers build questioning, mid-workshop interruptions, conferencing, and small group work into daily instruction to check for student understanding and students regularly use visual supports.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Well Developed

### Findings

Across the vast majority of classrooms, there is a coherent set of beliefs about how students learn best that is aligned to the Danielson *Framework for Teaching*. Teaching practices strategically provide multiple entry points and extensions into the curricula and discussions reflect high levels of student thinking and participation.

### Impact

Students are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills and ownership of their learning.

### Supporting Evidence

- The school utilizes small group instruction using the workshop model and discussion. In a grade 4 class, students worked in small groups with their teacher, teaching assistant and academic intervention support teacher during their reading activity. The teaching point focused on a shared reading of two selections from *The Amazing Octopus* in which students had to use key details from the text to complete a box and bullet graphic organizer about the octopus and then practice the same strategy in their independent non-fiction texts. After the shared reading students discussed their findings in a whole group-setting making connections to the text they read in their previous lesson and why octopi try to hide from their hunters.
- The school uses the Integrated Co-Teaching (ICT) model for the majority of their classes to best support all learners. During an ELA writing lesson the co-teachers worked with individual groups of students to model how to write strong paragraphs using a stoplight organizer focusing on the topic sentence, supporting details, and closing sentence. Students were then expected to review the structure of the paragraph and sequence the sentences to match the stoplight. In another group, the co-teacher modeled how to insert text features that help the reader determine the main idea of the text. In another ICT classroom, teachers used the team teaching model during the first ten minutes of the lesson and then transitioned to the alternative teaching model to support a smaller group of students, including ELLs and students with disabilities who needed additional assistance in the math fluency-building lesson.
- Students articulated the lesson's objectives in the vast majority of classes and knew the routines and structures of the class and what to do if they needed additional support from a teacher or peer. Strategic pairing was evident in most classes however, in a lower grade class, some students were not sure of the lesson's objectives and expectations when asked. One student stated he wanted to have a new partner because his partner was not participating in the activity but was not sure how or if he should make the request. In an upper grade class, a student was able to articulate to the teacher that she wanted a new partner and asked for help because her partner was not focused, which led the teacher to remind the class about partner expectations. Strategic seating and pairing of students is an area of opportunity to ensure all students are highly engaged and take full ownership of their learning.

## Additional Findings

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

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

### Impact

There is coherence across grades and subject areas so that individual and groups of students have access to curricula and tasks that are cognitively engaging and promote college and career readiness for all students.

### Supporting Evidence

- Teachers utilize the standards aligned *Teachers College Balanced Literacy* curriculum for literacy instruction and meet monthly with coaches to review student work and assessment results to determine their instructional needs so that they can continuously revise lessons and align the curricula to help students meet the Common Core Learning Standards.
- Teachers revise math units of study with the support of the assistant principal to incorporate the instructional shifts of the Common Core Learning Standards around math automaticity and the application of skills to complex problem solving. In grades K-1, Technical Education Research Center (TERC) investigations supplement *GO Math!*. In kindergarten to grade 5, each math unit includes a performance task selected from *GO Math!* or *Exemplars* in order to provide students with opportunities to practice applying math skills to complex problem solving as required by the instructional shifts of dual intensity and application.
- The school has developed and distributed a curriculum map revision of Success Criteria to provide teachers with explicit guidelines to assist them in revising reading, writing, and math curricula based on students' needs utilizing Google Docs on-line document sharing so that revisions are shared with grade colleagues and the administration in real time.
- Most unit and lesson plans incorporate *Universal Design for Learning* (UDL) guidelines and principles and provide a menu of options for students to choose from in order to support their understanding of specific content matter.

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

School leaders consistently communicate high expectations to the entire staff and provide professional development. Staff effectively communicates expectations connected to a path to college and career readiness to families.

### Impact

A culture of mutual accountability and successful partnerships with families effectively support student progress toward those expectations.

### Supporting Evidence

- Administrators consistently link observation feedback to the Danielson *Framework for Teaching* rubric and discuss strengths and next steps in their post observation conferences where they also discuss the alignment between teaching pedagogy and student work.
- The staff handbook distributed at the beginning of every school year includes information about instructional, assessment and pedagogical expectations. Additionally, weekly notes to staff communicate instructional expectations in real time.
- Student assessment portfolios are a means to make families full partners in their child's academic success. They provide their child's assessment information within the context of grade level standards and performance benchmarks across the year as well as highly specific information about next steps to support their child's progress to mastering the standards in reading, writing, math, science, and social studies. Student assessment portfolios travel regularly between home and school four times per year or upon parent request. Parents are provided with training to support their child's reading and comprehension of assessment documents and grade-level benchmarks contained in the portfolios.
- Parents attend curriculum nights two times per year. The fall curriculum night provides parents with information about grade level curricula and expectations for the school year. The spring curriculum night provides teachers an opportunity to give parents information about what to expect for the following school year. Parents also have frequent access to classrooms through monthly "Family Fridays", writing celebrations, project shares and through open classroom week.
- In order to increase the number of parents and teachers participating in shared decision making processes, families and the school partnered to form four parent/teacher teams: the Creating A Respectful Environment (C.A.R.E), Wellness, Gardening, and Celebrations/Special Events teams. Each team meets monthly during parent engagement time. In addition, the parent coordinator facilitates workshops throughout the year including a middle school alumni meeting and a New York State testing workshop.

<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**

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**

- Teacher led grade level teams work collaboratively during weekly common preps to ensure units of study address the Common Core Learning Standards and instructional shifts by analyzing student work and assessment data. Teacher teams are responsible for facilitating their own planning meetings.
- The child study team meets monthly to support teachers with tier II and tier III interventions to support students’ mastery of grade level standards. The effectiveness of these interventions is determined by analysis of student assessment results. The School Implementation Team (SIT) also meets monthly to generate high quality Individualized Education Programs (IEPs) and review existing IEPs. The effectiveness of this team is determined by how well a child’s IEP meets their instructional needs and their progress towards mastering grade level standards.
- Teachers utilize a sixth weekly prep period to participate in collaborative data analysis meetings. During these meetings, teachers analyze reading levels, running records, skills checklists and priority standards. In math, they analyze unit pre and post-tests in addition to unit performance tasks and student problem solving work. The analyses guide instructional decisions based upon student performance, thereby informing teachers of what they need to address in planning in order to move students to mastery levels.