



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2015-2016

P.S. 132 Juan Pablo Duarte

Elementary School M132

**185 Wadsworth Avenue
Manhattan
NY 10033**

Principal: Xiomara Nova

**Date of review: March 8, 2016
Lead Reviewer: Tracie Benjamin-Van Lierop**

The School Context

P.S. 132 Juan Pablo Duarte is an elementary school with 439 students from grade kindergarten through grade 5. In 2015-2016, the school population comprises 0% Asian, 1% Black, 98% Hispanic, and 1% White students. The student body includes 46% English Language Learners and 21% students with disabilities. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2014-2015 was 94.7%.

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	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	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	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:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders provide training and consistently communicate high expectations connected to a path to college and career readiness to the entire staff and families. Teachers offer ongoing feedback on student progress to families.

Impact

Staff members are held accountable to meeting set expectations. Parents understand expectations and their children's progress.

Supporting Evidence

- High expectations are constantly communicated to the faculty via a staff handbook and school newsletters, which highlights classroom instructional practices. The school purchased Skedula to empower teachers' use of data and keeping families involved in their child's learning, and has provided three training sessions to support the staff this school year.
- The school community is a part of the Learning Partners Program. Their program focal objective is oral language development. Teachers who participate in intervisitations with the host school are held accountable in demonstrating their professional learning when observed. The school's first observation cycle focused on literacy across all grades and the connection made with language development. The principal also holds teachers accountable for instruction that incorporates high levels of discussion and questioning to ensure that all students including those who are in the lowest third to students in the top percentile are exposed to questions designed to push their thinking and prepare them for college and career.
- Parents shared that the school's curricula have changed over the last year. One parent stated, "I have a son and daughter in the school and my daughter was previously taught multiplication in the third grade, and now my son who is in the second grade is being taught multiplication a year early." Parents also stated the school has placed more attention on word problems in math this school year, acknowledging that although the work is more difficult, they believe it will help their children be prepared for middle school.
- Family members of fourth grade students appreciate the teachers who use ClassDojo, an online platform that keeps them updated with announcements, updates on student's academic status, and allows families to communicate privately with teachers via direct messaging. Parents of students in other grades shared that the school uses various communication methods to keep them informed via telephone, backpacked letters, and text messages.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Developing
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Findings

Across classrooms, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best that is informed by the Danielson *Framework for Teaching* and the instructional shifts. Across classrooms, student work products and discussions reflect uneven levels of student thinking and participation.

Impact

Although opportunities for discourse are built into lessons, teaching practices supporting belief systems are still developing so that all students are not fully engaged in high levels of thinking.

Supporting Evidence

- A lead teacher shared that the faculty believes students learn best when they have “ample processing time.” Administrators and teachers also believe in shared learning experiences where students receive optimal opportunities to share their thinking with peers. In a grade 4 math lesson, students, including students with interrupted formal education and newly arrived students were grouped based on academic tiers. During the lesson, students demonstrated their thinking using an interactive white board to demonstrate how to solve two-digit subtraction problems using standard algorithms and then transitioned into groups to complete additional assigned problems. Some of the students grouped together for the extension activity were not able to clearly articulate in either English or Spanish the objective of the activity and waited for the teacher to arrive at their group to explain the assigned task.
- In a grade 2 class, students were tasked with analyzing and crafting an opinion letter providing three supporting reasons to a story character’s mother as to why or why not she should let the character have a pet. Students were also expected to use linking words such as, because, another, and also. A student asked the teacher, “Can we provide more than three reasons?” and the teacher responded, “No, just focus on three.” The same student asked the teacher, “Can I use ‘furthermore’ as a linking word?”, and the teacher did not respond.
- During a dual language English Language Arts (ELA) lesson, students articulated the character traits relevant to the different characters in the text “The Night the Bat Got In.” Students worked in groups while the teacher circulated the room working with students who needed additional support. All students questioned by the reviewer were able to name character traits and provide supporting evidence from the text. In one group, students supported a classmate who had arrived to school just a week prior, assisting her to understand why a character was considered to be brave by pointing to the text and modeling the activity. In a monolingual class that was using the same text, some students were unclear about the objective of the lesson. They sat as a whole class group and engaged in turn-and-talk activities but few students referenced the text to support their responses to each other.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

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

Impact

Purposeful decisions build coherence to promote college and career readiness for all students so that a diversity of learners, including students with disabilities and English Language Learners (ELLs), have access to the curricula and tasks that are cognitively engaging.

Supporting Evidence

- The faculty aligned Teachers College writing units with *ReadyGen* ELA curriculum and chose *Key Elements to Math Success* to support the *GO Math!* curricula. This year, the school modified their curricula to meet the diverse needs of their student population, in particular for ELLs by re-arranging their units of studies, utilizing graphic organizers with varying degrees of difficulty, and including scaffolded language. The school has also incorporated myON online resource as a literacy support for students. One student shared that “We like being able to pick a book based on our interests. It also improves our stamina and basing our answers on evidence because there is a test after we’ve finished reading the book.”
- The leadership team stated the adjustments to *ReadyGen* came through a lot of trial and error as they learned that they needed to add additional scaffolds and expand the timeframe for some of the lessons. Teachers have incorporated more videos and oral language objectives in their units. A math lesson on chapters, multiples, and patterns includes a language objective requiring students to discuss the variety of ways the factor rainbow strategy is helpful to solve problems with common factors. The lesson plan also included a video link from learnzillion.com. A social studies unit on westward expansion included content focus, text, writing focus, technology, and teacher annotation, which included notes and reminders to guide their instruction.
- Teachers and the leadership team report seeing an increased quality and quantity of student writing across the content areas, curricular coherence across grades, and an increase in the use of non-fiction materials and research assignments in social studies and science. Students were given the choice to choose from researching deciduous forest and tundra, the rainforest, and desert with a culminating project on biomes and how certain species survive in major habitats. Additionally, in a math unit on operations and algebraic thinking, student teams are expected to brainstorm words to describe patterns and complete a sentence frame.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

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

Impact

Actionable feedback is provided to students and teachers regarding student achievement. The faculty uses data to adjust curricula and instruction.

Supporting Evidence

- School leaders and teachers analyzed Measures of Student Learning data and identified that students were having difficulty demonstrating their thinking regarding fractions in math. This resulted in teachers refining their instruction to teach strategies more explicitly. In ELA, teachers attributed student gains in fluency and comprehension to their teacher teams' item analysis baseline work in the beginning of the school year. Additionally, teachers use *Fountas and Pinnell*, *easyCBM*, and *Foundations* assessment data, to determine areas of need for intervention grouping in math and ELA.
- In a grade 4 math task centered on reducing a fraction to find its simplest form, the teacher's feedback was connected to the rubric and informed students as to areas performed well and areas for improvement. As an example, feedback to a student stated, "Your work shows you have an understanding of comparing and simplifying fractions. Next time, follow the steps we learned and practiced in class in all parts of the task. Also remember to check your calculations." The student reflection included, "At first I thought this task was hard and took a lot of steps. I was right about there being a lot of steps but when I used the strategies we learned in class, it became easier." However, a student who scored a level four on a writing task was given feedback that focused on neatness and organization and did not provide guidance on next steps or content.
- The instructional leaders support teachers in using *Fountas and Pinnell* data to identify instructional next steps and to inform conferencing with students so that they are knowledgeable about their reading levels, word attack skills, and next learning steps. The school's renewal benchmark update indicates students are on track to meet their progress targets in math and have already met their ELA progress target for the current school year.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

The majority of teacher teachers are engaged in structured, inquiry-based professional collaborations that promote the implementation of Common Core Learning Standards. Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused.

Impact

The instructional capacity of teachers is strengthening and resulting in improved teacher practice and progress toward goals for groups of students.

Supporting Evidence

- The Model Teachers and Emergent Teacher Leaders Team began the school year focusing on the school’s goal to increase student’s oral language development, specifically for their ELLs. The team has used both quantitative and qualitative data from classroom visits to guide how teachers are supported with explicit instruction. From the classroom visits, teachers realized they had to improve upon their wait time and in increasing the level of student discourse. As a member of the Learning Partners Program, reflecting on visits to schools within their learning network has culminated in the faculty evaluating their instructional practice as it relates to explicit instruction and pacing of their lesson.
- Teachers from grades 4 and 5 agree that easyCBM data has been useful in grouping their students, particularly for small group instruction. “Every teacher has access to this data and we are crafting lessons based on this formative information and then our peer collaborator sees the summative data for math and ELA.” During a teacher team meeting, there was identification of student struggles and successes based on interim assessment data. “Based on the data, students are getting better at process of elimination and multiple choice.”
- Faculty members interviewed stated that there has been a shift amongst teachers as it relates to sharing best practices. “We’re collaborating, going to Teachers College workshops, and Integrated Co-Teaching (ICT) professional development using the Marilyn Friend co-teaching models and there is a more concentrated focus on developing our ICT teams,” reported a grade 5 teacher. Grade 4 teachers also spoke to capacity of teachers being strengthened, which they attribute to the support and guidance of the instructional support staff.
- The work of the faculty has been targeted to meet the needs of ELLs, students with disabilities, and the lowest third with a different level of attention being focused on students in the highest performing groups. A teacher of students with disabilities concurred, “I have some students who are able to do more rigorous work and I have to remain mindful about ensuring I keep the level of rigor ramped up for all of my students.”