



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2015-2016

P.S. 152 Dyckman Valley

Elementary School M152

**93 Nagle Avenue
Manhattan
NY 10040**

Principal: Julia Pietri

**Date of review: November 19, 2015
Lead Reviewer: Buffie Simmons**

The School Context

P.S. 152 Dyckman Valley is an elementary school with 639 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 0% Asian, 2% Black, 96% Hispanic, and 1% White students. The student body includes 29% English Language Learners and 16% students with disabilities. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-2015 was 93.5%.

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	Additional Findings	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	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	Focus	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

The school uses common assessments, rubrics, and grading policies aligned to the school's curricula. Checks for understanding are evident across classrooms.

Impact

Teachers use assessment data to make effective adjustments to meet student needs.

Supporting Evidence

- The school uses common assessments to determine individual student progress toward goals and adjust curricula and instruction. Teachers formally assess students and match students with unique tasks using pre and post assessments, New York State exam item analyses, unit tasks and writing responses, conference notes, English Language Arts (ELA) and math benchmarks to measure literacy development and foundational skills.
- The school develops Common Core Learning Standards-aligned assessments and rubrics, and grading policies are consistent across grades and subjects. Rubrics are age appropriate, explicitly in early childhood they are written in student-friendly language. Teachers design and use multiple assessments and track data to impact instruction. Data from running records, conference notes, end of unit assessments, pre-and post on demand writing tasks are used to identify specific student academic levels to inform flexible student groupings and tasks.
- The school uses a wide range of data, progress monitoring, unit examinations, *Fountas & Pinnell*, performance assessments, class projects with accompanying rubrics and checklists. Teachers use benchmark data to determine student groupings and needs. Teachers are given color-coded class profile lists. *Developmental Reading Assessment 2 (DRA2)* is administered three times a year. Additional reading progress monitoring checks are conducted for students reading at least 1 year below grade level.
- Through the use of checklists, teachers capture anecdotal information about student academic progress and behavior. For example, during guided reading, a kindergarten teacher used a checklist to note students' ability to retrieve information, pointed to words, stretched words, and used pictures. In the early grades, teachers maintain daily reading logs of students, including the books title, author, and time spent reading. In a grade 3 class, a teacher's conferencing notes is divided by the 5 groups, observation of groups and teacher's reflection and wonderings based on individual/group's performance.
- Checks for understanding were observed in classrooms and teachers circulated and documented student learning. For example, in one class a teacher conferences with the students. In another class, the teacher asked the class if the students agree or disagree with the statement whether it is a fact or opinion.

Area of Focus

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

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

Impact

There are missed opportunities to deepen systems of accountability amongst stakeholders and to successfully partner with parents to engage them in the support structures for their students.

Supporting Evidence

- The school established a professional learning team consisting of teachers and administration to identify teacher needs via *Advance* across grades subjects, and provide training. *Advance* data revealed that teachers struggled with the Danielson *Framework for Teaching* components 3b, 3c, and 3d. As a result, teachers design professional learning opportunities then intervisit with colleagues to see specific lessons focusing on specifics of the Danielson *Framework for Teaching* and Common Core Learning Standards skills such as using textual evidence and student mastery of multi-step word problems. The professional learning calendar is updated at least three times per year. Although the school leaders have ongoing professional learning for teachers by teachers and school leaders in these components occur at least once per week, this has not yet manifested in a culture of mutual accountability.
- The administration and faculty support students and families on a path toward college and career readiness. Family notification letters to parents to support in-progress monitoring are sent out on a regular basis and Diagnostic Reading Assessments (DRA) take place in September, January and May. The notification letter informs parents their child's current Independent Reading Level and the expectations, as partners, to monitor reading and their child's reading behaviors. Additionally, families are provided with reading and math progress letters in January and April.
- The school communicates to parents, such as newsletters, memorandums and calendars. However, during the meeting, parents expressed the need for more academic supports to aid their children to result in a successful partnership. While parent workshops include topics such as curriculum night and homework help, workshops and parent meetings do not yet offer support for parent understanding of curricula, thus missing an opportunity to engage parents as successful partners.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and faculty ensure that curricula across grades and content are aligned to Common Core Learning Standards and are planned refined using student work and assessment data.

Impact

Curricula across grades and content is cognitively engaging, integrates the instructional shifts, and promotes college and career readiness for all learners, ensuring student access and engagement in rigorous curricula and tasks.

Supporting Evidence

- The school embraces a balanced literacy approach with the workshop model. The school uses *Houghton Mifflin Harcourt* (HMH) programs in literacy, math, social studies and science as their foundational materials.
- Curricula and academic tasks are planned using student work and data. Teacher teams review student work and assessment data to gain a better knowledge of their students' abilities and challenges. Teachers revise performance tasks, created standard-aligned rubrics and refine lessons to accommodate all learners. Teachers identified school-wide key focus standards to incorporate along with instructional shifts: algebra, number sense & operations and measurement. For example, in grade 3, students contend with operations & algebraic thinking patterns, including patterns in the addition table or multiplication table, and explain them using properties of operations. In grade 4, students struggle with solving multi-step word problems posed with whole number answers using the four operations, including problems in which remainders must be interpreted. In ELA, grades 3 and 4 students are challenged by questions that require them to demonstrate understanding of a text, cite text-based evidence and incorporate academic vocabulary.
- Curriculum maps reflect grade level curricula, rubrics, checklist, standards indicators, essential questions, performance tasks, end of unit assessments, menus of complex texts with phonics and recognition skills, and challenging academic vocabulary. Students are tasked in their writing assessment to complete multi-step activities. For example, grade 1 students on their narrative writing performance task wrote a personal narrative about their family members. Students were tasked with including the elements that made a good story and drawing and labeling pictures to depict what they did. In grade 5, on their performance task, students read a story, responded to the prompt using text-based evidence, wrote a multi-paragraph literary essay and included a thesis statement. Math maps include complex, multi-step word problems and fraction activities to increase mathematics fluency.
- Lesson plans viewed included scaffolded vocabulary, learning targets, lesson rationale with real world outcomes, formative assessment, activities, essential questions, resources and materials, and access for all and modifications and accommodations to target students and student groups, such as chunking lessons and graphic organizers.

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Teaching practices are rooted in an articulated set of beliefs about how students learn best. Tasks and teaching strategies provide multiple entry points and supports.

Impact

Coherence in teaching practices aligned to the Danielson *Framework for Teaching* ensures that students are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.

Supporting Evidence

- In keeping with the school's belief of how students learn best, across most classrooms visited, students engaged in small group instruction and independent practice. During a grade 5 class, students participated in small groupings where they had opportunities to demonstrate their thinking by sharing why it is important to research and protect endangered animals. The school's belief system is aligned to the Danielson *Framework for Teaching* and instructional shifts. Across classrooms, teachers incorporated the school goal of improving academic vocabulary for their students. Academic vocabulary was posted on the board and teachers reviewed with students. For example, in an ELA class, the teacher reviewed cause and effect, description and sensory details with students in order to help students be successful in comprehending the informational text.
- Teaching strategies consistently provided multiple entry points into the curricula. Activities allowed students to work in groups. For example, in a grade 4 class, students worked in groups to distinguish fact from opinion. Students had access to differentiated tasks, a graphic organizer/T-Map, domain-specific vocabulary, and a guided reading for students with disabilities and English Language Learners (ELLs).
- In a grade 3 ELA class, students learned how to revise and edit by using a student-friendly rubric on a peers' narrative text. The teacher modeled the baseline narrative and referred to the rubric to highlight key elements that were missing from the narrative. Students provided feedback and the teacher charted it. Writers divided into partnerships to give feedback. Students were engaged and used close reading strategies to support their rationale.

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

Teacher teams are engaged in structured professional collaborations and regularly analyze student work through an inquiry approach. Teachers benefit from a variety of distributed leadership opportunities to research effective instructional techniques and play an integral role in key decisions that affect student learning.

Impact

Teacher team collaboration builds distributed leadership capacity and strengthens the instructional capacity of teachers resulting in school-wide instructional coherence and increased student achievement.

Supporting Evidence

- Teachers take turns facilitating the teams they participate in, both grade-level and vertical. During the interview, the teachers shared they are formally memorializing the team process this year to include minutes and agendas for all team meetings. Teachers articulated that they focus on reflecting on teaching practice and analyze assessment data to improve student outcomes. For example, teachers discussed that academic vocabulary is a struggle. The teachers shared strategies such as the Frayer Model that uses a graphic organizer for vocabulary words or concepts. By using this model, students build connections among new concepts and create a visual reference to compare examples, thus strengthening their vocabulary.
- The work of teacher teams results in a common instructional approach as well as coherence across grades and content areas. Grade level teams meet every Monday to ensure cohesive practices and delivery of instruction across each grade. Additionally, this team meets for a book study based on the book *The Power of Teacher Teams* to strengthen their protocols as professional learning communities. For example, teachers collaborate to change rubrics across the school to ensure that they are student-friendly and based on standards. Teacher teams share that they strengthened their focus on math fluency, recognizing that students' lack of fluency was affecting their ability to complete multi-step problems.
- Distributive leadership can be seen throughout the school in the form of grade and content leaders. Teachers also support one another by teaming in the classrooms to build capacity and share instructional practices. Additionally, teachers feel that have a voice in key decisions, such as curricular selections. Teachers collectively decided to use the HMH program instead of *ReadyGen* program. Teachers feel that HMH program has a comprehensive vision that ensures that every student has the critical reading and writing skills which is uniquely aligned to the school's instructional focus of language development through creating meaningful connections between reading and writing.