Quality Review Report

2017-2018

P.S. 152 Dyckman Valley

Elementary 06M152

93 Nagle Avenue
Manhattan
NY 10040

Principal: Julia Pietri

Dates of Review:
March 22, 2018 - March 23, 2018

Lead Reviewer: Liza Zarifi
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

P.S. 152 Dyckman Valley serves students in grade PK through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Area of Focus</td>
<td>Proficient</td>
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</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Area of Celebration</td>
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</table>

### Systems for Improvement

**To what extent does the school...**

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<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
Area of Celebration

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

Findings
School leaders consistently communicate high expectations for instruction and professionalism to the entire staff through workshops, staff meetings, and professional development. Faculty successfully partners with families and effectively communicates expectations connected to a path to college and career readiness for students through workshops and school events.

Impact
Leaders provide training to the staff and collaboratively set expectations with staff, and gather feedback from them, resulting in a culture of mutual accountability. Families are partners in supporting student progress toward high expectations.

Supporting Evidence

- Leaders provide training to staff at the beginning of the school year on all instructional and professional expectations as well as schoolwide systems and procedures. There is an extensive staff handbook that the staff receives at a staff meeting at the beginning of the school year, and which is also available on the faculty shared drive. Teachers contribute to revisions to the staff handbook and instructional expectations documents through committee work and through ongoing feedback. Instructional expectations are delineated in curriculum and content block documents that give the staff guidance on everything from pacing lessons to use of minutes within a content block. Faculty reported being well-informed of expectations and supported to reach them.

- Expectations are consistently communicated to staff through structured inter-visitations between classrooms across the school. The leadership team conducts initial walk-throughs and reviews observation data to see which schoolwide expectations need reinforcement or support. The leaders then set up inter-visitations for teacher teams, which are given time to visit each other’s classrooms and look for certain structures or expectations to get guidance on, ensuring they are implemented in their own classrooms. Inter-visitations occur multiple times throughout the year to provide continued support for meeting high expectations. Teachers reported how helpful it is to be able to learn from each other, and that they also have opportunities to provide feedback to leaders through the visits and through the open-door policy.

- Family partnerships are evident through a strong sense of community and relationships between faculty and parents. Parents consistently receive information about their children’s progress through report cards, conferences, weekly dedicated time for visits or phone calls, communication from teachers, and through online applications that provide updates on a student’s classwork, homework, and grades. Additionally, progress monitoring letters are sent home informing families about their children’s reading level in relation to expectations for that time of the year. Families are included in developing plans and goals for the school and feel their input is valued and they are partners with the school. Families reported that they wanted their children to have opportunities for after school clubs and have higher expectations for enrichment activities that could support their children’s education and are excited about the clubs developed for this year. Parents feel that they receive consistent communication and have opportunities to be involved in the school through the parent association, the School Leadership Team, and through strong relationships with the leaders and the faculty.
Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

School leaders and teachers use common assessments to track and monitor student progress toward goals across grades and subject areas. Teachers’ assessment practices consistently reflect the use of checks for understanding and student self-assessment; however, there were some missed opportunities to see these practices in place across the vast majority of classrooms.

**Impact**

Faculty use common assessment data and monitoring systems to adjust curricula and instruction to meet students’ learning needs. Across classrooms, teachers make effective adjustments to meet all students’ learning needs; however, this is not yet happening across the vast majority of classrooms.

**Supporting Evidence**

- Each class tracks student progress on multiple assessments using a tool called the school demographics sheet. This document is a class list that houses data for each student in a class and is used to adjust curricula and instruction across grades and subject areas. A kindergarten class uses schoolwide assessment benchmarks in addition to attendance data to track progress for all learners, including additional assessments to measure progress for English Language Learners (ELLs) and students with disabilities. Leaders and teachers use the data to track student progress and identify any students in need of intervention. Reading levels are tracked three times a year per student as well as performance on math unit assessments. Teacher teams use the results to plan for adjustment to the curriculum and instruction.

- Across classrooms, teachers check for understanding. A first-grade teacher asked comprehension questions during a read-aloud lesson to ensure students understood what was happening in the text. A teacher in a fourth-grade Integrated Co-Teaching (ICT) class conferenced with students working in small groups to look at their graphic organizers and check for understanding through questioning. There were some missed opportunities to check for understanding in a few classrooms. A second-grade teacher modeled two questions on finding time in a math lesson before sending students to work independently, but the questions were not well-aligned to the objective and the independent work, thus missing an opportunity to ensure students understood the math concept. A third-grade teacher missed an opportunity to make an effective adjustment in a fractions math lesson. Students struggled to work with unlike denominators, and the teacher attempted to use a model to clarify, but the model did not support the math problem and thus did not clear up the student misconception.

- Teachers used student self-assessment across classrooms through the use of checklists. An opinion-writing rubric was turned into a checklist for students to self-assess and determine their next steps, including the inclusion of an opinion statement, a conclusion, and organized writing. A fifth-grade writing checklist is used with students to self-assess their writing pieces and next steps, and includes transitions, elaboration, and punctuation, with explanations of what should be included in the writing piece for each component. There were some missed opportunities to build in student self-assessment practices. Teachers circulated in a third-grade ICT class to monitor student work on math problems. There were no tools or resources for students to check their own work to be aware of their next steps without constant support from the teacher.
**Additional Finding**

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards (Common Core), the instructional shifts including text-based evidence, a balance of informational and literary texts across classrooms, and academic vocabulary. Curricula and tasks are planned using student work and data through teacher team meetings and individual teacher planning.

**Impact**

Teachers make purposeful planning decisions that build coherence across grades and promote college and career readiness for all students. Refinements to curricula and lesson plans ensure that a diversity of learners, including English Language Learners (ELLs) and students with disabilities, have access to academic tasks and are cognitively engaged.

**Supporting Evidence**

- The curriculum-alignment team as well as teacher teams ensure alignment to the Common Core and the instructional shifts through developing inter-disciplinary project-based units, curriculum maps, and lesson plans. A fifth-grade literacy lesson plan integrates informational and literary texts in a unit on the American Revolution and indicates a student-friendly objective on engaging in evidence-based conversations about a historical fiction text by comparing and contrasting short sections. Another literacy lesson plan integrates social studies informational texts and plans for students to cite text evidence in an analysis of causes for fighting for freedom.

- Academic vocabulary development is a focus for the school and is developed in curriculum through curriculum guides and lesson plans. A fifth-grade bilingual lesson plan indicates four key vocabulary words in two languages for the lesson, and the words are evident in the task cards and in student discussion plans. A literacy lesson plan includes vocabulary for the unit and lesson along with a plan for introducing the words to students and a plan to use the vocabulary in sentences. A second-grade math lesson plan indicates three key vocabulary terms relevant to the objective.

- Teachers plan for differentiated instruction based on assessment data and student needs. A first-grade ICT lesson plan includes a plan for which students each teacher will support, including an intervention group and students with disabilities. Refinements to the tasks include providing graphic organizers, sentence starters, and vocabulary support. A second-grade math lesson plan includes differentiation for extension, students who need reteach support, and ELL supports including sentence frames. A fifth-grade literacy lesson plan indicates a scaffold anchor text to use with ELLs along with support with transition words to help with the sequencing part of the lesson. A bilingual lesson plan indicates specific intervention small groups based on data from previous lessons and targeted questions for each group. The teacher also planned reteach mini-lessons for two small groups of students during independent practice. A fourth-grade lesson plan includes a plan for small groups of ELLs and students with disabilities and includes supports such as comparing and contrasting using a graphic organizer and sentence frames. The plan also includes an extension activity that gives additional practice with a text and a writing prompt where students are required to cite evidence in their response. As a result of curriculum refinements, a diverse group of learners have access to the curricula and are cognitively engaged.
Findings

Across classrooms, teaching practices are aligned to the curricula and reflect the school’s shared beliefs that students learn best through opportunities to engage in discussion through strong questioning and integration of academic vocabulary. Student work products and discussions reflect the school’s beliefs and meet the needs of all learners.

Impact

Shared beliefs are aligned to the Danielson Framework for Teaching and the curricula. Student thinking and participation lead to meaningful work products including writing pieces and research projects.

Supporting Evidence

- Students in a first-grade ICT class read a shared text about seasons and plant growth together with the teachers. Students had opportunities to read parts of the text aloud and answer comprehension questions in a class discussion. Students utilized the photographs to support their responses and were able to go deeper with the text through the second shared read. Students had opportunities to make personal connections including activities they do in different seasons.

- Students in a fifth-grade bilingual math class worked in pairs on a math task. Each pair had a task card that presented the problem and included academic vocabulary connected to the topic. Students utilized a problem-solving strategy to plan with a partner and present their thinking. Students used math academic vocabulary and terms to explain their thinking with support from the teacher and showed their work on charts to share with the class.

- Students in a fifth-grade class engaged in a literacy lesson with a nonfiction text and used their prior knowledge from previous texts to discuss aspects of the American Revolution. The teacher reinforced academic vocabulary throughout the reading and asked students to share the meaning of language connected to the unit. Students had opportunities to read parts of the text aloud and engage in discussion, including building off each other’s ideas and adding new or different ideas. One student disagreed with another student and shared her reasoning based on the text, and another student added onto another student’s ideas about the conditions the soldiers were living in.

- Students in a fourth-grade ICT class worked in small groups on differentiated activities. Students responded to questions about a text and utilized graphic organizers to capture their ideas and supporting details. Students discussed character traits with each other, such as whether or not a certain character was fearless and used evidence from the text to explain their thinking. Another group was supported by one of the teachers to re-read the text and discuss and write responses to questions.
**Additional Finding**

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<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating: Proficient</th>
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**Findings**

School leaders support the development of teachers with effective feedback and frequent cycles of classroom observation. The leadership team has an effective system that utilizes teacher observation data and trends to inform plans for professional development and succession plans for staff roles.

**Impact**

Teacher observation and development opportunities elevate instructional practices and promote professional growth and reflection.

**Supporting Evidence**

- The administrative team supports the development of teachers through frequent cycles of classroom observation and feedback. The assistant principals are assigned to specific grade bands, including the lower grades and upper grades, and the principal conducts observations for about half of the teachers across grades. Leaders debrief with teachers and review student work in connection to various ratings of the Danielson *Framework for Teaching*, including questioning, which is a focus for the school. An additional school leader assigned to the school for the year supports observations and development for bilingual and English as a New Language (ENL) teachers. The leaders support teams with vertical coherence and sharing best practices through team meetings with members from all grades. Observations are tracked in a document that captures when informal and formal observations have been conducted and allows leaders to ensure visits are conducted in a timely way that gives teachers sufficient time between visits to implement feedback.

- Teacher observation data and trends in ratings inform decisions about professional development and assignments. The school leaders developed their focus on questioning this year in response to lower ratings across the staff in observations and have offered professional development and feedback to improve teachers’ use of questioning in lessons and unit plans. The leadership team uses observation data and teacher strengths to inform class assignments, for example a general education teacher who is strong in differentiation may be assigned to an ICT classroom.

- The principal develops succession plans for teachers and leadership through supporting staff members to complete coursework and take on various responsibilities at the school. The current assistant principals formerly served in other roles: One was a reading specialist and the other was a speech teacher. The principal supported them to take on their current positions and become integral members of the leadership cabinet. Three teachers are working on their administrative coursework and support the school as teacher leaders. Another teacher was a former paraprofessional and explained how the principal “saw potential in me” and encouraged her to go to school to become a teacher and supported her move into that role at the school.
Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Teachers meet weekly to engage in structured collaborative work to support student achievement. Distributed leadership structures are in place to support the instructional program and school focus areas.

Impact

Teacher teams promote the achievement of school goals and strengthen the instructional capacity of teachers through the sharing of practices and analysis of student work. Structures in place have built teacher leadership capacity and teacher voice in key decisions that affect student learning across the school.

Supporting Evidence

- Teacher teams meet weekly to review student work and data in order to inform instruction. Teams across grades utilize an inquiry cycle that includes reviewing assessment data, analyzing student work, creating targeted action plans, adjusting instruction, and assessing results of actions taken. The third-grade team created interventions for students grouped into target groups called Tier 2 and Tier 3, based on the results of unit and cumulative assessments, using additional Common Core-aligned curriculum supplements to plan targeted instruction. Weekly inquiry team meetings advance the school goal of teacher teams using assessment data to adjust curriculum. Teachers reported strengthening their instructional capacity through sharing data with each other and ideas for different strategies and instructional practices.

- Distributed leadership structures are in place so that teachers have a voice in key decisions that affect student learning across the school, including a Pupil Personnel team that was initiated by the speech teacher and consists of both general and special education teachers. The team develops Response to Intervention (RtI) structures that guide teachers in providing supports for students. The team conducts professional development (PD) on RtI systems for all classes and helps create plans for individual at-risk students. Teachers lead the professional development (PD) committee and turnkey learning for staff, including planning for student clubs and science curriculum integration. A teacher led a PD on utilizing Class Dojo, an online application, to support and communicate student progress to families.

- Teachers build their leadership capacity and support student learning across the school through the curriculum-writing team and the project-based learning (PBL) team. These teams consist of teachers across grades and content areas and meet weekly to write project-based units of study and create curriculum maps and pacing guides. The curriculum-writing team makes adjustments to the curriculum to ensure Common Core alignment and to build coherence across content areas and grades. The PBL team has attended PD throughout the year to inform their development of units and are setting up the school in their first year of being a magnet school with a science and global theme.