Quality Review Report
2019-2020

The Peck Slip School
Elementary 02M343
1 Peck Slip
Manhattan
NY 10038

Principal: Margaret Siena

Dates of Review:
October 24, 2019 - October 25, 2019

Lead Reviewer: Edward Hazen
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

The Peck Slip School 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

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to State standards and/or content standards</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by State standards and the 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>Area of Focus</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 Celebration</td>
<td>Well Developed</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, Well Developed</td>
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<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>Additional Finding, Well Developed</td>
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</tbody>
</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, Well Developed</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, Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding, Well Developed</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, Well Developed</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 State standards</td>
<td>Additional Finding, Proficient</td>
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</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

Findings

The vast majority of teachers use or create assessments and rubrics that align to the curricula to monitor student progress toward mastery. Teachers use analyses of assessment data to monitor student progress, make instructional decisions and adjust or refine curricula and academic tasks.

Impact

Teacher use of common rubrics and assessments provide actionable and meaningful feedback to students and teachers. Teachers make informed adjustments to curriculum and instruction so that all students demonstrate increased mastery.

Supporting Evidence

- The vast majority of teachers use assessments that align to the schoolwide curricula and track student progress toward mastery of grade level school-identified benchmarks and State Standards. Data is shared schoolwide via an online platform so school leaders, teachers and intervention specialists can observe trends and patterns across grades and subjects and closely monitor the progress of students at-risk of not meeting the Standards. School leaders meet monthly with grade-level team leaders to review the efficacy of assessments in monitoring student progress and determining next steps for struggling students or to adapt programs or strategies to address gaps in overall student achievement. For example, an analyses of the State English Language Arts (ELA) test, common grade level assessments, and Fountas and Pinnell (F&P) data revealed that students struggled with making inferences. As a result, a decision was made to adopt a notice and wonder protocol across all grades and subjects as a means to explicitly teach students how to demonstrate their understanding of texts at the inferential level. Similarly, teachers disaggregated the data by ability range and assigned students to instructional groups in the classroom or identified students for additional targeted, intensive interventions by support staff.

- Teachers use a variety of assessments to create a clear picture of student progress across grades and subjects. Tracked data identifies students who are performing at, below and above benchmark, and guides teachers to develop interventions that accelerate learning for all students. Grade level teams analyze F&P reading assessment data to determine instructional groupings and provide them with audio books to improve their comprehension of the text. Additionally, Integrated Co-Teaching (ICT) teams use data to plan strategies for students with disabilities such as explicit small group instruction and chunking of text. As a result, the percentage of students with disabilities meeting proficiency on the State ELA exam improved from 50 percent in 2018 to 60 percent in 2019.

- Teachers and teacher teams use a variety of assessments to inform adjustments to curricula and to plan scaffolds and activities that support all learners, including lower performing students. Item analyses of student constructed responses on the State ELA assessment and teacher-designed tests led to the collective decision to increase writing across the curricula and provide actionable feedback to students with multiple opportunities to reflect on and revise their work. This included having students think meta-cognitively when applying writing and annotation strategies. A review of meeting minutes and agendas indicates that teacher teams meet frequently to review data and monitor student progress toward mastery and determine next steps in implementing strategies for struggling students. These practices led to the improvement in the percentage of students meeting proficiency on the State ELA exam from 70 percent in 2018 to 81 percent in 2019. Additionally, the percentage of students scoring at the mastery level increased from 23 percent to 36 percent over the same period.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |

Findings
Teaching practices are aligned to the school’s belief about how students learn best. Pedagogy consistently utilizes strategies such as the workshop model learning structure, questioning, and discussions to promote high levels of thinking and engagement for a diversity of learners.

Impact
Across grades and content areas, teaching practices that consistently reflect school-identified best practices provide most students with challenging learning tasks requiring the use of critical thinking, analysis, and problem solving; however, engagement of all learners was not consistent across classes nor did all students demonstrate ownership of their work by contributing equally to a partner or group task or discussion.

Supporting Evidence

- The school's articulated vision of creating critical thinkers and problem solvers through rigorous learning is evident across grade levels and content areas. Instructional foci to meet this vision such as the workshop model, station work, student discourse and differentiated instruction to address student individualized learning styles and modalities, were identified by school leaders and staff. In addition, these practices were observed during classroom visits, with students having access to scaffolds such as manipulatives, graphic organizers, and visuals. However, these practices were not prevalent across the vast majority of classrooms visited. While instruction was differentiated in some classes to allow multiple entry points into the lesson, in other classes there were no scaffolds or specialized instructional strategies utilized for students with diverse learning needs.

- In most classes visited, teachers used strategies such as inquiry, collaborative learning, questioning, and discussions to promote cognitive challenge and engagement. Teachers design rigorous activities and use scaffolding techniques to provide entry points into lessons and academic tasks for a variety of learners. In an ICT math class, one teacher modeled how to solve geometry problems using manipulatives while the other teacher modeled how readers think about the traits of characters and problems they face. Students then transitioned to ability-based stations to practice differentiated math and reading and writing tasks individually or with a peer while also receiving one-on-one coaching and support from the teachers, as needed. Students that needed manipulatives were provided with them. This structure was also observed in a kindergarten class where the teacher modeled how to identify similarities and differences in people and apply it to their writing. Students were then assigned differentiated writing tasks while the teacher checked in with students and provided one-on-one instruction to students who needed further support.

- The level of structured group discussions that holds students individually accountable for engaging in partner talks and to contributing to whole group discussions in collaborative learning groups varied across classrooms. During a math lesson, students transitioned to partner work to solve math problems similar to the ones that had just been modeled by the teacher. However, not all students shared the work equally, and some students were observed discussing topics unrelated to the task, thereby evidencing a lack of ownership of their work.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

Curricula and academic tasks align to the school leaders’ pedagogical beliefs and instructional foci, and strategically integrate the Learning Standards across grades and subjects. Curricula and academic tasks are purposefully designed to emphasize rigorous habits and academic tasks that challenge all learners.

Impact

There is curricula alignment and coherence across grades and subject areas that promotes rigorous habits and cognitive challenge. All students are required to demonstrate critical thinking in their academic tasks.

Supporting Evidence

- School leaders and teachers ensure that the curricula and academic tasks align to the New York State content Standards and the school’s instructional foci by providing multiple opportunities for all learners to engage in high levels of cognitive challenge, student discourse, and rigorous and relevant academic tasks. Additionally, authentic tasks, project-based learning, academic discussion, and writing opportunities including argumentative and persuasive writing tasks and discussion that require students to cite textual evidence to substantiate their arguments and address counterclaims are purposefully embedded into curriculum maps, units of study and lesson plans.

- A review of the curricula indicates that teachers strategically integrate engaging, real life activities across disciplines through implementation of ‘content studies’ learning modules that require in-depth inquiry into topics such as life studies, systems and infrastructures, cultures and immigration, and social studies. Each unit of study requires students’ engagement in rigorous tasks including analyses of primary sources, artifacts, complex texts, conducting interviews, and substantial writing activities and student discussions that emphasize the use of evidence from the analysis of a variety of sources. Likewise, a review of lesson plans indicates that teachers routinely plan cross-disciplinary tasks that embed social emotional learning concepts or skills into lessons and requires students to draw on their previous learning and use inductive reasoning in collaborative inquiry groups. For example, math lessons require students to determine the most productive strategy to use to solve problem sets and discuss their rationale with a partner. Similarly, lesson plans cite the habit of mind that students require to complete the tasks, such as perseverance, or the theme of a text that reflects a value they have learned in their social emotional learning program, such as gratitude.

- In grades kindergarten through fifth grade, curriculum documents including lesson plans identify common protocols and best practices that teachers utilize to ensure coherence across grades and subject areas and foster high levels of student engagement for a variety of learners such as, “what do you notice, what do you wonder” protocol. This requires students to closely examine a text or artifact and reflect on it prior to sharing their thoughts with a peer or the class, thereby allowing for sufficient time for students to process the information. Lesson plans across grades include the use of scaffolds such as student checklists for writing, resulting in coherence in the writing process across disciplines, and planned student self-reflection across the curricula. Likewise, the inclusion of common group participation and problem-solving checklists and rubrics in lessons across grades and subjects ensures that all students, including students with disabilities, are cognitively challenged and must demonstrate their thinking with consistency.
Findings
The school leaders and faculty consistently communicate high expectations to students and their families. A culture for learning is maintained that is unified and communicated across the school community.

Impact
Systems of accountability for students and partnerships with families ensure that all students, including students with disabilities and their families, are aware of their progress toward being adequately prepared for the secondary level and college and careers.

Supporting Evidence
- School leaders and staff implement effective strategies for communicating high expectations about college and career readiness and partner with families to ensure that all students are challenged to meet or exceed those expectations. The school leader and staff host workshops to engage parents in discussions about curricula, pedagogy, and grade level academic expectations with an emphasis on linking the rigor of students’ academic workload to being adequately prepared for the next level. The expectation is for all students to demonstrate next level readiness by achieving at or above grade level on the school’s benchmark tests, progress reports, and the State assessments by the end of the school year. The shared schoolwide philosophy of pushing all students toward mastery resulted in the percentage of students identified as adequately prepared for the next level was 100 percent in 2018-2019, as measured by the New York City Department of Education Next-Level Readiness Index.

- There is a strong, active partnership between the Parent Teacher Association (PTA) and the school leader and faculty. The PTA works in partnership with the school to assist in fundraising to raise funds to support enrichment and arts programs, including assisting in organizing Taste of the Seaport, the school’s major annual fundraiser that helps to fund significant programming for students. The school leadership team works with the PTA to identify prioritized student needs and implement programs and provide substantial funding for professional learning for staff to support student progress toward increasing student achievement. The PTA partnered with the school to assist with providing funding for the programs, accompanying resources, and professional development for staff in response to an identified need to increase reading and writing across the curricula and promote high levels of discourse in math. A review of correspondence from the school indicates that parents are regularly invited to learn how to support their students’ reading, writing and math progress at home during the school’s grade level curriculum events. During the school review, parents were observed attending an event hosted by the school leader to discuss academics and address concerns caused by the cleanup of a neighboring brown zone.

- Students and parents reported that they are aware of the school’s expectations to prepare all students for the secondary level and colleges and careers. Parents reported that their children are showing ownership of next-level preparation by being thoughtful with their work. For example, parents stated that their children are diligent about checking work and applying teachers’ feedback to their work. Parents expressed appreciation that they can access information about upcoming events and workshops via the school’s website in addition to traditional means. They also noted the availability of face-to-face conversations about pedagogy, academic and social emotional learning, in addition to addressing parent or student concerns during open forums with the principal via Morning with Maggie sessions.
Additional Finding

**Quality Indicator:** 4.1 Teacher Support and Supervision  
**Rating:** Well Developed

**Findings**
School leaders support the professional growth of teachers by using strategic cycles of observation that provide meaningful feedback with actionable next steps for improvement and identify professional development (PD) needs to continue to build teacher capacity.

**Impact**
An effective observation cycle using the Danielson *Framework for Teaching* and collegial support from teacher peers, including through intervisitations, results in elevated schoolwide instructional practices that promote professional growth, reflection, and improved pedagogy.

**Supporting Evidence**

- The school leaders have an effective observation cycle in place to support the PD of teachers and to provide actionable feedback on instructional practices via frequent classroom observations and follow-up collegial conversations. School leaders frequently analyze learning-walk notes, teacher observation data, and student data to determine progress towards meeting the schoolwide instructional goals and making adjustments accordingly to ensure alignment to the instructional foci. For example, the school leadership team provided professional learning sessions on initiatives such as book clubs, effective student conferencing and outside consultant coaching in implementing the newly adopted math curricula and assessments. Similarly, teachers new to the profession or school or those requiring additional professional learning on specific practices receive targeted support from the administrative team and lead teachers prior to follow-up observations to provide them with ample time to reflect on their practice and make adjustments for improvement. Teachers reported that this structure has resulted in improvements in their professional practice and has helped them align their learning goals and practices to the instructional foci of the school.

- Teachers report that meaningful observation feedback and structured inquiry cycles have resulted in a supportive culture that has improved professional practice, especially for new teachers. This process includes additional time for ICT teachers to focus on improving pedagogy via classroom intervisitations and meaningful feedback on formal and informal observations by school leaders and teacher peers. A review of Advance reports indicates that observations include actionable feedback statements such as, "you had students stop and jot what they noticed and wonder after your read. Think about pausing every few paragraphs instead to help them process information and capture their ideas as you read through the selection." Teachers further reported that collegial feedback from intervisitations has strengthened their pedagogy and helped them implement strategies to support schoolwide goals, such as increasing student engagement through the use of student-centered dialogue. As a result, teachers adopted the notice and wonder protocol in all grades to increase meaningful student discourse and reflection.

- School leaders’ instructional expectations are clearly articulated through a variety of means, including weekly emails so teachers can align personal and school professional goals. Teachers report that one of these expectations is for strategic use of protocols to analyze student data and work products during collaborative planning. Teachers participate in professional learning and work with teams via weekly collaborative inquiry groups, resulting in teachers and instructional leaders reflecting on pedagogy and partnering to meet shared goals. These learning cycles lead to a PD plan that identifies gaps in instruction and provides support to strengthen teachers’ ability to close the gaps by implementing identified effective common practices and protocols such as turn and talk or using complex questions. As a result of this practice, 97 percent of teachers were rated effective or highly effective at the end of the 2018-2019 school year.
**Additional Finding**

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

**Findings**

Teacher teams use grade-level common planning time to analyze student data and engage in inquiry-based professional collaborations, embedding rigorous tasks into lesson plans and units of study.

**Impact**

Teacher teams’ use of a structured protocol to purposefully analyze student data and work products has resulted in the implementation of best practices, leading to strengthened teacher instructional capacity and improved student achievement.

**Supporting Evidence**

- All teachers engage in professional collaboration to promote the implementation of rigorous, student-centered curricula and adoption of identified instructional best practices and protocols to build schoolwide instructional coherence. The need to increase students’ ability to make inferences and develop stronger writing skills resulted in teacher teams adding additional writing opportunities across content areas and led to teachers adopting protocols such as notice and wonder to teach students how to effectively draw inferences from a variety of texts, including primary sources. Teachers and school leaders noted that the implementation of instructional strategies such as the workshop model helps students better organize their thoughts and plan oral or written responses because it is modeled by the teacher first, followed by opportunities for collaborative or independent practice. Similarly, the ICT teacher teams, and support service staff identified the use of several practices such as explicit instruction, using exemplars, individualized scaffolds, and resources such as audio books as the most effective way to support the diversity of learners in the school, including students with disabilities.

- Grade level teacher teams meet weekly to analyze student assessment data and student work products to identify patterns and trends and devise strategies to help close identified achievement gaps. Use of a variety of progress monitoring tools, such as student observation and conference notes, on demand writing assessments, end-of-unit tests and benchmark assessments determines changes to student groups for in-class targeted instruction or pull-out strategic reading interventions for students reading below grade level, helping them to meet benchmarks. Grade teams also consistently analyze and disaggregate data so members can plan scaffolds and additional individualized supports such as leveled texts to address student reading levels. For example, a first-grade teacher team was observed using a structured protocol to examine students’ ability to elaborate on their narrative fiction writing tasks. To assist students in transferring their illustrations to words, the team determined to have students use some of the words they learned in their social-emotional learning-based lessons to apply them to their story to elaborate on what their character is feeling.

- Teachers analyze conference notes and formative assessments to determine if students were able to make inferences when examining texts or artifacts and to cite evidence with sufficient supporting details to justify their reasoning. Similarly, teacher teams frequently use observation notes to ensure that students cite textual evidence when making an argument. To ensure that all teachers were checking students’ ability to make rational inferences, teacher teams made the collective decision to explicitly state and model “what do you notice” and “what do you wonder” in lessons and observe students’ ability to emulate the practice. Teachers reported that these pedagogical decisions “have resulted in more coherence in our instruction schoolwide and students’ adopting the protocol also.” This practice was observed in most of the classes visited.