Quality Review Report

2019-2020

P.S. 452
Elementary 03M452
210 West 61 Street
Manhattan
NY 10023

Principal: David Parker

Dates of Review:
October 29, 2019 - October 30, 2019

Lead Reviewer: Jorge Estrella
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. 452 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>
</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>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 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>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>
</tr>
</tbody>
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### School Quality Ratings continued

<table>
<thead>
<tr>
<th>School Culture</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
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</tr>
<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>Area of Celebration</td>
<td>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</td>
<td>Well Developed</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Systems for Improvement</th>
<th>Area</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>To what extent does the school...</td>
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<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>
<td>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</td>
<td>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</td>
<td>Proficient</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>
<td>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</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Well Developed |

Findings

The school has a safe and respectful learning environment informed by a theory of action that fosters the academic and personal growth of students and teachers, and creates an inclusive environment for families.

Impact

As a result of targeted professional development (PD) teachers effectively implement a normed highly-regarded social-emotional learning (SEL) program that aims to help students recognize, understand and express their emotions. A safe and inclusive school culture allows students to have a voice and support structures positively impact students’ personal and academic behavior.

Supporting Evidence

- The school’s theory of action states, “If we strengthen data analysis and instructional practices then we will boost students' ownership of their learning and reduce the performance gap.” Thus, a safe and welcoming environment is evidenced by students demonstrating positive attitudes and well-developed learning behaviors, as well as interactions that show a mutual respect toward each other and the adults. The school addresses the social-emotional needs of the students by adopting a universal SEL curriculum that uses a mood meter to help students describe emotions and connect strategies to manage and support those feelings. Students participate in monthly assemblies, promoting kindness, safety, among other activities that support a positive culture. As a result, the Online Occurrence Reporting System (OORS), comparing year-to-date from school year 2018 to school year 2019 is showing a reduction of 47 percent of incidents and zero suspensions.

- Student voice is welcomed and valued as the majority of classroom lessons promote student responsibility and leadership during whole class and small group instruction as an intrinsic part of lessons. Students shared that they have opportunities to voice their concerns or give shout outs via special buckets around the school where they send their written messages. Those messages are read by students every Friday during the morning announcements. Students also participated in the design of the agendas and content for the monthly assemblies. Students reported that they celebrate the diversity as a student body every day and every time by being kind and treating each other with respect. Classroom teachers create lessons that include books written by authors from different backgrounds and nationalities. As a result, these activities ensure student voices and their ideas are incorporated into the school community, as well as promote value and respect for the diversity that exists in the school.

- The school partners with several organizations to support students’ academic growth and behavior, allowing students at all grade levels to participate in the arts to promote self-esteem, discipline, and leadership, and enrichment classes such as science, chess, and culinary, further supporting student academics. Families participated in social-emotional learning seminars. They cover topics such as: how to use the tools related to the SEL program at home, how to talk to your children about difficult issues, bullying, social media purposes, and expectations for parent/teacher conferences. Parents also participated in a family book club on race and raising socially-aware citizens. One parent started a series of sessions with parents around the diversity and inclusion initiative introducing racial and social awareness in a series of sessions with parents. This activity escalated to the district level and was honored with the Chancellor’s participation in one of the events. Teachers have been participating in PD to implement the SEL program. For example, a team of four staff members participated in a major university’s Emotional Intelligence summer sessions. As a result of this learning experience, the school team reframed the training for staff, developed pacing calendars, and started a SEL committee that organized differentiated professional learning and schoolwide programs such as assemblies and methods of promoting kindness, safety, and other factors that promote a positive culture. Another PD session for teachers was foundational classroom skills in building a supportive environment. These initiatives support students’ academic and personal behaviors.
Findings

Across many, but not the vast majority of classrooms, teachers use rubrics aligned with the school’s curricula and pedagogical practices that consistently reflect the varied use of ongoing checks for understanding.

Impact

Meaningful feedback on student work products is not yet evident across the vast majority of classes, which lessens opportunities for some students to improve the quality of their work products. Adjustments to meet all students’ needs of as a result of ongoing checks for understanding are observed, but not across the vast majority of classrooms.

Supporting Evidence

- The principal and teachers shared that they use State standards-aligned rubrics across grades and subjects. A narrative writing rubric for fifth-grade guides students around elements that include focus, organization, elaboration, craft, spelling, and punctuation and the conventions/mechanics of grammar. A personal and persuasive checklist for fourth grade includes the following: choose a bullet point, list possible story items related to the topic, and pick one story item. During the meeting with students, they shared that they mostly use rubrics in writing to check the different elements they should consider completing in their written assignments. One student stated that for his written assignment, he has to make sure he put punctuation at the end of every sentence. However, some students interviewed faced challenges to articulate how they use rubrics.

- Bulletin boards in hallways displayed student work with rubrics, tasks, and actionable feedback. However, a review of student work products presented during a meeting with students, displays in classrooms, and students’ folders, revealed that some teachers are still working on offering actionable feedback to some students. For example, feedback in a fifth grade narrative writing class included, “You worked so hard to put so much thought into your story! Next time remember to include paragraphs throughout your piece.” One student shared that the feedback he received to his written assignment inspired him to write his essay, “Sleep Paralysis.” However, some pieces of student work only had checkmarks or no comments. As a result, some students are not aware of their next steps to make progress in their classwork.

- Across classrooms, teachers use several approaches for checks for understanding to make instructional adjustments. In classrooms, teachers move about the room listening to what students are saying. In other cases, teachers meet with students in groups or conferred with individuals and posed questions to adjust for student learning. Some teachers use exit tickets at the end of the lesson. In some classrooms, teachers were observed making on-the-spot adjustments to the lesson. During a second-grade Integrated Co-Teaching (ICT) science lesson, the teacher noticed a common misconception among students regarding the way they were using their science materials, paused partner work, made a demonstration, checked for students’ understanding of the process, and let them continue with their tasks. However, some teachers are still working on their practice to effectively implement checks for understanding and making on-the-spot-adjustments to the lesson.

- During the meeting with students, they reported that they have opportunities to reflect and self-assess their work using rubrics, checklists, and reflections about their work. For example, one student wrote, “In language arts, I learned how to keep track of my characters actions.” Another form of observed self-assessment is done via checklists, anchor and procedure charts, which indicate the student’s process to accomplish their task. However, reviewed student work products show that some teachers are yet to fully engage all students in self-assessment activities.
Findings

The principal and faculty ensure that curricula are aligned to the State standards. Curricula incorporates writing across grades and subjects, and academic tasks incorporate interdisciplinary units that emphasize rigorous habits and higher-order thinking skills for Multilingual Learners/English Language Learners (MLLs/ELLs) and students with disabilities.

Impact

Curricula and academic tasks promote college and career readiness and offer opportunities for all learners to engage in higher-order skills across grades and subjects.

Supporting Evidence

- The principal and teachers are using a reading and writing curricula aligned to State standards for kindergarten to fifth grade. The core components of this balanced literacy program are guided and shared reading, workshops, read aloud, independent reading, purposeful talk, shared and interactive writing, and word study. In fourth grade, students write personal and persuasive essays, where they craft their reasoning with the audience in mind. The math curriculum focuses on developing math skills by providing students with a rich curriculum that supports performance and progress. Tasks promote students' engagement in real-life application, conceptual understanding, and fluency. Instructional planning documents include Cognitively Guided Instruction (CGI) story problems twice a week. In kindergarten, students will be analyzing, comparing and composing shapes. For social studies the school uses the New York City Passport curriculum, which is integrated into the reading and writing curriculum. A research-based curriculum is used for science. Instructional planning documents reviewed revealed that some teachers are working on refining their units of study and lessons. As a result, across grades and subjects a coherent curriculum aligned to the State standards are preparing students with the academic skills needed for college and career readiness.

- Instructional planning documents incorporate tasks requiring a real-world application of higher-order thinking skills to contextual situations. A fifth-grade writing lesson includes tasks to engage students in writing concise and focused articles about shared experiences such as particular events that happened in the classroom. A second-grade science lesson includes tasks to engage students in critical thinking activities to determine what causes sound. Teachers engage students in interdisciplinary activities, such as a yearlong study of New York City. Students will learn about the City's landmarks via lessons, videos, field trips, and as a culminating task student will create a whole-class documentary about a landmark. As a result, rigorous habits and higher-order tasks integrate skills that are coherently embedded within curricula across grades and subjects, preparing students to demonstrate their thinking.

- The review of instructional planning documents revealed that teachers plan differentiated pedagogical approaches to design or adjust tasks that require the application of increasingly complex thinking to new situations. Most lesson plans included differentiation for students with disabilities, MLLs/ELLs, and higher achievers based on need. Lesson plans contain individual, paired, or group tasks that provide access through tiered tasks, leveled readers, and mixed grouping and extensions. For example, a second-grade ICT math lesson, includes three-tier groups, manipulatives, checklists, graphic organizers, visuals, one-on-one supports, and enrichment activities for higher achievers. The second-grade reading lesson plan includes a graphic organizer to adjust the curriculum for specific students that includes an adjusted process chart. Additionally, the lesson indicated which students would receive small group instruction during the lesson. Few teachers are yet to fully implement tasks with extensions to ensure all students in the vast majority of classrooms engage in tasks promoting cognitive engagement.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>1.2 Pedagogy</th>
<th>Rating: Proficient</th>
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Findings

Across classrooms, students were provided with multiple entry points, scaffolds and small group instruction to support work products and discussions.

Impact

As a result of using differentiated scaffolds, all students, including students with disabilities and MMLs/ELLs engage in challenging tasks, such as responding to questions and working together in small groups. Students have opportunities to further advance their learning via tasks that promote student-to-student discussions.

Supporting Evidence

- Pedagogical practices across most classrooms visited evidenced the use of multiple entry points in supportive environments so all students are learning in print-rich classrooms using instructional tools equipped with scaffolds, visual aids, and technology. Teachers are focused on increasing engagement and accountability of learning for a diversity of learners, including students with disabilities, MLLs/ELLs, and higher achievers. Furthermore, during lessons, students have access to anchor charts as a point of reference to remind them of skills or strategies they could use whenever they encountered difficulties. Items included visual displays with definitions and strategies, as well as mini-models. In a fourth-grade ICT writing class, the teacher models the lesson referring to previous field trip to Ellis Island, provided mentor text, graphic organizers, and checklists as scaffolds to support students to accomplish their tasks. Also, teachers worked with small groups to support individual needs of students. As a result of this practice, students were cognitively engaged in their tasks and were able to gather information to later write about their experiences and noticing’s.

- In a fifth-grade math class about the multiplication of multi-digit numbers by one digit, all students engaged in math talk with their classmates, during which they engaged in group work using cards to create numbers and then multiply them by a one-digit number. The teacher worked with students in small groups, providing different supports such as, read aloud and noticing keywords, so students understood the problem. The teacher offered differentiated graphic organizers to ensure that all students meet their instructional goals for the lesson. In a kindergarten physical education class, students were engaged in an underhand throwing activity. Students worked in small groups and rotated through six stations that provided them access to different equipment that allowed them to work on their fine motor skills, following directions, and independence. Thus, there is evidence of differentiated instruction to support students’ academic growth.

- Most students in classes have opportunities to engage in collaborative activities to support their thinking during the whole class or small group discussions. In a second-grade science lesson, after the teacher demonstrated causes of sound, students had opportunities to work in groups to experiment the causes of sound using a tuning fork and wood. Students were sharing their experiences with their peers. During their interactions, students used accountable talk stems such as, “I agree with you if you hold the wood the sound will be louder.” In a fourth-grade social studies class, students engaged in a group activity about the Haudenosaunee government, were engaged in conversations based on guiding questions such as, “What is government? How is the Haudenosaunee government similar to the United States Government?”, and “What are the different roles in the Haudenosaunee government?” In their groups, students disused their ideas, listening and adding to each other. In one of the groups, students discussed balance of power and the way seating should be arranged so everyone has a voice. At that moment, students rearranged their seating arrangements. Consequently, all students demonstrated higher-order thinking and participated in rigorous discourse.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

The principal, teachers, and staff successfully partner with families and effectively communicate through workshops, online digital platforms, and school events, the expectations connected to a path to college and career readiness for students. The principal and teachers also keep families informed about their children’s academic progress via progress reports and report cards.

Impact

As a result of partnering with families, school leaders and staff support student progress towards meeting expectations for college and career readiness and ensures that all students are well prepared for the next level.

Supporting Evidence

- The principal and faculty members reported that they consistently communicate expectations connected to college and career readiness to families through report cards, progress reports, workshops, mornings meeting time, emails, text messages, school website, an online grading system to monitor student progress, and monthly meetings. Also, parents reported that they receive constant communication and have opportunities to be involved in the school through the Parent Association (PA), the School Leadership Team, and through strong relationships with the principal and the faculty. Parents shared that the school offered several workshop sessions, such as insight into what math and literacy instruction looks like at the school, reading with your child, how to play math games at home, and a standardized testing overview that focused on what to expect and what the school was doing to prepare students. Parents are also invited to participate in publishing celebrations and participate in field trips to the library. As a result of fostering a productive partnership with parents, they are aware of the academic and social-emotional progress of their children as well as their paths for college and careers.

- Students receive instruction that prepares them to succeed in the next grade level. Students reported that they work on challenging tasks that require them to help each other to better understand concepts, such as working on multi-step word problems, writing essays or science projects. Furthermore, the fifth grade is departmentalized where students learn from subject specialists and travel to various teachers and rooms to engage in content-area learning. Students with disabilities and MLLs/ELLs receive targeted instruction to address their learning and linguistic needs. At the end of the school year, special education and general education teachers complete a package with student work to transition the students to the next grade level. Also, at the end of the year students and families have opportunities to meet their next grade teachers and get exposed to the expectations of the next grade level. As a result, student achievement at the middle school level indicates successful transitions and continuous growth in student outcomes. As reported in the 2019 School Quality Snapshot there was a 96 percent pass rate by this school's former fifth graders in their sixth-grade classes in math, English, social studies, and science. This is higher than the average results of the district and the City.

- Preparation for the articulation to middle school begins with parent information sessions in grade five. Faculty members support all students and families in understanding the middle school articulation process. The school provides families with middle school directories and detailed information about middle school early in the school year at the Meet the Staff evening. This information is also posted on the school website which includes dates and times of middle school fairs and open house sessions. During the meeting with students, they were aware of the middle school articulation process and the requirements needed to meet to be accepted to the school of their choice. Thus, families are equipped to make well-informed decisions to support their children with a successful transition to the next grade level.
**Quality Indicator:** 4.2 Teacher Teams and Leadership Development  
**Rating:** Well Developed

### Findings

All teachers engage in inquiry-based professional collaborations aligned to the school’s goals, State standards, and integration of the SEL program across grades and subjects. Distributive leadership structures facilitate teacher collaboration with school leaders to make decisions about teaching and learning.

### Impact

Teacher team structures have resulted in instructional coherence and practices that positively impact student growth. Distributed leadership practices promote teacher’s voice in high-level decisions about teaching, and learning that affects student learning across the school.

### Supporting Evidence

- All teachers engage in high-level collaborations. Each grade-level team has a common preparation period at least two times every week and teachers’ schedules allow one professional learning period per month used for teacher team planning. The faculty welcome the new influx of students at different grade levels, some who arrive after the school started with specific learning and social-emotional needs. To ensure a smooth onboarding for new students, and to meet their needs, during teacher team meetings, teachers are focusing on SEL strategies to ensure these students have a successful transition to the school and are able to perform at higher levels. During collaborative time, teachers engage in inquiry-based professional collaborations, discussions, and revisions to instructional practices, and concrete next steps are shared at the end of each meeting. As a result, the June 2019 NYS assessments in English Language Arts (ELA) showed that students are performing at 74 percent on grade level which is higher than the City and district.

- During meetings with the principal and teachers, a review of agendas, minutes, and action plans, it was evidenced that grade teams support the implementation of the State standards and focus on academic progress and SEL. Teacher teams discuss teaching strategies and design scaffolds and tools to help students meet their instructional targets. One special education teacher incorporated in her lessons the use of a quick response (QR) code as an entry point for students. This is used along with a mobile device that prompts a read aloud or explanation to a concept. During the fifth grade teacher team meetings, teachers went over the advisory curriculum, and discussed strategies to address the needs of specific students in their grades. Teachers agreed to work in small groups to guide students to learn from their mistakes and prompt them to use different ways to share their thinking and continue using the mood meter before and after class. Teachers shared that they are involved in all aspects of student learning and support of their SEL needs, consequently leading them to refine their practice with an ultimate impact on student academic achievement.

- The principal is a strong believer in distributive leadership. As such he has members of his faculty playing different leadership roles in the school. For example, there are mentors, special education liaison, art liaison, and a Science Technology Engineering and Math (STEM) coordinator. Teachers lead schoolwide instructional initiatives to improve instruction through peer collaboration and discussion. Teachers reported that they use each other as resources and regularly turnkey professional development. They shared that the principal values their voice in key decision making. For example, they have opportunities to make curricula decisions about instruction, planning assessments, and scaffolds, involvement in the hiring process as well as adjusting the SEL curriculum. Also, teachers designed and implemented the mindfulness room where students, parents and teachers engage in activities related to SEL. The 2019 School Survey indicated that 91 percent of teachers reported that they have influence over the development of instructional materials, which is higher than the average results of the district and the City.