

Quality Review Report 2012-2013

P.S. 006 West Farms

Elementary 12X006

**1000 EAST TREMONT AVENUE
BRONX NY, 10460**

Principal: Juliet Young

Dates of review: April 11-12, 2013

Lead Reviewer: Myrna Rodriguez

Part 1: The school context

Information about the school

P.S. 006 West Farms is an Elementary school with 663 students from pre-kindergarten through grade 5. The school population comprises 23% Black, 75% Hispanic, 1% White, and 1% Asian students. The student body includes 14% English language learners and 17% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2011-2012 was 88.9%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Structures are in place to ensure social-emotional supports result in a safe environment where student voice is developing an inclusive culture resulting in higher levels of student and adult learning (1.4)
 - The leadership and staff are continuing to improve upon social emotional support to address discipline concerns using positive behavior intervention supports (PBIS), a program that rewards student good behaviors. The staff and parents volunteer time and donate gifts to the school store where students exchange "BRIGHT" bucks for them. Students are engaged in more positive behaviors, and parents also can earn bucks for their children by attending meetings such as family nights, school conferences, filling out surveys, etc. As a result data from this year's incident reports as compared to last year shows a fifty per cent decrease in behavioral issues. Students, parents and staff acknowledge that the school is safer and the atmosphere is more conducive to learning for adults and children.
 - The school provides professional development for teachers aligned to parent and student activities to promote social-emotional supports. For example, as teachers are learning how to manage student behavior positively, the school is developing a student council which is engaging students in school, civic and community projects such as penny harvest and singing at old age homes. Professional development opportunities to engage in conflict mediation are being developed to support teachers as students gain a voice in decision making. Parents are becoming engaged by having a voice in student activities through the parent association and school leadership team. As a result a safe environment with mutual trust and respect is developing among all constituents which promote a positive learning environment for all constituents.
- School level goals and action plans reflect a clear vision of school improvement that is understood and supported by the community and results in improved student academic and behavioral outcomes. (3.1)
 - The leadership and staff have developed clear and focuses goals and action plans which are evident in the comprehensive education plan (CEP) which are driving efforts to increase reading levels, reading stamina from pre-k to fifth grade, accountable talk and writing across the curricula and social emotional supports to improve learning outcomes. The leadership tracks progress towards these goals on a monthly basis, collecting data from school and class assessments and observations in order to adjust school goals and inform teachers of next steps to achieve class goals through professional development opportunities such as Thirsty Thursdays where teachers work with the Danielson framework focusing on helping students achieve their goals.
 - The leadership communicates effectively with teachers, parents and students through various structures and activities. Teachers meet weekly in professional collaborations with lead teachers who serve as liaisons with the instructional cabinet and are kept informed of individual, class and grade level achievement. One example is a grade level consistency contest which helped teachers analyze their teaching practices looking for

evidence/artifacts that each member on the team was using common practices such as rubrics, assessments, tasks. Parents receive a comprehensive Reading progress report which details specifically what their child's reading score means and next steps to help their child achieve the next benchmark goals. Students and parents receive a "Lighthouse Times" newsletter with academic information such as what is the new core curriculum, positive behavior articles and workshop schedules. The school has developed structures to ensure that goals and action plans are being attained which results in higher levels of engagement and communication among all constituents, thereby improving student and adult learning.

- Teachers are engaged in professional collaborations with distributed leadership structures, have a voice in key decisions that affect student learning that and results in improved academic achievement. (4.2)
 - Teacher teams develop common assessments across the subjects and on a monthly basis analyze results which are shared with the leadership's Instructional lead teachers meet with the principal's cabinet and share results and determine next steps for achieving school, class and individual goals. The teacher leads have a voice in key decisions that affects their practices and student learning. One of the results of the inquiry team collaborations was to develop a tool to determine reading stamina for each grade over the course of the year for each student and class with benchmarks five times during the year. As a result of this inquiry regarding how to measure and increase student reading stamina, new professional development has been developed to help teachers improve pedagogy which is improving students reading stamina and resulting in improved student performance in class assessments.

What the school needs to improve

- Refine curricula and academic tasks emphasizing rigorous habits and higher order skills consistently across all grades and subjects in all subjects to close the achievement gap. (1.1)
 - The school aligns its curricula and academic tasks using the Common Core Learning Standards (CCLS) and emphasizes rigorous habits and higher-order thinking skills by focusing on questioning. However, questioning practices that produce high levels of accountability talk are inconsistent across the grades. For example, in some classes many questions required basic recall answers and students also replied with one word answers. As a result, the school's goals of achieving high levels of student accountable talk is not being met completely which impacts student progress.
 - Teachers plan lessons and academic tasks to engage students, providing scaffolding techniques, such as using diverse activities such as tasks on different reading levels or tasks for groups of students with similar needs. However, in most classes there are English Language Learners (Ells) and there were few vocabulary acquisition and entry points into the lessons in most classrooms. As a consequence, although some groups of students are receiving targeted instruction and tasks, Ells continue to lag behind in academic progress.
- Enhance teaching strategies including questioning, scaffolds and routines to provide multiple entry points and challenging tasks for all students, resulting in closing the achievement gap. (1.2)

- It is evident across all classrooms that teaching practices reflect a belief that students learn best using the workshop model. However, in several classes where the workshop model was used, teachers did not check adequately for understanding and as a result, students were unable to do the group task, because they did not learn what was necessary in order to complete tasks successfully. This results in low levels of student learning and completion of tasks successfully.
- The school has set a priority that teaching strategies include high levels of questioning using depth of knowledge (DOK) and varied entry points into the curricula for diverse groups of students. Several groups of students, including, ELLs, SWDs and high achievers learning needs were rarely targeted. When asked, ELLs and high achievers indicated they did the same work as the other students, such as same vocabulary acquisition, and same tasks and projects. As a consequence, opportunities for immersion in academic vocabulary and deeper involvement and enrichment in academic material obstruct the learning capacity of these subgroups.
- Further develop the use of common assessments to measure student progress toward goals to adjust curriculum and instructional practices and improve outcomes for all learners. (2.2)
 - Teacher teams develop common assessments across all grades in English language arts (ELA) math and science. Although the results of the data are analyzed by the teams and individual teachers there are inconsistent adjustments to curriculum and instruction. For example, during classroom visitations it was evident that even though students were unable to complete tasks teachers did not stop to review and revise how they had taught the lesson to adjust to the needs of the students. For example, in a class where there were ELL students and a recently arrived student, no adjustments were made to introduce student to the social studies lesson, and instead the task given was an ELA task which did not use the vocabulary or content being taught. As a result, some students are not engaged in the curricula and therefore not achieving their full potential.
 - Across classrooms teachers use a variety of strategies to determine student understanding of materials and lessons, such as thumbs up or down or slate boards. However, these practices are inconsistently or not used effectively which prevents teachers from effectively adjust practices to meet all student learning needs. In one class the teacher asked if everyone understand and students responded chorally. However, when the students sat in groups to do their assigned task, it was evident that some did not know what was expected of them and were unable to the do task. As a result of not using effective ongoing checks for understanding teachers are not able to make necessary adjustments to their teaching to help students do their tasks effectively and successfully and achieve academically.

Part 3: School Quality Criteria 2012-2013

School name: P.S. 006 West Farms	UD	D	P	WD			
Overall QR Score		X					
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards?		X					
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		X					
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?		X					
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?			X				
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			X				
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?		X					
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?			X				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X				
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?		X					
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed