



**Department of
Education**
Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Teaching and Learning
2013-2014**

Quality Review Report 2013-2014

P.S. 145, The Bloomingdale School

Elementary 03M145

**150 WEST 105 STREET
MANHATTAN
NY, 10025**

Principal: Natalia Garcia

**Dates of review: May 13-14, 2014
Lead Reviewer: Ilene Altschul**

Part 1: The school context

Information about the school

P.S. 145, The Bloomingdale School is an Elementary school with 407 students from PK through grade 5. The school population comprises 27% Black, 63% Hispanic, 7% White, and 3% Asian students. The student body includes 13% English language learners and 19% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2012 - 2013 was 91.6%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school has created a culture that is respectful and conducive to learning with purposeful supports towards the adoption of effective academic and personal behaviors. (1.4)
 - The school promotes the idea of “one school for all children”. The principal works with the co-located school and school safety to ensure a safe learning environment for all students. Parents state that now when they enter the building there is a welcoming feeling starting with the security. As you walk through the building, the tone of the school is conducive to learning and students and teachers treat each other with respect. Student writing and art work line the hallways and a monitor displays video of student performances in the entrance way. The principal institutes monthly assemblies to highlight and acknowledge students for excellent citizenship, random acts of kindness, perfect attendance and progress or achievement in all subject areas. All students state they feel comfortable approaching their teacher, the principal, assistant principal or the guidance counselor if they need assistance academically or socially. There is a clearly defined ladder of referral to address any discipline concerns and identified students are supported by the guidance counselor. Parents are in agreement that all concerns are immediately addressed by the principal and guidance counselor. Often the guidance counselor will work with a group of students to build a relationship within their class community. The pupil personnel team (PPT) meets regularly to monitor and track the progress of students. Minutes from these meetings indicate next steps and follow-up at the next meeting. Students receive additional supports within the class setting, during extended day and afterschool. In addition, the school has clear protocols addressing students’ attendance resulting in an increase of attendance to 97%. As a result of the supports there is a culture of trust and respect aligning with students’ social-emotional and learning needs.
- School staff is in the process of aligning curricula to the Common Core Learning Standards (CCLS) emphasizing higher order thinking to increase rigor and student achievement. (1.1)
 - Teachers are utilizing Ready Gen reading curriculum and Go Math in all grades. In addition, teachers continue to make revisions to the interdisciplinary units in science and social studies aligned with the school’s magnet theme. Teachers receive support from the network staff to unpack the curricula. In Ready Gen, the staff is ensuring their lessons incorporate the instructional shifts such as reading more non-fiction and complex texts. In addition, they identified the need to incorporate more writing and independent reading. Kindergarten teachers developed a writing journal rather than using the Ready Gen workbook with limited space for student writing. Students across grades are reading high-level texts and discussing the vocabulary. In one class students are comparing two texts describing earthquakes. Grade 5 students responded to questions about the Civil Rights movement with citing evidence and quotes from text. In mathematics, a vertical team was formed to develop the continuum of skills and strategies across the grades. The vertical team works with a Generation Ready consultant in mathematics. Teachers are in the early stages of analyzing and prioritizing the math Common Core Learning Standards (CCLS). Teachers are discussing the gaps in the curriculum and strategies to address them. In the mathematics team,

teachers engaged in a discussion around fractional parts and the implications for instruction. Thus, teachers are beginning to work collaboratively to plan curricula and tasks that cognitively engage a diversity of learners.

- The administration utilizes the Danielson Framework to provide the teachers with feedback that is impacting professional development and elevating school-wide instructional practices. (4.1)
 - Frequent cycles of observations enable the administration to identify next steps for teachers individually, by grade and school-wide. Teachers receive feedback aligned with the Danielson framework. Teachers state that the recommendations around raising the level of questioning, use checklists and conference notes to track and monitor students' learning have started to impact their teaching practices. Teachers are in agreement that the principal has communicated her expectations for improving their pedagogy but additional support is needed. The principal stated professional development is beginning to be designed aligned to the observation data. For example, teachers that needed assistance with classroom management received support through intervisitation to observe strategies to appropriately address behaviors with actionable next steps to implement. Other teachers received support with developing lessons and incorporating thoughtful questions to engage all students. Select teachers attend curriculum specific professional development and turn-key the information to their colleagues in contiguous grades. As a result of observed practices with specific feedback, teachers are beginning to implement strategies in alignment with the Danielson Framework for teaching.

What the school needs to improve

- Enhance instructional practices to guarantee that rigorous learning with a range of entry points challenges all students to produce meaningful work. (1.2)
 - Across classrooms, teachers' practice is beginning to reflect the belief that students need opportunities to participate in discussion and differentiated tasks to meet the varying needs of the students. The principal stated that the framework has encouraged the teachers to reflect on their practice and develop an understanding of the expectations. The principal stated that the teachers are providing scaffolds through group work and centers but the delivery is inconsistent. In a third grade class, students were working in small groups discussing and responding in writing to an assigned question about the book, *The Year of Miss Agnes*. The teacher rotated amongst the groups to facilitate the conversations and check the student writing. The teacher explained that the English language learners (ELL) were grouped together to ensure that they get additional support with the language and vocabulary development. The other groups were heterogeneous and students received peer support. In another class students were grouped by mathematical ability, but the expectation of all students was to solve two problems and the students visibly struggled with the task. In a kindergarten class, students were learning about a square and all students received the same level of instruction and activity. As a result there were little supports provided particularly for special education students, English language learners and struggling students and an uneven demonstration of higher order thinking.
- Deepen school wide assessment practices to measure student progress, make adjustments to the curricula and provide students with feedback leading to improved achievement. (2.2)

- The school has common assessments in place to measure student progress such as mid-year assessment in English language arts (ELA) and mathematics, Fountas and Pinnell reading levels, assessments within the Ready Gen and Go Math curricula and the New York City Department of Education performance tasks. The data is used to identify students who need additional intervention including the ELA afterschool program. During the morning extended day program, students receive supplementary instruction in mathematics. Assessment results indicate students' difficulty reading informational texts so teachers increased the reading of non-fiction within the ELA curriculum. In mathematics, fractions were identified as an area of weakness therefore teachers readjusted the units to provide extra time on that topic. Teachers state they use the data to develop their groupings. Individually teachers express that they use the formative data to identify what the students have mastered and determine whether they need to reteach the skill or break it down further. As a grade, data is inconsistently reviewed and used towards specified adjustments in curricula and instruction. Teachers are working with the network support staff on understanding how to utilize data towards making effective adjustments to meet all students' learning needs. Student work had minimal feedback to the students. Comments and suggestions that were provided primarily indicate to students to fix their spelling, capitalization, or punctuation. Students state that they know if they are doing well because the teacher will verbally tell them what needs to be added, corrected or that it is complete. As a result of limited feedback and inconsistent adjustments to the curricula and tasks, students are not aware of their next learning steps hindering their academic progress.
- Develop the professional collaborations to analyze student work and assessment data connected to school goals resulting in improved student learning. (4.2)
 - The majority of teachers are engaged in collaborative conversations that meet formally once a week but teachers often meet additional times to discuss their lessons. Teachers state that their collaborations are purposeful and provide an opportunity to share and develop the curricula. The work of the teams center on curriculum planning leading towards meeting the school goals of increasing achievement, but this work is not measurable at this time. The principal states that as a result of the teacher team meetings, there is coherence across each grade and teachers are in the same unit and lesson. Teachers are planning the units collaboratively and they are accountable through the observations conducted by the administration. This was evident in the Kindergarten mathematics lessons; students were learning two-dimensional shapes and during their team meeting teachers were discussing suggestions and materials for teaching three-dimensional shapes. The vertical mathematics team is developing a continuum of skills across grades to ensure continuity. Teachers are receiving professional development from the network support staff in analyzing data, looking at student work and modifying curriculum, however this is an emerging practice. Consequently, inconsistent analysis of assessment data and student work through the inquiry approach is impeding student progress.

Part 3: School Quality Criteria 2013-2014

School name: P.S. 145, The Bloomingdale School	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 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?		X		
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?		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 supports 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 those expectations?		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 student 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 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?		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	
M145 P.S. 145, The Bloomingdale School : May 13, 2014				