



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

P.S. 087

Elementary School X087

**1935 Bussing Avenue
Bronx
NY 10466**

Principal: Donna Anaman

**Date of review: March 3, 2015
Lead Reviewer: Jeremy Kabinoff, Ed.D.**

The School Context

P.S. 087 is an elementary school with 639 students from kindergarten through grade 5. The school population comprises 72% Black, 16% Hispanic, .78% White, and 5% Asian students. The student body includes 2% English language learners and 2% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 93%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Additional Findings	Proficient
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	Focus	Developing
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	Additional Findings	Developing
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Celebration	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Proficient

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

High expectations are consistently communicated to staff via the use of the Danielson Framework for Teaching. School leaders and staff consistently communicate expectations and offer ongoing feedback to help families understand student progress.

Impact

As a result, there is a system of mutual accountability to support staff growth and families are able to articulate expectations for students and student progress toward those goals.

Supporting Evidence

- The principal and school leaders provided the staff with a Professional Development Calendar/Professional Learning Plan that was coordinated amongst the Principal's Instructional Team as well as with the "Teaching Matters" Professional Development consultant. In addition, the administration provides the staff with actionable feedback that has resulted in enhanced teacher performance. For example, the principal and assistant principals provided evidence of their "Targeted Tracking of Progress in Teacher Practices" observational tool and highlighted a teacher who struggled in the year prior and has currently made gains in her teaching practices.
- Parents spoke to how the school implements the RAZ Kids online reading program and iStation mathematics program that enables them to monitor their child's learning. In addition, parents articulated that the school makes use of an online communication tool, Data-Cation, and provides consistent feedback on their child's academics and behavioral progress.
- Parents articulated that the school offers a wide array of parental workshops ranging from information based on the Common Core Learning Standards, effective parenting, and academic assistance to support student learning as well as celebration nights acknowledging academic excellence, perfect attendance and student of the month.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

Classroom teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best. Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula.

Impact

Across classrooms, there were missed opportunities for students to engage in challenging tasks and higher order thinking.

Supporting Evidence

- Although the principal articulated her belief in assessing for understanding, this practice was not consistently observed across the majority of classrooms visited. In one math class, students were placed in groups and were required to make use of a model to find the fractional part of a group. However, there was no evidence of how the teacher assessed her students for understanding. In a grade 2 classroom, students were asked to discuss how trees can be used as natural resources, but did not assess students' responses, or use questioning to push their thinking.
- In classrooms visited, a majority of the teachers asked low level questions that did not extend student thinking or provide opportunities for deep discussion. In one English language arts class, the teacher asked several questions requesting students to share out characteristics from two different stories. Afterward, the students were given an opportunity to discuss the characteristics and share out their facts without an extension to further their discussion. In a science class, the teacher asked the students to record two to three observations of a flower from a workbook and share their responses with a partner without a prompt to deepen their discussion.
- Across classrooms, students were engaged in the classroom lesson but did not demonstrate evidence of high level thinking. Students were engaged in the classroom lessons, but teachers did not demonstrate opportunities for students to participate in higher-order thinking opportunities. Most of the classrooms demonstrated students answering the questions but not taking it to a deeper level of understanding.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

Curricula and academic tasks consistently emphasize rigorous habits and academic tasks are refined using student work.

Impact

Majority of classroom lesson plans coherently emphasize rigorous tasks and higher-order skills across grades and subjects for all learners. Academic tasks demonstrate planning and refinement to provide access for all learners and to enable all learners to be cognitively engaged.

Supporting Evidence

- Lesson plans across grades and subjects demonstrate rigorous habits and higher-order thinking requiring students to engage in opportunities for discussion. For example, a math lesson required students to pick a strategy on how to solve a fraction/multiplication problem and discuss with their peers how the problem was solved. In a grade 1 lesson plan, the students were required to discuss with their peers how addition and subtraction are related as well as defending their responses to a variety of math problem sets.
- Lesson plans reflect differentiation to enable all learners access to the curriculum as evidenced by the use of the “Below, On and Above Level” template in the majority of the lesson plans. For example, a review of a second grade lesson plan demonstrated the differentiated activities based on a compare and contrast lesson that exhibited three different activities based on three different groups the teacher had established.
- The school makes use of Google Docs to upload units of study as well as teacher lesson plans. All teachers are able to view each other’s units and lesson plans and make instructional adjustments from student data as well as grade information from grade level “Goal Action Plans” based on the school’s simulation results.

Quality Indicator:	2.2 Assessment	Rating:	Developing
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Findings

The school is developing in their use of common assessments to adjust curriculum and instruction. Across classrooms, teachers' assessment practices inconsistently reflect the use of ongoing checks for understanding.

Impact

The use of assessment practices, including common assessments and ongoing checks for understanding, do not yet consistently lead to effective adjustments of curricula and instruction that meets the needs of all students.

Supporting Evidence

- The school uses the Fountas and Pinnell Reading Assessment Tool and Performance Based Assessments from the Ready Gen curriculum as well as implements a school-wide grading policy. Although the school implements the variety of assessment tools, the school demonstrated limited evidence to support an area of growth and actionable next steps to correct any gaps in data.
- The majority of classrooms posted a wide array of student work products along with evidence of rubrics. However, there was little to no evidence of meaningful feedback or actionable next steps. For example, a student work sample in grade 1 reflected a score from the rubric but was missing teacher feedback and next steps. Another student work sample in math required a student to complete a multi-step problem based on a rubric, however, no feedback was provided.
- The school's belief system of how students learn best is based on Assessing for Understanding from the Danielson Framework for Teaching. Although the principal and instructional team have provided training on assessing for understanding, there was limited evidence of the strategy taking place inside the classrooms. For example, a first grade classroom implemented the "marker board" strategy using dry erase boards, other classrooms did not demonstrate a specific strategy on assessing for understanding.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

The majority of teachers are engaged in structured, inquiry-based collaborations that promote student achievement and strengthen teacher practice. Distributed leadership structures allow teachers to have a voice in key decisions across the school.

Impact

The work of teacher teams has strengthened teacher collaboration resulting in improvements to pedagogical practices and a stronger voice in key decisions affecting supports for student achievement.

Supporting Evidence

- Teachers articulated how they meet regularly in grade teams to examine student work, curriculum and teaching strategies. For example, the kindergarten teacher team spoke about their intervisitation process to examine best practices and how this process has led to more specific feedback from their colleagues.
- During a teacher team meeting, it was discussed how teachers met to analyze and modify the curriculum. For example, the teachers stated that in the previous year, all teachers followed the curriculum as it was written. Currently, teachers are meeting to prioritize, delete and supplement various areas of the curriculum as well as make modifications to student tasks.
- Distributed leadership structures are in place as evidenced by the principal’s implementation of learning leaders and the instructional team. Instructional team meetings promote built-in leadership capacities for staff as evidenced by learning leaders meeting with administration and a Teaching Matters consultant weekly to review school-wide student data, as well as to review and adjust protocols that are introduced to their respective teacher team. In addition, the instructional team evaluates student data, sets the instructional agenda for Monday professional development and Tuesday grade team meetings.