



Quality Review Report

2015-2016

P.S. 086 The Irvington

Elementary School K086

**220 Irving Avenue
Brooklyn
NY 11237**

Principal: Tina Moschella Andre

**Date of review: January 28, 2016
Lead Reviewer: Gary Knight**

The School Context

P.S. 086 The Irvington is an elementary school with 416 students from grade kindergarten through grade 5. In 2015-2016, the school population comprises 4% Asian, 1% Black, 93% Hispanic, and 1% White students. The student body includes 28% English Language Learners and 19% students with disabilities. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2014-2015 was 94.8%.

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	Well Developed
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 <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Focus	Proficient
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	Well Developed
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	Well Developed
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:	Well Developed
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Findings

School leaders consistently communicate high expectations to the entire staff. School leaders and staff effectively communicate expectations connected to a path to college and career readiness.

Impact

The school has a culture of mutual accountability and successfully partners with families to support student progress toward expectations.

Supporting Evidence

- The school has a developed Parent Involvement Policy that includes clear and detailed information regarding the school's goals on how to make the students meet and exceed expectations and become high achievers. School activities for parents include school sponsored workshops on content areas. A compact jointly developed with parents, illustrates how parents, staff and students will share responsibility for improved student achievement and explains how they will work to meet the high standards. All parties sign the agreement.
- In addition to parent newsletters that provide the most current information to parents regarding school events, there are also regularly scheduled meetings and workshops held with and for parents. For example, a November 19 agenda discussed "The Road Map for English Language Arts (ELA) and Literacy," which was a series held for various grade levels. The workshop provided parents with a graphic organizer that helped them to capture the new strategies they learned, solicited recommendations for future workshops, gathered suggestions for improvement and elicited what they will try at home.
- The school's administration communicates expectations via emails, newsletters, teacher observation and feedback, and professional development. For example, a communication was provided staff on the school wide instructional focus of questioning and discussion, and the school's mission and vision. The staff was also provided a "Writing at a Glance" calendar to further reinforce the school wide focus and the months in which each writing activity is to happen. The structured teams also provide an opportunity for the school leaders to relay information to teachers that work to hold one another accountable.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best. The teaching strategies consistently provide multiple entry points into the curricula, however it was not present in the vast majority of classrooms.

Impact

The teacher practices are informed by the Danielson Framework for Teaching and the instructional shifts. Students are engaged in appropriately challenging tasks.

Supporting Evidence

- Lessons were aligned to the school's curricula and writing focus. For example, one classroom with Students with Disabilities, was working on an opinion-writing essay that required students to support their reasoning by facts and details from text. In a grade 5 class, students were interpreting figurative language through the use of context clues.
- The lessons incorporated various scaffolding methods to address the needs of the students. Throughout classrooms, teachers differentiated lessons. For example, a grade 2, 3 and a grade 5 class color-coded the reading levels of the students for small group instruction. The tasks also varied. For example, an orange group worked on specific vocabulary words, yellow and green worked on phonics. The students were also provided various tools such as graphic organizers, and sentence starters to scaffold the learning experience.
- Although multiple entry points were observed, teacher questioning varied from class to class and presented missed opportunities for higher order thinking. In once class, the teacher asked, "Can people prevent accidents from happening?" and "What happens when paper bends?" In another classroom a question posed was, "What do you think about when you hear the title, 'Shots Heard Around the World'?" However, in another class, other than a recalling detail question, no other questions were observed. Similarly, in a math lesson, the question observed, was to recall a math term.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Findings

School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and strategically integrate the instructional shifts. Rigorous habits and higher order thinking skills are emphasized in curricula.

Impact

The curricula are coherent across the grades and subjects, promoting college and career readiness for all students. Rigorous tasks are embedded in a coherent way so all learners must demonstrate their thinking.

Supporting Evidence

- The School uses *GoMath*, *New York State Scope and Sequence for Science and Social Studies* and *Teachers College Writing Curriculum* strategies and *Journeys* for English Language Arts, which addresses text complexity and provides a balance of fiction and non-fiction reading. The teachers work collectively to further ensure rigor and alignment by reviewing curricula to ensure it coincides with the school's area of focus and standards for the grade. For example, the school has broken down the *Journeys* curriculum by story, skill and grade for each lesson.
- The school's unit plan templates include topic/theme, essential questions, standards addressed, key student learning objectives, sequence of key learning activities, extension and support activities, key texts to be used, and assessments. Similarly, curriculum maps address similar elements in addition to focus skills, Lexile levels, key vocabulary and response to intervention for English Language Learners and students with disabilities.
- The school incorporates the use of the Depth of Knowledge Matrix and engages in quality of questioning sessions to ensure that the curricula accurately reflect the appropriate level of rigor. As a part of the curricula planning, teachers select specific questions that will address the high level thinking based on content and skills being taught. For example, teachers embedded higher-level questions in the math curricula.

Quality Indicator:	2.2 Assessment	Rating:	Well Developed
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Findings

Across the vast majority of classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula. The school uses common assessments to create a clear picture of student progress towards goals across grades and subjects.

Impact

Students receive actionable and meaningful feedback regarding achievement and teachers adjust curricular and instructional decisions so that all students demonstrate increased mastery.

Supporting Evidence

- The school uses many forms of assessments to determine student progress. Some of these assessments include, the Measure of Student Learning (MOSL), running records, School wide English and Language Arts, *GoMath* Benchmarks, on demand writing and exit slips. Teachers analyze results to target specific skills. The school leaders collect data quarterly along with teachers' conferring notes, to conduct their own analysis. The school leaders then have data conversations with teachers to share how they see connection to the work that is being done in the classroom.
- School wide grading policies and writing rubrics are used to ensure coherence. Feedback to students is based on rubrics. The teachers highlight on the rubric where students are and underline and write out feedback on next steps. For example, a grade 4 writing assignment had the following notes to the student, "Two goals for you; first be sure to cite your evidence (according to....), and second, be sure to paragraph your essay by topic."
- Teachers track student data in all subjects for every student and a determination is made as to who is far below, approaching, meets or exceeds grade level mastery. This information is then use to adjust curricula and instruction. For example, a November data-tracking form for a particular writing unit that focused on organization and language indicates 3 students were at grade level, 17 approaching and 5 below. The next instructional steps will expand revision of lessons to include focus on word choice, organizers for essays, peer feedback from partners and lessons on paragraph construction particularly as it relates to topic sentences. Based on data, teachers also made adjustments to post math assessment, adding an extended constructed response question. Adjustments are made to instructional supports for students as well. An example was evidenced in an opinion writing graphic organizer where the elements were redesigned to be more student-friendly.

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 professional collaborations that promote the achievement of school goals and the implementation of Common Core Learning Standards. Teacher teams consistently analyze assessment data and student work for students they share or whom they are focused.

Impact

As a result of professional inquiry based collaborations, the instructional capacity of teachers has been strengthened, typically resulting in improved teacher practice and progress towards goals for groups of students.

Supporting Evidence

- A grade 3 teacher team was observed as they engaged in an inquiry based structured collaboration. Their area of focus was a reflection on Performance task 1- Informational Writing using text based evidence. They analyzed student work, identified what worked and what did not, what they as teachers can learn from this unit as they plan next instructional decisions and the next steps they will take. Based on analysis, the teachers determined that some students experienced difficulty finding text evidence; however, students were showing improvement when it came to grouping related information to create paragraphs. Fluid grouping of students will be created to address skill deficits.
- Teachers articulated that the team structures helped to build their capacity in that they allow for sharing of strategies such a RACE (restate, answer, cite and explain), present time for professional discourse and encourage teacher reflection on practices. Teachers have noticed an increase in domain specific words being used by students in math and they are able to better dissect words and make connections to the vocabulary across content. They have also noticed an upswing in overall reading and writing abilities. The team structure has also allowed them to collectively develop conversation protocols for students to improve student discussions.
- The professional learning/inquiry work at the school addresses, structures and protocols for team norms, roles, weekly agendas with next steps, use of protocols, goals for each cycle, and overarching school goals. The professional 8 weeks learning cycle includes setting the focus based on a unified vision, planning and implementing based on data analysis, 4 weeks of implementing and adjusting plans and instructional decisions, reflection and sharing of lessons learned.