Quality Review Report

2016-2017

P.S. 006 West Farms
Elementary 12X006
1000 East Tremont Ave.
Bronx
NY 10460

Principal: Tiawana Perez

Dates of Review:
May 30, 2017 - May 31, 2017

Lead Reviewer: Clarence Williams Jr.
The Quality Review Report

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. 006 West Farms 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><strong>To what extent does the school...</strong></td>
<td></td>
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</tr>
<tr>
<td>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</td>
<td>Area of Focus</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 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</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>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area of Celebration</th>
<th>Proficient</th>
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</thead>
<tbody>
<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></td>
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<tr>
<td>Area of Celebration</td>
<td>Proficient</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>
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</tbody>
</table>

### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Additional Finding</th>
<th>Proficient</th>
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<tbody>
<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>
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<tr>
<td>Additional Finding</td>
<td>Proficient</td>
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<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>
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<tr>
<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 school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
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<tr>
<td>Additional Finding</td>
<td>Proficient</td>
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<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>
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<tr>
<td>Additional Finding</td>
<td>Proficient</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 the CCLS</td>
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</tbody>
</table>
Findings
The school community has structures in place that allow for students to be known individually by staff. Professional development is connected to student behavior and family outreach.

Impact
The school culture supports the growth of students and adults through various programs including Positive Behavior Support Services (PBIS).

Supporting Evidence

- The school community uses programs that are designed for staff to know students on a one to one basis. A teacher uses a program called “Girl Talk” that allows students to have small group discussions on social issues that affect girls. Topics included bullying and peer pressure. Teachers also incorporate a program called “Boys to Men.” This program allows students to work in restorative circles to discuss issues concerning boys such as how to deal with frustration and anger. They will also learn about empathy and understanding. Cluster teachers meet and greet students individually by name during morning arrivals on a daily basis. Cluster teachers have stated that as a result, they know all students by name. Students have stated that these programs and initiatives allow them to have great relationships with teachers.

- The school uses Positive Behavior Intervention Services (PBIS) to promote academics and behavior. The program is school-wide and uses a reward system for students who display citizenship and academic behavior that capture the values of the school. For example, part of the PBIS program includes using Class Dojo, an online program that gives students points for behavior and participation in class. Students can use the points that they accumulate to purchase items in the PBIS store. Students can receive a maximum of thirty-five points per day.

- School leaders and teachers use professional development to align with the school’s community goals, which include nurturing a supportive environment. In November, the Special Education department facilitated a professional development on Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP). The professional development was designed to support students’ social emotional learning. The Individualized Educational Program (IEP) team conducted a workshop on supporting learners through the referral process. Parents have stated that teachers provide information on supports for their children based on these workshops. One parent stated, “I benefit from the training that these teachers receive because they help me understand the special needs of my child.”
Findings

Common Core Learning Standards and instructional shifts are incorporated into the curriculum however it is not always done strategically. Instructional documents are refined based on student performance but does not represent all learners in some cases.

Impact

The curriculum is designed to promote college and career readiness. Instructional documents reflect cognitive engagement for learners.

Supporting Evidence

- Teachers refine the curriculum to meet the instructional needs of their students. Teachers have stated that students struggled with poetry. A grade three unit on poetry was presented. The essential question from the unit was, “How can I live like a poet, writing to express my ideas using all I know about language and craft?” Under the section on the unit for resources, books and charts, teachers modified the curriculum. They added pre-work to the unit to make a connection by defining the genre and using exemplars to provide an example of poetry using the poem, “My Mom.” Teachers also added an independent section that required students to annotate the poem and give each other glows and grows. The unit was also refined by using lesson fifteen from a grade two unit as a supplement for small groups who require additional supports. This unit presented refinements, however this was not evident in all subjects and grades.

- College and career readiness is incorporated into some lesson plans. A grade five lesson plan objective was to write a plan for college. Students were required to write an academic goal, a professional goal and a personal goal. They were also required to write three majors that they would be interested in studying. Lastly, the lesson required students to discuss whether or not the school was public or private and how much would tuition cost. Students would identify the school and list three activities that they can do at the school and why they believe that they may or may not like the school, this was impactful as one student stated, “I remember that class, it helped me to decide that I want to go to a school with computer design and basketball.” This example of college and career readiness was not evident in all classes.

- Common Core Learning Standards and instructional shifts are incorporated into lesson plans to reflect cognitive engagement. A grade two English Language Arts lesson plan demonstrates how the CCLS are used to build on student engagement. The learning standard, “Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.” Students were required to access prior knowledge in order to have an engaging discussion on the book, The Magic Treehouse: Polar Bears Past Bedtime by turning and talking with their partner. The engagement activity required that students discuss ways that the author painted pictures with words. Students will discuss the actions, sounds, dialogue and the setting of the story. The shifts were evident as students were instructed to cite text-based answers to support their claims.
**Findings**

Across classrooms, teaching practices and student work products and discussions are connected to the curricula and echo an articulated set of beliefs about how students learn best that is informed by the Danielson *Framework for Teaching* and the instructional shifts.

**Impact**

Student work reflects purposeful assignments and tasks that include high levels of student participation and require that they collaborate in small groups.

**Supporting Evidence**

- School leaders and teachers have stated that students learn best through small group and engagement. This was evident in a grade five math class. Students were observed in small groups. One group was observed working on an adding and subtraction game. They worked as a team to use cards that demonstrated different values. When asked what they were doing, one student in the group replied, “We’re working on a monopoly math game to help us with our adding and subtracting in the real world.” Another student stated, “It’s important because if we go to the store we have to make sure we have the right change.” Other students were observed in small groups using a board game to simulate real world situations related to spending money by adding and subtracting decimals. The lesson was designed as a carousel. Students were observed rotating stations while remaining in small groups.

- Student work reflects high levels of participation that are aligned to Danielson 3b, questioning and discussion techniques. During the observation of a grade three English Language Arts class, students were participating in a whole group reading of the book, *Stone Fox*. After reading a passage, the teacher directed students to turn to their “buddies” to discuss the following questions, “Who is in this part? What just happened? And does this fit with something that already happened?” One student stated that they remember the word, alpha male. Another student stated, “I made the connection of prey and extinction.” An additional example was seen in a grade four math class. The teacher asked the students during small group instruction, “What would be an example of when we use liquid volume?” Students were discussing their answers, one student stated, “It could be used when you’re mixing cake ingredients.” Another student stated, “If you’re mixing a drink that would be an example of liquid volume.”

- Students were engaged in measuring to the nearest half-inch and quarter inch in a grade four math class. Students were looking at objects in the classroom that represented each measurement. The teacher instructed the students that if they had any questions they should ask their partner for help. One student was observed measuring their finger. They asked a student to help them measure it to see if it met the measurement requirements. The student stated, “Your finger tip is a half inch.” Other students used paper clips, some used crayons. The teacher was observed walking around the room asking, “How can an object measure 2 inches when measured to the nearest fourth? And “What information can a plot line tell you?”
Findings
Across classrooms, teachers incorporate assessments, rubrics, and grading policies that are aligned with the curricula and consistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact
Teachers provide actionable feedback to students to support student learning and make adjustments based on assessments thus effectively meeting all students’ learning needs.

Supporting Evidence

- Across the school, students use self-assessments. A grade five student submitted an opinion writing checklist rubric. The checklist is divided into six areas; Craft, Ending, Organization, Elaboration, Spelling and Punctuation. There is also a writer’s reflection that students use to discuss their growth as a writer. On a writing project on banning water bottles, the student rated themselves on starting to understand in the areas of craft, making deliberate word choices and working on the conclusion. The student’s writer’s reflection included, “One thing I learned about good writing while revising this piece is that I need to use certain words to make my writing better.” An additional example was seen on a student portfolio self-reflection. Under the category of “What it tells me about my learning” a student wrote, “I can do extended responses fluently” and “I can do opinion writing and persuade the reader.”

- Teachers provide actionable feedback to students by using “glows and grows.” The feedback includes next steps for students. On a geometry worksheet, a teacher wrote the following glow, “Nice job applying the formula for volume to the word problem.” Next steps included, “Make sure to elaborate on 2.b in order to get full points.” An additional example was seen on an article, The Future of Flights. The glow stated that the student wrote a main idea followed by three important quotes. Next steps included telling the student that they need to go over the text to make sure that it can answer additional questions.

- Teachers use assessments to make adjustments to meet the needs of their students. A kindergarten teacher was observed working with students on three-dimensional shapes. The teacher checked for understanding by asking students to name the shapes that were presented. The teacher assessed the students’ knowledge on spheres and cubes. The teacher noticed that students struggled with the names of the shapes, and as a result adjusted the lesson by teaching students two dimensional shapes and made comparisons to circles and spheres and squares and cubes.
Additional Finding

| Quality Indicator: | 3.4 High Expectations | Rating: Proficient |

Findings

School leaders consistently communicate high expectations that reflect the components of the Danielson Framework for Teaching to the entire staff and provide training. Teacher teams and staff institute a culture for learning that consistently communicates high expectations for the student population.

Impact

School leaders establish a system of accountability for high expectations among staff while teachers offer feedback and guidance to support and prepare students for the next level.

Supporting Evidence

- To communicate high expectations to the staff, the principal sends out a weekly newsletter every Sunday that reflects expectations related to the Danielson Framework for Teaching. A newsletter dated February six, reflected high expectations for discussions and questioning techniques. In the newsletter, the principal stated, the last week the focus was on student discussions. She states, “The three questions that should be asked are, what are you learning? Why are you learning this? and How do you know if you have done the task well?” An additional example of high expectations reflected in the newsletter was demonstrated under the topic of learning targets and objectives. The principal stated, “Having clearly displayed learning targets is one way for students to access information.” The principal further states that all teachers must post learning targets for each lesson of the day.

- Teachers offer supports to students that are based on high expectations. All teachers train students on BRIGHT behavior, (Believer, Respectful, Intelligent, Goal Oriented, Honest and Team Player). The staff handbook states that students must display BRIGHT behavior at all times during the course of the day. Each teacher receives a BRIGHT matrix to be posted in the classroom. Students are also expected to know the school mantra of “Be our best, love learning and inspire the world.” This was impactful as most students interviewed knew it and was able to tell what it meant to them personally. One student stated, “To me the statement means that I have to inspire others the way my teachers inspire me.”

- School leaders articulate high expectations to teachers through the use of a checklist. The principal distributed a classroom environment expectations checklist to all teachers. The checklist-listed areas that teachers are expected to adhere to. Expectations include, behavior management through PBIS, which must be evident in every class. This includes class rules posted, the use of Class Dojo and the behavior chart must be posted. Additional expectations include all teachers having a data area for running record binders, conferencing notes and student work folders. All records must be updated regularly. The checklist is followed through with a feedback letter and a list of items that the teacher is not in compliance with. One letter to a teacher stated that the teacher was not in compliance with a visible data area, and did not have evidence of an updated bulletin board with student-generated work.
Findings

Most teachers are engaged in organized, inquiry-based collaborations that promote school goals and the implementation of Common Core Learning Standards and instructional shifts. Teacher teams regularly examine assessment data and student work for students whom they are focused on.

Impact

Teacher teams reinforce instructional practices that result in improved pedagogy and progress toward goals for students.

Supporting Evidence

- Teachers work in inquiry-based groups using a consultancy protocol, which consisted of finding trends, interpreting data and a plan for action to support student learning and teacher practices. An English Language Arts team was focused on a poetry unit. The team looked at data from Teacher’s College pre-test on poetry. The team looked at areas of strength including, comfortable topics such as mothers and rhyming, English as a New Language (ENL) students struggled with sounding out words and using word families. Other challenges for students included, organization and line breaks, and vocabulary and mood. Instructional practices that came out of the meeting to promote student learning included, changes in the unit plan, adding a lesson into the unit plan, and students needing more scaffoldings with vocabulary so they decided to add a lesson on mood to assist students in interpreting the poetry and understanding the author’s attitude.

- Teachers meet to support instructional practices. A grade five Professional Learning community (PLC) meeting minutes showed teachers using the ATLAS protocol to examine math data. Teachers use TTPQ data to look at trends in the lowest performing students in preparation for the math state test. Trends included students struggling with vocabulary expression, tripling the sum and converting measurements in multi-step projects. The team decided to map out the next two units. Unit seven will be modified to incorporate additional plans in multiplying fractions and unit eight will be modified to add more lessons on dividing fractions.

- An English Language Arts teacher team meeting minutes targeted analyzing short and extended responses. Teachers noted that they would analyze student data from an English Language Arts test simulation to guide instruction. The team also noted that they would use writing samples from students. Based on student performance, teachers will modify the curriculum calendar and overview to include more extended response to support stamina and details in writing. These modifications are aligned with the school goals. They include that student writing will contribute to a five percent increase in grade level proficiency in English Language Arts performance by the end of the year.