Quality Review Report

2019-2020

P.S. 086 The Irvington
Elementary 32K086
220 Irving Avenue
Brooklyn
NY 11237

Principal: Tina Moschella Andre

Dates of Review:
November 20, 2019 - November 21, 2019

Lead Reviewer: Debra Tasioudis
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. 086 The Irvington serves students in grade K 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>
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</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></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 State standards and/or content standards</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by State standards and the 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>Area of Focus</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 level</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>
### School Quality Ratings continued

#### School Culture

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
</tr>
<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>Additional Finding</td>
</tr>
<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>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

#### Systems for Improvement

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
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<tr>
<td>1.3 Make strategic organizational decisions to support the schools instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</tr>
<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>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</tr>
<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>
<td>Area of Celebration</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 State standards</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: | Well Developed |

Findings

All teachers are engaged in inquiry-based collaborations during which they systematically analyze key elements of teacher planning and instruction, assessment data, and student work. Distributed leadership structures exist across the school community.

Impact

There is schoolwide instructional coherence and increased student achievement. Teachers play an integral role in creating the curricula and selecting instructional practices in use across the school, which positively affect student achievement.

Supporting Evidence

- During the review, the third grade team engaged in a structured inquiry process, looking at student work and data from the most recent end-of-unit math assessment to plan next instructional steps, and refine the next unit in the curriculum. The teachers reviewed the State standards on the assessment and their alignment to the school's focus standards, noting groups of students demonstrating improvement. This work of analyzing the alignment of school assessments and student progress in gaining proficiency in the State standards, connects to implementation of the State standards and the school's goals. During the meeting, teachers used a protocol to continue their inquiry reflecting on the questions posed to students in the classroom. Teachers then revised the unit under review, and the upcoming unit, using the school's shared online drive. A new mini-lesson on solving problems with the distributive property, and providing additional practice for students in how to use the associative property with word problems was planned. The teachers' open dialogue, including teacher acknowledgement of missteps, such as not creating application opportunities for new skills was shared. Teachers worked together to address the issues, demonstrating a collaboration that strengthens teacher practice and promotes the implementation of State standards.

- Inquiry teams across the school focus on a small group of students during the year and follow their performance. These students represent those learners who are on the cusp of grade-level proficiency in ELA and math. Each inquiry meeting opens with a review of the selected students’ work, before opening up to a broader discussion of data from groups leveled one through four within each class and across the grade. Teachers use data trackers to track student progress toward goals for the different groups of students. Increases in math performance for all groups is indicated in a review of data from last school year to the present. Teachers continue this tracking of progress using an analysis of student work protocol with the students, so that teachers and students make adjustments to student goals, which allow them to see the progress they are making. This increased student achievement and mastery of goals for groups of students is evident in ELA trackers shared during the review.

- The grade leaders, teachers and related service providers who sit on the schoolwide vertical team have opportunities to select and refine the curricula used across the school, including the ELA and math curricula new to the school this year. Teacher leaders provide the bulk of the school's professional learning for teachers and paraprofessionals, ensuring that teachers drive the development of curricular and instructional practices in place across the school.
Area of Focus

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Teaching strategies include student-to-student discussions and provide differentiated entry points for a variety of learners.

Impact

Student engagement reflects high levels of thinking and participation, however, student ownership of tasks and discussions, along with the use of extensions are not as yet present in the vast majority of classrooms.

Supporting Evidence

- Across classrooms, teachers employ a variety of scaffolds and supports for students, including access to share in the thinking of peers, accountable talk structures, and differentiated tasks and texts. The use of technology to support Multi-Language Learners (MLLs) was sometimes in evidence. In a lower grade reading lesson, students worked together in small groups to find the central idea of a text, ensuring that students could discuss the text together and enjoy access to the thinking of their peers. Some students preferred independent work, and were allowed to read their text, with the support of graphic organizers, or online questions. Similarly, in a social studies class, students worked through differentiated online and paper texts to explore different cultures, using differentiated graphic organizers and guiding questions to help them with their research. In these classes, and others across the school, student discussions and work products demonstrated high levels of thinking.

- In a reading class, students participated in book clubs, with each group reading paper or online non-fiction texts on their reading levels. Students completed graphic organizers or took notes about what they were learning in their texts, and discussing their findings with one another. One group when finished their shared reading and discussion about the sun and the solar system, continued their learning in an extension activity connected to their text, researching deeper understandings of the sun online. Another group completed their reading logs and moved on to a more complex set of questions regarding their text. These activities, in which learning was self-directed, enabled students to extend their learning in ways not yet seen across the vast majority of classes.

- In a kindergarten, dual-language ELA class, students worked in centers on vocabulary, phonics, and comprehension tasks provided in Spanish. In the vocabulary center, high levels of engagement were in evidenced as students worked together to find vocabulary words in the text and create illustrations about their meaning. In another station, the teacher conducted a read aloud and posed questions to students, prompting high levels of discussion regarding the story. This level of student thinking and discussion was common across classes. In one fifth grade literacy class, students were split into two Socratic seminar groups. Students posed and answered questions in an analysis of a quote by an educational activist from Pakistan, which focused on how education impacts poverty. In this lesson, students posed the questions being discussed by students, pressing each other to explain their thinking and to cite evidence from the text demonstrating ownership of learning. However, this level of learning was not yet evident in classes across the school.
### Additional Finding

| Quality Indicator: | 1.1 Curriculum | Rating: Well Developed |

**Findings**

Teachers strategically embed literacy skills across the subjects in curricula that align to the State standards. Rigorous habits and higher order skills, especially through discussion and writing is emphasized coherently across the grades and subjects.

**Impact**

Coherent planning practices promote strong student discussions and lifelong learning for all students.

**Supporting Evidence**

- School leaders and faculty ensure that curricula are strategically aligned to the State standards, with each grade having specific focus standards for ELA and math. Unique to each grade, the focus standards have been identified as being of high importance to students for success on the grade. The standards targeted in grades three through five promote success on the NYS ELA and Math exam. In kindergarten through second grade, the focus standards stress math foundational skills, such as number sense that will ensure success with fractions in the upper grades. The focus on key foundational skills in the lower grades along with a purposeful focus on skills in upper grades is common across the grades and subjects and evident in the school’s curricula maps.

- In literacy, school leaders and staff have created coherence across grades with a focus on informational writing and discussion of informational text. To this end, the curricular units incorporate these skills across the grades. There is an emphasis on students asking and answering questions about key details in a text in writing and discussion beginning in kindergarten. Students build on this and write informative explanatory texts, including definitions, and details in the upper grades. In kindergarten, students write informational biographies, with information gathered across texts. In second grade, students write informational biographies about their school, using a shared text and pictures. In second grade, students write informational biographies, with information gathered across texts. Third-grade writing included evidence from research gathered from varied sources on a chosen country, such as China. These learning progressions, evident in writing and reading units promote college readiness for all students.

- Within units and tasks there is a focus on ensuring that students engage in making connections across the content areas. Interdisciplinary tasks requiring learners to make connections between their academic work and the real world is found in plans. In a kindergarten interdisciplinary unit about animals, students engage in reading, labeling, drawing, and writing as well as in discussions with peers regarding different animals of their choosing. In the fourth grade, students engage in a biography study unit, researching and discussing biographies of people of their own choice. In a meeting with students, tasks were shared that encouraged students to make connections between engineering, math and the real world. One task asked students to create a party proposal, complete with a budget and a set of student-created problems ranging from complex problem creation solving with decimals and fractions, to creating and solving word problems about their project plans. These interdisciplinary tasks with real world, high interest connections for students are common across the curricula.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

Across the vast majority of classrooms, portfolios of student work include assessments, rubrics, and grading practices that align with the school's curricula and offer a clear portrait of student mastery. Data sheets and trackers create a clear picture of student progress across grades and subjects.

Impact

Assessment practices provide actionable and meaningful feedback to students and teachers regarding student achievement. All students, including MLLs and students with disabilities, demonstrate increased student achievement, particularly in reading and writing across the subjects.

Supporting Evidence

- In a meeting with students, they shared work with rubric-based feedback and actionable next steps. One student provided the concrete feedback received on a math task, which stated, “When subtracting 47.36 be sure to take away from the previous answer.” On a writing piece about science, a student received similar clear next steps and was advised to use the high-level vocabulary words, eccentric, and acceleration that were learned in reading. The student explained, that he not only used them in his narrative but I had another opportunity to use them in a writing task. A student explained that they have a list of adjectives in their writing toolbox, and a folder where they keep writing that they are working on and that they are always revising to see where they can add more details. Feedback to students is specific and was evident across student work reviewed.

- A writing piece was shared by a student regarding a special time spent with family from early in the year, because she was proud of the progress she has made since then. The student said she received a level two but has been working on writing better conclusions because of feedback she received. Students believe they are getting better at using vocabulary, and this is improving their writing as well as their speaking. Students shared work from well-organized portfolios with data trackers, rubric scores, and self-reflections that provide them a picture of the work they are accomplishing. On portfolio days, which are instructional days when students and teachers review, reflect and confer about student work. This dedicated reflection time occurs three times a year. New student goals, or new strategies to employ to meet existing goals are set. Through this portfolio day goal setting and tracking of student progress there is a clear portrait of student mastery.

- Teachers regularly update data trackers that contain data from a variety of common assessments, such as mock State exams, writing pre- and post-assessments, math topic tests, and leveled reading assessments. These trackers and student assessment reports demonstrate individual student mastery of particular State standards. This information is used by teachers to group students that are far below, approaching, meeting, or exceeding the standards covered in the exam or on the unit. This work guides the differentiation of reading texts, tasks, and instruction. A review of schoolwide data demonstrate that all students are making progress in the State standards, including students with disabilities, MLLs, and students in the school's lowest third. A review of NYS ELA and Math exams over the last four years reveal a twenty percent gain in the number of students achieving grade level proficiency in both content areas.
Additional Finding

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<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

The school leaders and faculty consistently communicate high expectations to students and partner with families who take part in their student’s learning. A culture for learning has been established that sets high expectations for all learners.

Impact

Strong partnerships with families support student progress toward high expectations for college and career readiness. Portfolio days and conferring ensure that students own their educational experience.

Supporting Evidence

- School leaders and staff engage caregivers and families in ongoing communication regarding student progress through report cards, progress reports, and through an online application where grades and student progress are noted and teachers, staff, and caregivers can easily review. Parents appreciate the ease of meeting with teachers every day, or during dedicated time on Tuesday afternoons. In a meeting, one parent shared that whenever academic or social issues arise with a student, the discussion with parents always focuses on trying to understand why the issue arose in the first place and always focuses on solutions. Other parents shared that the focus in parent meetings on solving problems together, and the staff’s focus on building student self-esteem creates a partnership helping parents to do the same at home. Student success is celebrated with families and caregivers through the tri-annual achievement awards ceremonies for each grade. This serves to celebrate student achievement in academic expectations, with awards for students who are approaching, on grade or above the grade level. This serves to ensure that parents understand expectations in the subject areas. Additionally, it helps ensure that students strive toward making academic progress.

- Parents and students expressed appreciation of the partnership they have with the staff. Students and families are supported in the middle school application process. Parents shared that the parent coordinator and the guidance counselor offer a tremendous amount of one-on-one support and guidance for families, beginning from the first days of school in September. The staff organizes trips to many of the district’s middle schools so that students and caregivers can get a feel for the varied schools they have an option to attend. They are able to see what different academic and extracurricular foci schools have to help support the selection process and make informed decisions. Parents appreciate the many workshops offered at the school centered not only on the transition to middle school but addressing how to help their children improve in reading at home, playing math and phonics games and how to prepare for portfolio reviews with students during the parent-teacher conferences.

- On portfolio days, students and teachers review, reflect, and confer about student work. Students set their own goals based on progress in the State standards noted in their portfolios from assessments, end-of-unit tasks, and reading progress. Students write reflections on their academic progress, the strategies that have supported their growth, and things that they need to work on to achieve their goals. In addition to these self-reflections, students also engage in peer discussions and reflections about their work and achievement. In a meeting with students, several shared their goals, such as improving in division, new strategies they are trying, improving in word problem solving, writing better introductions, and improving their spelling. Portfolio days ensure that all students have time to reflect, set goals, and take ownership of their learning.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

Through school leaders' observations and peer intervisitations, teachers, including those new to the profession, are provided with strategic support. Teachers receive effective feedback that accurately captures strengths, challenges, and next steps aligned to the Danielson *Framework for Teaching*.

Impact

Feedback articulates clear expectations for teacher practice, supports teacher development, and aligns with teachers' professional goals to promote professional growth and reflection across the school.

Supporting Evidence

- School leaders support the development of teachers through frequent cycles of observation, which positively impact teacher practice as evidenced in the school's *Advance* data. The value of the observations was echoed in a meeting with teachers, where they praised the frequency of visits to their classrooms by school leaders. In reports, teacher strengths are clearly noted. In one report the feedback referred to the teacher's clear use of the vocabulary posted in the room. This aligned with the school goals, which focus on vocabulary development. In another report the next steps were specific, actionable and time-bound, suggesting that the teacher expand use of wait time and extend student-to-student discussions by inviting students to agree, disagree or add on. The administrator would return within the following two weeks to see these recommendations in practice and offer further support if needed. Teachers appreciate the clarity of expectations. As one teacher shared, "I like that [the principal] says she will be coming back in two weeks. I like that I know when she will come back, but also that she will be back to see my growth and offer more support." Another teacher shared that, after an observation, she received a next step addressing improvement in her lesson delivery implementing the new math curricula. The principal met with her to review the new curricula, and model the teaching the new program required. Other teachers shared similar stories of modelling and co-planning as support from school leaders, and praised the support they receive in implementing their next steps.

- In initial planning conferences, a teacher and school leader meet to review the teacher's ratings from the previous year, noting strengths, needs and new school initiatives. They review the Danielson *Framework for Teaching* together, and teachers set a goal for the year. Teachers shared, that teacher goals, such as improving guided reading lessons and using assessment in instruction are revisited during classroom observations. In feedback conferences and midyear check-ins, teachers have an opportunity to reflect and adjust their goals. Teachers shared that throughout the year teachers are invited to attend professional learning sessions provided off site, which are connected to their goals.

- Teachers support one another through cycles of intervisitations. Teachers in lower- and upper-grade teams provide each other support in triads, composed of two teachers and an administrator or school-based coach. Before the classroom visits, teachers meet to review the expectations of the Danielson *Framework for Teaching*. In the first cycle this year, teachers focused on student engagement, and then met again to provide each other with feedback and next steps after the weekly classroom visits. Subsequent cycles focus on questioning, discussion and using assessment in instruction. These focused intervisitations allow teachers to provide one another with feedback and next steps that promote and result in teacher growth and reflection across the school.