

Quality Review Report

2016-2017

P.S. 287 Bailey K. Ashford

Elementary 13K287

**50 Navy St.
Brooklyn
NY 11201**

Principal: Michele Rawlins

**Dates of Review:
November 9, 2016 - November 10, 2016**

Lead Reviewer: Michele Ashley

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. 287 Bailey K. Ashford 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

Instructional Core		
<i>To what extent does the school...</i>	Area	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 Finding	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	Area of 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 Finding	Proficient

School Quality Ratings continued

School Culture

<i>To what extent does the school...</i>	Area	Rating
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	Additional Finding	Proficient
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations	Additional Finding	Proficient

Systems for Improvement

<i>To what extent does the school...</i>	Area	Rating
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	Area of Celebration	Proficient
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	Additional Finding	Proficient
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	Additional Finding	Proficient
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Finding	Proficient
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	Additional Finding	Proficient

Area of Celebration

Quality Indicator:	1.3 Leveraging Resources	Rating:	Proficient
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Findings

Leadership uses resources and the integration of instructional and assistive technology to support the school's goal of promoting college and career readiness for all students. Hiring practices and the purposeful assignment of faculty support the provision of a least restrictive learning environment for English Language Learners (ELLs) and students with disabilities.

Impact

The effective use of resources is evident in student work products and supports access to learning opportunities that lead to college and career readiness.

Supporting Evidence

- School leadership utilizes budget and grant funds to provide teachers with the resources they need to set up their learning environments and use instructional and assistive technology. To support the initiative of technology for all students, leadership sought out grant and partnership resources to supplement budget funding. A combination of capital funding, charter school matching funds and a variety of community partnerships have supported the purchase of classroom SMARTBoards, one hundred and sixty iPads, forty-eight laptops with carts, seven wireless printers, and two color printers. In addition, this year the school leadership secured resources to provide digital versions of the English Language Arts (ELA) and math curricula, negotiating a free pilot of the latest version of the ELA curriculum. Across classrooms visited students engaged in the digital curricula for whole and small group instruction, as well as independent tasks.
- School leadership also uses resources and partnerships to secure support materials and online applications to provide teachers, students and families access to student work and assessment data online. The purchase of *Copia*, i-Ready, C8Sciences, Pearson Realize 2016 and STEM WeDo 2.0 gives all stakeholders access to instructional and assistive technology that can be used in and out of school. *MyON* online Lexile leveled materials are supported with purchased Lexile leveled classroom libraries. Across classroom visited students are able to post their work, receive feedback from teachers and peers, and print drafts for revision using the new technology.
- School leadership has purposefully assigned teachers and support staff to support a least restrictive environment for all students. School leadership has moved from self-contained classes to an integrated collaborative teaching (ICT) class on every grade, with many students participating in a partial ICT programming. There is flexible grouping for support services based on student need and special education teachers and paraprofessionals push in to classes to support students with special needs as they transition to the least restrictive environment.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Developing
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Findings

Across classrooms teachers have begun to use instructional technology and the workshop model to provide multiple entry points into the curriculum. In some classrooms, students have begun to share their thinking in discussions.

Impact

Inconsistencies in the use of questioning, scaffolds and student discussion across classes limits students' opportunities to demonstrate their thinking in work products and discussions resulting in uneven levels of student thinking and participation across the school.

Supporting Evidence

- Across classrooms, teachers have begun to use the digital curriculum and targeted programs to provide entry for students. Teachers assign students content-specific text aligned to their individual Lexile levels. Students engage in tasks aligned to the same Common Core Learning Standards and essential question while approaching the content on their reading levels. In a reading class students engaged text on iPads and some students used audio supports to read along with the text. Students returned to their texts to look for answers to the essential question and students using the audio support were also able to replay key sections. However, in a WeDo 2.0 lesson the teacher did not distribute adequate materials, model the task or provide students with available exemplar cards that would support student understanding of the activity and engage them in the learning task.
- In some classrooms, teachers provide students the opportunity to share their thinking and learn from their classmates' processes. In a math classroom, students were able to come up to the SMARTBoard to practice a variety of ways to use the distributive property. One student was able to clarify a misconception regarding even distribution in the distributive property by watching his classmate demonstrate his method to find the product of six multiplied by seven. In a writing class students shared their answers to the essential question, "How do we write an ending to a story and provide a sense of closure?" Students shared their writing with a partner who reviewed their work for details, descriptive language and dialogue. During a whole group share, students were also able to read their writing pieces aloud and receive feedback. As a whole group, students shared why it was important to provide closure to a story. However, the opportunities provided in these classrooms to demonstrate higher-order thinking were not yet present in all of the classrooms visited.
- In some classrooms, teachers engage students in accountable talk. In a kindergarten classroom, students conducted a close read of a word problem. Students responded to prompt questions that pushed their thinking and shared their responses aloud. In a grade one classroom, students worked in partners and small groups to solve online math problems and answer the essential question, "How can you use doubles to help you add?" Students shared their thinking about doubles and identified doubles in their independent groups. The teacher moved from group to group and took note of some misconceptions. The teacher brought all students to the rug to review doubles and helped students support one another in solving a problem using doubles. The opportunities to engage in high-level discussions present in these classrooms is not present across the majority of classrooms visited. In a social studies lesson, students were assigned partners to answer an essential question but students worked separately with little conversation. Most did not complete the task by the end of the lesson.

Additional Finding

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders ensure that curricula are aligned to the Common Core Learning Standards by aligning the essential questions to grade level content standards and incorporating academic vocabulary in each content area. Teachers plan and revise academic tasks to support tiered instruction.

Impact

School leaders and teachers build coherence across grades and content areas through the use of instructional technology and the workshop model. As a result, there is coherence across grades and content, and students have access to the curricula.

Supporting Evidence

- All lessons collected identify the essential question and demonstrate a clear alignment to the identified content or Common Core grade-level standards. School leadership and teachers have purposefully integrated technology into the curricula as a means to build college and career readiness. Lesson plans across grades and content areas integrate teachers' use of technology during the mini-lesson, guided practice and independent tasks. Lesson plans from kindergarten to grade five ensure that students to use technology to access the online curricula and tasks. Students are required to upload student work, reading responses and exit tickets. In a reading class students responded online to answer the question, "How can readers explain why and how events occur through analyzing text features, such as illustrations and diagrams?" One student responded, "Readers can explain cause and effect by looking at the diagrams and illustration in a text." Another student noted that diagrams give you more details.
- Lesson plans across grades and content areas have integrated the use of academic vocabulary. A reading lesson on the text *Why is the Sea Salty?* highlights the words wriggled, chuckled and plucked. A social studies lesson asks students to explain how scientists identify some of Africa's geographic features and identifies the key words compare, contrast, endangered, industry, artifact, and artisan. A writing exit slip includes a writing word wall with the terms wrap up, details, dialogue, descriptive language, and character's problem.
- Across grades and content areas teachers plan and refine lessons based on student need. In a math lesson, teachers assign students to independent working groups based on their performance on a baseline assessment. All groups are required to answer the same essential question aligned to the same grade-level Common Core Learning Standard; however, each group has a targeted task card with a tiered task and varying levels of support. The task card for the lowest performing group asked students to work with a partner to complete an interactive lesson online and then work with the teachers on an assigned reteach lesson. The task card for the highest performing group asks students to complete an enrichment activity online and then complete an extension activity in their math journals. This level of planning and refining lessons based on student assessment data was seen across most lessons.

Additional Finding

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Across classrooms, teachers use rubrics and assessments aligned to the *ReadyGen and GO Math!* curricula and the New York City scope and sequence for science and social studies. School leaders and teachers use Measures of Student Learning (MOSL) data and unit assessments to determine student progress.

Impact

Teachers use assessment data to make adjustments to curricula and instruction and provide students with actionable feedback regarding their achievement levels.

Supporting Evidence

- Teachers use and create rubrics aligned to the units of study. Rubrics assess student performance on a zero to four point scale and articulate the criteria for success at each level and for each component assessed. For example, an informative and explanatory writing rubric assesses focus, organization, development, language and vocabulary and conventions. A level four performance on focus states that, "Topics and reasons are clearly stated and well supported with examples." Rubrics across content areas follow a similar format and include feedback from teachers that identify next steps.
- Teachers across grades and content areas share feedback with students during conferences, on rubrics and via online programs. Teacher feedback on math assessments include a rubric score for each of the components assessed and includes next steps. One teacher states, "Please remember to keep rereading your writing and always follow the checklist to make sure you included everything you needed to include." Another teacher notes, "You have demonstrated that you made sense of the task and strategy. Next time practice using the distributive property." Students shared that the checklists and feedback they receive from teachers supports them in making adjustments to their work and improves their grades.
- Teachers across classrooms use baseline and end of unit assessment data to monitor student progress toward grade-level standards. Teachers administer and collect data from end of unit check points, performance tasks and *iReady* assessments to plan small group instruction, reteach lessons and provide targeted support for individual students. This year, teachers can monitor student progress via the *iReady* online format and generate reports per class collecting percentages of students performing at low, middle and high levels. Individual teachers and grade teams use common assessment data to plan intervention strategies. During the kindergarten team meeting teachers used MOSL baseline data to plan new strategies which include modifying student checklists to include visuals and sentence examples, and by charting text-based vocabulary to support student writing. Assessment data is available across grades and content areas and is accessible to support staff. In January, teachers will analyze data from fall and winter assessments to assess student progress, collect promotion-in-doubt data and make further adjustments to the curricula.

Additional Finding

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leadership consistently communicates expectations for a least restrictive environment, alignment to Common Core Learning Standards and the use of technology across all grades and content areas. School leaders and staff consistently communicate expectations connected to a path to college and career readiness and offer ongoing feedback to families.

Impact

School leadership holds staff accountable for expectations and offers summer and ongoing training and support. Faculty and staff help families understand their child's progress toward goals.

Supporting Evidence

- School leadership communicates expectations to faculty and staff during faculty meetings, professional development sessions, and via formal and informal feedback from observations. School leadership supplies teachers with the required resources and materials to support technology and a least restrictive learning environment. All teachers received summer professional development to support the effective use of the new technology and online curricula purchased this year. Teachers report that they receive both technical and implementation training and that the training is ongoing through consultants and peer support during the year.
- School leadership holds teachers accountable via frequent observations and the sharing of targeted feedback aligned to the school's expectations. Leadership feedback reviewed focuses on the alignment of essential questions to the Common Core and the effective use of the online curricula and support materials. Next steps shared by leadership in the month of October remind teachers to articulate the learning objective in the form of an essential question and to ensure that the corresponding task is aligned to a Common Core Learning Standard. Feedback also reminds teachers to use content vocabulary across content areas and ensure that all students have access to the online curricula.
- School leaders and staff communicate with families via phone calls, emails, progress reports and online parent reports. This year school leadership implemented a weekly newsletter template that each teacher uses to share key information with families. The format includes highlights for the month, learning expectations for the week in math, reading, writing, science and social studies, words to practice at home for early childhood students and study habits to encourage at home for the upper grades, as well as links to at-home resources. Teachers also reach out to individual families each week on Tuesday afternoons during "parent engagement" time. Teachers copy administration on all parent online communication. One upper grade newsletter reminds families to have their child read for at least thirty minutes on a daily basis and provides families with a link to an interactive library of leveled texts.
- Faculty invite parents to attend curriculum night, student-led conferences and parent teacher association meetings that focus on the school's curricula, provide opportunities for parents to speak directly with their child's teacher and ask questions. Teachers provided all families with usernames and passwords to access each of the online curricula. The majority of the parents interviewed shared that they regularly access the online platforms and report that they have consistent communication with their child's teacher and receive support.

Additional Finding

Quality Indicator:	4.2 Teacher Team and Leadership Development	Rating:	Proficient
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Findings

The majority of teachers are engaged in structured inquiry-based collaborations based on MOSL data and consistently analyze assessment data and sample student work for students on their grade.

Impact

Structured collaborations and the sharing of effective strategies strengthen the instructional capacity of teachers and result in progress for groups of students.

Supporting Evidence

- Teacher teams meet weekly for inquiry. The teams currently in place include a pre-kindergarten, kindergarten, grade one and two, grade three, grade four and five, and a testing grade team. During team meetings, members follow protocols and take on the rotating roles of facilitator, time keeper and recorder to analyze data and look at student work. All teams are required to submit minutes to school leadership each week.
- During the kindergarten team meeting teachers analyzed data from the baseline MOSL assessment and shared trends within and across classes. Teachers discussed the percentage of students performing in the low, middle, and high performance category for each standard assessed. Teachers identified trends and target standards based on this data. Teachers then worked together to identify new instructional strategies or tools that could be used to increase student performance on target ELA and math standards. Kindergarten teachers agreed to front-load new vocabulary specific to each lesson and keep the vocabulary words displayed for students to use in their writing. Teachers also agreed to modify the writing checklists with sentence models and visuals.
- Teachers shared that they have consistently enhanced their teaching practice based on strategies shared by their colleagues on and across teams. Kindergarten teachers shared that they now use checklists to support student writing based on best practices shared by the grade three team. Grade two teachers shared their analysis of grade two writing data with the grade one team noting that students in grade two are struggling with writing conventions. Grade one teachers identified convention lessons and added them to the first grade curriculum to support student skills entering grade two. At the time of the review, teachers have begun to notice improvements in student performance on target standards. For example, students in grade one have demonstrated progress on target standards compared to grade one 2015 performance levels on three target standards for number and operations in base ten, moving from 20.3 to 37.7 percent, 26.1 to 30.4 percent and from 15.2 to 22.8 percent, thus meeting grade level standard.