



The New York City Department of Education



Quality Review Report

Horace E. Greene School

Public School 045

**84 Schaefer Street
Brooklyn
NY 11207**

Principal: Tracey Lott-Davis

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Reviewer: Dr. Joan L. Johnston

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Part 1: The school context

Information about the school

The Horace E. Greene School, PS 45, is located in the Bushwick area of Brooklyn. The school serves 795 students enrolled in pre-kindergarten through grade 5. Recent statistics for the school indicate that 63% of the students are Black, 34% are Hispanic, 1% are White, and 2% are Asian or other ethnicities.

The school receives Title 1 funding and, with 95% of the students eligible, the school participates in a school-wide program. Student attendance, at 89%, is slightly lower than the 92% average at similar and City schools. Approximately 13% of the population consists of special education students and 8% are English language learners.

A mini-school annex, located two blocks away from the main building, houses the early childhood kindergarten classes and related services. A Charter School, in its first year of operation, is located on the third floor of the school. The principal is completing her second year as the school leader.

Part 2: Overview

What the school does well

- The leadership and commitment to the school by the principal, in both management and instructional roles, is moving the school forward.
- The school has built its capacity to focus on meeting the needs and goals of the students and community it serves.
- This is a safe school, with a family-like environment, that has high expectations for its students.
- Student support services are aligned with and respond to student issues and concerns.
- Students are known within the school and treated with respect by the faculty and staff.
- There is a strong parental outreach effort.
- Building-wide celebrations, special programs, cultural connections, and after-school programs expand opportunities for students.

What the school needs to improve

- Use data more effectively to tailor instruction to the individual needs of students at the classroom level and to effectively plan for future building-wide goals.
- Differentiate instruction throughout the student day by implementing more flexible groupings and student-directed activities.
- Build on professional development efforts by providing additional on-site support for the balanced literacy initiative and the workshop model.
- Continue to identify targeted interventions for self-contained special education students and English language learners that assure adequate progress and greater movement into the mainstream student population.
- Upgrade the physical environment in such areas as the exterior landscape, interior common spaces, and classroom design, as funding permits.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

The Horace E. Greene School, PS 45, radiates a warm, family-like environment. The principal has a strong commitment to the school she attended as a child and where she has spent her professional career. Her leadership, in both management and instructional roles, is moving the school steadily forward. Today the school is more effectively using data to improve student performance and an improved planning process is in place.

There is also a stronger emphasis placed on targeting professional development initiatives to improve teaching and learning. There are plans to enhance this focus. The school is well aware of the needs of the community it serves and is responsive in the programs and services it offers. The school has built a positive culture, reinforced with school-wide celebrations and specials programs, that expands the opportunity structure for the children and their families.

Students and their parents are known and treated with respect by the faculty and staff. The school has a strong parental outreach and works to better involve parents, especially those of children who come from homes where the family is in transition.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.

This area of the school's work is proficient.

The school has grown in recent years in its ability to use data more effectively to understand and monitor student progress. The school collects a great deal of data from State and City assessments as well as standardized and interim assessment reports. The implications of these reports are analyzed by school officials. Classroom teachers are also growing in their ability to understand and use data to better support their students. Today teachers meet at grade level meetings during common preparation times to review individual student progress. These discussions include the specific supports that will be provided to students whose progress is of concern. Teachers are using data to understand the performance of individual students as well as the larger group at the classroom and grade level.

This school has six self-contained special education classes and a free-standing English as a second language program. The school constantly focuses on and monitors the progress of these groups as well as the performance of identified ethnic populations the school serves. School administrators also recognize the need to use this data to identify targeted interventions that will facilitate greater movement of special populations into the regular classroom.

The school often receives students at first grade who enter without previous classroom experience. In addition, with two homeless shelters in the immediate neighborhood, there

are a number of students who enter and leave the school within a short time frame. Recognizing the challenges these students present, the school has introduced a more responsive academic intervention services model to intervene more effectively at an earlier stage for these at-risk learners.

School leaders review data reports from comparable schools within the district. Upon learning that the performance of their students in grades 3 through 5 on a recent State English Language Arts assessment was the highest in the district, they are now looking to benchmark progress with higher-performing schools in other parts of the City. A more powerful technology-driven City-wide assessment reporting system will facilitate efforts of tracking trend performance data by grade level, classroom, and individual student.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.

This area of the school’s work is proficient.

The school places a strong emphasis on planning and goal setting. The principal has set school-wide goals in the areas of instructional and organizational leadership, professional development, student support services, and community relations. Appropriate objectives and action steps, both building-wide and at the classroom level, have been identified to accomplish these goals. While specific timelines for each step are not identified, plans are reviewed to assess progress. For example, in the previous year student results for 3rd grade were below expectations. This year pacing calendars were developed, academic intervention services were expanded, and an extended day and Saturday program were offered for additional support. Results for this year show student achievement at the proficient level improved by 20% at grade 3.

Classroom teachers recognize more clearly the role they have in supporting students who do not make adequate progress. As a result, there is a greater emphasis placed on flexible grouping and differentiating instruction to meet the needs of individual students more effectively. This is an on-going goal. The school administration and faculty are particularly focused on the progress of students most in need of improvement. Parents note that they have actually taken sample State tests themselves at parent workshops so that they have a clear understanding of how to assist their children at home. Teachers target their extended day instruction to the specific needs of struggling students.

Parents, students, teachers, and administrators note that there are uniformly high expectations for students across the school. Parents feel welcome at the school and believe that the teachers are there for their children. Teachers note that an expectation for excellence is a hallmark of the school. All state that the principal goes beyond the call of duty to convey her high standards for behavioral and academic expectations. The faculty and administration realize that greater strides in improvement will take time, and they effectively work together to achieve identified goals.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is proficient.

The school implements the City-determined curriculum using the Everyday Mathematics program and the balanced literacy model from Columbia University's Teachers College Reading and Writing Project. The transition to a workshop approach in each classroom has required on-going professional development and administrative support. This approach is now at a proficient level due to very close supervision from the assistant principals who are in classrooms daily to monitor progress and provide feedback. Classroom teachers have made the transition to accepting accountability for student learning. Intervention programs, including web-based programs, are in place to effectively assist students, including English language learners and special education students. Academic support is now more closely tailored to the needs of all individual students. A greater emphasis is also being placed on the use of classroom data, such as conference notes and running records, to differentiate instruction.

The principal effectively uses the budgeting process to provide resources needed to improve student learning. For example, this year additional resources were allocated for professional development for both on-site training and regional workshops. For example, teachers of English language learners attended an in-depth training program to better meet the needs of this growing population. The administrative staff has planned for more training such as this for other teachers. The principal and her assistants effectively deploy staff and develop schedules to best meet the needs of students. They meet regularly for one-on-one conferencing with faculty to assess their progress and identify needs.

Students know and trust the adults in the school and believe that everyone is approachable and there for the students. Many identified the proactive nature of the school staff and principal in preventing students from "getting into trouble." The classroom programs effectively engage most students. Not all teachers have expertise yet with the workshop model and classroom design sometimes gets in the way of fully implementing flexible grouping.

The school has an identified plan and budget for effectively monitoring and improving attendance. Incentive programs are in place to improve attendance at the classroom level. There is appropriate parental outreach, but not all parents value the importance of daily, on-time attendance.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

The principal has a strong commitment to the school and has spent her career there. As a result, she fully understands the needs of the students in the community. She looks for faculty who are dedicated to working with at risk students and who have the skills to become effective classroom teachers. Recently they have hired teaching fellows. She recognizes that most newly hired teachers need additional training in using data and expects a teacher commitment to support students to achieve at the highest levels.

The principal effectively reviews data from the yearly teacher survey to identify annual goals for professional development. She and her administrative staff carefully review student outcomes to determine exactly where to place an emphasis for the coming year. This year, and for the coming year, there is a focus on developing strategies for differentiating instruction. The principals and the three assistant principals are very visible

in the classrooms. Assistant principals model mini-lessons in classrooms, provide written feedback after informal visits, and conference with teachers on areas in need of improvement. For example, they look for evidence of conference notes and the use of manipulatives for hands-on activities. Teachers note that there are non-negotiable items that the administration expects to see in their classrooms. For example, the posted time flow-of-the-day must to be followed. If it is not, teachers are accountable for the change.

Teacher visitations to other classrooms are expected and teacher collegiality is the norm at the school. Teachers meet regularly for grade level conferencing during common preparation time. Coaches and the assistant principals also attend these sessions to keep the focus on instructional improvement and to review student progress data. The principal is highly regarded by faculty, students, administrators, and parents. All view her as an inspirational role model who attended the school and then went on to lead it.

The school runs very smoothly. Students and their parents know the behavioral expectations. Students report that there are consequences for not following the rules and that most students comply. They like the fact that the school is a safe place where adults are concerned about their welfare. Older students have the opportunity for leadership roles such as student ambassadors to welcome guests to the school.

The pupil personnel services, school-based support team, and guidance services function well together. They identify needed services and respond to family needs as well. Partnerships support academic goals. The Jackie Robinson Cultural Center is based in the school and runs a well-attended program from 3:30 to 7:30. This effective program is managed by the parent coordinator and features tutoring, counseling, and a meal. Other collaborations include Project Arts and a program with the District Attorney's office.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is proficient.

The school is proficient in developing annual goals and evaluating their progress. The school leadership team effectively develops the annual Comprehensive Education Plan and regularly monitors the progress of identified goals. The school involves as many members of the school community as are interested in these sessions.

The principal meets weekly with her cabinet to plan the next steps in implementing identified goals and to assign responsibility. Additionally, there are well-focused parent workshops and academic intervention team meetings to support student progress.

An important initiative this year was the departmentalization of instruction at grade 5. This was done to provide stronger content knowledge and to better prepare students for the format they will encounter at middle school. As the year progressed, the need for additional support prior to testing was identified and plans were adapted to provide this.

Classroom teachers are becoming more proficient in using interim assessment data to regularly revise plans to meet the individual needs of students. The school is making appropriate progress in its learning journey and has plans to use data more comprehensively next year when the new City web-based system becomes available.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Horace E. Greene School (PS 45)	∅	✓	+
Quality Score		X	

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> each student, classroom, grade level, 		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> ethnic groups, English language learners, special education students* 			X
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> all other categories of interest to the school* 		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
Overall score for Quality Statement 1		X	

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.		X	
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
Overall score for Quality Statement 2		X	

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.		X	
Overall score for Quality Statement 3		X	
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.		X	
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
Overall score for Quality Statement 5		X	