



# **The New York City Department of Education**



# **Quality Review Report**

**William Floyd School**

**Elementary School 059**

**211 Throop Avenue  
Brooklyn  
NY 11206**

**Principal: Dawn Best**

**Dates of Review: May 20 - 21, 2008**

**Lead Reviewer: Timothy Behr**

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## Part 1: The school context

### Information about the school

William Floyd School is an elementary school with 501 students from pre-kindergarten through grade 5. The school population comprises 54% Black, 44% Hispanic, 1% White, 0.2% Asian and 0.8% American Indian students. The student body includes 8.4% English language learners and 12.8% special education students. Boys account for 46.9% of the students enrolled and girls account for 53.1%. The average attendance rate for the school year 2006-2007 was 90%. The school is in receipt of Title I funding with 96% eligibility.

## Part 2: Overview

### What the school does well

- The principal has a clear vision for the development of the school and encourages teaching staff to take on leadership roles.
- The gathering and use of data is good and supplies documentation to drive instruction, which addresses the needs of students.
- Staff, students, and parents are caring and cooperative and show respect toward each other.
- The school conveys high expectations to parents and students.
- The professional support of consultants enhances instruction effectively.
- The school uses data consistently to support academic achievement and school improvement.
- Extra-curricular activities and enrichment programs sponsored through partnerships with outside entities enhance the students' school experience.
- Administration deploys resources efficiently to support the academic, social, and emotional needs of the students.

### What the school needs to improve

- Provide professional development to enable teachers to use data more effectively to differentiate instruction to meet the needs of each student.
- Enhance the school curriculum by improving the visual arts program.
- Extend the use of technology as a tool for teaching, learning and data analysis.
- Establish formalized systems of classroom observation and induction to meet the professional development needs of new and veteran teachers.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made good progress in addressing the issues identified in the previous Quality Review report.

### **Overall Evaluation**

#### **This school is proficient.**

The William Floyd School sets high expectations for all and communicates this effectively to students and their parents. Relationships across the school reflect an ethos of trust, respect, and care. Students wear their uniforms with pride. The school has strategies in place that support the achievement of all students and monitors each student's progress. The school identifies students in the younger grades who need support and has intervention programs in place to help them to succeed.

Since the last Quality Review, there has been growth in the development of curriculum maps. The use of consultants has improved goal setting and enabled staff to identify benchmarks. The school continues to guide teachers to utilize data to differentiate instruction based on the constantly changing needs of all students. The school has emphasized student attendance and has put into place consistent systems to promote continued improvement.

The school urges teachers to be leaders and to be accountable for student learning. The school recognizes the need to continually collect and interpret data. The core curriculum enables teachers to collect regular information about student achievement and progress. The performance of each subgroup is measured and compared with schools in their peer horizon. The budget is used strategically to target the school's academic goals and enrichment clusters. Consultants provide effective support to improve instruction. The school curriculum is enhanced by a range of extra curricular activities but there are limited opportunities for students to experience a visual arts program. The school identifies a further need to expand the use of technology at all levels, as a tool for instruction, for the effective analysis of data and to support and enhance student learning.

The inquiry team uses data to inform instruction and share best practices with classroom teachers. It provides a rigorous and organized focus to the school's cause of action to improve student achievement.

### **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 the student's progress over time.**

#### **This area of the school's work is proficient.**

The school has a clear understanding of the performance and progress of each student, class and grade. The administration reviews student data with teachers on a regular

basis. External and internal test data, attendance patterns and individual student's work is summarized by administration and stored in class binders by teachers. Teachers update their knowledge of student performance regularly during common planning periods and grade meetings. However, there is no whole school systematic practice for data collection and therefore many variations between grades. The inquiry team has improved teachers' understanding of each student's achievement and progress through data analysis, which drives classroom instruction. Based on this analysis, the school has targeted a specific group to improve academic growth. The administration and staff collect and review data to determine the needs of special education students and English language learners. The school uses support personnel to address academic, social and emotional issues. Special education and English language learners have the opportunity to participate in all school activities. The school has addressed the need to motivate boys to read by providing high interest reading materials. Staff have the opportunity to visit similar schools. The school focuses on the comparisons of schools in their peer horizon to identify best practices. This has been a helpful procedure toward improving student achievement.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is proficient.**

Administration and teachers use data consistently to establish rigorous and measurable goals for improvement. Each goal is supported by relevant, time-specific action plans. Teachers develop academic strategies for students as a consequence of the inquiry team's work. Teachers use this information to plan lessons and instruction at grade meetings, and to set future academic goals at the end of the year. They receive valuable support from consultants and the literacy coach to focus on student progress. The principal identifies the school's target group as the lowest performing students. Teachers plan their lessons based on this information and they identify their goals for students by planning lessons to meet the identified needs of the students with the class. The school reduced the number of students scoring at Level 1 in English language arts by using strategies that match work to student ability.

The school shares its high expectations for students with the school community through formal and informal conversations, parent workshops, newsletters, and meetings. The school uses these initiatives to provide information to the community and to listen to their views. The parent coordinator serves a strong link between home and school. Family Literacy Nights and Read Alouds provide an opportunity for the school to share the goals established for their children with parents. Teachers provide parents with the information about achievements, progress and how they can help. This also provides an opportunity for teachers to share and review the objectives established and the steps needed to achieve them. A parent concern form enables parents to share issues and concerns with the school. Meetings are scheduled to express these concerns so a resolution can be achieved. This has greatly improved parents' understanding of how they can assist their child to progress academically and socially. The "parent of the month" program celebrates school involvement.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school’s work is well developed.**

The balanced literacy approach used for English language arts aligns with State standards. Planning interventions in a timely manner has a positive impact on student learning. Student writing has improved by incorporating the use of a graphic organizer. As a result, 2008 English language arts test scores improved school-wide by almost 10%. The Everyday Math program provides pre and post unit assessments and is a spiral curriculum to support learning targets. Students are aware of their successes and are provided with strategies to improve even more. The principal uses assessment results from the upper grades to inform instruction for the lower grades. Teachers are addressing the curricular gaps in kindergarten and grades 1 and 2. The school has extra curricular activities for its students, which include Gifted and Talented clusters, and programs featuring chess, American ballroom dancing, music and art through dance. The visual arts program in school is limited. Students play league basketball, participate in a swimming program, and a New York City Road Runners’ Club sponsored running activity. These activities enhance student personal and social growth. Teachers’ plans set measurable objectives in order to evaluate and benchmark student growth. They are held accountable for learning as well as instruction. Teachers are determined to provide their students with the best opportunity to succeed. Classrooms are organized and structured to encourage learning. However, there is not enough differentiation of instruction. The principal understands the range of teaching styles within the school and uses walkthroughs and observations to evaluate teacher progress.

The principal makes thoughtful use of the budget to promote a broad and exciting curriculum that raises student achievement. The school plans to expand its technology program to enable students to work individually and in groups for research and skills practice. A feeling of mutual trust and respect between the staff and students has been established. Students are given a voice. They chose the school logo. This approach encourages confidence and involvement. Attendance rates are improving because the school has prioritized the importance of being in school. Daily student attendance is posted over the school clock, 100% attendance stickers are placed on classroom doors, and a bulletin board highlights students with good attendance. By providing a personal touch, students are now coming to school at increased rates.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.**

**This area of the school’s work is well developed.**

Teachers’ professional development is driven by the school’s mission to create academic excellence for every child. This includes students with disabilities, English language learners and all subgroups within the school. Administration regularly observes in classes and provides pertinent feedback to teachers. These outcomes, combined with student data, are used to develop training to meet both school and individual teacher’s needs. There are many opportunities for teachers to visit each other’s classrooms to share best practices and develop a school-wide understanding of students’ progress. Mentors, consultants, test preparation, and enrichment activities help to support this initiative. This results in improved instruction as evidenced by increasing test scores. When the school

reviews English language arts test results, the use of materials and teaching strategies are also evaluated. When the focus turns to enrichment activities to maintain and increase the number of students in the sphere of success, the school provides activities that promote this objective. This strategy brings greater cohesion to students' learning. The school pays close attention to the development of teachers who are new to the profession. Teachers use common planning periods and grade conferencing time to share ideas and improve instruction. The administration, outside experts, and colleagues support them on a regular basis.

The school has improved over the past few years because of the leadership of the principal along with the support of the assistant principal and literacy coach. It has substantiated its motto of "Where tomorrow's leaders learn". There is an interactive and helpful learning environment. Uniforms, as the principal states, have enabled the students to "dress for success." The associations created with Woodhull Hospital Fit program, The New York Road Runners' Club and the NYC Parks Department, is improving social development.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

**This area of the school's work is proficient.**

The administration and grade level teams use data to compare student achievement across classrooms, grades, and schools. Procedures are in place for evaluating the effect of goals and plans. The information updates goals and adjusts plans as needed. The school constantly updates its data review.

The principal and the school community evaluate curricular programs to ensure that they best support the needs of the students and adjust if necessary. The principal knows the strengths and weaknesses of the school. They are discussed with the school leadership team and plans are developed on how the school will continue to make progress.

The principal shares school-wide goals at meetings and in memos with the entire school community to further school improvement. The educational community supports these goals through their involvement with students and school activities. Walkthroughs, observations, review of data binders, and the records kept by the literacy coach enable the principal to measure outcomes. Teachers use the information attained from the periodic assessments to guide their instruction. However, there is no formalized school pacing calendar to support the development of learning targets so all students can show improvement. Teachers work together, interpret data and adjust their planning as necessary. Professional development activities support this initiative. There is a collaborative and reflective approach to the school's development. Everyone at the school understands the importance of interpreting data to improve student learning. Each educator understands the role they have to perform to improve achievement for subgroups and individual students.

The entire school understands that there is still the need for improvement and will continue to address academic concerns to achieve the school's aim of academic excellence. The culture of the school is strong and supportive. This is beneficial for taking the next steps in identifying priorities, responsibilities and time frames for the school to continue to improve.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: William Floyd School</b>	Δ	➤	✓	+	◇
<b>Quality Score</b>			X		

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

To what extent do school leaders and faculty provide . . .	Δ	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?			X		
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?			X		
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?			X		
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?			X		
1.6 a measurement of performance and progress based on comparisons with similar schools?			X		
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?			X		
<b>Overall score for Quality Statement 1</b>			X		

### Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?			X		
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?			X		
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?			X		
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?			X		
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X		
<b>Overall score for Quality Statement 2</b>			X		

### Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?			X		
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X		
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?				X	
<b>Overall score for Quality Statement 3</b>				X	

**Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.**

To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?			X		
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?			X		
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
<b>Overall score for Quality Statement 4</b>					X

**Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?			X		
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?			X		
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?			X		
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?			X		
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
<b>Overall score for Quality Statement 5</b>					X

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>