



The New York City Department of Education



Quality Review Report

Conselyea School

Elementary School 132

**320 Manhattan Avenue
Brooklyn
NY 11211**

Principal: Beth Lubeck- Ceffalia

Dates of review: January 14 - 15, 2008

Lead Reviewer: Louise Kapner

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Part 1: The school context

Information about the school

Conselyea School is an elementary school with 661 students from pre-kindergarten through grade 5. The school population comprises 12% Black, 55% Hispanic, 28% White, and 5% Asian students. The student body includes 6% English language learners and 2% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2006 - 2007 was 94.3%. The school is in receipt of Title 1 funding with 72% eligibility.

The school shares space with Middle School 577, a school of choice, with approximately 375 students.

Part 2: Overview

What the school does well

- The principal, highly supported by her assistant principals, has a clear vision for moving the school forward and exhibits compelling leadership.
- The school has a highly sophisticated system of collecting, organizing and analyzing data.
- The data is used extremely well to guide instruction for all students.
- Excellent ongoing recording and monitoring of data ensures suitable adjustments to school programs to improve student outcomes.
- Teachers play a critical role in designing and providing instruction that is engaging, challenging and highly differentiated.
- Well differentiated professional development is an integral part of the school's program to enhance teachers' skills.
- High expectations are consistently shared with the school community to ensure students achieve their potential.
- School goals and programs are continually revisited and suitably revised to address students' needs.
- The highly nurturing and safe environment is reflected by the consistent high rate of student attendance.
- The school uses its resources and highly effective partnerships extremely well to further the educational goals of the school.

What the school needs to improve

- Use the extensive data collection to provide the school with comparative data on identified groups of students' performance and progress.
- Further develop the compacting program school wide to effectively address the needs of each grade's students.

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 well developed.

Conselyea School is an exceptionally well managed school that implements many outstanding practices and provides an extremely safe and orderly environment. Administrators and staff work in a highly collaborative manner strongly focused on students' needs. Collection and analysis of data of students, classrooms, grades and subjects is at an extremely high standard and used very effectively by classroom teachers and specialists to guide instruction for all students. The challenge for the school is to interrogate the data at a higher level to compare progress and performance of student subgroups. School programs are highly differentiated, rigorous and very well matched to students' needs. Suitable interventions are promptly implemented as needed. Administrators refer to research based literature to create classroom environments to support student learning. Precise rubrics provide students with clear criteria for success. Students are actively engaged in learning and displays of their work throughout the school reflect high expectations. Students speak very highly of their teachers and enjoy the challenging work. Parents are strong advocates of the school and of what it provides. They are highly knowledgeable of programs and actively participate in the school. Teachers maintain very high expectations for themselves. They participate in well differentiated professional development that supports their passion for teaching. They seek out opportunities to improve and often volunteer to attend training in their own time.

The school has very successfully tackled all areas in the last review. The school's highly organized enrichment model of instruction engages students in suitable activities. Fifth grade boys attend in gender specific classes. The work of the inquiry team is well underway. Members regularly review the performance and progress of a targeted population of nine boys and nine girls in grade 5 to monitor the impact of gender specific classes. Excellent allocation of resources and exceedingly effective partnerships support the school's goals. Programs are under constant review and promptly revised when necessary to meet the needs of students.

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 outstanding.

The school's collaboration with "Learning Directions" has resulted in a highly sophisticated, innovative and customized spreadsheet system for collecting and recording State test results and all school generated data. Information relative to every class, each student, core subjects, and by specialist, is readily available for review. The data is

updated monthly and provides a wide range of information that teachers make excellent use of to monitor student performance and progress. The information allows the school to very effectively compare past and present year performance by students in all key areas and on all assessments. Skillful analysis of all data accurately identifies the strengths and weaknesses of each student's performance. This information is used very well to guide instruction. All staff maintain comprehensive binders with data generated from daily instruction and specialists maintain service-tracking sheets; both reflect the close attention to students' specific needs. Students' portfolios which contain high quality authentic work are regularly reviewed to monitor progress. All teachers make very effective daily use of this extremely sophisticated data management system to plan and guide instruction.

The school very carefully monitors progress by gender, that of English language learners and special education students. Ethnic data is also recorded but the analysis is less robust. The principal now plans to identify and compare data for specific groups of students. The principal engages in an extremely comprehensive year to year comparison of her school with those in her peer group and other schools across the City. She knows her standing relative to the highest performing schools. Presently, she is in the top 10 district wide and strives to be in the top five.

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 well developed.

The school is continually reviewing data to set quantifiable interim and long term goals to further increase improvement. During weekly grade meetings teachers work in a highly collaborative manner to review data, instructional programs and practices to set challenging goals for accelerating student learning. Second graders departmentalize for literacy. They receive remedial, grade level or challenging instruction well matched to their needs to improve their outcomes. Assessments are ongoing to ensure students are appropriately placed and changes are implemented as needed. The school does not yet use this successful approach for all grades. Effective interventions take place during the day and after school for students in greatest need. Students work in small groups and receive focused instruction which enables them to make progress. Teachers use differentiated academic interventions to ensure tasks match student need.

The school's goals and high expectations are very effectively communicated to students and parents. Teachers collaboratively develop grade specific instructional and grading rubrics that reflect State standards and the curriculum. Students clearly know what is expected of them. When asked about a rubric, a second grader quickly replied, "It tells you what have to do to get that grade." Parents are kept very well informed of school programs and administrators and teachers regularly share information with parents through written communication and meetings. Parents are encouraged to provide details about their child and to participate in school activities. Parents of pre-kindergarteners were highly enthusiastic as they created pet rocks side by side with their child.

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 outstanding.

The school’s highly detailed analysis of data is used well to identify students’ needs, and to select and implement a comprehensive standards based curriculum that is effectively matched to improving student outcomes. Literacy instruction has been greatly enhanced with grade specific, highly structured reading programs developed by teachers that closely match the learning needs of students. Built in assessments provide detailed information which enables teachers to guide whole group and individual student instruction. However, the school has not yet got structures in place to measure the impact of this new approach on students’ performance. A wide range of well chosen additional materials supports student learning. Math investigations now supplement the mandated curriculum after noting their positive impact on last year’s grade 5 results.

Staff are held very accountable for good teaching and accelerating student progress through weekly meetings when teachers and administrators highlight instructional and student successes and areas that need further attention. Staff work together in a highly collaborative manner to review student work and plan differentiated strategies to improve outcomes for all students. Teachers utilize data in an outstanding manner to guide and inform their instruction. Well differentiated programs engage students. A school wide enrichment program is expertly implemented. Through creative scheduling and excellent use of resources, students participate in a 10 week cycle of interest based activities. One student shared that, “he loves learning new stuff”. Teachers in arts education provide students with many opportunities to engage in music and art which broadens and enriches their experiences. Well chosen field trips and teaming of teachers further support the school’s instructional goals to improve student learning. High levels of respect and a strong sense of community result in an excellent learning environment. A teacher said, “The diverse community enriches classroom instruction and everyone is helping one another.” Student attendance, which is given a very high priority, currently hovers at or above the 95% level daily.

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.

The administrators work very well together. They are highly focused on improving teaching and supporting students’ learning. They use frequent learning walks and the formal observation process to monitor classroom instruction. One teacher said, “Evaluations are so detailed and real, specific even to students’ names.” The principal posts “Daily Kudos” on teachers’ classroom doors and a “Wow What a Week” newsletter celebrates school wide excellence in teaching practices. Teachers are extremely passionate about their craft and the very high quality feedback from administrators helps them to improve their instruction. Administrators and teachers constantly seek out opportunities to participate in professional development to improve their teaching skills. Many staff members attend voluntarily. Teachers are empowered to share best practices and support their colleagues through turnkey training. Collaborative planning, inter visitations and high quality mentoring of new staff members further encourage the feeling of a cohesive learning community. Well established routines ensure the school runs smoothly. All staff are focused on improving student outcomes. The pupil personnel team

reflects a cross section of the school's support staff. They meet weekly and pay close attention to identifying and implementing interventions for students in need. The school's counselor supports the grade 5 gender initiative and visits the male classes on a daily basis to work on social skills development. Students behave very well because they receive clear guidance on the school's rules. They are effectively informed of consequences for deviant behavior. Highly successful partnerships with local leaders and business persons enhance the school's program.

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 outstanding.

The school's ongoing recording and analysis of information is well developed. Administrators and staff are provided with extensive data that is used extremely well in planning interim and long term goals. The focus on improving students' outcomes is outstanding. Weekly grade meetings provide staff with the forum for in depth conversations and data review relative to students' performance. Teachers engage in discussions around successful approaches in the classroom which enhances their own professional awareness as well as impacting positively on student learning. Administrators regularly use formal and informal classroom observation to identify teachers who need further support. "Learning Directions" formally updates on a monthly basis the school's data collection. The school scrutinizes the spreadsheets to identify trends in student performance and looks for the impact of best practices in instruction. Teachers and administrators make prompt modifications to school, class and students' instruction as needed. This year's grade 2 compacting model was initiated mid year as a result of reviewing student performance in literacy and because of its success in meeting students' needs. This program will be expanded school wide for 2008-2009.

The administrators regularly revisit the Comprehensive Education Plan and revise its goals to ensure that it is reflective of ongoing school practices. The school leadership team meets monthly to discuss present programs and plan future initiatives. The principal clearly focuses on making instruction challenging and engaging to meet the needs of all students. The school is considering using "money for excellence" to incorporate technology into the delivery of the academic intervention services so they are able to focus even more robustly on meeting individual student's needs. It is also exploring ways to initiate a gifted and talented program to retain its present students and to make the school even more inviting to neighborhood families. The vision the principal has for developing the school is shared by the community and manifest in the actions the school takes.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Conselyea School	Δ	▷	✓	+	◇
Quality Score				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
Overall score for Quality Statement 1					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	
Overall score for Quality Statement 2				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
Overall score for Quality Statement 3					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
Overall score for Quality Statement 4				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
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped