



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

John Bowne

Elementary School 020

**142- 30 Barclay Ave.
Queens
NY 11355**

Principal: Frank Welfer

Dates of review: November 7 - 8, 2007

Lead Reviewer: Shehz Ali

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Part 1: The school context

Information about the school

John Bowne is an elementary school with 1295 students from pre-kindergarten through grade 5. The school population comprises 5.6% Black, 33.9% Hispanic, 5.4% White, and 55.1% Asian students. The student body includes 37% English language learners and 5% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2006-2007 is 95.6%. The school is in receipt of Title 1 funding with 75% eligibility.

The school population consists of a significant proportion of new immigrants to the country. There is a high degree of mobility of students in and out of the school. Parents are not necessarily living at the same home as their children as some work outside of the City or State.

Part 2: Overview

What the school does well

- The school's vision of seeing students as individuals and doing what it takes to ensure their progress is evident throughout the school.
- The principal and administration provide strong leadership and are keenly aware of individual, classroom and grade level achievement.
- The principal utilizes his experience to maximize budgets and ensures students receive the support they need.
- High expectations for both student and teacher performance are consistently communicated throughout the school.
- Teachers collect data that provides a rich representation of student achievement and capability.
- Staff developers provide strong support and development to ensure a high standard of teaching.
- The progress of English language learners is tracked and supported in a way that increases their progress.
- Relationships are strong, warm, nurturing and allow for growth of all individuals in the building.

What the school needs to improve

- Implement structures to maximize the information parents receive about student and whole school goals.
- Extend the consistency of differentiated instruction throughout the school, especially in upper grades.
- Create interim, measurable goals within existing plans to improve student and teacher outcomes.

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.

John Bowne is a school that is well run, with an environment conducive to learning for all students. The principal's vast experience has served the school well and has established a strong staff who are willing to go above and beyond for their students. Teachers collect consistent data on all students and are able to target and provide students with sufficient services. For example, support for English language learners is exemplary and has contributed positively to their progress. The school's curriculum is broad and is enriched by the strong links the school promotes between literacy and music. Teachers are held accountable for creating engaging and nurturing learning environment which leads to trusting and respectful relationships amongst all in the school community.

The school has worked hard to improve issues suggested in the previous Quality Review report. Professional development is varied and targeted to specific areas of need with the particular help of the staff developers. The level and number of assessments is high and allows for monitoring of students on a regular basis. The school is waiting for ARIS to become fully functional in the school so plans for further individualization and data analysis can be maximized.

The school still does not reach every parent well, despite efforts and programs that have been introduced this year. The school's plans and goals still require interim targets to determine timely monitoring of progress and accuracy of school wide plans and goal setting. While some teachers effectively differentiate instruction, it does not occur in all classrooms.

The inquiry team is established, has identified a target group and has plans to maximize their work throughout the school.

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 well developed.

The staff knows their students very well. Despite the size of the school, the principal does an impressive job identifying specific students who are in need of specific services and those who are particularly adept at certain skills. Teachers collect extensive amounts of data on their students. A professional development banquet was recently held during which teachers displayed their own assessment tools for others to learn from and use. Tracking with running records, informal daily assessments and mandated testing is all

documented regularly and analyzed by staff. The assistant principals monitor this tracking and work with teachers at regular intervals during their evaluation of student progress.

The extent of monitoring and tracking of the significant English language learner population is a particular strength. A database created by the staff developer allows for disaggregation of data for students receiving varied language services. Upon arrival, students are assessed for baseline data and may be given a survival English program where basic school survival information is taught even prior to students' full participation in class. The program also provides school culture information for students new to schooling as a growing rural population is arriving from areas of China and the Dominican Republic. The principal has hired up to 20 retirees to act as tutors for these students and aid in the implementation of available technology. A computer program allows for English language learners to work independently and tracks data for the teacher to monitor progress.

Special education students are also monitored well. However the school does not monitor the effectiveness of services well enough. While a wide range of services are available for students in need of additional support, there is a lack of evaluation of the effectiveness of those services.

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.

Teachers and staff are able to discuss and describe plans and goals for the school but these plans are not formalized in a measurable way to monitor success at interim points. Staff developers monitor goals and plans and create quality plans to meet needs of students. The administration has focused efforts in improving math and literacy for all students. This success can be seen by the consistent progress students have made in both subjects over the last few years. English language learners are quickly identified and provided excellent support which leads to good progress.

The school does not communicate its plans with the school community well. Parents could not articulate school plans or goals. They were fully unaware of any goals for differentiated instruction in classes despite their discomfort with the larger class sizes this year. Despite conferencing and feedback, students were not able to articulate specific areas they needed to work on for improvement. Yet, a wonderful tool is available for kindergarten parents. They receive a translated checklist to simplify communication with parents regarding a student's achievement and areas for improvement.

Students and parents are well aware of the high expectations evident throughout the school. In this area parents are receiving information well. Through the school-based support team, the parent orientations and the help of the Chinese Planning Council partnership, parents are aware of the standards expected in the school. Students are able to articulate the importance of receiving a 3 or 4 on an assessment. Rubrics are evident in classrooms and exemplary work is displayed throughout the school.

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.

John Bowne does an excellent job of collecting interim data on students. Their continued progress can be attributed to teachers' knowledge of their students. The school's broad curriculum helps students achieve well in the core subjects. The award-winning music program has been purposely designed to include effective literacy links as well as providing a valuable arts-based program. Students are visibly engaged in most classes as a variety of teaching methods and styles are utilized. The use of technology further creates a varied educational experience for all students. English language learners, in particular, use technology to increase their skills and language acquisition.

Staffing decisions are made expertly. Staffing, particularly in support of English language learners, is augmented through the use of up to 20 retired teachers who are brought in for tutoring, staff development and focused capacity building. Much of the staffing choice and freedom comes from intelligent budgeting handled by the principal. His vast experience means he is able to find ample funding for programs, staffing and operations. Teachers were also clear that they were well supported with resources when required.

Differentiated learning in the classroom is inconsistent, but differentiated programming throughout the school is implemented well. Students indicated and were observed to be reading books once class work was completed. Alternate or enrichment assignments are not given to students who require them. Although some small groupings were observed, it was unclear whether students were grouped by level or ability. School wide however, programming is differentiated and varied for specific students. Select students are pulled from classes to attend higher or lower-level subject classes. Students are pulled for language support, special education services and select arts-based enrichment activities.

Relationships throughout the school are strong and nurturing and allow for the growth of all individuals. The administration is well respected by staff and is seen as, "one of them." Despite some descriptions of bullying by students, relationships among students are orderly and friendly. Students are also eager to greet the principal during classroom observations. Good procedures support high attendance 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.

The school runs smoothly resulting in an orderly, organized, well-established school. The two assistant principals have loosely defined roles that allow for constant collaboration. Collaboration is also strong and positive among teachers. The principal constantly monitors staff and teaching and is therefore able to discuss specific teacher strengths and weaknesses in detail. His feedback is constructive and helps teachers improve their instruction. Students are used to seeing the principal in their classrooms and react without transition when he steps in to augment a lesson. The principal's On The Road blog on the school's website is a regularly updated description of school wide observations and reminders for good practice. Teachers use this effective tool to check their classrooms, practice and student behavior.

Professional development is effectively chosen according to schoolwide, grade level or classroom needs. For example, the goal of implementing technology throughout the school led to the hiring of a technology staff developer, implementation of Smartboards and technology based assessments. The Safari Montage program was adopted by the school as a visual tool for new English language learners. "Study Island" was also chosen as a way to enrich class work. Each required and resulted in specific and general development in technology. Staff developers are experienced teachers, still in the classroom, and are able to respond to the needs of their respective staff. Through their seats on the cabinet, developers are able to convey information and suggestions from the administration. The seamless communication and constant development is attributable to the high quality staff developers.

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 well developed.

The school has a clear vision to do whatever it takes to help the progress of individual students. This vision is executed by a staff that is willing to go above and beyond what is expected. The administration is effective, successful and forward thinking. The school has made consistent progress and is working well to meet new challenges faced by the school. The plan to integrate ARIS into aspects of data collection and planning is well formulated. There is eager anticipation among staff of the possibilities this data system may have for school growth and student achievement.

While student and teacher goals are not formally set, timely adjustments and revisions to plans are made when progress is deemed insufficient. Changes to goals are done constantly, by teachers, developers, or administration, as opposed to in response to defined targets. The level and amount of student data allows for adjustment of plans and goals, but without a formal plan that includes interim targets, these revisions are not based on a systemic monitoring and revision routine.

Part 4: School Quality Criteria Summary

SCHOOL NAME: John Bowne	△	▶	✓	+	◇
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 . . .	△	▶	✓	+	◇
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 . . .	△	▶	✓	+	◇
2.1 engage in collaborative processes to set demanding, 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?				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?				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 make 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