



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Jonas Bronck Elementary School

Elementary School 043

**165 Brown Place
Bronx
NY 10454**

Principal: Giovanna Delucchi

Dates of review: January 17 - 18, 2008

Lead Reviewer: Gerald Griffin

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Part 1: The school context

Information about the school

Jonas Bronck is an elementary school with 490 students from pre-kindergarten through grade 5. The school population comprises 29% Black and 71% Hispanic students. The student body includes 16% English language learners and 11% 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 was 90.6%. The school is in receipt of Title 1 funding with 97.7% eligibility.

Part 2: Overview

What the school does well

- The principal is highly visible and proactive around the school and in the community.
- The principal clearly articulates her vision for the school and the high expectations she has for all students and staff.
- Students work in a highly stimulating, bright and safe environment that celebrates good work.
- Data is used well to provide a clear understanding of the progress made by students, classes and grades.
- The school sets challenging goals that are accelerating progress.
- The school has effective procedures to identify, support and improve the performance of students who are under performing.
- Parents receive detailed information about their child's progress and are shown how to help them with their education.
- The curriculum broadens students' horizons and raises their aspirations.
- The administration uses data to identify where extra resources are most needed to secure improvements.
- The school regularly checks the effectiveness of strategic plans and improvements, making modifications and updates where needed.

What the school needs to improve

- Further disaggregate data to provide a clear picture of the relative progress of boys, girls and different ethnic groups.
- Ensure planning and instruction consistently matches the differing learning preferences and needs of students.
- Ensure professional development reflects individual teacher and school needs.
- Increase the frequency of opportunities for teachers to share and learn from best practice.

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.

Students learn in a bright, stimulating environment that celebrates academic progress, good behavior and attendance. The school sets high expectations through the school's most effective "Positive Behavior Intervention Strategy" (PBIS) with its three targets of keeping safe, being responsible and being respectful. Students really take this message to heart and do their very best at school. It is reinforced by the celebration of good work and popular system of rewards called "Tickets". The highly visible, proactive principal clearly articulates to the school community her drive to improve progress.

The school uses the results of tests and other measures effectively to gain a good understanding of the performance of individual students, classes, subjects and grades. It uses data well to measure the performance of special education students and English language learners but has a less clear picture of the relative performance of boys, girls and different ethnic groups. It makes good use of data to set goals and check the progress of students towards them. It quickly identifies students whose progress slows and takes well considered and effective action so that they quickly catch up.

The lively curriculum extends and enriches students' experiences through the mandatory curriculum, arts and a wealth of extra curricular activities. Parents are well informed about their child's progress and are encouraged to help in their education. Teachers are highly professional and make lessons interesting by ensuring work is relevant. This means students enjoy their lessons and are keen to come to school. Teachers use data effectively to plan work of different standards to meet the varying needs of students in their class. However, these plans do not always take enough account of the different learning preferences of students to ensure consistently good progress. Teachers use questions well to check what students know and can do but their use is less effective in challenging students to think about, and develop, their ideas.

The administration regularly checks the work of teachers to identify areas of instruction that need improvement through professional development. While this process is well established, the school does not use the outcomes to identify areas of instruction for whole faculty professional development. The inquiry team has made good progress in its investigation of the effectiveness of a commercial reading program to improve the reading of special education students and English language learners.

With the exception of professional development where only limited advances have been made, the school has made good progress since the last review in all other improvement areas.

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.

Teachers' assessment binders contain a wealth of data that they use well to gain an accurate picture of the performance of the students in their classes. Data on performance in such areas as English language arts, math and reading is updated every month to provide a clear and regular measure of the progress of students and the class. This data is used effectively to identify students who have made better than expected gains and those who under perform so that teachers can make plans that meet their needs. The school trains teachers well in data interpretation and its use in planning effective lessons and intervention strategies.

The administration takes a close interest in data. The principal and her assistants rigorously scrutinize monthly student data to provide them with a thorough understanding of the performance and progress being made by individual students, classes and grades. The school disaggregates data for special education students and English language learners so that it has an accurate and up to date measure of their performance and progress to provide a judgment on the effectiveness of instruction and intervention. The school has identified that English language learners who are also special education students are not currently making expected progress and is consequently providing more resources to get them back on track. The school does not yet make such well founded comparisons of the progress of boys and girls or of the ethnic groups within the school. Data shows that girls out perform boys in English language arts and math. The school has identified some possible explanations for this difference but it has not yet clearly established the cause and thus how the progress of boys can be improved.

The school regularly visits other schools to share and learn from their good practice. This has improved performance in several areas. Such links have led to the use of piano keyboards to improve students' understanding of music and raise their self-esteem.

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 has well established procedures involving all members of the school community to agree its challenging goals for improving students' performance. These goals, detailed in the Comprehensive Education Plan, lead to well developed plans and clear dates for completion. Baseline data drives long and short term targets which have impacted positively in helping to raise standards of reading. Assessment at the beginning of the school year to establish each student's reading level is used to set challenging monthly and end of year goals. Conferencing enables teacher and student to agree a reading level for the next month, books to read and skills to develop. The

next monthly conference reviews progress made and starts the goal setting process over again. Teachers use end of grade tests and September tests to quickly identify students in greatest need of improvement through academic intervention. This ensures that these students get immediate and effective help to improve their progress. Students whose progress slows during the year are immediately referred to the child study team (CST) who bring their expertise to bear and provide appropriate intervention. The administration and CST rigorously assess the effectiveness of intervention and support.

Parents are generally clear about their child's goals. They receive valuable information about progress through the report card. However the telephone is the main link between home and school and regular calls inform parents about both problems and successes. The school provides parents with valuable advice on how they can help their children's education as demonstrated by the popular Saturday Family Days which provide parents with guidance as to how they can assist with homework and reading. Parents feel confident when they contact the school with a worry because they know their concerns will be sympathetically addressed.

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 arts are represented well. Students learn to read music and play the recorder, keyboard and drums and work enthusiastically towards music concerts performed for their parents. There are a wide range of art topics which enrich student experiences including photography, puppet making, painting and printing. Every fourth and fifth grade student gains confidence through helping to produce the daily radio show for the school by researching topics and writing scripts. Ballroom dancing is a popular activity and students show off their skills in competitions with other schools. The aspirations of gifted and talented students are raised through a well structured program of visits to museums and galleries.

Regular lesson observations by the administration ensure they have a good understanding of student performance in each class. This information enables them to hold teachers to account for the progress of their students and the effectiveness of their instruction and intervention policies. Students find their lessons interesting. One girl said, "I like the teachers because they make learning fun!" Teachers use data well to measure the performance of each student so that they can plan work that matches their academic need. These plans do not yet take enough account of the varying learning styles of students and, as a result, progress is not always good. Teachers do not ensure boys regularly use activities such as games and computer programs that particularly engage them thus the potential to enhance their learning is not maximized. The school analyzes data and uses the outcomes to make well focused decisions about the use of resources. This was illustrated when a school aid was appointed to ensure good attendance was rewarded through class and individual prizes. As a result, attendance has risen rapidly this year.

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.

Regular informal and formal lesson observations provide the administration with a clear understanding of the quality of instruction. After observations, teachers receive well focused feedback that explains where improvements to instructions are needed and areas of professional development to pursue. The school is not yet effectively aggregating its data on the quality of instruction to identify common areas that would benefit from whole faculty professional development. New teachers receive good support that ensures they settle quickly and become effective practitioners. Their support includes class intervisitations to observe good instruction. The school does not provide opportunities for all teachers to benefit from this method of sharing good practice.

Students get good support and advice on their academic and social development from a wide range of services. The Academic Intervention Service (AIS) provides well structured support for targeted students in English language arts and math for both general education students and English language learners. Students get good health care through the school nurse and the on site dental surgery. The school has many effective partnerships with outside entities that support the academic growth and personal development of students. The school has a very successful record of bidding for grants to purchase such items as computers, projectors, keyboards and student material which enhance greatly the learning materials available to the students. The scouts and other groups extend students' education through interesting and challenging activities after school.

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 principal clearly articulates the vision she has for the school. This is understood by the wider school community which shares her high expectations and drive for improvement. Teachers ensure students know exactly how well they are progressing and precisely what they need to do next to improve. The administration rigorously checks that classes are reaching their goals every month to ensure the school is on track to meet its targets. Teachers and faculty review their instruction carefully to identify where instruction especially accelerates progress. Teachers share the outcomes willingly with those who are experiencing less success with a topic and in this way instruction improves. The school rigorously checks the progress of strategies against their intended outcomes and modifies plans if necessary. Following reviews of the effectiveness of reading strategies the school is extending the time interval for conferencing to six weeks for special education students to further accelerate their progress. The school makes good use of end of year assessments to make decisions about future goal setting and plans for the following year. In response to last year's performance data the school has reduced class size.

Part 4: School Quality Criteria Summary

SCHOOL NAME: JONAS BRONCK ELEMENTARY 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 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 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