



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Office of Accountability
2008-2009**

Quality Review Report 2008-2009

Wilton School

Elementary School 030

**510 East 141 Street
Bronx
NY 10454**

Principal: Roxan Marks

Dates of review: November 5 – 6, 2008

Lead Reviewer: Dr. Salvador A. Fernandez

Part 1: The school context

Information about the school

Wilton School is an elementary school with 515 students from pre-kindergarten through grade five. The school population comprises 20% Black, 79% Hispanic and 1% Asian students. The student body includes 32% English language learners and 17% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2007 - 2008 was 92.3%. The school is in receipt of Title 1 funding with 93% eligibility.

Overall Evaluation

This school is proficient.

The principal has developed a strong nurturing and caring community. Its climate is communicated well to the entire school community and contributes to a positive learning environment. One can clearly observe the mutual respect among students and adults that promotes learning. As one parent stated, "There has been a recommitment by the principal and teachers to the children of P.S. 30." The school's hallways and classrooms are print-rich, displaying many examples of students' work. Teachers provide students with constructive feedback, using rubrics to let them know what their expectations are. There is also uniformity across all classrooms regarding the flow of the day, and the use of word charts and homework folders. This contributes to a climate where everyone has the same expectations.

The school has made good progress in addressing the issues identified in the previous Quality Review report. The school leaders and faculty have developed an effective system for recording, analyzing and interpreting formative and summative data for school, grade, class and individual students for English language arts, math, science and social studies. Teachers meet during common planning time twice a week to work collaboratively on how to tailor curriculum to meet students' needs. However, teachers do not develop individual students' learning goals to improve student outcomes that include interim benchmarks and timeframes to track students' progress.

The school leaders and faculty communicate with families about what is expected of students by providing updates on attendance, and sending home daily homework folders and curriculum maps in English language arts, math, science and social studies. Parent workshops are held monthly to go over curriculum maps. Parents are shown how they can help keep their child on pace at home. Parents are extremely pleased with the curriculum initiative being implemented by the school.

The inquiry team demonstrates a clear understanding of its focus in supporting the learning of the target population. Students were selected by analyzing English language arts State test scores, Mondo reading levels, Teacher's College reading running records and Acuity data. The team quickly came to the conclusion that the teachers needed a uniform system for assessing students' reading levels. The school leaders, in collaboration with inquiry team members, decided to purchase Fountas and Pinnell as a standardized approach. Professional development has been provided for teachers to adopt the system. However, the school has not focused professional development on the use of differentiated approaches to improve student outcomes.

Part 2: Overview

What the school does well

- The principal has developed a strong, nurturing and caring community with a climate that is communicated well to the entire school community, which contributes to a positive learning environment.
- The principal is well respected by students, parents and staff and has a clear vision to further improve the school.
- The school has an effective system for recording, analyzing and interpreting formative and summative data for school, grade, class and individual students for English language arts, math, social studies and science.
- The school communicates with families about what is expected of students by providing attendance updates, homework folders and curriculum maps in English language arts, math, social studies and science.
- There is a strong sense of trust and respect among teachers and students that promotes an environment conducive to learning.
- Teachers are empowered to work collaboratively and make decisions during weekly common planning meetings on how to tailor the curriculum to meet the needs of their students and improve student outcomes.

What the school needs to improve

- Develop school action plans that are transparent and systemic, include measurable interim goals and timeframes, and evaluate teachers' instructional practices to improve student outcomes in core subjects.
- Further develop teachers' ability to set goals for individual students' self-assessment that include interim benchmarks and specific timeframes that will strategically track each student's progress.
- Develop a tiered professional development plan that will provide teachers in all core subjects with strategies to engage students in learning and create differentiated approaches to improve student outcomes.
- Develop consistency and congruency in the use of differentiated instruction and activities to promote higher levels of engagement and challenge in order to motivate students' interest to meet or exceed individual learning goals in core subjects.

Part 3: Main Findings

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

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.

This area of the school's work is proficient.

The school does a good job analyzing and interpreting summative and formative data to identify individual and subgroup needs. Teachers use the item skills analysis to identify what skills deficiencies the students have and what strategies must be implemented to enhance their learning. The school thoroughly disaggregates its data by grade, class and individual students. Staff make comparisons between boys and girls to determine which groups are meeting their goals. The school also has a good system in place to track students' attendance and keep parents informed.

Formal report cards are sent three times a year. Open houses by grade are held in September to inform parents of expectations, curriculum updates and to showcase new Core Knowledge curriculum being piloted in kindergarten. The first report card is issued during parent teacher conferences. The school is implementing progress reports at the midpoint before the second parent teacher conference to inform parents of their child's progress. Parents were very excited to hear of this development. The school sends home curriculum maps to communicate to parents what their child is doing in English language arts, math, science and social studies. Teachers also provide daily and weekly updates to parents using the homework folders as a vehicle to transport information between home and school. Teachers maintain assessment binders that include both summative and formative data in English language arts and math to track class and student progress by keeping running records, unit tests and conferencing notes. Teachers are starting to do the same in science and social studies.

The school has also a good system in place to track students' attendance. Communication about any attendance concern is swiftly conveyed to parents. The parent coordinator, attendance teacher and clinic hold workshops to go over strategies parents can implement at home to increase attendance, especially on how to deal with asthma-related issues. There is a large display in front of the main office citing students who have perfect attendance. The school has a very welcoming environment that promotes learning.

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.

The school has a collaborative environment and there are many opportunities for stakeholders to come together. Staff work together well in common planning sessions twice a week for classroom teachers and in inquiry team meetings. The school holds

regular curriculum workshops and an open house for parents. The School Restructuring Plan and the draft of the Comprehensive Educational Plan were developed through teamwork between parents, teachers and administrators. Regular School Leadership Team meetings are held to discuss the state of the school and how to implement best practices to better serve the student population. Formative and summative data are used to set school-wide, grade and class goals for English language arts, math, science and social studies. The school is in the process of developing teachers' ability to understand how to set individual student learning goals that include interim benchmarks with specific timeframes to track students' progress.

The school conveys high expectations to parents and students by holding weekly and monthly meetings to keep them informed of the learning needs and next steps. A homework folder is sent home daily, which keeps parents aware of their child's assignments and how they can help at home. Parents have a very positive opinion about the homework folder because it also keeps them informed of any events that maybe going on during the week. The school has also shared with families the importance of modifying certain behaviors that may impede their child from learning. The school has an Alternative Learning Environment class that deals very effectively with challenging students, modifying their behavior and providing them with uninterrupted education. The school-based support team provides workshops for teachers and parents to go over strategies that can be implemented daily for modification of certain behaviors.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.

This area of the school's work is proficient.

The principal has developed a strong nurturing and caring community with a climate that is expressed well to the entire school community. This contributes to the school's positive learning environment. There is a strong sense of trust and respect among teachers and students that promotes an environment conducive to learning. Students are happy coming to school. Students stated that when they need help, teachers are always there for them to assist in learning. The school curricula in core subjects are standards based. There is some integration between English language arts, social studies and art in the school curriculum. The school has structured common planning for classroom teachers twice a week. As a result of conversations during these meetings, teachers decided to shift some English language arts units to enhance the social studies curriculum to maximize students' learning. The teachers developed curriculum maps for English language arts, math, science and social studies and shared them with parents during an open house held in September and during monthly curriculum workshops with parents. Parents were impressed by the work the school requires of their child.

After analyzing the item skills report, the school collaboratively decided to provide students with a half-hour daily test sophistication period to enrich skills needed to better comprehend reading material. Instructional team meetings are held weekly to go over where modifications are needed to improve instruction. During common planning, teachers modify lessons to meet students' needs. The school is also piloting the Core Knowledge curriculum in kindergarten. However, the school is not consistent and congruent in the use of differentiated instruction and activities to promote higher levels of

engagement. The teachers do not challenge higher-level students in order to motivate their interests to improve student learning outcomes in core subjects.

Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.

This area of the school's work is proficient.

School leaders conduct informal and formal observations to identify areas in which they can support teachers in implementing best practices to improve instruction and enhance their pedagogy. The school holds school-wide professional development to support teachers in the Core Knowledge curriculum being piloted in kindergarten this year. The leadership continues to enhance teachers' practices regarding Reading Reform curriculum, classroom environment and effective questioning techniques as per suggestion from last year's Quality Review. During common planning, teachers are empowered to work collaboratively and make decisions while reflecting on how curriculum can be tailored to meet the learning needs of their students. Though this professional dialogue is productive, the school does not have a tiered professional development plan that will provide teachers in all core subjects with strategies to engage students in learning or create differentiated approaches to improve student outcomes.

The inquiry team is currently focusing on Hispanic students, English language learners and special education students. They chose to service the same population of students to continue the work of the previous year. After analyzing last year's results, they noticed the positive gains made by students. These gains were attributed to providing students with additional strategies to developed vocabulary and build fluency in reading, thus increasing comprehension. Further analysis of the summative data led the team to interpret that teachers were not consistent in assigning reading levels to students. The school then made a collaborative decision to implement the Fountas and Pinnell reading leveling system. Teachers received professional development from an outside consultant and appreciate having a uniformed way by which to assess students' reading levels.

The school has partnerships with several service providers to enhance students' appreciation in music. Fifth grade students have the Colonial Cavalcade, which provides them with an opportunity to understand social behavior through music, dance and drama. The school also provides students with supplementary education services after school to enrich or remediate academic needs. The Shiloh organization provides the school with college students on their break, five to six weeks a year, to tutor students throughout the school day. It also provides a summer camp for eligible students.

Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and 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 principal is well respected by students, parents and staff and has a clear vision that is shared by the school community for further improving the school. The principal wants to make the Wilton school a "gem" in the community by providing an environment conducive for learning. The school holds workshops to share the vision with families,

students and teachers. School leaders have also instituted a teacher feedback sheet for professional development. The school leaders are in the process of analyzing responses to provide teachers with the support needed for improving their instructional practice. This development occurred due to informal and formal observations, discussions with the instructional team and from conversations during common planning where teachers come together and discuss student work and curriculum concerns that will contribute to improved student outcomes.

The school interprets formative and summative data to understand how to reach students' next learning steps. The main focus of the inquiry team for the school year 2008 - 2009 is English language arts. The school has set measurable interim goals three times a year to measure progress in reading and four times a year to measure progress in writing. Although the primary focus is English language arts, the school has unit tests for math, science and social studies to track students. The school makes modifications to the curriculum as needed. The school has short-term systems in place to support teachers on remediating inconsistencies in instructional practices. However, the school does not have strategic action plans that are transparent, systematic and specific about who is responsible for monitoring and evaluating teachers' instructional practices, and how the practices have an impact on students' learning to improve outcomes.

School Quality Criteria 2008-2009

School name: Wilton School	△	➤	✓	+
Overall QR Score			X	
Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.				
<i>To what extent do school leaders and faculty regularly...</i>	△	➤	✓	+
1.1 collect and analyze actionable information, including assessment results and attendance data, to provide a complete view of the learning outcomes and needs of individual students and groupings of students?			X	
1.2 focus analysis on the learning outcomes and needs of all sub-groups of students?			X	
1.3 engage in an open exchange of information with students and families about students’ learning needs and outcomes, including assessment results and attendance data?			X	
1.4 design or adapt tools to enable school leaders and teachers to organize and analyze student performance, identify trends and inform instructional and organizational decisions, and to enable students and their families to assess and track each student’s progress?			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 student’s learning.				
<i>To what extent do school leaders and faculty...</i>	△	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?		X		
2.2 use collaborative and data-informed processes to develop the school’s Comprehensive Educational Plan (CEP)?			X	
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?			X	
2.4 communicate high expectations to all students and families, and involve students in developing their learning goals and plans and in taking their next learning steps?			X	
Overall score for Quality Statement 2			X	

DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- the school’s Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school’s curriculum (including Periodic, DYQ, and teacher-developed Classroom Assessments).

“**Core subjects**” are ELA, math, science, social studies/history, the arts, foreign language, and physical education/health.

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry team findings, assessment results and attendance data

“**Groupings of students**” include classrooms, grade levels and high school cohorts.

“**Organizational decisions or strategies**” refer to a school’s use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school’s structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.							
<i>To what extent do ...</i>	△	➤	✓	+			
3.1 school leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, that are aligned to state standards?			X				
3.2 teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals?		X					
3.3 school leaders make strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to reach their learning goals?			X				
3.4 school leaders maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults?			X				
Overall score for Quality Statement 3			X				
Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.							
<i>To what extent do school leaders...</i>	△	➤	✓	+			
4.1 use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher’s instruction, with a special focus on new teachers?			X				
4.2 encourage teachers to take part in Inquiry Teams and other structured professional collaborations (informed by the examination of student work, assessment outcomes and their own peer observations) and share in the instructional leadership of the school with the goal of improved student learning?			X				
4.3 provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes?		X					
4.4 utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students?			X				
Overall score for Quality Statement 4			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent do...</i>	△	➤	✓	+			
5.1 the school’s plans for improving student outcomes and its strategies for improving each teacher’s instructional practices include measurable interim goals and suitable time frames for evaluating success and making adjustments during the year?		X					
5.2 school leaders and faculty use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning plans throughout the year?			X				
5.3 school leaders use data to regularly evaluate the effectiveness of and modify organizational decisions, structured professional collaborations and teacher improvement strategies?			X				
5.4 school leaders and the school community have a clear vision for the future development of the school and implement procedures and systems to support academic, personal and professional growth?			X				
Overall score for Quality Statement 5			X				
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed