

Quality Review Report 2010-2011

Leonard Dunkly

Elementary School 016

**157 Wilson Street
Brooklyn
NY 11211**

Principal: Mary Renny

Dates of review: January 10 -11, 2011

Lead Reviewer: James Quail

Part 1: The school context

Information about the school

Leonard Dunkly is an elementary school with 354 students from pre-kindergarten through grade 5. The school population comprises 23% Black, 75% Hispanic, and 1% White students. The student body includes 15% English language learners and 19% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2009 - 2010 was 91.8%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school offers a rich and varied curriculum, during and after school, aligned to State standards to meet the needs of its diverse learners and close the achievement gap.
 - The school purposefully aligns the curriculum to key State standards by using pacing calendars, units of study, scope and sequence guides, including Blueprint for the Arts through curriculum maps. The staff is also exposed to new evolving State standards, particularly in math. This supports teachers in making purposeful decisions as they plan for instruction and highlight key standards to actively engage learners.
 - Classroom visits reflect that teachers, on and across grades, collect and analyze student work in the area of word problems to assess how students engage in problem solving strategies. This informs their instruction to develop differentiated activities to challenge and engage students in learning and support their precise instructional needs.
- School leaders strategically use resources and make purposeful staffing decisions to improve instruction, meet student needs, and increase efforts to improve achievement.
 - The school aligns its resources to increase learning and improve results for its subgroups due to the recent decline in standardized test results. The school offers after school and Saturday programs for its struggling students and English language learners, along with specific workshops for their parents. Additionally, the English as a second language teacher provides professional development for teachers on strategies for English language learners to increase their learning outcomes.
 - As part of the plan to improve the recent decline in the progress and performance results of students, the principal continues to maintain low class sizes in all grades. Teachers serve in new assignments based on a careful review of student outcomes, which are aligned to staff strengths and needs. These decisions support a coherent strategy to build capacity and teacher responsibility in the learning process.
- The school conveys high expectations that promote parent involvement and support learning so that students and families work in a collaborative manner to increase learning.
 - Parents indicate a high regard for the school, its leadership and mission and vision. The school has an active parent's association and school leadership team, which provide many opportunities for parents to engage in decision-making and improve school communication. One parent stated, "I like that the school listens to us. We now have a cooking program and a soccer club for our kids. The principal listens to us."
 - The school's parent coordinator is highly regarded by the community. Information is continuously shared about school events, and workshops to keep parents informed. Students perform before parent meetings to

increase turnout, engagement and the fostering of a positive home school connection to build capacity to improve student outcomes.

- The school works closely with families and students by continuously sharing relevant information to promote clear expectations for learning.
 - The school provides all families and students with ongoing information about their strengths and areas for improvement. All teachers send home student interim progress reports, parents meet with teachers on a regular basis, and the principal maintains an open door policy to meet and speak with caregivers. Thus, parents are informed about their child's progress along with next steps, in order to support a clear understanding and high expectations for student learning.
 - The ARIS Parent Link is used by parents on a regular basis and the school provides continuous training on the use of this link. This supports families in understanding student performance and how to support their continuous progress, which builds effective home and school communication for improved academic achievement.
- School leaders purposefully use data systems to evaluate teacher and team effectiveness, to build capacity to improve learning outcomes.
 - The school has acted on a recommendation from its last Quality Review to support teams in making adjustments to assessment and instruction. Presently, school leaders and teams examine student work with common assessments to reflect on student progress and change strategies to support learning. This builds effective collaboration and capacity to use data to accelerate learning.
 - The school uses observations, data reports and an analysis of individual strengths and skills to evaluate the effectiveness of teacher contributions to student learning. For example, the principal has made strategic staffing adjustments this year to align the needs of students with the strengths and talents of particular teachers. This practice enables the school to use its resources to build capacity for increased learning.

What the school needs to improve

- Promote greater rigor and consistency in differentiated instruction by aligning teacher strategies and practices to improve student work and learning.
 - Presently, across classrooms teaching strategies inconsistently reflect rigorous, differentiated activities for all students. For example, students work on similar activities with few opportunities for them to receive specific supports or extensions to help them increase their learning. This limits student engagement, restricts efforts to increase rigor, and hinders improved student outcomes.
 - In its efforts to create clear standards for learning within and across the school, the school uses rubrics, particularly in the area of literacy. However, the application and use of these rubrics is not consistently reflected in student work products across the school, thus leading to uneven levels of student engagement and critical thinking. This limits

efforts to enable all students to develop clear expectations that produce high quality standards in work products.

- Refine the alignment of teacher assessments to curricula and instructional decisions to create a clear picture of student strengths and needs, in order to analyze progress over time.
 - In an effort to measure student and class progress, teachers create and use common assessments. Currently, however, these assessments are not consistently aligned to key State standards, thus diminishing efforts to improve student outcomes to close the achievement gap.
 - While Individual teachers and teams use and study data to identify student needs. Classroom observations reflect an uneven application in the use of this information to support subgroup populations and instructional decisions. This restricts efforts to increase student outcomes and learning.
- Expand the use of the classroom observation tool and analysis of student outcomes in order to support a common instructional focus to improve student outcomes and professional growth.increase learning.
 - Although teachers receive feedback on observations, it is not aligned to student data to support a common instructional focus for professional growth. In a recent survey, about 30% of teachers have indicated a need to receive more feedback on their teaching to support alignment to student data and build professional growth. Presently, most teachers and teams use common assessments to analyze student learning, but few relate this process to improving instructional strategies in the classroom. The variation in instructional practices and lack of a coherent instructional plan limits capacity building and increased student outcomes.
- Extend opportunities for individual teachers and teams to purposefully enrich their professional learning, practice leadership and build capacity to improve their practices and professional growth.
 - The recent Learning Environment Survey indicated that some teachers want a greater voice in decision making around learning. Presently, the school offers few opportunities for professional collaborations for teachers to build leadership capacity. Consequently, this limits distributed leadership to influence instructional decisions to improve student and adult learning.
- Expand the goal setting process for individual teachers and teams to use systems to set data informed goals for groups of students, in order to improve classroom level practice.
 - Classroom observations indicate that some, but not all teachers set data informed goals for identified subgroups, particularly English language learners and at risk students. However, not all targeted students can articulate their goals and next steps. This uneven application of the use of data connected to goal setting limits the rendering of differentiated learning and the use of instructional strategies to accelerate learning.

Part 3: School Quality Criteria 2010-2011

School name: The Leonard Dunkly School	UD	D	P	WD
Overall QR Score		X		
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?		X		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	UD	D	P	WD			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X				
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?		X					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X				
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X				
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	UD	D	P	WD			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?		X					
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X				
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?		X					
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	UD	D	P	WD			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?		X					
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed