

Quality Review Report 2010-2011

Henry D. Woodworth School

Elementary School 017

**208 North 5th Street
Brooklyn
NY 11211**

Principal: Dr. Robert Marchi

Dates of review: November 3 - 4, 2010

Lead Reviewer: James Quail

Part 1: The school context

Information about the school

Henry D. Woodworth is an elementary school with 389 students from pre-kindergarten through grade 5. The school population comprises 6% Black, 80% Hispanic, 6% White, and 4% Asian, 1% Native American and 1% mixed race students. The student body includes 19% English language learners and 29% special education students. Boys account for 56% of the students enrolled and girls account for 44%. The average attendance rate for the school year 2009 - 2010 was 93.8%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Across classrooms, differentiated instruction and practices effectively engage students in striving to meet their learning needs.
 - Teachers and grade teams use common assessments, unit tests, conference notes, progress charts, and student work to note progress, and adjust their practices to meet student needs. For example, the grade two teachers study math results to note common strengths and individual student needs to plan their instruction. Thus, teachers utilize a number of entry points to support students at their instructional levels in order to make learning easier and more successful for students.
 - In its efforts to improve writing and literacy, the school places an emphasis on the purposeful examination of student work. Individual teachers and grade teams meet to study, collaborate and develop rubrics to measure student needs and success. As a result, this process assists teachers in planning extensions or supports for those students who struggle or need enrichment. The school has decided to extend this process to math work since it has proven very helpful to the staff.
- School leaders make informed and purposeful organizational decisions to improve instruction, and meet student needs, for increased achievement
 - The school schedules its library specialist, technology teacher, and data specialist to enrich the efforts and planning of teachers, and teams, to align instruction to meet student needs. A web based communication program along with ARIS Parent Link provides added support in this effort. Thus, these decisions support the school's use of resources, and encourage staff to take shared responsibility for student progress.
 - To meet the needs of students in manageable cohorts, the school has established a cooperative relationship with a local university by seeking out student teachers and interns. It strategically uses its budget to lower class size, and aligns mentor support staff with new teachers. As a result, the latest Progress Report indicates the school received an additional 7.8 credits in meeting the needs of its sub-group populations.
- School leaders strategically use data to make purposeful staffing decisions to improve instruction, and meet the learning needs of students.
 - School leaders use a range of data including observations to monitor the growth and progress of students, and staff. A review of observational reports shows the connection of school goals to professional development strategies. New teachers in the school receive the assistance of mentors, assist teachers, and instructional specialists to help them in meeting student, and school goals. As a result, visits to their classrooms show that students remain purposefully engaged in their learning with evidence of few, if any, student behavioral issues.
- Individual teachers and teams of teachers wisely use a wide range of data to meet student needs and adjust instruction.

- Teachers and grade teams effectively use unit tests, common assessments, planners, conference notes, standardized tests, and student work to measure individual, class, and grade progress. The school has acted, in smart fashion, on a recommendation made in its last Quality Review around the use of data. The principal provides added time for teachers and specialists to meet, and share knowledge and practices to improve student learning. The school analyzes individual, student learning profiles to match instruction, resources and strategies to meet student needs. Thus, teachers use this information in their planning while students readily share their profiles and speak of their next steps to reflect the alignment of assessment and instruction to improve learning.
- A rich, varied and challenging curricula, including the arts, supports the school in its efforts to meet the needs of its diverse learners.
 - The school aligns its curriculum to state standards by using scope and sequence guides, pacing calendars and units of study. A curriculum team uses the core standards to highlight key ideas, and promote unified and purposeful curricula. The curriculum team, consisting of a diverse group of teachers, plans strategies to help the school's inquiry teams. Thus, this assists the school in aligning its curriculum and building capacity to meet the needs of its diverse learners in closing the achievement gap.
 - Each teacher and grade uses common planning time to develop strategies to meet student needs. Classroom visits reflect students working on themes or projects based on their needs and interests. In writing, students select a personalized topic, research it and then use an editing, and revision process along with rubrics to produce a final product. As a result, student outcomes are increased as this engages students in more focused work since expectations are clear, consistent and public.
- The school exhibits a safe and nurturing environment where students respect each other, and social-emotional learning supports student success.
 - Across classrooms, students work in orderly, focused group settings, show engagement in learning, and high regard for their teachers. In one class, students worked purposefully in groups as they analyzed the effects of sugar on diet, and health. They listened carefully to their teachers directions. This environment fosters the social-emotional and academic learning of students. In addition, a recent survey indicates high levels of teacher and parent satisfaction around the school's safe environment and instructional focus.
 - The school provides a forum for students' voices to be heard. Student elections in each classroom, a school-wide student council, and a nutrition committee give voice to students to influence school decisions. The nutrition committee allowed students to express their displeasure with the meals' program and had it changed for the better. A child sated, "I like this school and the principal since they listen if you have an idea." Thus, students take a pride in their learning and want to succeed.

What the school needs to improve

- Expand and refine systems to evaluate the effectiveness of teacher teams and leadership development on improving student learning.
 - Presently, in its effort to measure and align curricula, instruction and assessment, teachers meet on each grade to study student work. However, the school's monitoring process varies from grade to grade thus limiting capacity building to improve instruction, and outcomes. One team meeting focused on examining student work and change strategies, however there were no clear systems for measuring, sharing, and recording these results, thus limiting the improvement of learning.
 - In order to support teacher growth, the school offers professional development selections based on data analysis, observations and new program initiatives. However, few opportunities exist for teachers to grow into leadership roles thus limiting succession plans and capacity building for the school and the profession. As a result, few aspiring leaders have been identified within the school.
- Strengthen and expand the work of teacher teams engaged in inquiry in order to build capacity, and improve learning.
 - Presently, all grade inquiry teams meet to analyze student work in math and literacy for underperforming students, in order to improve their academic success and find ways to address their needs. However, this process varies from team to team thus restricting efforts to maximize learning and improve outcomes. In addition, teachers on these teams work closely with the data specialist to move this process in an organized fashion. However, there are few opportunities for teachers on these teams to assume leadership roles related to instructional decision making thus limiting their professional growth, empowerment and accountability.
- Improve communication and develop partnerships with families to build capacity, and purposefully engage them in decision-making and school activities.
 - Currently, in an effort to build capacity to improve learning, caregivers serve on the parent-teacher association and leadership team. However, recent surveys and interviews show that parents wish to have more voice in the school. One parent stated, "No comment" when asked about parent participation. Attendance at school events and workshops remains low with staff indicating a need for more increased family engagement. Thus, this limits capacity building to improve learning.
- Extend varied opportunities for individual and teacher teams to purposefully enrich their professional learning and practice leadership.
 - Presently, teachers and teams analyze student work in literacy and math to improve learning. However, limited opportunities exist for teams to share their efforts and concerns within and outside the school. The school's approach in developing teacher leadership is evolving. The principal mentors a small group of assistant principals working outside the school. As such, this limits chances for teachers in the school to learn from others and grow professionally to increase student learning.

Part 3: School Quality Criteria 2010-2011

School name: Henry D. Woodworth 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