

Quality Review Report 2010-2011

Jesse Owens Elementary School

Elementary School K026

**1014 Lafayette Ave
Brooklyn
NY 11221**

Principal: Michele Ashley

Dates of review: January 31, February 1, 2011

Lead Reviewer: Evelyn Santiago

Part 1: The school context

Information about the school

Jesse Owens School is an elementary school with 347 students from pre-kindergarten through grade 5. The school population comprises 76% Black, 19% Hispanic, 02% White, 02% Asian, and 1% American Indian students. The student body includes 04% 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 90.9%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Relationships across the school are supportive and inclusive of students and parents who feel valued in being part of the school community.
 - In response to issues surfaced in the school's Learning Environment Survey, the school administered customized questionnaires to parents to gather additional information and clarify concerns regarding student safety. The principal and staff met with parents and community leaders to address the issues raised. Subsequently, there were strategic changes made that included an additional safety officer assigned to the school. This has resulted in a positive environment where parents express enthusiastically that their children are well cared for at school.
 - The school has developed a teacher to student mentoring program coordinated by the guidance counselor that targets all students to support their social and emotional development. Additionally, teachers volunteer time to work with students on extra curricular activities that include music lessons on the recorders, the Male Leadership Group, Chess in the Schools Program and the after school Arts Program. Consequently, students are able to explore their interests, tap their creative talents and enhance their skills and academic achievement.
- The school's systems and numerous partnerships support students in continual learning and promote students' personal growth.
 - School based personnel, including the nurse and guidance counselor, collaborate with staff regularly to provide training and guidance on topics affecting students' development. Staff has received training in the Positive Behavior Program that encourages "peacemaking" and communication among students. Additionally, the Wellness Program, nutrition workshops and Mighty Milers Walking Program for students promote physical activity and smart health choices. These are enhancing students' physical, social, emotional and academic growth.
 - The well developed partnership with New York University has trained teachers and parents on the use of the Insights Program to support academic and behavioral interventions for students. This has led to increases in parent involvement and student learning. In addition, the violin program and the Urban Voices Program from the Metropolitan Opera enhance opportunities for students in vocal and instrumental music. These experiences highlight students' talents and develop appreciation for the arts to extend learning and academic growth.
- Teachers share common beliefs and practices for the delivery of instruction to promote student engagement and address individual student needs
 - Teachers use the mini-lesson to teach English language arts during all initial lesson presentations and confer regularly with students to promote student engagement. Resource staff engages and supports targeted students further on assigned tasks. Consequently, there is sustained student participation and noted increases in student reading levels.

- One of the school's goals is to raise the levels of student participation through accountable talk and meaningful lesson activities. In one classroom, children discussed and shared strategies for "getting into a character's head" to find out the character's thinking in the story, while in another classroom, students discussed various strategies for solving math problems using fractions. These student interactions heighten the level of critical thinking and discourse among the students.
- Leaders make informed and effective organizational decisions across all aspects of the school to support improvements in learning.
 - In addition to maintaining the science and art teacher positions, the principal has budgeted funds to acquire the services of an Aussie staff developer who supports teachers with literacy and writing. This has resulted in the development of instructional protocols and teachers feeling supported in their professional development and teaching practices.
 - The principal has allocated time for all teachers to meet at least once a week to collaborate on inquiry teams. Some teams are focusing on phasing in the common core standards, while others are working with target population students to address areas of need. These discussions are deepening the professional dialogue to improve instructional practices.
- The principal has created a learning community that focuses on goals and student outcomes with a vision to continue to accelerate learning.
 - The school has developed long term and short-term goals based on key standards identified as areas in need of improvement in English language arts and math. Student work displayed throughout the school and in classrooms is reflective of the goals established. This has deepened the instructional focus to ensure student learning and progress.
 - The school's annual and interim goals, supported by the entire school community, were developed and refined in collaboration with the School Leadership team, faculty and student leaders at scheduled monthly meetings. These interactions resulted in the school working as a unified team to ensure achievement of the goals.
- The school has systems in place to monitor and evaluate goals and make adjustments as needed.
 - The school gathers a range of benchmark assessment data and receives feedback from teachers monthly on the progress students are making towards meeting their goals. Analysis of the outcomes informs adjustments to the goals and instructional focus so that there is continued alignment with identified areas of need. As a result, the school has noted gains in student levels of achievement in reading, writing, and math.
 - All classroom teachers maintain data binders to document assessment results and measure progress towards the achievement of individual student goals. This practice helps teachers identify areas in need of improvement to inform next steps and maximize student learning.

What the school needs to improve

- Enhance delivery of rigorous standards based curriculum to provide students with richer learning experiences in all content areas.
 - Higher order thinking skills are visible in many classrooms. However, in a few classrooms, rudimentary student assignments did not generate thoughtful discussion or depth in student work products, limiting creativity and achievement.
 - While lessons are revised using data and student work, in a few classrooms lessons did not correspond sufficiently to academic areas identified in need of improvement to promote maximum participation and critical thinking for all students.
- Deepen the use of data analysis and protocols at team meetings to more closely identify the academic needs of target population students.
 - Teacher teams use data to identify student needs and instructional focus. However, the foci are broad and do not sufficiently granulate the skills to inform next steps in the learning process. This hinders the development of effective classroom strategies to improve student outcomes.
 - While teacher teams regularly examine student work to inform practices, progress and next steps, protocols for looking at student work are not fully utilized. This affects the team's ability to maximize student learning.
- Extend the use of observation and learning walks to evaluate teaching practices and to identify next steps.
 - While leaders conduct observations and daily classroom walkthroughs, the frequency and focus of the observations to improve teaching and learning varies among leaders. This lessens opportunities for reflection on instructional practices to enhance student understanding and achievement.
 - Although the school provides many professional development experiences, the activities do not differentiate consistently by need. This reduces opportunities for staff members to strengthen identified skills that improve lesson delivery.
- Extend the evaluation of the school's curriculum and instructional practices in all content areas to ensure student progress.
 - The school integrates the evolving State standards into the curriculum and regularly analyzes achievement data at cabinet and teacher leaders' meetings to reflect on the success of instructional practices. However, student work products do not reflect the social studies curriculum consistently at this high level, thus limiting instructional coherence.
 - School leaders, lead teachers and cabinet members collaborate weekly to align professional development and resources with evolving standards. However, resources for social studies instruction are limited to textbooks and worksheets. This diminishes opportunities for students to master fully the curriculum requirements.

School name: Jesse Owens Elementary 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				X

students?				
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