



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

The Pacific School

Elementary School K038

**450 Pacific Street
Brooklyn
NY 11217**

Principal: Yolanda Ramirez

Dates of review: April 13 - 14, 2011

Lead Reviewer: Anita Skop

Part 1: The school context

Information about the school

The Pacific School is an elementary school with 461 students from Pre-kindergarten through grade 5. The school population comprises 43% Black, 35% Hispanic, 16% White, and 2% Asian students. The student body includes 10% English language learners and 11% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009 - 2010 was 91.3%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school integrates literature, art and technology into a standards based, highly motivating curriculum that has improved student achievement.
 - Reflecting on the need to deepen the level of academic rigor in alignment with the Common Core Standards, the school has supplemented the Balanced Literacy program with a classical literature series that encourages evidence based debate. As a result, students are highly motivated, take ownership of their discussions and have demonstrated improved levels of comprehension and vocabulary usage.
 - As a result of the item analysis of mathematics strands on the New York State assessment, the school has targeted number sense and operations as a focus area. This is addressed through enhanced mathematical inquiry with different levels of challenge based on student needs, in addition to intervention supports for students with the greatest need. Consequently, unit assessments and classroom products have shown increased levels of student achievement in this strand.
- Multiple entry points and consistent differentiation engage all students in meaningful work that has resulted in student growth at all levels.
 - Classrooms uniformly reflect a schoolwide commitment to small group instruction to individualize learning for all students. Writer's workshop supports all students in developing skills based on their needs. These strategies are deeply embedded. In a first grade special needs classroom several students used books they were reading as a spelling reference, while others used the word wall. This structure has enhanced student capacity and pushed students to become independent readers and writers.
 - Teachers routinely differentiate process, product and content to provide multiple entry points for students. This is exemplified by the Reader's Theatre lesson in grade two that had students create scripts, posters with speech bubbles, or journal entries as characters, depending on their leveled group. Thus students are producing meaningful work that targets their defined needs, resulting in enhanced student achievement.
- School leaders diligently align all instructional and organizational decisions with school wide goals for improved student achievement.
 - The allocation of resources to support learning and school goals is evident in the Smart boards and document projectors that are seen in use in virtually every class. In addition coaches, consultants and F-status personnel provide support to teachers and students in English as a second language, mathematics and literacy. As a result, the school has seen consistent improvement in the achievement of targeted students.

- Strategic hiring and placement decisions, such as “looping” pre-kindergarten and kindergarten students with the same teacher, have already led to a more cohesive collaborative community, positively impacting student success. A hiring committee representative of leadership and faculty involves teachers in the hiring process and promotes personal accountability for student success.
- A wide range of assessments, specific to the school’s coherent curriculum, provide data that is used to analyze and target student learning needs.
 - Teachers utilize unit assessments and programmatic progress monitoring, which is aligned to key standards and uniform by grade. This data is then employed to determine the success of instructional protocols school wide and to adjust curricula to better address student needs. Reflecting this process, the literacy curriculum was deepened to include genre defined, rubric assessed writing, improving student capacity.
 - Classroom data is consistently gathered through running records, rubric driven assignments, conference notes and teacher observation. This data which supplements State summative and Periodic Assessment results are disaggregated and provided to each teacher on a CD-Rom after each assessment. Accordingly, teachers have a keen understanding of the needs of their students and are able to provide differentiated tasks to meet those needs.
- Parents have numerous opportunities to access student information that deepens their understanding of their children’s progress and needs.
 - A “Principal’s Breakfast” for parents is held on the first Monday of each month, providing parents with an open forum to share their concerns with school leaders. Extensive teacher narratives are distributed three times each year, as a supplement to report cards. Further, monthly “Spotlight on Learning” sessions enable parents to meet with teachers and discuss the needs of their children. These options, coupled with ARIS training sessions, workshops and Parents Association minutes that are shared in writing, empower parents to understand their children’s progress and feel that they have a role in their children’s achievement.
- Structured observations are used to provide carefully targeted, individualized support that enhances classroom practices and teacher growth.
 - School leaders routinely reflect on summative, formative and classroom data in making placement and retention decisions. Data from summative and Periodic Assessments is disaggregated. Teachers then meet with the principal individually to discuss outcomes, reflect on progress towards goals, and target supports. Student work and classroom data such as reading levels is also dissected. As a result, the school has adjusted teacher grade placement and provided push in support, in order to ensure that student achievement is positively impacted.
 - Targeted, individualized professional development plans are provided to teachers based on leadership identified needs from formal and informal observations, data analysis and review of student work. These plans identify the pedagogic goal as well as the support to be provided.

Coaches, consultants, and F-status teachers then model, plan and assist teachers in reaching their goals. New teachers participate in additional network training sessions, as well. This results in an instructional environment where teacher growth positively impacts student achievement.

What the school needs to improve

- Enhance teacher capacity to utilize technology to analyze and track school wide data to more deeply define subgroups goals and monitor progress at the classroom level.
 - The school leadership provides teachers with disaggregated data and item analysis from State summative and Periodic Assessments. This data is used to reflect on the success of subgroups, adjust goals and is then shared school wide. Teachers have also developed grade level protocols for gathering and analyzing classroom data to identify student goals. Nevertheless, many teachers have not developed the use of technology to disaggregate data and monitor subgroup success. Consequently, while individual goals are defined, subgroup monitoring at the classroom level is rather limited, hindering deeper levels of student support.
- Deepen the understanding and use of the inquiry process across grade level teams to identify and share successful strategies school wide.
 - All teachers are engaged in collaborative teams at both the grade and content level. Teacher teams routinely reflect on student work and analyze data to align appropriate strategies to accelerate growth. Despite this reflection, there is not a clear understanding of the inquiry process by all teachers so that the implementation of its protocols is not consistent. This limits the capacity of teams to identify truly exemplary support strategies and to share these strategies schoolwide, preventing the degree of student progress from reaching its full potential.
- Expand professional development for teachers on socio-emotional needs to ensure that the level of expectation for behavior is uniform schoolwide.
 - The school has developed a truly expansive array of partners and community collaborations that provide students with exposure to real world experiences, the arts, sports and enrichments that support both academic and social emotional growth. However, while professional development is provided to teachers in need of classroom management skills, uniform training for all teachers in social emotional development is still in the planning stages. For this reason, teacher responses and classroom requirements for behavior are not consistent school wide, resulting in confusion as to what is acceptable behavior.
- Establish a clearly defined protocol for evaluating the success of teacher teams to expand transparency and encourage leadership growth.
 - School leaders reflect on the data from collaborative teams and frequently participate in these teams. In addition, instructional practices gleaned from team strategies have impacted a number of students. Nonetheless established protocols which enable the school to adequately assess the

professional development needs of individual teams and deepen the opportunities for distributive leadership are not yet fully developed. As a result, a criterion for team success is not clearly defined, and teacher leadership potential has not yet been fully realized.

Part 3: School Quality Criteria 2010-2011

School name: The Pacific 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
-----------	-----------------------	----------	-------------------	----------	-------------------	-----------	-----------------------