

Quality Review Report 2010-2011

William Floyd School

Elementary School 059

**211 Throop Avenue
Brooklyn
NY 11222**

Principal: Dawn Best

Dates of review: December 6-7, 2010

Lead Reviewer: James Quail

Part 1: The school context

Information about the school

William Floyd is an elementary school with 471 students from pre-kindergarten through grade 5. The school population comprises 52% Black, 45% Hispanic, 1% White, and 1% Native American students. The student body includes 8% English language learners and 16% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2009 - 2010 was 91%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school offers rich and varied curricula, during and after school, emphasizing State standards to engage and challenge diverse learners to meet high expectations.
 - The school strategically uses unit plans, scope and sequence guides, curriculum maps, new common core standards, Blueprint for the Arts, and enrichment materials to meet the specific needs of students. It has acted upon a prior recommendation to expand technology within content area instruction to challenge and engage students. As a result, this increases rigor and supports efforts to close the achievement gap.
 - In response to a need to align its instruction and planning across and within grades, the school has organized a curriculum committee to assist in this effort. Thus, now all teachers use data binders in core subject areas to note pupil progress and monitor subject, grade and curricula objectives. This increases opportunities for staff to emphasize key standards and monitor class, grade and individual progress and trends.
- School leaders make purposeful organizational decisions to improve instruction, and meet student needs to increase achievement.
 - In response to a prior Quality Review recommendation, the school provides continuous professional development around data use and technology. Teachers maintain data logs in core subjects including attendance and behavior for their students and subgroups. For example, the English as a second language teacher uses a binder reflecting the language levels of each student in her program, their progress and her matching strategies to meet their needs. This targeted use of resources assists the school in building capacity to meet student-learning goals.
 - To address the lower performance of its boys, the school has purchased additional materials, computers, non-fictional texts, and assigned intervention specialists to this group. In addition, the principal has made purposeful staffing decisions and adjustments based on a careful analysis of data, observational reports and student achievement. A former teacher now supports staff in the area of student writing. These efforts promote the sharing of resources to meet student and school goals.
- Across classrooms, differentiated instruction and practices effectively engage students to meet their learning needs and produce meaningful work products.
 - Teachers and grade teams use common assessments, technology, data binders, a range of materials, scaffolding charts, conference notes and modeling to align their practices to meet student and subgroup needs. The review of observational reports and visits to classrooms show an alignment of school practices and beliefs on how students learn best. This fosters the coherence of instruction, learning and teacher practices.
 - The school places an added emphasis on the differentiation of instruction to improve its significant drop in reading scores. Consistent professional

development around this topic, the expansion of the school-wide enrichment model, the use of groupings, additional resources and programs in technology provide added opportunities for all students to be engaged in learning. This adds increased chances for the school to improve literacy and ultimately, student reading performance.

- Individual teachers and teacher teams wisely use a range of data to meet student needs, and adjust instruction to make learning meaningful.
 - In response to the teachers' request to make assessment timelier, the school has purchased a computerized tool for assessments in kindergarten through grade three. The principal now provides added time for teachers and teams to collaborate and plan around using the data to improve student outcomes. As a result, teachers and teams focus more on the adjustment of their instructional decisions to increase learning.
 - Teachers and teacher teams create their specific assessments based on results from a vast variety of summative and formative data. Teachers use data binders to group students and capture their progress on a continuous basis. This supports them in presenting differentiated instruction to engage students in learning, and increases opportunities to meet precise student needs, and accelerate learning.
- School leaders make informed, purposeful organizational decisions to improve instruction, and meet student needs to increase achievement.
 - The principal uses observations, student outcomes and various other data sources to make purposeful staffing decisions. The school carefully monitors and supports all new and probationary teachers. These staff members receive continuous mentoring from assistant teachers, the coach, external agencies, network personnel and the principal. This differentiated support promotes professional growth, and increases chances to bring about improved learning.
 - School leaders use attendance, behavioral data, student work, conversations, observations and progress monitoring tools to measure professional growth. As a result, class visits to the new teachers in the school reflect the clear alignment of teacher performance to leadership support and instructional feedback.

What the school needs to improve

- Refine the goal setting and reflection process to individual teachers and teams to leverage change in practice to expand student learning and improve student outcomes.
 - The school's CEP indicates a current need to expand the development of personalized instructional plans for students. Although some targeted students state their goals in specific terms with clear understandings of what they must do not all are able to do so. This inconsistency limits efforts to improve student outcomes. Thus, the process restricts the capacity of students and staff to assist students in meeting their full potential.

- At team meetings, teachers easily articulate the needs of their students and use their assessment binders to inform their instruction. However, teachers had difficulty in sharing change strategies for their individual student and sub group populations. As a result, this limits the school's efforts to accelerate learning and improve student outcomes.
- Expand opportunities for teacher teams to engage in collaborative inquiry to influence school decision making and changes in practice to improve student outcomes.
 - Presently, teacher teams meet to collaborate, share ideas and discuss student progress. The fifth grade team discussed their work with previous hold over students, but they did not make a connection to share this with other teams and school leaders for school-wide reflection. This restricts efforts to build capacity and influence school improvement efforts to increase student outcomes.
- Strengthen efforts and activities to meet the social-emotional needs of students while engaging them in decision making to improve learning and the school environment.
 - Recent surveys indicate a need to improve the social development of students. The principal feels this is one of the major reasons for the steep drop in recent standardized test results. One student said, "The kids do not behave in the lunchroom and in some classrooms." Presently, the school is working on positive interventions, lowering their suspension rate and training staff in working with autistic students. Thus, time and effort spent on behavioral matters diminishes efforts to improve instruction and student outcomes.
- Enrich opportunities for students to assess their own progress and engage caregivers in the improvement process to build capacity and increase clear and high learning expectations.
 - The school is developing a website for parents and increasing efforts to expand the use of the ARIS Parent Link to share student progress with parents. However, engagement and utilizing this data for improvement efforts remain limited. One student said, "My mother likes my school but she does not come to meetings because she does not understand English." Thus, these limited opportunities restrict building home school communication and support to improve student outcomes.
- Enhance the present data system for collecting, monitoring and sharing data in the area of student writing and include caregivers in this process to build capacity and improve learning.
 - Presently, all teachers use rubrics to measure growth in student writing. However, there is little evidence of tracking interim student progress and sharing this information with parents. The lack of a clear system for continuously analyzing this work, along with systems to celebrate and share efforts with caregivers limits the coherence of policies and practices and restricts learning.

Part 3: School Quality Criteria 2010-2011

School name: William Floyd 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