

Quality Review Report 2010-2011

Conselyea School

**Elementary School 132
320 Manhattan Avenue
Brooklyn
NY 11206**

Principal: Beth Lubeck-Ceffalia

Dates of review: January 26-28, 2011

Lead Reviewer: James Quail

Part 1: The school context

Information about the school

Conselyea School is an elementary school with 731 students from pre-kindergarten through grade 5. The school population comprises 10% Black, 50% Hispanic, 34% White, and 4% Asian students. The student body includes 4% 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 95.4%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- The school offers a rich and varied curricula making strategic decisions to highlight key standards to meet the needs of its diverse learners in order to close the achievement gap.
 - The school uses enrichment clusters to meet the interests and needs of all students, provides a variety of offerings in dance, robotics, digital photography, and movies to engage students in learning. It carefully matches students to specific programs they select. Last year, the school received recognition for its efforts with student engagement and teacher voice in designing programs and learning activities. The school prides itself on its school-wide writing program and uses it to improve literacy. Across classrooms are displays of student work samples on literary expression aligned to rubrics. Teachers in grades 2 through 5 use a reading program they designed to more adequately meet student needs. English language learners and their families receive instruction after school and on selected Saturdays. Teacher teams, supervisors, the academic coach and data specialist purposefully integrate and align the evolving State standards into their daily planning. Thus, students benefit from a rigorous curriculum that meets their needs, and engages them in challenging learning activities that accelerates their learning.
- Individual teachers and teams of teachers purposefully create and use assessments to align and adjust instruction to meet the specific needs of students to improve learning.
 - Teacher teams meet daily on every grade to align assessments with key learning standards to monitor student progress and inform their instructional decisions. As a result, teachers revisited their work with curriculum compacting in reading to change their focus and highlight meeting precise student needs. Now, they concentrate on providing specific strategies and use instructional time more efficiently by using data to adjust their instruction and practices. This revised use of resources supports efforts to improve student outcomes and learning.
 - Teachers in all grades use assessment binders to track student progress from standardized tests, student work and common assessments given over interim periods. The school uses Acuity to maximize the use of teacher time for instruction to meet specific student needs. These practices result in differentiated strategies aligned to meet student needs.
- School leaders use a variety of data and evaluation tools to closely monitor and evaluate pedagogy in order to support and improve professional growth.
 - Classroom observations, walkthroughs, student work, meaningful conversations and assessments inform professional development offerings. For example, new teachers receive continuous mentoring within and outside of their classrooms from grade teams, the coach, and data specialist related to classroom environments, learning centers and

positive behavior ideas. These supports help improve teacher practice, their professional growth and the improvement of instruction.

- Classroom teachers consistently use strategy lessons, and differentiated instruction. Classrooms reflect timely displays of literacy and math work. Teachers use data binders and technology to improve instruction. This clear instructional focus and coherent school culture are supported by the faculty, resulting in staff taking ownership and accountability for learning.
- School leaders make strategic organizational and curricula decisions across the school to meet student needs and align instructional goals to accelerate learning.
 - The school has added additional computers to enrich science and social studies across the school. To meet the talent needs of students, the school has expanded enrichment clusters to all grades to include robotics, dance, technology, photography, animation, movie making and media. To meet higher test expectations, the school uses a data specialist and coach to mentor staff, and provide support to new teachers. This alignment of resources to goals and instructional plans enhances efforts to address the needs of students.
 - Presently, grade teams focus on inquiry to improve student outcomes and incorporate evolving State standards into their work. The principal provides time for teams to discuss strategies to support student growth. Teachers use data binders with assessments to analyze student data to track student progress. This promotes professional collaboration and guides teachers to take responsibility for student outcomes.
- The alignment of curriculum with teaching practices supports the school's belief system to differentiate instruction, which results in high student engagement and ownership of learning.
 - The school has changed its organizational structure to enable teams and individual teachers to render strategy lessons to specific students. The focus on differentiated lessons and the establishment of learning environments across the school helps meet the specific needs of students. This alignment of curriculum, instruction and strategies increases opportunities for students to produce meaningful work products.
- The school consistently conveys high expectations that promote parent involvement and support learning so that students and families work in a collaborative manner to increase learning.
 - An active parents' association respects the school, its leadership and mission. Parents hold a high regard to the parent coordinator. The recent Learning Environment Survey reflects that 95% of parents feel the school makes it easy for them to participate in activities. One parent said, "I love the school and feel my ideas and suggestions are welcomed at all times." Parents and staff work on many community projects including fund-raisers, grant writing and community service events. This helps foster a positive home-school relationship and high learning expectations.
 - The school actively engages students, families and staff in setting high expectations for attendance and positive behavior. Presently, over 95%

of its students come to school on a regular basis while few students receive suspensions. The school sends home weekly and monthly progress monitoring reports to parents to keep them informed of student needs and growth. As a result, the efforts of the school center precisely on improving instruction and academic outcomes for students.

- The school regularly uses systems to evaluate and adjust curricula, instruction and organizational decisions to accelerate student learning.
 - School leaders purposefully examine a range of standardized test results with formative data and student work to monitor individual, class and grade progress. The school uses school leadership meetings, conversations and questionnaires to adjust practices, instruction and modify its use of resources. For example, grade teams at their weekly meetings study and reflect on the evolving State standards and incorporate them into their planning to improve student mastery of these higher expectations. This careful study to align policies and practices across the school builds instructional coherence to accelerate learning.

What the school needs to improve

- Enhance the goal setting process to enrich efforts of teachers and teams to set annual and interim goals for groups of students to accelerate learning outcomes.
 - Currently, all teachers set goals with their students, sub-group populations, and analyze data to monitor interim progress towards mastery. Across the school, however, some teachers do not consistently practice the setting of interim and annual goals for their sub-groups of English language learners and special education students. This limits efforts to track progress and plan differentiated tasks, extensions or additional supports to accelerate learning for these targeted populations.
- Increase professional collaboration that aligns with individual teacher goals along with monitoring procedures to address the impact of these offerings on adult and student learning.
 - Teachers meet, collaborate, share practices, and engage in professional learning groups. However, according to a recent survey, some teachers indicate the need for a personal professional development plan to meet their specific needs. This limits opportunities for these staff members to grow professionally to improve instruction and align their practices to school goals and student needs..
- Strengthen the inquiry approach so that the analysis of student data and instructional adjustments support school wide goals to increase learning outcomes.
 - Teacher teams meet daily to analyze performance data on student growth within classes and across grades, in order to adjust curricula and classroom instructional practices. However, not all teams share the results of their analysis to enhance classroom instruction across the school. This restricts efforts to make connections for school-wide improvement reforms to accelerate student outcomes.

Part 3: School Quality Criteria 2010-2011

School name: Conselyea 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