



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

William T. Sampson

**Elementary School K160
5105 Fort Hamilton Parkway
Brooklyn
NY 11219**

Principal: Margaret Russo

Dates of review: January 11- 13, 2011

Lead Reviewer: Karina Costantino

Part 1: The school context

Information about the school

P.S.160 is an elementary school with 888 students from Pre-K through grade 5. The school population comprises 1% Black, 19% Hispanic, 8% White, and 72% Asian students. The student body includes 63% English language learners and 6% 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 96.4%.

Overall Evaluation

This school is well-developed.

Part 2: Overview

What the school does well

- The curriculum offers a wide range of experiences and choice, including the arts during and after school, to facilitate students' ownership of learning, which leads to improved student outcomes.
 - The school offers an exceptionally rich arts curriculum which aligns to the new common core state standards resulting in project-based learning that is supported through uniform high standards in music, art and drama across grades resulting in rigorous interdisciplinary tasks.
 - All teachers in kindergarten through grade 5 work consistently with the English as a Second Language (ESL) teacher to refine thematic- based curriculum developed in 2009-2010 to effectively support the vocabulary development of English Language Learners across grades and subject areas. This results in improved academic outcomes for this sub-group.
- The consistent use of data to inform and differentiate instruction aligned to student skill levels results in meaningful work products for all students.
 - Teachers analyze all school data acquired from Testing Fundamentals, standardized testing and performance assessments. The Instructional Team then focuses on critical thinking skills to develop consistent rubrics throughout the school in writing, aligning all the curricula with the Common Core State Standards. In addition, school leaders provide essential academic intervention services on each grade which results in targeting supports and extensions into the curriculum for all students.
 - The entire school aligns professional development to teaching practice emphasizing the state common core standards, specifically targeting critical thinking skills from kindergarten to grade 5. As a result, substantial gains have been made in all sub groups.
- Leaders make informed and effective organizational decisions across all aspects of the school to support improvements in learning.
 - In addition to Smart boards, every classroom has MAC computers in each room, allowing students another venue with which to express themselves. This technology has proved to be a very effective strategy to use to improve academic outcomes for the English language learners, as evidenced by the extra credit the school receives for this sub group.
 - The principal recognizes the importance of the English as a Second Language (ESL) teacher and to that end hires one ESL teacher per grade. This teacher plans with the grade and may push in or pull out of the classroom, resulting in improved academic outcomes for these students.
- Administrators and teachers use a wide range of assessment data to monitor school level needs and student progress, resulting in effective adjustments at the school and classroom level needed.

- After reviewing the item skills analysis from State assessments, Acuity, Testing Fundamentals, Fountas and Pinnell, and NYSESLAT for all students, the school leadership and instructional team define chosen key standards and curricula to create specific focused curricula in literacy and ESL which results in teachers developing common formative and summative assessments.
- Teacher Teams analyze and reflect on literacy data and plan focused instruction for areas of need, which results in timely interventions for students, as well as differentiated instruction at all levels of language development, a particular focus of the school.
- The school has established effective systems for monitoring teaching practice with a clear focus on improving instructional practice, resulting in improved student outcomes.
 - By distributing and collecting monthly teacher surveys as well as reviewing data analysis reflection sheets, school leaders are able to provide differentiated professional development for the faculty which targets specific areas of need to improve practice.
 - The principal and assistant principals have a system in place for visiting teachers each day and providing them with standardized feedback with which to improve their instruction. By looking at data and student work, teachers and grades can make ongoing adjustments to curriculum and practice resulting in improved student outcomes.
- Effective student support services and collaborations provide students with a wide range of opportunities to grow academically and socially.
 - The school enjoys a number of exemplary programs which promote student independence and self-esteem. Students participate in a number of programs to empower them, such as Student Council, Random Acts of Kindness, Citizen of the Month and the Environmental Club all of which allows students to play a vital, meaningful role in their school.
 - Students and families enjoy much support from affiliations with the Brooklyn Chinese Association which provides outside counseling. In addition families participate in Family Fun Nights, Parenting workshops, Family ESL and Computer Classes and Math Game Programs, offering them authentic opportunities to be part of curriculum and instruction during the school day, after school and on Saturdays.
- School leaders have embedded structures in place to regularly evaluate, benchmark and adjust curriculum in ELA and Math.
 - Monitoring progress towards long term goals using Monitoring for Success, school leaders review short term goals. They share this information with the school's instructional team, who reflects on trends and challenges seen within the school. This is then presented in an ongoing fashion to teacher teams where they revisit and tweak curriculum mapping, resulting in ongoing adjustments to teacher practice and curriculum.
 - Professional development is provided in Common Core State Standards based on where a particular teacher is, as identified by leadership data on teacher

performance. This results in aligning support to what teachers need to know to improve academic outcomes.

What the school needs to improve

- Ensure that all constituent groups are involved in setting goals that include high levels of challenge in order to accelerate student progress.
 - Although the school has focused goals, arrived at through an analysis of data and that drive the instructional focus, there is some inconsistency in the communication of this school to all constituents and as a result the implementation across classrooms varies.
- Establish a school wide structure to regularly evaluate and benchmark the success and progress of teacher teams.
 - Teacher Teams are in existence on all grade levels and they are attended by the Literacy coach and Data Specialist, meeting weekly. There is currently no structure in place to benchmark the teams as to the progress of strategies implemented and discussed. the schools do not use protocols which would allow each member of the team to build leadership skills.
 - The school does not have a structure in place to evaluate the effectiveness of professional development opportunities, which will further develop teacher leadership and continue to build distributive leadership within the school.
- Students access their own progress through uniformed school rubrics, however, there is a lack of consistency throughout the building in terms using student work as exemplars in classrooms.
 - Although students develop their own rubrics in question form, based on common core state standards, enabling them to self direct and be aware of next steps, not all teachers use the same format and some teachers use a strategy entitled “Glow and Grow,” which appears on student work on bulletin boards in the hallways. Student exemplars do not consistently appear in all classrooms for students to use as examples to direct their work.
 - Although the school offers opportunities to engage parents in tools such as ARIS, there is currently not currently widespread use of these tools by parents in the school community. This impacts the level of support parents are able to provide from home.

Part 3: School Quality Criteria 2010-2011

School name: William T Sampson	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>				
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>				
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>				
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>				
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