



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

The Irving A. Gladstone School

Elementary School K186

7601 Nineteenth Avenue

Brooklyn

NY 11214

Principal: Bayan Cadotte

Dates of review: February 9-10, 2011

Lead Reviewer: Karina Costantino

Part 1: The school context

Information about the school

P.S.186 is an elementary school with 939 students from Pre K through grade 5. The school population comprises 3% Black, 25% Hispanic, 35% White, and 40% Asian students. The student body includes 30% English language learners and 8% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2009 - 2010 was 95%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- The curricula at the school are exceptionally strong and coherent, connecting across grades and subjects, supporting strong student outcomes.
 - The school implements a literacy program that allows teachers to have the support to select and design components of the curriculum to provide rigor and scaffolding for individuals and groups of students. The impact of this choice is evident in the extra credit the school receives across all school sub-groups.
 - As a way of addressing the needs of the specific children in individual sub-groups not meeting state standards, The ELT (Expanded Learning Time) initiative was created in conjunction with a community-based organization to design curricula that specifically addressed identified needs to meet academic goals; tracking of these students shows growth in targeted areas.
- Teaching practices are highly engaging across classrooms providing support to all learners in all subgroups which increases performance and closes the achievement gap.
 - Across grades, all teachers differentiate instruction for all subgroups as a result of the planning and discussions taking place at the teacher team meetings held once a week. Teacher teams reflect on student work to look at trends and suggest research based strategies, which results in improved student outcomes, including the gains ELL students have made in the reading and writing portions of the NYSESLAT exam.
 - Differentiation of instruction is taking place across classrooms throughout the school. While looking at data to differentiate for all sub groups, Game Day was implemented to practice basic concepts and build critical thinking skills. It is designed to motivate students through interest, multiple modalities and multiple entry points, engaging students to accelerate their learning.
- Regularly using a wide range of data, leaders and faculty have an ongoing understanding of the progress of individual and group performance which effectively informs adjustments to instruction that yield increased student outcomes.
 - In addition to selecting and designing the curriculum, staff are also selecting and designing appropriate assessments in order to further analyze information on student learning to adjust instructional practices and grouping. This on-going analysis has revealed that students are making movement towards their June goals.
 - Throughout the school, from Kindergarten through grade 5, rigorous assessments are used. Students are tested weekly and these results are discussed at the Core Inquiry Team meeting, which results in making suggestions to the teacher teams in the school. This collaboration provides a consistent focus throughout the school towards trends in student performance, creating systemic change in teacher practice to improve student performance.

- The school has highly effective systems for monitoring teacher practice with a clear focus on improving instructional practice to meet the needs of all sub-groups.
 - In order to promote promotional growth and reflection, continuous professional development is provided based on the needs of the different teachers. In addition, support for new and untenured teachers is provided through feedback from observations, peer mentoring and inter-visitations. Closely monitoring this support through the use of needs assessments, there is a strong collaboration between the Administration and the teacher committees, including inquiry and grade level teams, building distributed leadership capacity.
 - A school-wide belief and focus in differentiation is evident across classrooms. After careful scrutiny of the data, all teachers decided that it was essential to align advanced vocabulary and non-fiction as the key areas of concern. This has resulted in exemplary student work, particularly noted in student writing.
- Parents are key partners in their child's education and are kept well informed of school programs and their child's needs, creating a strong home-school connection.
 - To engage in an open exchange of information with students and families, the Journeys Program, along with online access, provides the ability for families to view and utilize the same materials that are used in the classrooms. Parent workshops on the curriculum are conducted throughout the year, supporting and updating the families with new initiatives and changes, resulting in a clear partnership.
 - The school communicates high expectations to families and engages them in a number of activities throughout the year, such as The School Leadership Team, which is actively involved in the ongoing evaluation of the school's Comprehensive Educational Plan. This results in a true collaboration for improvement of various programs throughout the year.
- Professional collaboration is a high priority and the faculty profits from varied opportunities to share and develop strengths as individuals and members of the teaching community
 - During common planning periods, all teacher teams are involved in on-going needs based professional development that focuses on alignment between student work and the integration of the Common Core Learning Standards. The data gathered from these protocols is used to differentiate instruction so that students are engaged in appropriately rigorous tasks.
 - The school utilizes the skills and talents of its staff members to build capacity through structures such as the Common Core State Standards and Quality Review Teams. As a result, all teachers support each other on and among grades creating leadership capacity throughout the building.
- The principal has established very effective systems for school self-evaluation, review and modification of practice with a clear focus on improving student learning.
 - School leadership and the Core Inquiry Team monitor data and curriculum on a weekly basis to determine the connection between performance and instructional practice to make adjustments as needed. Where students fall behind or show a lack of evidence of improving, the administration and core team will make a

recommendation for a change of practice and/or additional assistance in one of the many flexible grouping programs during or after school.

- With the implementation of the new literacy program, teachers are provided the support they need with students do not demonstrate academic growth. The Literacy coach and Assistant Principal meet with grade leaders on a regular basis to seek data that would inform the content of ongoing professional development for classroom teachers to better address the specific needs of their children with appropriate strategies.

What the school needs to improve

- Further review resource allocation so that their use is fully aligned to have maximum impact on student learning
 - While the school has invested heavily in time dedicated to professional development for differentiation, there are currently limited numbers of Smart boards in the classrooms. This inconsistency in terms of technological resources limits possibilities for differentiation of instructional delivery and student products.
- Develop clearer structures to share school goals with the entire community so that work towards goals is fully supported across classrooms.
 - While schools goals are clear and are developed through a comprehensive needs-assessment, there is currently an inconsistency in the way action plans are carried out across classrooms, resulting in uneven acceleration of learning for the highest performing students.
- Empower students to take fuller ownership of their own learning process by refining school-wide structures for the sharing of information around strengths and weaknesses.
 - Although the school has a structure across classrooms for student self-reflection, rubrics are not always cohesive, limiting students' ability to direct their own learning. In addition, not all parents are aware of exemplars and rubrics used throughout the school, which limits their ability to fully support student learning from home on an on-going basis.

Part 3: School Quality Criteria 2010-2011

School name: The Irving A. Gladstone 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 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