



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

The Surfside School

K329

**2929 West 30th Street
Brooklyn
NY 11224**

Principal: Salema Marbury

Dates of review: March 23-24, 2011

Lead Reviewer: Isabel DiMola

Part 1: The school context

Information about the school

The Surfside School, P.S. 329 is an elementary school with 518 students from pre-kindergarten through grade 5. The school population comprises 64% Black, 24% Hispanic, 7% White, and 7% Asian students. The student body includes 3% English language learners and 20% 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 91.5%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal leads a school environment that is conducive to student learning with an atmosphere of respect and a commitment to excellence.
 - School leaders create a safe environment that motivates students. Using data from the Learning Environment Survey and parent and teacher input, the school has structures in place to minimize hallway disruption and increase time on task. Students are engaged in their learning and articulate their desires to be successful, stating, “it is fun to come to school, teachers make learning fun and always make sure we have what we need to do well.” As a result, student attendance is improving, disciplinary incidents are decreasing and more students are making progress toward achieving their goals.
- Effective practices of setting and tracking student progress results in improving performance and progress for students and groups of students.
 - At specified intervals throughout the school year, leaders review data to monitor the progress of individual and groups of students. For example, assessments in writing and science inform teachers, teacher teams and school leaders of student strengths and areas of need in these content areas. As a result, there is timely modification to instructional practice and student groupings that ensure every student receives targeted instruction toward mastery of performance indicators and improving academic performance.
 - The school is consistent in sharing school goals and curriculum through regular newsletters and class communications. Progress reports at each benchmark interval inform families of outcomes. Teachers and parents collaborate on intervention plans for students that are not making adequate progress. Consequently, there is familial partnership with the school supporting success, the most at risk students are demonstrating positive movement toward reaching learning targets, and there are increasing numbers of students scoring at or above reading level.
- Community partnerships and professional development focus on supporting the social and emotional growth of students resulting in improved student performance.
 - A full time guidance counselor provides teachers with professional development to address the emotional needs of students. By pushing into classes, the guidance counselor monitors students and provides teachers with strategies for engagement. By using purposeful student pairings as well as motivations that align to student interest, student focus is improving, leading to higher levels of student engagement and outcomes.
 - Partnerships with community organizations such as Coney Island Hospital provide intervention for families and students. Learning Leaders encourage parents to participate as classroom assistants providing

families with opportunities to have direct involvement in the school and foster a sense of community. As a result, student attendance is increasing, disciplinary incidents are decreasing and student progress is accelerating throughout the school.

- Teacher pedagogy demonstrates instructional coherence around differentiation for all students resulting in improving outcomes across the school.
 - Data collection from Acuity, formative assessments and a learning style survey leads to planning and implementing differentiated instruction for individual and groups of students. Recognizing students' preferred learning styles and progress on key performance indicators allows teachers to use flexible grouping and tiered assignments resulting in students having access to the content and increasing engagement.
 - Many teachers are beginning to use Bloom's taxonomy in questioning and tasks that lead to opportunities for participation in some activities that are cognitively challenging. As a result, instruction, especially in English language arts and science, give students opportunities to develop higher order thinking skills.
- Leaders make effective organizational decisions that align with school goals resulting in improving student performance.
 - The use of resources to implement a comprehensive extended day program provides students with access to intervention and enrichment programs. Special needs students, at risk students and English language learners attend classes that address their individual learning needs. The enrichment program allows all students to participate in dance, fine arts, and photography and drama classes providing opportunities for self-expression. As a result, student attendance is increasing and students are demonstrating progress toward reaching performance targets.
 - Programming for students and teachers provide all teachers with opportunities to meet several times a week in collaborative groupings to engage in inquiry and planning. With a focus on elevating rigor in instruction, teachers are developing lessons that incorporate data driven performance indicators and purposeful writing tasks, specifically apparent in English language arts and science. As a result, students are engaging in instruction that is increasing opportunities to develop critical thinking skills and building their capacity to demonstrate their learning in a variety of mediums.
- Leaders articulate an instructional vision that the faculty supports to create a culture that embraces collegiality and professional learning.
 - The principal is an effective leader that believes that an engaging education will stimulate critical thinking and motivate students to reach their full potential. There is understanding and appreciation throughout the faculty that academic rigor will lead to higher order thinking. They embrace the concept that the development of literacy and writing skills will result in students being able to communicate and prepare them for future success.

- The professional growth of faculty is a school priority. Formal structures are in place to ensure that support exists for teachers to improve their practice. Teachers set goals aligned to the Professional Teaching Standards. Informal and formal observations review technique and data to provide meaningful feedback that sets clear pathways for elevating pedagogy and making accurate performance evaluations. School leaders are building a school community of effective teachers that affect growth in student performance.

What the school needs to improve

- Extend curricula to ensure that instruction is consistently rigorous and emphasizes key strands across all subject areas.
 - The school is beginning to align curricula to the evolving State standards and emphasize key standards, specifically in English language arts and science promoting rigor and critical thinking. However, the curriculum at large focuses on skill development and does not consistently engage students in academic tasks in all subject areas that promote higher order thinking. As a result, there is inconsistency in opportunities for students to demonstrate deep understanding of content or make progress toward reaching standards.
- Expand practices of teachers and teacher teams to ensure alignment between standards, assessments and rubrics in evaluating student progress toward intended learning.
 - Teachers and teams are working toward creating tasks and assessments that align to key standards. However, they do not yet consistently monitor cohesion between the validity of the task and rubric in assessing the intended learning and what they are asking students to do. As a result, the grading of student work does not always reflect the level of student performance in the desired performance indicator and feedback to students is inconsistent in providing information to advance progress toward mastery of key strands of the curriculum.
- Expand the work of teacher teams to include deep analysis of student work to understand learning and to build instructional coherence across the school.
 - All teachers are part of professional collaborative teams that use inquiry as a method of affecting student outcomes. However, the teams are just beginning to analyze student work to understand the relationships between instructional strategies and student outcomes limiting the impact the teams and teacher leaders have in decision-making that affects the building of instructional coherence and learning across the school.
- Develop tools to enhance methods of organizing and sharing data making it easily accessible to allow a timely analysis of initiatives that affect student achievement.
 - At specified intervals, the school analyzes data, including Acuity, teacher assessments and writing tasks to understand student performance and areas of concern. However, methods for organizing and sharing data do

not consistently provide for its efficient and timely use to respond to trends of individual and groups of students' learning needs. This results in a delay in adjusting instructional practice causing missed opportunities for students to make accelerated progress.

Part 3: School Quality Criteria 2010-2011

School name: P.S. 329 The Surfside 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