

Quality Review Report 2010-2011

Conselyea Preparatory

Middle School K577

**208 North 5 Street
Brooklyn
NY 11211**

Principal: Maria Masullo

Dates of review: March 1 - 2, 2011

Lead Reviewer: Louise Antoine

Part 1: The school context

Information about the school

Conselyea Preparatory is a middle school with 445 students from grade 6 through grade 8. The school population comprises 7% Black, 71% Hispanic, 19% White, and 3% Asian students. The student body includes 2% English language learners and 14% 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 94.3%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The ongoing communication with families regarding students' learning needs throughout the year results in a strong home school partnership.
 - The school sends home progress reports quarterly during the school year, which provides families with students' academic, attendance and social performance, and clear next steps from teachers. Additionally, teachers make phone calls home on a weekly basis to inform families on students' progress. As a result, parents feel informed and prepared to further support their children at home.
 - School leaders, with support from the parent coordinator, have provided families workshops such as the use of ARIS Parent Link to enhance their knowledge of student performance. In addition, through the school's voice messaging system, teachers' texts and blogs, families are regularly provided attendance and academic expectations of students. This constant communication has enabled parents to collaborate with the school to support students.
- School leaders make strategic organizational decisions that support students and teachers in an effort to strengthen student achievement.
 - The school has implemented a peer tutoring program to help increase student achievement in English language arts (ELA) and math. Using item skills data analysis, students are paired by proficiency levels once a week for 45 minutes, in a small setting with a skilled teacher. Consequently, there has been a decrease in the amount of students scoring at level 2 and an increase in levels 3 and 4, as measured by quarterly assessments.
 - School leaders utilize purposeful staffing, full time math and literacy coaches, as mentors to support teachers during coaching periods. During this time, coaches meet with teachers to analyze data and scaffold lesson planning to better support learning for subgroups of students. A part time science coach models for other science teachers. The coaches are accessible and available throughout the day as classroom supports for teachers. As a result, teachers feel "very supported" in their work to meet the needs of their students.
- The principal has created a learning community that is safe, respectful and inclusive to positively impact students' academic and personal growth and foster strong relationships among students and staff.
 - School community leaders have put in place a yellow card system that monitors students' behaviors. Three grade advisors manage and track student behavior and then promote positive behavior with monthly rewards such as, no uniform days and incentive trips. Parents are notified on a daily basis by staff about progress of student's behaviors and next steps. As a result, the school has noticed an increase in the number of

students who attend the incentive trips and a decrease in the number of safety related incidents as compared to last year.

- The schools culture provides opportunities for all students to experience a broad education, including the arts and club hours. Each child is known by at least one staff member and a grade advisor monitors their social and education needs. As a result, students stated “there is always someone to talk to if you need help” and they feel supported at all times.
- School leaders have an effective system for monitoring classrooms and providing meaningful professional development that leads to an increase in teacher practice and student performance.
 - Based on professional improvement plans, developed in September, and classroom observations, administrators have created professional development focal points. These focal points are the foundation for which professional development is offered throughout the year. Teachers are provided support on a daily basis through classroom inter-visitations, common planning meetings and targeted professional development, offered by an ELA coach, science coach and a math coach. With a strong belief that children are lifelong learners, teachers are provided extensive support to hone their instructional practices that has resulted in increased student performance as evidenced by interim student data.
- School leaders have communicated with all stakeholders to effectively analyze a comprehensive range of data to create clear and focused school level goals to accelerate student learning.
 - The principal has worked cohesively with the cabinet, grade advisors and parents to analyze attendance, discipline and summative school wide data to create well-defined school level goals. During planning processes, the school concentrates on differentiation of instruction, curriculum maps, formative assessments, and small group guidance sessions to meet specific needs of students to ensure academic and social-emotional growth. Teams of teachers work together to make instructional changes for students with disabilities. Department and grade meetings are held weekly to discuss goals and curriculum maps which are shared monthly with parents in a curriculum letter. As a result, students benefit from strategies and curriculum specific to their learning needs.
- The principal sets clear, high expectations for students and families and creates varied opportunities to increase parents capacity to support and assist in their child’s learning towards attaining their goals.
 - School leaders work collaboratively with staff to relay high expectations for students’ academic and socio-emotional progress to families and students. Through the schools’ website, message board, emails, Global connect and monthly calendars the principal has created a community working together to effectively support students’ learning. Students’ goals and the necessary next steps to specifically support learning at home are shared. As a result, there is a core of active parents who are members of the school community on a daily basis. Parents state that “the school is family oriented” and “students are empowered to learn and become leaders in their community”.

What the school needs to improve

- Promote greater differentiation of instruction across the school based on data so that lessons constantly challenge all students at their level to maximize student learning.
 - Teaching strategies such as tiered tasks and differentiated resources are used to engage groups of students. However, high level of student engagement and thinking is inconsistent across classrooms and work folders. Some teachers use whole-class instruction, without checking for understanding and addressing the needs of all students in their class. In one math classroom, students at different performance levels did not have an entry point into the lesson.
- Enhance the work of teacher teams in the analysis of assessment data to inform instructional decisions and adjust classroom practice to improve student outcomes.
 - Throughout the year, common English language arts and math assessments are given quarterly across the grades. Teachers meet to analyze item skills from these assessments to better support their students and use this data to focus on students' strengths and areas of need. However, teachers are missing opportunities to use this data to impact their instructional planning for subgroups of students in order to accelerate student learning.
- Extend the data gathering, analysis of practice and providing written feedback to students in order to develop a complete picture of students' progress towards their learning goals.
 - Students self assess their progress using a personal growth chart while teachers monitor students' growth on a weekly basis so that curriculum maps and lessons are constantly adjusted. In the absence of a more strategic tracking tool that allows teachers to purposefully monitor student achievement so that effective differentiation strategies are used to teach content students' previously struggled to master, student progress grapples to reach its maximum potential.
 - Across all classes, teachers use rubrics to provide feedback to students. However, some teachers only indicate the performance level or grade with no guidance for students to develop their work. Consequently, some students are unaware of what skills they have mastered and what they still need to work on.
- Expand the practice of creating academic tasks and curricula that emphasize rigorous habits and higher order thinking so that it is consistent across grades and subject areas in order to increase student achievement.
 - School leaders and faculty have created curriculum maps which emphasize key standards for students. In addition lessons are planned and refined utilizing student work and periodic assessment data for students who are struggling. However, student portfolios and folders display a lack of rigorous and engaging tasks for level 4 students across subjects and classes, therefore hindering student progress.

Part 3: School Quality Criteria 2010-2011

School name: Conselyea Preparatory	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
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