

Quality Review Report 2010-2011

Granville T. Woods School for Science and Technology

**Middle School 584
130 Rochester Avenue
Brooklyn
NY 11213**

Principal: Gilleyan Hargrove

Dates of review: November 4-5, 2010

Lead Reviewer: Evelyn Santiago

Part 1: The school context

Information about the school

Granville T. Woods School for Science and Technology is a middle school with 225 students from grade 6 through grade 8. The school population comprises 86% Black, 12% Hispanic, 01% White, and 01% American Indian students. The student body includes .02% English language learners and 10% 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 89.0%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school makes effective organizational decisions across aspects of the school to support improvement initiatives and student learning.
 - The principal has budgeted funds to reduce class size, lowering average class registers by at least three students. This has decreased the teacher-student ratio resulting in students receiving more one-on-one support from teachers to further their academic and emotional growth.
 - The principal has allocated time for all teachers to meet at least once a week to collaborate on inquiry teams and work with target population students. These interactions are deepening professional dialogue to improve instructional practice and maximize learning.
- The principal and staff work as a unified team to create a calm, respectful and orderly environment for learning to take place.
 - In response to concerns raised by the school's Learning Environment Survey, the school staff has implemented various strategies to promote an environment conducive to learning. These include the 'Think First Program' and 'Positive Behavior Intervention Services', which emphasize building character, self-esteem and leadership to promote student positive behavior. As a result, there has been a significant reduction of school incidents and student suspensions so far this year.
 - The school has enhanced student engagement through the establishment of a student government. Student representatives from each class share concerns and provide input on school policies. This involvement has encouraged leadership among the students and has influenced their social growth and development.
- Parents have open communication with administrators and staff on their children's needs and progress.
 - School staff communicates regularly with parents about their children's academic outcomes via progress reports, e-mail messages, phone calls, and one-on-one conversations. The staff has received high praise from parents for keeping them well informed of their children's progress so they can intervene when necessary to assist their children with making the needed adjustments to achieve in school.
 - The school has set up computers in the parent room to train parents on using ARIS as a system-wide communication vehicle for parents. As a result, more parents are using the tool as an additional resource to stay informed and respond to their children's needs in a timely manner.
- The school engages parents as key partners in school programs and activities to promote their involvement in the school community.
 - Parents influence school policy through their membership and participation on the School Leadership Team. This level of participation

- gives parents opportunities to collaborate as equal partners in planning school initiatives to maximize their children's academic development.
 - The school continuously promotes active parent involvement through newsletters, the school website, conversations and school-wide events. Additionally, parent participation in workshops and their leadership on the Parent Teacher Association and Learning Leaders Parent Volunteer Program, strengthens the home school connection resulting in increased levels of collaboration with families to support student learning.
- Effective student support services and collaborations with outside organizations provide students opportunities to develop academically and socially.
 - The school received a four-year grant from the Center of the Arts Education, to assist with the development of curriculum and instruction through the arts. The grant includes professional development for teachers, cultural partnerships, coaching and peer exchange. These experiences tap students' talents and develop appreciation for the arts to extend learning and academic growth. The 'Get Healthy, Get Smart Program' engages teachers, students, and community members in fostering positive attitudes towards academic achievement, financial literacy, career preparedness and healthier lifestyles. These exchanges are promoting positive and smart health and career choices.
 - School based personnel, including the guidance counselor, collaborate with staff regularly to ensure that students receive the emotional and academic support they need to succeed. Several students stated they and their classmates are able to talk to any adult in the building and receive assistance whenever the need arises. As a result, students feel supported and well cared for at school.

What the school needs to improve

- Develop protocols for learning walks and observations to provide a common lens that evaluates instructional practices and identifies next steps.
 - While administrators visit classrooms and conduct observations, the frequency and focus of observations varies among the leaders. In addition, observations of new and non-tenured staff are minimal. This reduces opportunities for reflection on instructional skills and practices to enhance student understanding, learning and achievement.
 - Although the school provides some professional learning experiences and has a professional development plan, the activities are not differentiated by need. This lessens opportunities for staff members to strengthen identified skills that improve achievement.
- Refine coherence and alignment in the school's curriculum with state standards to ensure that all students make progress in their learning.
 - The school has identified writing and personal narratives as key areas of need and has created curriculum maps in all subject areas for standards based instruction. However, in some classrooms textbook guides are used to plan lessons and drive instruction, while in a few others text and

other resources not aligned to the standards were used. This reduces rigorous, targeted learning and coherence in content area teaching.

- While higher order thinking skills are visible in several classrooms, the practice is not evident throughout the school. In a number of classrooms, low-level questioning and rudimentary student assignments did not generate thoughtful discussion, analysis or depth in work products, diminishing creativity and achievement.
- Differentiate learning activities so that lesson planning reflects purposeful groupings to engage and meet the needs of all students.
 - The school has expressed its belief in differentiated instruction as a means to provide multiple entry points for students performing at different levels. However, this practice, while evident in some classrooms, is inconsistent. This affects the level of understanding of concepts and skill development needed to maximize learning for all students.
 - Although there is evidence of student participation in all classrooms, high levels of engagement are not present in all lesson activities. In one classroom, students were working on completing assignments on worksheets, while in another, students spent much time working on a “Do Now” task. In addition, student work folders and notebooks minimally reflect the learning. This hampers students’ abilities to become partners in their own learning or see learning as a purposeful activity.
- Extend data gathering and analysis to identify individual students’ needs, strengths and learning styles to support targeted instruction.
 - The school uses ARIS and item analysis data from State tests to determine student academic levels. However, the use of formative and classroom level data to inform instruction, measure progress and plan next steps is limited to a few classrooms. Consequently, not all students benefit from adequate assessment of their needs and differentiated lessons to achieve their interim instructional targets.
 - The use of data to identify areas of strength and need for individual students in subgroups is limited to analysis of summative data and whole group unit assessments. This diminishes the school’s ability to plan adequately to ensure learning for all students.
- Refine action planning by aligning goals and benchmarks for all plans so that progress is measured and adjustments made to assure student learning.
 - School leaders have developed school-wide goals for the year. However, alignment of these goals with the school’s Comprehensive Education Plan is still in progress, as the school leadership team has yet to meet to complete this process. This limits coherence and affects long-term support for student achievement.
 - Inquiry teams have developed interim goals for their targeted students and are developing structures to monitor progress. However, these protocols are not fully developed, thus affecting the timeliness for necessary instructional adjustments that affect student performance.

Part 3: School Quality Criteria 2010-2011

School name: Granville T. Woods School for Science and Technology	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