

Quality Review Report 2010-2011

William Wordsworth Elementary School

Elementary School 48

**155-02 108th Avenue
Jamaica
NY 11433**

Principal: Patricia Mitchell

Dates of review: November 8th & 10th, 2010

Lead Reviewer: Jeannette Reed

Part 1: The school context

Information about the school

William Wordsworth is an elementary school with 377 students from pre-kindergarten through grade 5. The school population comprises 2% American Indian, 69% Black, 15% Hispanic, 3% White, and 11% Asian students. The student body includes 9% English language learners and 8% 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 91.7%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Relationships across the school are warm, supportive and inclusive of students, teachers, and parents, who take pride in being part of the school community.
 - A culture of mutual trust and positive attitudes toward teaching and learning effectively supports a safe and nurturing environment for teachers, students, and parents. Students stated, “Our school is a place where you get to express yourself and where you can always find an adult to help you when you have a problem.”
 - “Hands are Not for Hitting Program”, and an anti-bullying campaign, address concerns regarding behavior and provide opportunities for students to build self-esteem and develop social skills. Consequently, students, parents, and faculty, believe that the school tone positively impacts teaching and learning.
- The school engages in highly effective communication with families regarding student learning needs and outcomes.
 - A progress report every other month, in addition to the standard report card, offers a wide range of valuable information for parents including their child’s progress towards meeting their goals. Teacher comments provide key recommendations so parents can support their child’s learning strengths and weaknesses. As a result, parents feel the school involves them in their children’s education and prepares them for the future.
 - Workshops related to ARIS Parent Link, math, English language arts, and test sophistication strategies strength the school-home connection. Parents appreciate learning about the current curriculum and participate in planning their children’s next learning steps.
- The school’s Comprehensive Education Plan includes a list of focused school level goals and action plans, which drive the efforts of the school community to accelerate student learning as well as teachers’ professional development.
 - The school’s goals in the Comprehensive Educational Plan are aligned to the principal’s goals, objectives, and the teachers’ professional goals, and include Bloom’s Taxonomy to promote rigor and critical thinking across all content areas. All stakeholders share in meeting the expectations and work collaboratively towards achieving the vision.
 - The principal’s on-going discussions with the school community about available data led to the formulation of clear goals and focused action plans aimed at engaging students in writing across the content areas. As a result, several school publications such as the “Wordsworth Times” and “Shakespeare Books”, written by students, are a direct result of classroom instruction that supports student engagement and rigor.
- The school offers youth services, which provide effective supports for students’ academic and social development.

- The school' partnership with Queens Child Guidance enhances youth development support through an extension of counseling services. Agency staff, in collaboration with the school's guidance counselor, provide relevant social and emotional support. As a result, there is a direct positive impact on helping students and their families.
- Collaborations with 'The 21st Century Afterschool Program', 'Urban Arts', and the Morgan Museum offers students opportunities to participate in visual arts activities. These partnerships also enhance the school's full-time art teacher work, thus allowing students to engage in a well-rounded program during and after school.
- Administrators and teachers gather summative data to identify student needs, plan instruction, and provide intervention strategies to address specific learning issues.
 - School leaders consistently gather summative data, including the item analysis of State tests and school-wide interim assessments, to determine areas of strength and need. School leaders use the information to focus instruction and allocate resources for academic intervention services to address students' identified areas of needs.
 - Teachers maintain data binders containing formative classroom level data such as unit tests, student work, running records, E-Class, ARIS, writing on demand results, and ACUITY outcomes. School leaders use this information to assess further school-wide trends and area of need. 'TGIF Fridays' support teachers in sharing best practices and has resulted in an increase of the use of data to inform instruction.

What the school needs to improve

- Deepen differentiation of instruction so that lessons engage all students and offer challenges that enhance the learning achievement of all students.
 - Evidence of differentiated instructional strategies to address a wide range of student ability levels is apparent in those classrooms where teachers prepare lessons geared toward targeting the needs and strengths of students. However, this level of preparation leading to differentiation of instruction across the school is not yet consistently evident throughout the school, thus missing opportunities to engage all students in well-matched instruction.
 - Teachers meet regularly to examine the results of summative and formative data to plan instructional strategies, however, suitable grouping of students, and the use of well-aligned materials and assignments, is not yet a uniform practice. Thus, teachers are not yet using suitable entry points to engage students in their work.
- Develop a cohesive system to ensure all teachers know their students' needs, strengths, achievements, and learning styles across the curriculum.
 - The school provides professional development in the use of ARIS and other technology-based data assessments. However, not all teachers are secure in utilizing data and are therefore limited in their ability to use data to identify student needs and provide strategic support in a timely fashion.

- While the school uses a wide range of data to analyze individual and class performance, the analysis of data for subgroups does not yet lead to the consistent delivery of rigorous and challenging instruction for all students based on data sets.
- Establish processes to involve teacher teams in a range of whole school planning through a strategic approach to distributive leadership.
 - All teachers are engaged in teacher team to improve learning outcomes, however not all the existing professional collaborative teams promote shared leadership and professional growth. Thus, there are missed opportunities for staff members to hone their skills as facilitators and leaders.
 - Precise goal setting based on adequate analysis of student outcomes, for individuals and groups of students is not embedded all collaborative teamwork. Therefore, the setting of differentiated goals is limited.
- Use observations and ongoing recommendations to provide differentiated professional support aligned to teachers' specific needs.
 - Informal and formal observations are utilized regularly by administration to provide timely feedback concerning teacher practice. However, follow-up with differentiated professional development to support improving teacher pedagogy is not evident.
 - Professional development, which is an on-going practice during monthly staff meetings, is not sufficiently specific to meet the unique needs of individual teachers, thus limiting improving teaching strategies school wide.
- Strengthen the use of data analysis to evaluate and adjust systems to increase the effectiveness of professional collaborations.
 - Although there are many opportunities for professional development including weekly collaborative team meetings, monitoring of practice is not sufficiently rigorous to evaluate its impact on improving classroom practice and student outcomes.
 - The school-wide collaborative process of teacher teams has resulted in the implementation of many new strategies across grades and content areas. However, the lack of a set protocol to share findings and extend best practices limits each team's impact and the sharing of best practices.

Part 3: School Quality Criteria 2010-2011

School name: William Wordsworth	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