

# Quality Review Report 2010-2011

**David D. Porter**

**Elementary School 094**

**41-77 Little Neck Parkway**

**Queens**

**NY 11363**

**Principal: JoAnn Barbeosch**

**Dates of review: March 7 - 8, 2011**

**Lead Reviewer: Robin Finnan-Jones**

## Part 1: The school context

### Information about the school

David D. Porter is an elementary school with 431 students from grade K through grade 5. The school population comprises 2% black students, 11% Hispanic students, 33% White students, and 48% Asian students. The student body includes 7% English language learners and 11% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the 2010 school year was 96.5%.

### Overall Evaluation

**This school is Well Developed.**

## Part 2: Overview

### What the school does well

- School leaders and faculty design strong curricula and academic tasks aligned to State standards that challenge and engage all types of learners.
  - The principal, teacher teams, and individual teachers are continually aligning the curricula to the Common Core State Standards and increasing rigor by incorporating higher order thinking skills and using the Renzulli enrichment model for all students and in all content curricula, including science and art. This attention to a well-balanced and challenging curriculum enables students to meet benchmark-reading levels and to answer higher order thinking questions.
  - Teachers effectively use data to plan challenging individual and group academic tasks for all students resulting in well-planned activities including writing poetry, science projects, report writing, and using perspective in art. The use of self-reflection on student-generated rubrics allows students to be engaged in their learning and in planning the next steps to meet their goals.
- High levels of student engagement and thinking are across classrooms that reflect a coherent set of teaching beliefs that impact on the level of rigor in student work products and processes.
  - Teachers, including English as a Second Language, special education, and clusters, consistently discuss teaching practices, reflect on data, and effectively share common beliefs on how students learn. Consequently, teachers continually rethink their instruction and students work in flexible groups across the schools' classrooms and subject areas.
  - Across all classrooms, there is evidence of students working in differentiated groups with multiple entry points into the curriculum, Students actively engage in book talks, move to work stations, and have opportunities for extensions in activities with suitable support by their teachers, paraprofessionals, or peers, thus maximizing their learning.
- The principal makes highly effective organizational decisions that supports the schools' goals and promotes collaboration and accountability of teachers increasing student achievement.
  - The decision to keep smaller student registers in classes, in lieu of a full time computer teacher, provides for teachers now scheduling their classes to use the computer room. Consequently, students have access to suitable tools for research and completion of projects, guided by their classroom teachers. This practice is effectively aligning the use of technology to support classroom instruction.
  - Strategic decisions in teacher assignments, includes the assignment of one full-time cluster teacher to the annex to save travel time, and the assignment of cluster teachers in the main building with one period a day to

work with small groups of students around identified needs and/or provide enrichment. This is resulting in increasing student achievement.

- Teams of teachers and individual teachers are highly effective at using formative and periodic assessment data thus adjusting and differentiating instruction for all students.
  - Teacher teams and individual teachers in all subject areas use periodic assessments and create common assessments, such as rubrics for group and individual work that give a clear portrait of student mastery. Staff members use the assessment data to strategically plan academic tasks, create suitable groups of students, and design differentiated lessons that increase student achievement.
  - Teams of teachers and individual teachers consistently meet to analyze assessments, both summative and formative, beginning early August and at weekly team meetings throughout the school year. Teachers effectively track student progress and identify strengths and needs of students that are well used to set up and align student SMART goals.
- Teachers plan and implement research projects supported by differentiated professional development to promote a common instruction focus and coherent school culture.
  - Teachers consistently visit each other's classes to learn and refine new instructional techniques. Second grade teachers, with the support of the English as a second language teacher, visit their colleagues' classrooms to observe vocabulary extension lessons that are then replicated as a best practice in their own lesson planning. This is resulting in students using vocabulary that is more descriptive in their writing.
  - Tenured teachers' planning and development of research projects for students across all content areas is used effectively as a tool to review staff performance. On-grade level teaching buddies, coaching by the math specialist, and targeted professional development, provides newer teachers with suitable support.
- School leaders and faculty are adept at gathering and analyzing a wide range of data resulting in strategic adjustments to curricula and instruction to improve student performance.
  - Based on an analysis of data the principal and faculty have set focused yearlong goals around literacy to increase student achievement. The school's emphasis on reading in the content areas as a means to increase comprehension is resulting in students moving quickly through the Teachers College Reading Writing Projects leveled libraries.
  - Classroom teachers with the support of math cluster, English as a second language, and special education specialists, use data to strategically plan math lessons for all students. Analyses of math assessments show students are increasing their problem solving capability.
- The principal has created an exceptional learning community that is well focused on student outcomes with a vision to accelerate learning for all students.

- The principal's and faculty's articulation and establishment of a "Theory of Action" that all students will be college and career ready is evident by the goals and action plans in the Comprehensive Education Plan, collaborative teams' plans, individual teacher plans, and student goals. As a result, all constituents are on the same page and work together to achieve set targets.
- Teachers have created with students individual goal folders, based on a yearlong data analysis of literacy and math. The continual analysis of student outcomes, and the ongoing review and adjustment of instructional practices, enables students to successfully meet their individual goals.

### **What the school needs to improve**

- Develop a system to regularly evaluate the effectiveness of teacher teams and leadership development.
  - Though the principal meets regularly with a core inquiry team to discuss and plan interventions for targeted students, the school does not yet have systems to regularly discuss and evaluate the teacher teams' effectiveness on student achievement, thus hindering efforts to make improvements to support this work as needed.
  - The principal encourages teachers to become school leaders, however, opportunities for leadership development is not yet evident. Therefore, development of team leaders and training in facilitative leadership is limited.
- Expand the structured professional collaboration of teams on using an inquiry approach.
  - All teachers engage in professional collaborative teams. However, currently teams do not set focused weekly agendas or use protocols for looking at student work, nor do they plan next steps for instructional practice. Consequently, efforts to maximize the teams' impact on improving student achievement through inquiry are hindered.
  - Teacher teams analyze various assessments in order to make classroom level instructional decisions. However, the lack of embedded distributive leadership structures, such as team leaders, limits their roles in making key school-level decisions around student learning.
- Ensure that the practice of providing feedback to students and families on students' progress is understood and used by students and families.
  - Periodic assessments are used to track progress and adjust school wide plans and goals throughout the year. However, the school does not explain these adjustments to the school community thus minimizing the positive impact on student achievement.
  - Student goal sheets and feedback letters are sent home on a regular basis. However, some students and parents do not understand how to use this feedback to support student efforts to reach or exceed their goals.

## Part 3: School Quality Criteria 2010-2011

<b>School name: David D. Porter</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>				<b>X</b>
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				<b>X</b>
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?				<b>X</b>
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				<b>X</b>
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				<b>X</b>
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				<b>X</b>
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?				<b>X</b>
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?				<b>X</b>
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				<b>X</b>

**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**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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