

# Quality Review Report 2010-2011

**The Edith K. Bergtraum School**

**PS 165 (25Q165)**

**70-35 150 Street**

**Flushing, New York**

**11367**

**Principal: Raquel DeMillio**

**Dates of review: January 27 - 28, 2011**

**Lead Reviewer: Danielle DiMango**

## Part 1: The school context

### Information about the school

PS 165, The Edith K. Bergtraum School, is an elementary school with 644 students from Pre-Kindergarten through grade 5. The school population comprises 14% Black, 22% Hispanic, 21% White, and 43% Asian students. The student body includes 19% English language learners and 13% special education students. Boys account for 53% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2009 - 2010 was 94.4%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school has developed coherent grade level curriculum maps and pacing calendars with aligned rubrics that reflect current standards and support the needs of learners throughout the school.
  - This year, teachers throughout the school, along with an F-status assistant principal/staff developer, have worked across grades and by grade level to develop curriculum maps. This school wide instructional focus on building writing skills in the content areas is scaffolded by grade level throughout the school. Teachers have begun using a common language and lens around the current New York State standards to plan curriculum goals and develop rubrics which are evident in student writing projects.
  - Through analyzing statewide math and language arts data and looking at student work, the school instructional team has developed a clear focus on improving writing. Teacher work in this area has led to the development of targeted goals, plans and focused skills incorporated into math instruction that require students to explain their thought process. Math rubrics and student work that include writing standards posted throughout the school.
- School leaders and teachers work closely with the parents and students to support the school wide belief in high expectations and academic success, resulting in high levels of parental involvement and support in school wide planning.
  - The school provides learning opportunities for parents by scheduling parent workshops to address curricula expectations, intervention supports for students, and other offerings suggested by parents. As a result, families play a role in addressing the needs of the school community and feel supported by the school in the development of their children.
  - The school has a very supportive parent/teacher association and school leadership team that participate in targeting the instructional needs of students. For example, parents participated in the school based decision to offer a “lower grade science class” to students in kindergarten through third grade to address community concern of lack of science instruction in the early childhood grades. These efforts strengthen parent involvement and enrich the learning experiences for students throughout the school.
- The principal has established a strategic approach to classroom observation and feedback that encourages teachers to develop differentiated professional development plans that improve pedagogy and support the school wide instructional focus.
  - School leaders conduct weekly learning walks, formal and informal observations and provide written and verbal feedback to teachers. This practice has lead to the development of a variety of targeted professional plans and teacher training opportunities that support the diverse needs of teachers.

- The principal aligns professional growth opportunities for teachers with the school wide instructional focus in the areas of writing and math. This has led to a school culture where teachers are using common language and strategies to support the school wide goal more effectively.
- Strategic organizational and instructional decisions within the school encourage teacher collaboration to plan short term goals with students, particularly in writing, math, and the arts.
  - Common preparation periods are scheduled during the day, and inquiry teams meet consistently after school by grade and across grade levels. These efforts allow teachers to plan learning activities and support each other when planning instruction to meet the needs of the students they share.
  - The principal has scheduled English as a second language and special education teachers to push into classrooms to provide mandated services for students and to support teachers in addressing the needs of these subgroups relating to unpacking content area language skills. This collaboration has led to changes in planning and instructional approaches to better target the needs of these subgroups within the school.
- The school culture and partnerships provide experiences that integrate youth development services to promote students' personal growth and development throughout the school.
  - The school supports partnerships with outside organizations, such as Capezio, PENCIL, Carnegie Hall, Hunter College, New York University and the Queens Hall of Science some of which were gained through the grant writing efforts of the staff. These relationships help to support the college and career readiness standards that the school has begun to implement.
  - The teachers have been trained through the guidance department and support the anti-bullying campaign within the school as well as other school wide community building programs such as peer mediation and a knitting club. This work enables students to grow socially, participate in building a respectful school community and enriches student's learning experiences.

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

- Further expand the current systems of gathering and analyzing data so all teachers assess individual learning styles, strengths, needs, and progress of students to improve student outcomes.
  - Although the principal and staff collect data throughout the year, there are inconsistencies within the school as to how the administration, teacher teams and individual teachers analyze and use data systems. Given these variations, the school does not effectively analyze student progress and performance trends, including those of special education and English language learners. Without a systematic method for capturing and analyzing information, teachers cannot effectively make informed instructional and classroom decisions or differentiate instruction to address all student needs.

- Design interim assessment tools that support current grade curriculum goals and target individual students' needs consistently throughout the school so that teachers can make informed curricular adjustments to instructional practices
  - Many teachers talked about pre and post assessments given throughout the year but their analysis of these benchmarks are not aligned to the school's curriculum maps. For example, teachers are using writing samples to gauge student progress only in terms of essay structure; i.e.; paragraph indenting and grammar and not in also in terms of content specific skills and knowledge. As a result of the misalignment between the curriculum and teacher assessments, teachers cannot effectively monitor student progress in relation to the standards or their instructional decisions as they relate to the curriculum.
  - Individual teachers and teacher teams look at periodic assessment data together but do not track growth or target the needs of individual students and student subgroups based on this information. This limits teachers in the development of clear, rigorous and student focused goals throughout the school and hinders teachers in differentiated instructional strategies.
  
- Deepen the work of collaborative inquiry teams to support teachers in identifying students with common instructional needs and set targeted goals that support the academic growth of those students.
  - While individual and teams of teachers look at student work together, they do not organize student data to include underachieving subgroups as well as high achievers. This limits a teacher's ability to differentiate instruction effectively.
  - Teacher teams have developed goals that focus on leveraging changes in classroom practice, curricula, and instructional approaches. However, their instructional decisions do not target the needs of individual or groups of students revealed from the data. Throughout the school, student goals are general or non-specific. For example, one student's goal was "to answer questions more correctly in math." Without intentionally organizing student data around student strengths and weaknesses within the curriculum, it is difficult for the teams to assess if their decisions are affecting student outcomes or improving instruction.
  
- Engage in collaborative planning to develop a clear, data driven instructional vision, with specific action plans that are understood and supported by the school community to improve student outcomes.
  - Although the principal identifies writing to be the school's instructional focus this year, writing goals and lesson plans are not developed using outcomes based on assessment information. As a result, there are inconsistencies in the ways teacher teams and individual teachers address the writing process and writing skills within their classrooms and expectations of student work products vary throughout the school.
  
- Build upon current curriculum mapping efforts to include results from data to drive the planning of differentiated tasks that engage students in higher levels of thinking.

- A few teachers demonstrated a strong ability to plan lessons with multiple entry points aligned to student needs. In some classrooms students were able to articulate a clear understanding about the purpose of their work. However, these pedagogical practices are not embedded throughout the school. In most classrooms, lessons were undifferentiated and lacking in rigor to push students to higher levels of thinking. For example, during one lesson, the students were asked to work in groups to change a list of words from singular form to plural using the appropriate grammatical rule. It is not yet evident that all teachers within the school are planning and engaging students in a variety of meaningful rigorous work.
- Throughout the classrooms, students are assigned to work together in groups. However, tasks are not developed to allow for accountable talk where they engage in critical thinking with their peers. For example, in many classrooms students were playing educational games where basic skills were being reinforced restricting students from engaging in higher order conversations around what they were learning.

## Part 3: School Quality Criteria 2010-2011

School name:	UD	D	P	WD
<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>	

<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.</b>							
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?		<b>X</b>					
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?		<b>X</b>					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?		<b>X</b>					
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			<b>X</b>				
<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?			<b>X</b>				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			<b>X</b>				
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?		<b>X</b>					
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?			<b>X</b>				
<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?		<b>X</b>					
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?			<b>X</b>				
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?		<b>X</b>					
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		<b>X</b>					
<b>Quality Review Scoring Key</b>							
<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>