



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

The Wakefield School

11x016

**4550 Carpenter Avenue
Bronx
NY 10470**

Principal: Yvonne Williams

Dates of review: March 22-23, 2011

Lead Reviewer: Elizabeth A. White

Part 1: The school context

Information about the school

Wakefield is an elementary school with 613 students from pre-kindergarten through grade 5. The school population comprises 55% Black, 28% Hispanic, 2% White, 10% Asian and 4% other students. The student body includes 17% English language learners and 18% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2009 - 2010 was 92.8%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Strategic organizational decisions have resulted in increased faculty supports that foster improved student achievement.
 - Due to the significant drop in student performance on the English language arts state assessment, the school has made a curriculum change to the Teachers College literacy program. This effort is supported twice a week by an on-site staff developer who provides effective curricular guidance and resources resulting in a renewed eagerness of staff to teach and students to learn.
 - Extended day is offered three times a week providing an opportunity for students to improve their academic skills in longer blocks. The remaining days allow dedicated time for staff to engage in inquiry and curriculum development activities weekly after school. This time enables both students and staff to effectively focus on improving skills.
- Teachers effectively analyze data to adjust instructional decisions that positively impact student achievement.
 - Teachers gather and analyze classroom and interim assessments to create an accurate picture of students resulting in informed instructional groupings and curricular adjustments such as the creation of rubrics for writing.
 - Teachers examine data such as student work, pre/post classroom tests, interim and predictive assessments and unit exams resulting in informed development of student subgroup goals that match academic next steps. These efforts have resulted in academic growth for students with individual education plans (IEPs).
- Professional periods are structured to allow time for collaborative teams that enable teachers to reflect and refine their practice with collegial support.
 - The vast majority of teachers engage in collaborative work by grade resulting in adjustments to curriculum and instructional strategies. For example, teachers “flesh out” literacy units of study and develop student strategy groups from conferencing notes to improve student outcomes. In addition, teachers use case studies to improve student number sense in math.
 - Teacher leaders consult with the administration and facilitate teacher team meetings resulting in teachers’ voice impacting school improvement efforts. This has been seen particularly with curricula via distributive leadership during core team meetings with representation from each grade.
- The school integrates youth development initiatives and partnerships with families resulting in effective supports that promote the personal growth of students.
 - The school’s *Bullying Campaign* program provides teacher, student and parent training to support students’ social and emotional needs. Students are being developed as leaders by assisting in the resolution of peer conflicts. Partnerships such as, *Literacy Without Walls*, *Drama Residency*, and arts offerings like visual art, chorus, band, ballroom dancing and African drums provide during the day

and after school activities for students and families that result in academic enrichment and cultural expression and awareness. These activities also result in high student enthusiasm about school.

- Positive attitudes towards learning result in an improved school climate that's conducive to learning.
 - Classroom routines and procedures are consistently and effectively established. Students also volunteer to assist younger schoolmates in classroom activities. In addition, students in need of social/emotional supports are known by adults and are supported by a dean and counselors who guide their academic and social emotional development during daily breakfast check-ins resulting in a teacher/student rapport that is highly positive.

What the school needs to improve

- Continue to develop curriculum that results in consistently rigorous habits and thinking skills across all subjects.
 - The school is in the process of deciding which key standards to emphasize. In addition, higher order thinking skills and tasks created for rigorous engagement of learners has yet to be consistently embedded into the curriculum. This results in an inability to provide sufficient challenge or focus on the needs of all learners in a coherent way across the school.
- Continue to develop teacher pedagogy to ensure that it aligns with curricula and provides a range of tasks to meet student learning needs.
 - Across classrooms differentiated teaching strategies are still developing and the pacing of lessons is inconsistent. In many rooms a large amount of time was spent on teacher direct instruction leaving limited time for student group or individual tasks resulting in uneven student supports particularly for higher achievers.
- Develop a system for monitoring school-wide goals over the course of the year that results in timely adjustments as needed.
 - The school's Comprehensive Education Plan goals do not have regular benchmarking intervals to assess progress over time. School leaders do not yet systemically review long term goals resulting in limited "big-picture" assessment of school-wide student progress.
 - Feedback provided to students and families are currently inconsistent. While some teachers regularly update parents on student progress between formal making periods there is no school wide policy resulting in a missed opportunity for families to monitor and support student progress.
- Formalize teacher professional development supports to bolster school-wide instructional practices that align with student achievement.
 - The integration of teacher performance evaluations, student data and work products is inconsistent. Often, formal teacher feedback lacks timeliness resulting in a limited ability to match teacher development needs to supports.

- Currently, targeted professional development opportunities are offered only to teachers who seek it without interim checkpoints. This results in limited ability to measure the impact of professional development or to focus teacher improvement initiatives to where it's needed most.
- Continue to develop structures for determining the quality of curricular and instructional practices to build coherence between what is taught and how it's taught.
 - The link between the instructional program and the needs of students is still developing resulting in curricular decisions that are not yet consistently student outcome-based. Likewise, capacity building is not yet sufficiently evaluated resulting in limited alignment between curriculum and student performance.

Part 3: School Quality Criteria 2010-2011

School name: The Wakefield School	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