

Quality Review Report 2011-2012

Charles Dorsey

Elementary School K067

**51 St Edwards Street
Brooklyn
NY 11205**

Principal: Temica Francis

Dates of review: March 7-8, 2012

Lead Reviewer: Barbara Freeman

Part 1: The school context

Information about the school

PS 67 is an elementary school with 248 students from pre-kindergarten through grade 5. The school population comprises 52% Black, 39% Hispanic, 3% White, and 4% Asian students. The student body includes 8% English language learners and 8% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2010 - 2011 was 91.0%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school's pedagogy is based on beliefs of how students learn and is aligned to a curriculum that is engaging and differentiated in order for students to produce meaningful work samples. (1.2)
 - The school believes that children learn best in a caring environment with small size classes that provide ample time to complete rigorous tasks by practicing learned skills. Teachers plan a variety of whole group, small group and individual activities and use various strategies such as open-ended questioning and technological resources like Imagine Learning to support language acquisition for their English language learners (ELL's) in the classroom setting. Teacher, students, and paraprofessionals give effective actionable feedback on student work providing added support so revisions and corrections can be completed independently resulting in multiple opportunities for all learners to access and engage in the Common Core Learning Standards aligned curriculum.
- The administration makes strategic decisions about the school's resources that support the school's instructional goals to meet student needs. (1.3)
 - After assessing student performance, the school targeted sub-groups within the student population that required additional time to attain predetermined academic goals and to strengthen their social and emotional needs. To provide this increased time the school financially committed to an afterschool program which focuses on homework help, project based learning, behavioral support, and recreational outlets for these students. Moreover, to preserve the continuity of professional opportunities for staff, allocations are budgeted for class coverages allowing teachers to receive content and pedagogical training focused on meeting student needs and attaining school goals.
 - Time is considered a valuable resource in the school. The master schedule includes daily common planning time, where teachers work in teams to discuss performance task development, student work products, and teacher practice. Double-blocked periods are scheduled for English language arts and Mathematics to provide students with uninterrupted time to complete these performance tasks and class assignments as well as giving teachers ample time to provide various tiered lessons, conference with students, and conduct assessments. This has resulted in improved classroom instruction as well as providing students with needed supports to complete more rigorous tasks.
- The school has developed goals that reflect the school's vision and are based on data that the faculty understands and supports. (3.1)
 - School goals are approached from the theory of action "if students have increased independent work time, they then will be able to demonstrate their knowledge." Goals outlined in the Comprehensive Educational Plan (CEP) and the Principals Performance Review (PPR) focused on the incorporation of performance tasks in English language arts and math,

implementing a workshop model during literacy instruction, increasing teacher effectiveness and increasing student performance on state assessments resulting in the commitment to provide support for all learners in the community.

- Based on school data, a needs assessment was done to develop school goals. Annual goals focused on attendance improvement and target sub-groups were identified. Parents are part of the goal development and action planning. The entire parent community receives the annual school goals. Through professional conversations, inquiry studies, “morning minutes” and a focus on shared expectations, teachers are reminded of the annual goals for the school, grade and class leading to a focused approach to narrowing the achievement gap.
- The administration uses the tool of observation to analyze its correlation to student outcomes and teacher practice in order to support and promote professional growth and reflection. (4.1)
 - Through short and frequent observations aligned to a research based rubric, school leaders provide feedback on classroom lessons and teacher practice. With a focus on math instruction, teachers discuss where they see themselves on a continuum and the supports they need in meeting next steps. Student work products and other assessment data is used to ensure that student and school goals are being met and aligned to teacher growth. In addition, new teachers are supported through a mentor program which monitors their growth. Mentors receive additional training in coaching and supporting new teachers. This ensures that professional development and progress is monitored for all teachers regardless of experience.
 - The school’s professional development plan reflects support for teachers at all levels. Specific needs such as the integration of the Common Core are pervasive and other areas are addressed in grade and content specific groups led by grade leaders. The plan is shared with the staff and teachers have the ability to participate in other external programs to support them in the identified areas. Teacher strengths have led to the departmentalizing of Grade 5 so teachers are developing in an area of strength leading to deeper levels of teacher development and practice enhancing the student work products produced.
- The school has utilized the support of professional development and outside agencies to support child/youth development to accelerate student learning. (4.4)
 - The school guidance counselor provides professional development to the staff and works with students to ensure that the Respect for All (RFA) initiative, addressing bullying and celebrating diversity, is supported. The co-located schools work harmoniously to stress respect for the building and hall displays which celebrate student work. The building counsel is instrumental in bringing students and staff of both schools together to discuss building issues resulting in a safe and inclusive environment that fosters learning.
 - Through the school’s collaboration with the Sports and Arts in Schools Foundation, struggling students and higher achievers are able to

participate in an afterschool program focused on homework help, skill driven sports and fitness activities, visual and performing arts instruction and offsite field trips to cultural institutions, athletic events and college campuses. Students not only have the opportunity to receive academic support but also have outlets in non-academic areas to excel. Culminating activities organized by the foundation incorporate families resulting in an inclusive and strong school partnership.

What the school needs to improve

- Continue to design and create a coherent curriculum aligned to key state standards to engage a variety of learners. (1.1)
 - Teacher lesson plans and grade curriculum maps illustrate integration of the Common Core Learning Standards however; key standards have not been identified for areas of need for students limiting the ability for the school to focus on skills and strategies school wide to have a greater impact on accelerating student achievement.
 - The school believes through one to one conferences with students, children working in groups, and incorporating independent work time that lessons will promote cognitively engaging lessons and high levels of thinking but teachers are not consistently using student data or student work samples including students with disabilities (SWD'S) reducing the schools ability to assess the success of teaching strategies and practice.
- Strengthen the alignment of assessment data to teacher practice enabling teachers and teams to adjust instructional decisions. (2.2)
 - The administration provides teacher teams with an analysis of summative and periodic assessment data to order for them to make classroom decisions regarding student grouping as was evident across most classrooms. The development of teacher created assessments, rubrics, and other sources of data linked to key standards was limited and the ability of teacher teams to analyze data independent of the administration was inconsistent reducing the effectiveness of teachers' instructional decisions.
 - In several classrooms, teachers had mid-lesson checks for understanding. Students discussed their work with a peer or the teacher highlighted an aspect of student work that had been observed during the lesson. However, these practices are not typical across classrooms impacting on the ability of teachers to make changes to their teaching practice to ensure all students are learning at optimal levels.
- Ensure adjustments are made to school-wide goals based on periodic assessment data and feedback provided to staff, students, and families resulting in high levels of mastery. (3.3)
 - The school uses Acuity periodic assessments to track student progress and a work sampling system in Kindergarten through grade 2. The administration provides teachers with an analysis of the data and discusses what next steps should be included in future lesson development based on school goals. Teachers create and implement

lessons based on these discussions. However, there is a lack of teacher input and involvement when using data to track student progress limiting the capacity of these teachers to learn how to effectively use this data for instructional purposes as well their ability to influence the adjustment school wide goals.

- Families receive feedback about their child's progress in various ways. The school provides progress reports in addition to report cards. Parent Teacher conferences are followed up with conversations about supports that can be arranged at home. The expectation of the quality of feedback is modeled by the administration in their discussions with parents and teachers. Students receive feedback on their work through conferences and teacher comments on their work. However, the feedback to parents and students is not consistent across teachers and infrequently contains information about next steps in improvement preventing maximized support for student mastery.
- Strengthen the evaluation of the quality of curricular, instructional and organizational decisions, while making adjustments as needed, to increase the coherence of policies and practices across the school. (5.1)
 - The school has structured daily common preparation periods providing teachers time to discuss curriculum and the integration of the Common Core Learning Standards into their teaching practices. School leaders also meet to discuss the progress of teachers based on a research based rubric and classroom observations. Currently, there is no structure in place in order to merge the information from both sources to monitor the effectiveness of curricular and instruction practice lessening the ability to make more meaningful administrative decisions.
 - The school monitors its fiscal and human resources to make organizational decisions that determine the schools ability to provide coverages for teachers attending professional development sessions. The school also has purchased instructional materials for classrooms. However, there are limited structures in place to monitor current and anticipated needs limiting the school's ability to maximize its budget.
- Continue to establish and sustain a transparent and collaborative system for measuring progress towards interim and long term goals in order to make adjustments during the year and over time. (5.3)
 - School goals are developed after a data needs assessment is conducted. Those goals are articulated to the school community and are the basis of the work teachers are working towards with their students. Nevertheless, there are no clear interim goals to monitor how teachers and students are progressing throughout the year or how goals are adjusted based on other data sources weakening the school's ability to maximize goals that accelerate student learning.
 - Teachers have conferences in grade and inquiry teams to discuss student work and strategies to support learners. At this time, conversations linked to interim goals and teacher practice is inconsistent lessening the ability to have a school wide conversation about the progress of student learning throughout the year. (c)

Part 3: School Quality Criteria 2011-2012

School name: Charles Dorsey	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 as evidenced by meaningful student work products?			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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?			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 staff, students and families, and support students and families to achieve them?			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, guidance/advisement 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, with particular attention to the CCLS?		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