

Quality Review Report 2011-2012

P.S. 149 Danny Kaye
Elementary school K149

700 SUTTER AVENUE
BROOKLYN
NY 11207

Principal: ENID SILVERA

Dates of review: December 18, 2011
Lead Reviewer: Rose Marie Mills

Part 1: The school context

Information about the school

P.S. 149 Danny Kaye is an Elementary school with 789 students from pre-kindergarten through grade 5. The school population comprises 62% Black, 29% Hispanic, 1% White, 1% Asian students and 7% other students. The student body includes 6% English language learners and 11% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2010 - 2011 was 89.4%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal makes strategic organizational decisions on the use of resources to support both pedagogical improvement and student success.
 - Strategic programming and the use of the school-based option provides teacher teams the opportunity to meet three times weekly. Teams utilize the time to focus on inquiry work, discuss grade specific matters, create and/or revise curriculum maps and performance tasks, examine student work, and discuss pedagogical practices. As a result, student work products in English language arts reflect engagement in rigorous writing tasks.
 - School leaders carefully match students' needs with teachers' expertise. In response to student performance on New York State assessments, this school year a second grade teacher, with strength in mathematics, is looped to the third grade to support the team and a student with disabilities teacher, who has expertise with providing meaningful instruction using hands on activities, is assigned to a group of students who need this support. Additionally, intervention staff supports all grades with targeted pull out services. Therefore, teacher assignments and programming decisions assist the needs of all students.
- Administrators support teachers through short, frequent observations that include specific feedback, thereby enhancing teacher development.
 - School leaders have adapted the Danielson framework, a research-based rubric, and use it to provide staff with succinct feedback through short frequent observations. Teachers new to the school are paired with an experienced, accomplished buddy teacher on the same grade level. Coaches provide in class support and professional development workshops to staff. A targeted group of teachers attends monthly professional development workshops offered by the Network and turnkey the information to their peers. Feedback to staff based on classroom visits is specific to the domain of the research-based rubric that is the focus, and administrators document low inference observations on what both the students and teacher are doing. Teachers are provided with clear next steps to enhance their practice and guide student growth.
- Students benefit from small class size, in a safe and caring environment that promotes both academic and socio-emotional growth.
 - The student to teacher ratio of 13:1 along with the use of City Year volunteers ensures that students and their needs are known by adults. Additionally, the school's involvement in the Mayoral attendance initiative guarantees that student attendance is carefully monitored and resources are in place to support students who are experience attendance difficulties. The school also has an additional guidance counselor who provides at-risk support for students identified with socio-emotional needs. Hence, small class sizes in conjunction with attendance initiatives and emotional supports help students to participate in their work for greater success, in an orderly environment.
 - "Project Love", a school designed character development program, fosters students' socio-emotional development. Each year the school chooses ten core values and students engage in activities to support the development of each value on a monthly basis. Activities include cultural assemblies, respect for all,

- arts festival, mother/daughter teas, and boys' night out. Morning announcements include students reciting the school poem, "My mind is a Pearl", which embodies the development of positive character traits. Students indicate that the words of the poem along with the care shown by staff focus them on doing their best in school.
- School leaders and staff regularly review an array of data that result in the successful identification of strengths and weaknesses to guide school improvement efforts.
 - The review of data from New York Start, Progress Report, ECLAS, and ATS guide school leaders in identifying the school's strengths and areas of need. The students with disabilities sub-group did not make adequate yearly progress in English language arts; therefore, there is a strong focus in this area. Intervention teachers provide extra push in and pull out services to support targeted students. The results of benchmark assessments indicate that students are making progress.
 - In addition to the Periodic Assessments, the school engages students in grades three to five in three benchmark assessments in English language arts and math during the school year. The data specialist analyzes the data and the instructional cabinet discusses performance trends, including sub-group performance, brainstorm needed adjustments, and intervention strategies. Analysis from these multiple sources guide school wide improvement plans.
 - All teachers belong to an inquiry team, with opportunities for leadership development, thus allowing them to be involved in school decision-making to improve student outcomes and develop leadership skills.
 - All teachers benefit from involvement on one of the six inquiry team, as well as a grade team. The inquiry teams focus on guided reading and writing improvement. These structured collaborations give teachers the opportunity to examine student work, reflect on classroom practices, discuss intervention strategies, and make needed adjustments in order to accelerate student learning.
 - Inquiry team and grade leaders are teachers who have been identified by administrators or peers. In most cases, these roles do not overlap resulting in more teachers gaining leadership opportunities. Team leaders meet with the instructional cabinet bi-weekly to discuss the work of the teams and brainstorm needed interventions. This allows teachers to have a voice in school decision-making around instructional matters, build leadership capacity, thus ensuring continuity in the school.

What the school needs to improve

- Accelerate the development of curriculum maps aligned to key State standards and rigorous tasks, across all subject areas in order to ensure that all students are appropriately challenged to succeed.
 - The school has curriculum maps in literacy, and teachers have begun to create maps for math. Currently, teachers utilize monthly math pacing calendars that are designed by the coach. Groups of teachers participate in Network workshops on curriculum mapping and integrating the Common Core Learning Standards (CCLS). However, the emphasis is on English language arts while the work on curriculum mapping in math and other core subjects is still in process, resulting in a lack of all curriculums being aligned to key standards across grades and subject areas to support student progress in meeting State standards.

- While teachers plan tiered tasks for students, and choose or create rubrics aligned to the tasks, task refining based on the analysis of student work is not yet an embedded practice. Additionally, classroom observations reveal that some teachers struggle with providing students with appropriately scaffolded tasks that engage all students. For example, in a social studies class, all students were asked to write a paragraph stating the things they would see on a helicopter ride from New York to California. While the higher achieving students understood the task requirement, the English language learners struggled with this assignment. Consequently, academic tasks do not always reflect planning to cognitively engage all learners and hampers students' progress towards meeting the standards.
- Deepen instructional practices so that the delivery of lessons, across the school, consistently includes effective questioning, extends learning, and offers suitable challenge for all students.
 - The school ascribes to the workshop model of instruction and most teachers adhere to this practice. All teachers group students to facilitate peer intervention and group activities, and a few demonstrate the use of questioning to encourage student to student discourse. However, pushing student thinking through appropriate questioning is inconsistent across the school. A review of student work products on display in classrooms and in work folders, reflect an inconsistency in providing appropriately tiered assignments to students based on their entry points. Subsequently, some students struggle with producing meaningful work products as instruction is not always planned to meet their needs.
- Strengthen the use of on-going assessment practices so that teachers continuously gauge student achievement and make timely adjustments for individual students and sub-groups resulting in improvement in student performance.
 - The data specialist review periodic assessment data and identifies the performance trends of the English language learners and students with disabilities subgroups. However, teacher teams examining student work do not consistently focus on the performance and needs of these students. Consequently, across classrooms adjustment of instruction and intervention strategies to accelerate the growth of targeted students is not prioritized.
 - Students indicate that opportunities for self-assessment are limited across the school. While a few students indicate that they have had the opportunity to self and/or peer assess, most students are not provided with this opportunity. In addition, classroom observations indicate that while the school requires teachers to regularly conduct conferences with students in reading and writing, the practice is inconsistently carried out. Most teachers have a maximum of three conference notes since the beginning of the school year, and some had none. The absence of consistent checks for student understanding inhibits needed adjustments and stifles student growth.
- Monitor goal setting practices so that student goals are data-driven with a focus on sub-groups to ensure acceleration of learning for all students.
 - School leaders have established a protocol for setting data driven goals for students and teachers are provided with goal setting templates or they create their own. However, teachers inconsistently guide students in setting data-driven

goals. For example, in a student with disabilities classroom, students created data-driven reading and writing goals and were able to articulate them and the strategies they are using to enhance goal achievement. In contrast, in several general education classes, while teachers articulate that student groupings are based on data, there is no evidence of documentation to support this. Students articulated their goal as “passing tests” or “moving to the next reading level”. Subsequently, setting measurable and differentiated learning goals for students is not consistent across the school thus hindering student advancement.

- Implement structures for evaluating data organization tools and methods of sharing student performance with families to ensure consistency across the school.
 - The school has established a protocol for teachers to maintain student assessment data and all staff have a binder. However, a review of the binders indicate that staff inconsistently document students reading and writing conferences and administrators have not yet developed a system to regularly review this data management tool and evaluate its effectiveness. This makes it difficult to accurately gauge student progress and make needed school wide adjustments to strengthen coherence of practice across the school.
 - Although the school provides students and families with end of marking period report cards four times during the school year, individual teachers share student progress with families during the marking period, as they deem necessary. The lack of a school-wide protocol for teachers sharing student performance data with families within each marking period, results in an inconsistency for all parents to be fully informed of the progress of their children, thus missing opportunities to take actions to support them in moving toward success.

Part 3: School Quality Criteria 2011-2012

School name: Danny Kaye	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
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