

Quality Review Report 2011-2012

**Patrolman Robert Bolden
Elementary school K345**

**111 Berriman Street
Brooklyn
NY 11208**

Principal: Wanda Holt

**Dates of review: February 6-7, 2012
Lead Reviewer: Maria Robustelli**

Part 1: The school context

Information about the school

P.S. 345 Patrolman Robert Bolden is an elementary school with 693 students from pre-kindergarten through grade 5. The school population comprises 49% Black, 46% Hispanic, 1% White, 3% Asian students and 1% other students. The student body includes 10% English language learners and 9% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2010 - 2011 was 91%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- School leaders and staff have effectively created a safe, nurturing environment that provides students with support for their personal and academic development. (1.4)
 - o The school has created a safe and respectful environment that supports student social-emotional needs and celebrates good deeds. Students are recognized on the Core Virtue bulletin board that highlights the virtue of the month. This year, the school has implemented the Positive Behavioral Interventions and Support (PBIS) model and implemented the use of “Bee Bucks.” These are used as a positive reinforcement for excellent behavior, such as helping another student or turning in a lost item. Guidance counselors also provide individualized and classroom level support to students to support their social-emotional learning, including presentations on bullying. Parents report that any problems or concerns are quickly resolved by teachers and administrative staff. For example, students were having difficulty with one another. One of the students met with the guidance counselor and a meeting was immediately conducted with all involved parties to resolve the issue. This situation is one example of ways this school ensures that students’ social-emotional needs are quickly addresses. As a result, students are eager to come to school and the attendance rate is currently at 93%, an increase from 91% in the 2010-2011 school year. In addition, the school has demonstrated a significant decline in incident reports this year, allowing students and staff to deepen their focus on academic growth.
- The school provides families with timely feedback on student progress and next steps to increase student success. (2.4)
 - o The school uses a variety of tools to communicate student progress to parents, including progress reports, report cards, homework, phone calls, e-mails and newsletters. On the most recent Learning Environment Survey (LES), 93% of parents reported that the school keeps them informed of their child’s academic progress. Progress reports include next steps for parents to support student learning at home. By engaging in ongoing, meaningful communication that includes phone calls, e-mails, home visits and meetings, parents are equipped with the skills needed to help students to improve learning outcomes and are able to have informed conversations with school staff regarding student achievement. Consequently, students are more involved in their learning and parents share accountability for student success (a)
 - o The school has created a variety of initiatives to promote the active participation of parents in the school’s programs, including parent-teacher conferences, monthly Parent Association (PA) meetings and bi-monthly newsletters. Weekly trainings are conducted by the family coordinator that include topics such as test taking strategies, Common Core Learning Standards (CCLS), social-emotional supports and ARIS Parent link. Parents reported that they are able to assess and provide input on the implementation of programs and give suggestions for improvement during PA meetings. In one instance, parent input led to the implementation of the “Bee Bucks” program in the kindergarten classrooms. As a result, parents are highly engaged in school activities and decision making that supports student academic success. (b)
- School leaders purposefully communicate prioritized goals which create a shared understanding of the focus on increased student success school-wide. (3.1)

- o School leadership has developed long-range school level goals and detailed action plans in collaboration with the school community based on a variety of data sources, including the Learning Environment Survey (LES) progress report, school report card, curriculum assessments, state-wide exams and school-based surveys. The goals are fully aligned to the school's Comprehensive Educational Plan (CEP) and have been shared both verbally and in writing with the school community. Teachers are able to articulate a clear understanding of the school-wide goals and expectations for the current school year. As a result, there is a unified, collective understanding and commitment to the school-wide increased expectations for student achievement as well as a firm belief in the positive long term impact these goals will have on student success. (b, c)
- School leaders and staff consistently convey high expectations that engage families and provide varied opportunities for parental involvement that focuses on student progress. (3.4)
 - o School leadership provides weekly workshops for parents that address social, emotional and academic topics. This year, workshops topics have included Positive Behavioral Interventions and Supports (PBIS), Common Core Learning Standards (CCLS), attendance, Acuity and the Parent Involvement Policy. . Parents reported that school leaders and teachers provide ongoing support and clearly communicate expectations and school-wide goals through monthly meetings as well as phone calls, e-mails, individual teacher meetings and progress notes. According to the 2011 Learning Environment Survey, 96% of parents reported that “the school has high expectations for my child” and 95% were satisfied with “how well your child’s school helps you understand what you can do to support your child’s learning needs.” As a result, parents hold high expectations for student success and are engaged in their children’s learning at home, positively influencing student achievement. (b, c)
- School partnerships promote the social-emotional needs and personal growth of students through meaningful experiences that support student learning and achievement. (4.4)
 - o The school has developed partnerships with the Institute for Community Living (ICL), the Puerto Rican Family Institute and New York Psychotherapy, which provide supportive and crisis intervention services to families and students. The school has also implemented the Positive Behavioral Interventions and Supports (PBIS) program and provides ongoing training to staff to help meet the social-emotional needs of students. The school’s partnership with a community based organization provides academic as well as attendance and positive behavioral supports to students throughout the school day. They have also implemented a character building program called “Acts of Greatness”. Students report positive experiences with the learning supports they receive and the school has demonstrated a decrease in incidents and suspension rates this year. These supports have led to opportunities for students to become leaders and improve their school community by modeling positive behaviors and learning about the importance of helping others. Consequently, students display more positive attitudes toward school and their peers, and demonstrate improved behaviors. (a, c)

What the school needs to improve

- Refine the curriculum to enhance the rigor of academic tasks and work products and emphasize higher order thinking skills for a variety of learners. (1.1)

- o Across classrooms, teachers have completed the implementation of a Common Core Learning Standards (CCLS) performance task in ELA and have recently begun to analyze student work at grade level meetings. The school also uses pacing calendars and the scope and sequence from published programs to engage students in their learning. However, there is an inconsistency in regards to the rigor of academic tasks and work products across grades and class levels. Most tasks do not allow students to extend their thinking and apply their knowledge through analysis, application of concepts and problem solving skills. Assignments on display often included worksheets and spelling tests. During one classroom observation, a student was asked how she arrived at her answer and responded that the teacher said to copy the answer from the board. As a result, all students are not challenged to meet the expectations of the CCLS. (b, c)
- Ensure that instruction is differentiated to provide multiple entry points for learning and increase student engagement according to identified instructional needs. (1.2)
 - o Across classrooms, teachers are using data to create student groups based on performance and skills. However, differentiated instructional approaches are inconsistently applied that the curriculum is not routinely challenging to a variety of learners. Therefore, all students are not actively engaged in the lessons and able to access learning through multiple entry points. In most classrooms, students worked independently or in small groups on the same assignment. Student work products and discussions often require students to repeat information presented by the teacher or locate information in a text. Thus instruction lacks high levels of student thinking, questioning and participation, and limits student growth. (b, c)
- Ensure that school-wide resources support instruction and increase student engagement. (1.3)
 - o According to recent school data, the teacher turnover rate has been at 11% each school year from 2008-2011. Few positions have been re-staffed resulting in larger class sizes and coaches being placed in positions as classroom teachers. In addition, teacher teams meet weekly and are able to identify common student needs to address as a grade. However, they are not able to identify promising instructional practices or target available resources to address these needs. Further, they are not able to complete next steps for implementing and evaluating the instructional focus within classrooms. Consequently, the use of time and resources is not effectively aligned to improve teacher practice and support the work of teacher teams. As a result, teacher teams do not effectively address student outcomes or instructional improvement within classrooms, negatively impacting student improvement. (a, b)
- Deepen the level of analysis of school data to develop an understanding of subgroup patterns and trends to improve student outcomes. (2.2)
 - o The school has identified the need to focus on students with disabilities (SWDs), English Language Learners and African Americans in math by reflecting on summative data, including statewide math and English Language Arts assessments. Across classrooms, teachers are using a variety of classroom level assessments, such as running records, conference notes and portfolios to supplement summative data and identify overall trends for students in these subgroups. However, individualized instruction that targets specific skill gaps, defines the rate of progress and works through student strengths is not routinely

incorporated into classrooms. Consequently, data is not being used to focus strategic pedagogical interventions that improve student learning outcomes for identified subgroups of students, hindering the rate of growth for all students.
(b, c)

- Refine strategies to provide feedback to teachers around focused areas to support strategic improvement in instructional practice and teacher performance. (4.1)
 - o School leadership has created a two month cycle of six identified competencies, including culture, student engagement and questioning, to implement a teacher effectiveness rubric school-wide. This includes a brief professional development session on the competency of focus as well as observations and feedback of some teachers within the identified competencies. During classroom observations, these competencies were observed in a limited number of classrooms. Teachers reported that they felt overwhelmed and did not have an understanding of the rubric or competencies that had been introduced. Although school leaders provide one-on-one support and arrange intervisitations for some targeted teachers, concrete feedback and individualized support for all teachers is inconsistent and teacher learning opportunities overall are not differentiated. Consequently, teachers have a limited opportunity to develop their own practice in order to support student learning.(b, c)

Part 3: School Quality Criteria 2011-2012

School name: P.S. 345 Patrolman Robert Bolden	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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