

# Quality Review Report 2011-2012

Jackie Robinson School

Elementary School 375

46 MCKEEVER PLACE  
BROOKLYN  
NY 11225

Principal: Marion Wilson

Dates of review: February 28-29, 2012

Lead Reviewer: Yvette Donald

## Part 1: The school context

### Information about the school

Jackie-Robinson School is an elementary school with 554 students from pre-kindergarten through grade 5. The school population comprises 81% Black, 16% Hispanic, 2% White, and 1% Asian students. The student body includes 12% English language learners and 12% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2010 - 2011 was 92.9%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- A highly supportive, inclusive and mutually respectful environment that ensures learning for all results from the school's intensive focus on students' personal and social emotional growth. (1.4)
  - Based on low attendance and student infractions, the school is re-emphasizing its academic and behavior program, ABCD (Attendance, Behavior, Classwork and Dress Code), which allows all students to earn the privilege to attend various, frequent celebrations, such as pajama parties, recognizing students for meeting or exceeding the attendance expectations and overall academic and behavioral achievements, leading to the school meeting its attendance goal of 93%. Points earned as part of the ABCD program can be used to purchase materials from the school store. In addition, a yearly community supported festival celebrates the similarities and uniqueness of the culturally diverse student population. An active student government, in collaboration with staff, highlights and addresses concerns of the student body. In response to concerns about the impact of Styrofoam lunch trays on the environment, the student body is leading an initiative to transition to a more environment-friendly material. Collectively, these practices and initiatives ensure that students want to come to school, have a voice in decision-making and are motivated to succeed.
- Continuous dialogue between school and home ensures that parents know and understand their children's strengths and weaknesses in order to support higher learning outcomes. (2.4)
  - Parent association surveys, monthly parent workshops offered by both school and after-school staff, and semester-based individual parent meetings relating to student's Individual Learning Plans (ILP's), which detail a child's academic and social-emotional performance, keep parents abreast of curriculum requirements, and school-wide initiatives. Conversations between families, teachers and administrators, about the ILP, ensure parents understand student performance, what students know and do not know, and the steps needed to improve. In addition, progress reports are sent home monthly, that includes information related to attendance, reading level, and progress made in academic subject areas. Parents receive training and help coordinate events on motivating children to read at home, support for strong-willed children, developing healthy lifestyles and strengthening the father/child relationship. Collectively, these practices and events result in an increasing understanding of their children's strengths and weaknesses, thus empowering them to be shared partners in learning in school and at home.
- The school's partnerships support the personal growth and development of students and families, promoting sustained learning. (4.4)
  - Recognizing the delicate balance between academic and social growth, professional development is integrated into the teachers' learning experiences to address both these domains, in support of students' academic and social needs. The academic intervention support (AIS) coordinator and the dean, collaboratively present trainings on how to create class routines that encourage student-learning experiences so they can meet academic expectations. Classroom teachers apply non-verbal cueing systems such as clapping repetition or passing a microphone to ensure student engagement in learning activities to

minimize time lost on negative behaviors and increase instructional foci. In addition, town hall meetings re-enforce attendance goals, address safety issues such as bullying and other student concerns, in order to build a common understanding of youth development expectations. Thus, all adults are knowledgeable and help to create a respectful and inclusive community where concerns are addressed, and achievements are recognized and learning occurs.

- The school has embedded internal and external partnerships with community-based organizations (CBO's) such as the Madison Square Boys and Girls Club, Hope Foundation, several fraternities, and the Medgar Evers College Male Empowerment center. Father-daughter night parent-child dinners, serve as an opportunity to strengthen the relationships between children and their parents. Collaborative efforts by CBO's, parents, teachers, students, and staff, result in celebratory activities and events, such as the yearly neighborhood 'Promote Respect Integrity & Diversity in Education' (PRIDE). As a result, there is recognition and strengthening of relationships between students, families, and the school, so that teachers and staff are able to support students' academic and social growth.
- The school sets clear and focused goals, grounded in the analysis of student performance, that promote higher levels of student outcomes (3.1)
  - Based on the analysis of New York State English, math, and science exam results, the school sets short-term goals that range from increases of 5% to 10% improvement in performance levels across all testing grades, with a long-term goal of 85% of students reaching proficiency by June 2014 in all core subjects. Analysis of the Learning Environment and in-house teacher surveys informed the teacher development goal of elevating teacher practice with a focus on higher levels of questioning and student engagement. The attendance goal of 93% is based on the analysis of yearly attendance trends and daily attendance rosters. Using this data-informed process ensures that overarching school goals are based on an understanding of where the school is relative to where it needs to go. As a result, the school is close to, and in some cases, meeting expectations to increase performance for teachers and students, respectively, as evidenced by documented focus on teachers asking higher-level questions, and over 50% of all students meeting performance expectations on periodic assessments.
  - The administrative team reviews and analyzes data to determine the effectiveness of organizational decisions in order to makes necessary adjustments. (5.2)
    - The instructional cabinet, including grade team leaders, meets to review attendance data, State performance index projections, and discuss the development and implementation of the Common Core aligned learning tasks. Based on the result of the information shared, the administration is able to determine the effectiveness of the school's instructional and organizational decisions. To address the low attendance pattern surfacing in the early childhood grades, the school decided to post all students' attendance and other performance data in the school lobby and track individual progress on a regular basis. The visible recognition and acknowledgment of attendance has prompted 'friendly' competition among the early childhood students and between students across the school, thus resulting in increasing overall school attendance at all grades.

## What the school needs to improve

- Ensure that the curricula reflects key standards and provide a wide range of rigorous learning experiences across classrooms in order to accelerate growth for targeted groups of students. (1.1)
  - The school provides students with a standards-based English language arts and math curricula. However, teachers and administration have not yet determined the key standards that will coherently drive learning within, across the grades, and for all content areas. In addition, existing curricula does not reflect accommodations and research-based strategies to address the needs of English language learners (ELL's) and students with disabilities. This limited attention in planning varied activities and experiences for these key groups of students, including those who are high performing, based on the analysis of data, prevents all students from engaging in activities that are cognitively challenging and developmentally appropriate, thus limiting the acceleration of learning for all students.
- Strengthen the alignment of pedagogical practices to curricular goals and academic expectations in order to bolster students' thinking so that work products evidence higher levels of cognition. (1.2)
  - Conversations with administration and staff highlighted the philosophy that all students should be active participants in the implementation of curricula that are engaging and promote critical thinking. However, there is inconsistency in the implementation of teaching practices that support students meeting curricular expectations. Students across various grades were being taught the same lessons using the same materials and questions. Teachers teach key foundational skills, but are not able to clearly articulate or demonstrate through practice with students, how the learned skills are related to developing suitable content knowledge for students. In addition, students were grouped to work on various activities, yet there were very few classes in which the questions asked or prompts provided required students to use the collective knowledge of their peers to build an understanding of what was being taught. In the majority of classrooms visited where student work was reviewed, teacher questions, and routines, did not frequently offer students, across all groups, prospects to actively engage with peers and respond to prompts that expanded their thinking.
- Build upon the teacher observation and feedback process to ensure closer alignment to the chosen research-based framework, and connect to student work products, in order to elevate teacher practice (4.1)
  - Administration and the instructional staff have begun to engage in walk-throughs and provide teachers with feedback related to a variety of focus areas, including questioning and engagement. However, the frequency of visits is sporadic and does not align to the weaknesses identified in teacher practices, nor does the depth of feedback on practices noted reflect next steps that scaffold and support professional growth. Moreover, teachers articulated varied levels of understanding of the observation and feedback process, thus preventing them from evaluating and modifying their practices, and leveraging next steps to improve pedagogy and drive increased growth for all students.
- Ensure that individual and teams of teachers gather and analyze meaningful classroom level data aligned to key standards in order to target and address the needs of all students. (2.2)

- Teachers gather a variety of data including results of summative and periodic assessments such as New York State English language arts and math results, Writing Assessment Program (WRAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Acuity. This data provides staff with general information related to student performance levels, strengths, and areas of need, which is used to create Individualized Learning Plans (ILPs) for each student. However, analysis has not led to the identification of key standards, nor have teachers determined the congruence between assessments to determine students' strengths and weaknesses. In addition, there is no evidence of an analysis relative to the specific needs of students with disabilities and/or ELL's. As a result, teachers have a limited understanding of students' abilities and needs, and do not provide targeted instruction, as evidenced by little progress made by high need student subgroups.
- Ensure that the use of resources and staff's collaborative learning opportunities lead to improvements in teacher practice and result in rigorous tasks and student work products that cognitively engage all student groups. (1.3 )
  - The principal uses financial resources to maintain two full-time coach positions, an academic intervention specialist, and a dean of students, in support of increasing academic outcomes, attendance, and a safe and supportive school environment. Grant funds have been allocated to provide members of the instructional cabinet, and some teachers, with at-hand technology devices, allowing them to access student performance information during the course of the school day. In addition, teacher time is allocated to allow for daily professional collaborations. Each teacher team is led by a grade leader chosen by administration. These resource allocations and programmatic decisions are intended to support staff in meeting the school's goals. However, despite the high frequency of time for teachers to meet, the focus of their work is still in its infancy as it relates to the development of academic tasks. Also, teachers do not consistently use information from professional learning experiences, including teacher team meetings and coaching support, to meet the specific needs of all groups of students; thus limiting all students from producing work products that demonstrate higher levels of thinking.

## Part 3: School Quality Criteria 2011-2012

School name: Jackie Robinson School	UD	D	P	WD
<b>Overall QR Score</b>		X		
<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>	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
<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>	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	
<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>	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**

<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>
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