

Quality Review Report 2011-2012

**Professor Juan Bosch Public School
Early Childhood school M178**

**12-18 ELLWOOD STREET
MANHATTAN
NY 10040**

Principal: DEIRDRE BUDD

**Dates of review: April 30 and May 1, 2012
Lead Reviewer: Elsa Nunez**

Part 1: The school context

Information about the school

Professor Juan Bosch Public School is an early childhood school with 238 students from kindergarten through grade 2. The school population comprises 8% Black, 69% Hispanic, 15% White, 1% Asian students and 7% other students. The student body includes 11% English language learners and 23% 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 94%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school has established a safe, orderly environment that nurtures and supports adult and student learning, which positively impacts the personal and academic development of students. (1.4)
 - o The school has a well-established, inclusive culture that supports involvement by all constituents. Interviews with parents and teachers demonstrate that they strongly support the school's vision and goals to improve student learning. The school reviews the outcome of the School Survey and occurrence reports to guide school policy. Student views are also valued and as a result of persuasive letters written to the principal, the school's policy regarding videos and activities conducted during the lunch periods have been modified. Minutes from the school's safety committee are distributed to all staff members in order to inform of topics discussed and to solicit ideas and comments regarding issues related to safety and the tone of the building. The guidance counselor, social worker and assistant principal attend professional development sponsored by the Network and the Department of Education to assure that they are adequately prepared to support school needs. As a result, maintaining a calm supportive environment is viewed as a collective responsibility that has resulted in lowering the number of reported incidents for this school year to a total of two, as demonstrated by online reports.
 - o The school closely monitors academic performance, attendance and the social-emotional needs of students to assure that all students are making progress towards grade level standards. A committee comprised of the family worker, social worker, guidance counselor and the principal monitors attendance. Students who demonstrate a pattern of absenteeism before or after weekends or holidays or who do not bring doctor's notes after being absent are targeted by the team in order to plan appropriate interventions with parents. The school's guidance counselor, social worker and family worker collaborate closely to assure that the social-emotional needs of student are being met. The school's efforts to monitor and address attendance and the social-emotional needs of students has resulted in an attendance rate above the Network and City average as demonstrated by results of the School Survey and Network summary reports which assures that students are maximizing instructional time in order to meet grade level goals.
- The principal makes effective, strategic organizational decisions, across all aspects of the school, in order to optimize student learning. (1.3)
 - o The school schedule affords teachers the opportunity to meet four times a week in order to collaboratively develop instructional plans. Two retired teachers have been hired on a part-time basis to enable teachers to meet multiple times each week. A literacy and math coach provide guidance and support to teachers in developing effective instructional strategies to promote student progress. Lead teachers in each grade have also been identified to guide the work of teacher teams and to serve as liaisons between grade level teacher teams and administration. Support personnel, such as intervention teachers and coaches, are part of teacher teams in order to share expertise, support the work of classroom teachers and collaboratively plan strategies to address students' deficiencies. Through the acquisition of grants and school funds, all classes are equipped with Smartboards and computers to support the instructional program.

The school also maximizes the professional development and support provided to teachers of the Department of Education's integrated co-teaching program for higher functioning children with autism spectrum disorder, which is housed in the school, by sharing strategies with all teachers in the school. The school's coordination of resources to support school goals has resulted in increased student writing across content areas, which demonstrates improved volume, use of details and citing evidence from non-fiction texts.

- School leaders provide a consistent message of high expectations for staff, students and families, resulting in support for the school's goals to improve student achievement. (3.4)
 - o A message that all students can and must achieve is communicated to students, parents and staff. Parent orientations at the beginning of the school year share the expectations for each grade level. The school has a strong focus on promoting the attendance of staff and students by recognizing perfect attendance which is evident on bulletin boards displays, school newsletters and awards assemblies. Students set grade-appropriate goals in order to develop self-awareness of strengths and weaknesses. Parents volunteer to read to students throughout the school on Fridays in order to support school's goal of developing the literacy skills of all students. Parents also support and celebrate school goal through the activities of the Parent's Association, attending school wide events and student publishing parties. Training and support is provided to parents throughout the year during curriculum nights, monthly parent meetings and targeted workshops for parents of English language learners and students with disabilities. Teachers receive training in order to support school goals through the school's collaboration with Teachers College and Network specialists. As a result, everyone at the school believes that the academic achievement of the school is a collective responsibility as evidenced by results of the School Survey.
- Teachers and teacher teams gather and analyze meaningful periodic and formative data in order to regularly adjust instructional decisions and target the needs of all students, including subgroups. (2.2)
 - o Teacher teams have developed rubrics aligned to the school's key standards to measure student progress towards reaching grade level goals and to inform on the effectiveness of curricular units. Teacher teams have collectively developed grade level rubrics that are used across classrooms in order to evaluate student work using a common lens. Pre- and post-unit exams are administered not only to gauge student progress but also to evaluate the effectiveness of curricular units. As a result of the close analysis of student performance, teachers have made informed decisions in order to meet the needs of their student population such as reduction in the number of units implemented throughout the year and the adoption of a new math curriculum that is better aligned to the school goals and their student population.
 - o Teacher teams analyze results of interim assessments, reading levels, pre- and post-unit assessments and results of standardized exams in literacy, math and English as a second language in order to identify the strengths and areas in need of improvement for individual and subgroups of students. For example, the school's detailed analysis of student writing surfaced that students needed to develop stamina in writing. This resulted in the institution of pre-writing activities such as oral development of stories and the use of various graphic organizers to capture student thinking and details from texts. Strategies such as using visuals, pre-teaching of academic vocabulary and modified pacing to support English language learners and students with disabilities have also resulted from

identification of performance trends through close analysis of student work. As a result, the volume of student writing has increased as evidenced by student work displayed throughout the school and review of student portfolios.

- The school provides families with multiple opportunities to engage in an open, on-going dialogue regarding student progress and school expectations, resulting in increased awareness and support for the learning goals of students. (2.4)
 - o Regular communication between school and parents affords the parents the opportunity to engage in regular, reciprocal discussions regarding student performance, progress and instructional initiatives. The school provides parents with various opportunities to receive information regarding the progress of their children to foster parental awareness and support. The school, who tracks reading levels on a monthly basis, sends home a notice to parents when students move up a reading level with suggestions on how to further the child's literacy development to assure that parents can play an active role. In addition to the school's open door policy, the school holds curriculum nights, monthly parent workshops and "Donuts with the Principal" to engage parents in a dialogue around curriculum and student achievement issues. Parents express that the school leadership team meetings provide authentic opportunity for parents to provide input regarding school level decisions. The executive board of the Parent's Association meets on a regular basis with the principal to engage in discussions regarding school goals. As a result, the efforts of the school are widely supported as demonstrated by teacher and parent interviews.
- The school collaborates well with outside partners in order to enhance the academic and personal development of students. (4.4)
 - o The school collaborates well with outside partnerships such as Hunter College and Teachers College in order to enhance teachers' ability to meet the academic and social needs of students. The school is a host site for the ASD NEST Program and participating teachers receive intensive training on how to create a nurturing and inclusive environment for students with special needs. In addition to providing all teachers in the school with the opportunity to attend weekly, afterschool professional development sessions, the information and strategies are shared with all staff members during planning sessions to build staff capacity. The school also has an on-going collaboration with Teachers College that has helped teachers develop strategies to address the needs of students through a variety of teaching methods. As a result of the alliance with these various organizations, teachers report that they are better equipped to handle the social and emotional needs of their students which have led to only two incidents this school year that had to be reported. (a)
 - o Student programming during the day and after school provides targeted academic support for students as well as further opportunities to develop critical thinking skills through the arts. Reading levels, interim assessments, end of unit tasks and guidance referrals are used to make student recommendations to the school's tutorial and enrichment programs. Students in the after school program sponsored by the Young Woman's Hebrew Association (YWHA) of Washington Heights and Inwood are engaged in hands-on science activities as well as a variety of arts programs. The critical thinking skills of students are developed through programs such as the Brain Study program sponsored through Columbia Presbyterian Hospital, Little Orchestra Society and Pathway to the Arts. As a result of the school's efforts to address not only the academic needs of students but also their social-emotional needs, parents and student interviews demonstrate that they feel prepared for the challenges of future grades.

What the school needs to improve

- Deepen the rigor of tasks and questioning to further engage students in higher order thinking skills in order to increase student progress. (1.1)
 - o Teacher teams, with the support and input of the principal, align curricular maps to key standards, focusing on reading and writing informational texts. As a result of the alignment of the curriculum to the Common Core Learning Standards (CCLS), the school has decided to implement fewer units in literacy to enable students to gain a deeper understanding of key concepts. Teachers also work with the Depth of Knowledge matrix to assure that tasks developed are sufficiently rigorous. However, across classrooms implemented tasks do not consistently challenge all students in rigorous activities, thereby missing key opportunities to close the achievement gap of all subgroups.
 - o Teacher teams consistently use student work to guide curricular decisions and task development. Teams strategically focus on the needs of English language learners and students with disabilities to develop strategies that lead to academic gains. Rubrics developed by teacher teams provide information regarding strengths and areas in need of improvement of students that in turn guides curriculum decisions. However, teachers do not analyze student work at various levels to devise strategies to accelerate students at the low, medium and advanced spectrum across grades, leading to a disconnect between strategies implemented and the needs of specific sub-groups of students.
- Increase the consistency of strategies for differentiation across classrooms, to challenge and engage all students, including English language learners and students with disabilities in order to close the achievement gap. (1.2)
 - o Across classrooms, teachers implement the workshop model to provide instruction to students in whole group lessons, followed by independent practice and/or small group instruction. Teachers also expressed that students learn from each other which is evident by book partners and frequent opportunities for student to talk about concepts being learned. School-wide, there is evidence of a belief in explicit teaching of strategies and vocabulary. However, across classrooms, strategies are not being implemented in a consistent manner in order to have an impact on all students, and as a result not all students are being challenged in order to accelerate academic gains.
 - o Teacher teams use the Depth of Knowledge matrix to assure that tasks and questions developed are challenging. There is a strong focus school-wide on explicitly teaching vocabulary in all content areas to improve student comprehension. However, not all tasks and questions are challenging students, leading to missed opportunities for students to engage in higher levels of thinking.
- Further refine feedback provided to teachers, as a result of cycles of observation, in order to increase the consistency of effective practices across classrooms. (4.1)
 - o The school has chosen Danielson's Framework, with a focus on the components of Designing a Coherent Curriculum as well as Engaging Students in Higher Order Questioning Techniques to Improve Teacher Practice. The principal and individual teachers meet to discuss school wide and individual goals in order to further their professional development. The principal engages the school community in learning walks in order to develop a common understanding of best

practices. Teachers receive feedback as a result of learning walks, cycles of observations conducted by administrators and by their peers. The school has provided all staff members with professional development sessions to assure that staff understands the focus for improvement and that feedback provided is related to the identified components. However, feedback provided to teachers is still not specific enough, limiting the impact it has to lift the level of practice of all teachers.

- Further develop the consistency and coherence of data collection in order to evaluate the effectiveness of teacher teams and professional development opportunities provided to teachers. (5.4)
 - o Administrators monitor the work of teacher teams by attending team meetings, assigning a cabinet member to be a permanent member of the team and by collecting and reviewing agendas and minutes. Teachers report that feedback provided by the principal and lead teachers has led to improved practices of teacher teams. Through meeting with teachers to set individual goals for professional development and plan for needed support, the principal assures the needs of individual teachers are being met. Formal and informal observations provide evidence of progress towards meeting school wide and individual goals. However, the school does not yet have systems to gather data regarding teacher performance and then reveal performance trends that can inform school and grade level professional development needs, resulting in missed opportunities to develop effective teaching strategies across classrooms.

Part 3: School Quality Criteria 2011-2012

School name: Professor Juan Bosch Public 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 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	
1..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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