

Quality Review Report 2011-2012

P.S. 020 John Bowne
Elementary School Q020

142-30 BARCLAY AVENUE
QUEENS
NY 11355

Principal: Victoria Hart

Dates of review: January 12th and 13th, 2012

Lead Reviewer: Danielle DiMango

Part 1: The school context

Information about the school

P.S. 020 John Bowne is an elementary school with 1479 students from pre-kindergarten through grade 5. The school population comprises 3% Black, 22% Hispanic, 3% White, 72% Asian students and 0% other students. The student body includes 35% English Language Learners and 8% 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 96.3%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school administration gathers and evaluates a wide range of relevant data regarding student progress, including student subgroups, which informs instructional and organizational decisions at the school level. (2.1)
 - o The principal and her administrative team consistently analyze a wide range of state data, such as item skills analysis, culled from English Language Arts and math tests and New York State English as a second language assessment test for English Language Learners scores, as well as school based data such as Acuity results, school report cards and progress reports in order to identify school wide trends. The administration then holds “data dive” meetings with teachers to communicate the school wide instructional goals and to align them to the students they teach. An example of this work focused on engaging fifth grade teachers in looking at how decreases in progress and performance in English language arts and math last year was a school wide trend that did not align to citywide results. This work has helped these teachers delve down to identify specific areas of weakness and has had an impact on assessment, curricular and instructional decisions made at this grade level.
 - o The principal and her cabinet use teacher data such as observation reports, Acuity Predictive Assessments and feedback from school walkthroughs to identify professional development needs and to make organizational decisions around teacher assignments. As a result of one round of a teacher data study this year, the administration decided to target higher order questioning skills during teacher/student conferencing time school-wide. Additionally, the principal used trends in the performance of the English Language Learners in the building and aligned teams of teachers to serve those students based on student data. This process of data analysis and aligned decision making on the school level has led to improved rigor during conferencing time and an increase in proficiency levels of this focused subgroup school wide.
- Professional development aligned to school-wide goals, citywide expectations and the needs of students is a high priority and teachers benefit from opportunities to develop their practice and learn from one another to improve learning outcomes for students. (4.3)
 - o There are a variety of professional development opportunities within the school, including online and network learning support, that effectively meet the needs of all teachers as they relate to school goals and curriculum. Additionally, the assistant principals, literacy and math coaches and teacher leaders meet as a Common Core Learning Standards (CCLS) team to develop professional development plans around learning tasks and to conduct curricular gap analysis to better align instruction to meet the needs of all students. This work has helped to move the school forward to focus on its goal of consistency of instruction in order to improve student outcomes and close achievement gaps.
 - o The principal has systems that encourage leadership opportunities within the school as part of the observation structure. Teachers are provided with opportunities to observe each other, write questions and feedback and discuss observed practice with their colleagues. Additionally, each spring, the principal offers a catalogue of professional development opportunities presented by teachers within the building who have engaged in workshops and seminars throughout the year. These learning opportunities are well received by the staff

and have improved teacher effectiveness and increased leadership opportunities for a wide variety of staff.

- The principal makes strategic decisions that support learning opportunities for staff to better meet the academic needs of students. (1.3)
 - o To address the needs of student subgroups in the school, particularly English Language Learners, the school's organizational structure includes teaming teachers and looping of students. Additionally, the principal has on staff a literacy coach to support all teachers in developing lessons that target skills for students with limited English proficiency. This programming structure provides the academic supports necessary to move this subgroup towards meeting standards and students are showing significant gains on the New York State English as a Second Language Assessment Test for English Language Learners. Additionally, this work has led to changes in curriculum that include the infusion of academic vocabulary skills throughout the school.
 - o The principal organizes the school so that teachers have opportunities to meet as grade teams once a week and have scheduled time every other week for professional development or additional teacher meetings. This has allowed teachers to focus on looking at student work to determine strengths and areas of need relating to key standards and the development of learning tasks that appropriately measure student outcomes aligned to the Common Core Learning Standards (CCLS). As a result, teachers and teacher teams are embedding key skills revealed from student data within lessons and learning tasks to meet the needs of all learners.
- School systems and partnerships support students and families in ongoing learning opportunities where improving student outcomes is a high priority. (3.4)
 - o The principal has a clear vision as to the school's strengths and needs. The school-wide system of "non negotiable elements for student learning" contains 10 elements that must be present when planning and delivering lessons; this communicates a clear message of high expectations to all staff members. These expectations are reinforced through weekly grade conferences, teacher team meetings and individual teacher meetings. Additionally, the administration posts their weekly cabinet minutes along with the Comprehensive Education Plan and principals goals. The administration differentiates how these expectations are presented based on teacher and team readiness so they are infused appropriately and consistently throughout the school. This year, this work has led to a collaborative awareness, which is evident within classroom instruction consistently throughout the school.
 - o School progress reports, which are sent home four times a year, were redesigned to address school-wide expectations and key standards. These reports offer specific learning goals, next steps, suggestions and actionable feedback as to what parents can do at home to help students meet the school-wide learning expectations. The school also offers parent workshops around understanding the standards, particularly the CCLS, and the curriculum design of the school. Parents communicate that these supports help them to better understand and address the individual needs of their students and they say they are seeing a difference in student work products as a result of these opportunities.

- School leaders support teacher development through frequent observation and feedback cycles aligned to professional development that captures the needs of teachers and is improving instructional practices throughout the school. (4.1)
 - o The administration is currently engaged in observation cycles using a teacher effectiveness rubric that captures areas of need; such as establishing a classroom environment for learning and questioning strategies to foster student accountability in classroom discussion. Teachers communicate that the feedback they have received this year gives them clear next steps that has helped them improve in these areas. Additionally, administrative feedback includes suggested intervisitation between experienced and new teachers so that through these visits they can support the development of a common understanding of the school-wide expectations around improving instruction.
 - o Schools leaders are aligning Teachscape and ARIS Learn resources to feedback they give to teachers as part of the school-wide professional development plan and individual teacher goal setting plans. Both the administration and teachers say that this school-wide professional development practice provides staff with resources necessary to understand and make adjustments to their teaching strategies in a timely manner and has had a positive impact on student writing products this year.
- The principal has clear systems to evaluate the work of teacher teams and provides supports to build teacher capacity resulting in a collaborative school culture and shared leadership. (5.4)
 - o The school community uses Google Docs to consistently share and monitor the work that teacher teams are engaged in around aligning curriculum and instruction to the expectations of the CCLS tasks. Additionally, there is a weekly focus for inquiry teams to consider and checklists for the administration to review around the inquiry process of each team. A recommendation to enhance teacher teamwork is made through Google Docs and feedback on the checklists. Teachers say that this system allows them to develop leadership opportunities as they monitor their own work through feedback from the administration. It keeps them focused and allows them to make the necessary adjustments to improve their pedagogy and student outcomes.

What the school needs to improve

- Continue the work around curriculum analysis to develop consistent alignment of key standards and CCLS tasks that will increase rigor and higher order skills to cognitively engage all learners. (1.1)
 - o Currently, the school has prioritized key standards, such as a focus on academic vocabulary, text complexity and fluency in math and the staff is actively engaged in a gap analysis using student work products to better align pacing calendars and units of study to the CCLS through the use of essential questions. However, at this time, the school is still in the process of defining rigor and developing rigorous activities that challenge all learners and gaps still exist within and across grades which impede student progress towards meeting the school's targeted skills and areas of need in order to improve student outcomes.

- Improve consistency of differentiated instruction to ensure that classroom instruction and learning activities provide appropriate challenge to students to maximize student engagement. (1.2)
 - o The school is currently focused on providing professional development to build a school-wide understanding of differentiated instructional strategies and there is clear evidence of lesson planning that includes the use of data to develop multiple entry points and flexible grouping aligned to student need. However, this work is not fully embedded within classroom practice, routines and student tasks and it is not yet evident that the work around improving instructional practices to meet the needs of all learners has translated to even levels of student engagement and rigorous work products in the classrooms. As a result, the necessary opportunities to improve student outcomes and close achievement gaps for all students are limited.
 - o In some classrooms, activities were structured to allow for students to participate in their learning as evidenced by classroom environments that supported student centered, project based learning. However, the majority of classrooms observed were structured around teacher directed instruction with lower level questioning where students were seated and listening to the teacher lecture for extended time with limited opportunities to participate in the lesson or engage in discussion. This school wide instructional practice limits students from actively engaging in their own learning.
- Promote greater reliability in the alignment of assessment practices and rubrics to key standards and tasks so that teachers can effectively gauge student learning outcomes and the effectiveness of their curricular and instructional learning. (2.2)
 - o Last year, the curricular work of teacher teams revealed inconsistencies in rubrics and grading policies throughout the school. Teachers engaged in backward planning to develop better alignment between curriculum and assessment through redesigning rubrics to better meet the needs of students. Additionally, this year teachers began using on demand writing pieces with teacher designed rubrics and student self-assessment logs. The principal has also purchased other assessment tools such as I-Ready and Reading Tracker. Although teachers have begun using the tools this year and are using them effectively, their alignment to curricular and instructional goal setting decisions as they relate to the CCLS is inconsistent and, as a result, limits the effectiveness of such tools to help teachers meet students' learning needs.
- Build a more cohesive system for teachers to set and communicate individual learning goals so that they are understood by students and lead to improved classroom practice and student learning outcomes. (3.2)
 - o Throughout the school, students and teachers engage in the development of goals to support student learning. However, each grade and class has different systems of setting and analyzing goals and in some classrooms student goals are unrelated to area of need or relevant subject matter. As a result, some students could not identify areas in which they need support or next steps in order to achieve their goals. In addition, scaffolding of classroom practice is impeded due to varying methods of tracking student learning.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 020 John Bowne	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
-----------	-----------------------	----------	-------------------	----------	-------------------	-----------	-----------------------