

Quality Review Report 2011-2012

**P.S. 049 Dorothy Bonawit Kole
Elementary school Q049**

**63-60 80th Street
QUEENS
NY 11379**

Principal: ANTHONY LOMBARDI

**Dates of review: January 25-26, 2012
Lead Reviewer: Madelene Chan**

Part 1: The school context

Information about the school

P.S. 049 Dorothy Bonawit Kole is an Elementary school with 1,060 students from kindergarten through grade 8. The school population comprises 1% Black, 28% Hispanic, 53% White, 14% Asian students and 2% other students. The student body includes 4% English language learners and 14% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2010 - 2011 was 95.3%.

Overall Evaluation

This school is well-developed.

Part 2: Overview

What the school does well

- The standards driven curriculum offers a wide range of rigorous learning experiences and student choices, including the Arts and technology, supporting efforts to close the achievement gap and develop ownership of learning. (1.1)
 - o One of the main goals of the school is to create a well rounded liberal arts education for students. Critical math arguments and text fluency are consistently supported by the arts. Lesson plans reflect a component of the arts through music, in connection with reading strategies. The implementation of this unique program has resulted in 75% of lower school students improving in letter recognition and sight vocabulary since September and more than 40% of English language learners (ELL) advancing in 2-3 reading levels within four months.
 - o Exemplary practices are apparent in the increase of non-fiction units across the grades. Students' journals offer an exchange of high level responses and alignment with Teachers College units of studies as the impetus for coherency in reading and writing. As a result, 30.4% of students in grade 2 were able to increase their proficiency scores in reading by 1-3 levels. In addition, 20% of the ELL population is showing significant increase in word syntax and reading comprehension on informal assessments, supporting their ability to test out of the ELL program at the end of the year.
- Teacher pedagogy support strong student engagement and differentiation, which has produced meaningful student work products, across the grades, in all curriculum areas. (1.2)
 - o There is a universal, school wide philosophy that students learn best based on creative planning supported by effective teacher collaboration that integrates current learning practices such as problem solving techniques and strong analysis of content in collaboration with students' needs. Specifically, teaching strategies related to high level questions and engaging students in meaningful peer discussions is apparent in all classrooms. Across classrooms, teachers use the same language to discuss key standards chosen by the school community. This is depicted in the math program which was adjusted to meet the accelerated needs of a major sub group of students resulting in advanced studies in algebra and mathematical theories.
 - o Differentiation and assessments are deeply embedded into learning practices . Time managed assessments offer multiple entry points for success and students are given a choice through the Litlife program regarding content decisions and how they align to individual, measurable goals. All students explain how assignments provide challenge and how performance tasks with succinct alignment to the Common Core Learning Standards (CCLS) emulate post secondary readiness skills. Upper grade students feel well prepared about their future based on the outstanding results of their Acuity and iStation data which highlights their English Language Arts (ELA) progress on a regular basis.
- Informed and effective organizational decisions are made across all aspects of the school, supporting improvements in learning. (1.3)
 - o Purposeful organizational decisions are well aligned to the school's instructional goal that 80% of fourth through eighth graders will demonstrate proficiency in mathematical practice. In order to attain this goal, a consultant works with each

- grade developing strategies that reinforce this goal. As a result, 65% of post assessment scores are higher than math assessment levels in September and there is a marked improvement in work products explaining how to solve a problem and develop a rationale for the solution.
- o Principal implemented assembly programs that enable teacher teams to meet an extra day on Fridays and develop challenging academic tasks. Students discuss world events in an inter-disciplinary context framing the school's "Forever Factors" which highlights geography, technology and culture. As a result, each grade has developed curricula that are thought provoking, aligned with musical representation, supported by technology and consistently rigorous and differentiated so that all students are making adequate progress.
 - The school develops and analyzes a variety of assessments, resulting in grade level discussions which yield adjustments of instructional decisions at the team and classroom level. (2.2)
 - o Teachers are able to articulate coherent reasons for their assessment choices. The data from iStation was adopted in order to provide immediate results on students' reading progress. Teacher teams create common, grade-wide, curriculum aligned assessments that are customized to address data defined student and sub-group needs. Based on interim assessments results from ARIS and Acuity, teachers have identified needs of subgroups and are making strategic instructional decisions including the use of a computerized voice thread to provide students with choices about how they learn best. Special education students have found this technique successful and now learn according to their strongest modality and practice the CCLS speaking and listening standards as independent learners.
 - o Students self-assess, create their own goals based on data and plan next steps while conferencing with teachers. There is ample evidence that teachers consistently provide effective feedback to students regarding their progress. In the lower school, as a result of adjustments to lessons based on iStation data findings, instruction in text fluency, small group conferencing and tactile graphic organizers has led to 72% of students with individual educational plans (IEPs) advancing two or more reading levels and 45% moving up three or more reading levels this year .
 - The school provides a safe, caring environment where students appreciate the support they receive for their personal and academic development and their ability to influence decisions and develop leadership skills. (1.4)
 - o P.S./I.S. 49 began as a K-5 school and is graduating its first eighth grade in June, 2012. Students are able to name staff members who have bettered their lives and can give concrete examples depicting fond memories of their experiences at this school. As a cohesive body, faculty is fluent about individual, academic and social-emotional needs and next steps for each child in their charge. The involved principal signs all test papers of students, adding congratulatory comments and areas for improvement. The intense involvement of the staff in addition to the support provided by outside partnerships including the New York Philharmonic, The Shubert Theatre, C.H.A.M.P.S Program and Long Island City Academy of Music ((LICAM) contribute to a strong learning model, resulting in measurable student progress.
 - o Students feel fortunate to be part of the P.S./I.S. 49 family. They boast about the fact that music and art are a part of every learning experience and how they feel free to express their opinions about school protocols, how rules are established

- and that adults in the building respect what they have to say. Students posit that they have choices about what they want to learn and teachers develop lessons that are open-ended so that those choices can be granted. Active participation in principal and staff facilitated Town Hall meetings that take place at Friday assemblies give students a voice and influence school-wide decisions such as selecting the song of the day, choosing school activities and special celebratory events.
- High expectations, regularly communicated to all constituents of the school community, support students and their families and help them move to their next level of learning. (3.4)
 - The common teaching framework of this school is of the highest caliber in terms of resources, professionalism and rigorous expectations. The principal's mantra is that "every second counts" and this philosophy is showcased in all classrooms through multiple teacher evaluation rubrics, technology infused lessons, art and music connections, and "spot on" student assessments. Teachers meet on a regular basis and plan with colleagues and curriculum specialist to attain school goals through the use Investigations, new math curricula for grades K-5 and two new programs, Math in Context and Impact Math for grades 6 and 7. Findings indicate that advanced students are more challenged and teachers conduct a more constructivist approach to teaching and learning.
 - Strong communication between the school and families take place on many different levels. All teachers and staff involve parents in reciprocal and ongoing discussions regarding changes in school curricula or practices that would benefit the students. Data is provided by the staff as rationale for changes that are suggested. Data analysis indicated that an extra instructional period would enhance the levels of instruction and help students prepare for their next level. Great debate and thoughtful discussions led to students in grades 6, 7, and 8 receiving an extra 5 hours of instruction per week. Ultimately the infusion of architecture, music and art history, movie history, and group music lessons has enhanced students' level of learning and participation.
 - Teachers work effectively in teams to develop curriculum-aligned assessment tools, analyze student work, set teaching goals, resulting in refined curriculum and instruction that improves student outcomes. (4.2)
 - All teacher teams engage in structured professional collaborations aligning and incorporating the CCLS. Lower school teams meet with a consultant on a biweekly basis and use the Early Childhood Assessment of Mathematics (ECAM) to assess the effectiveness of instructional decisions on student work. This work has led to consistent differentiation of math tasks for students. An inquiry approach assesses students and develops lessons in literacy and social studies. As an outgrowth of the inquiry component, students regularly respond to a visual prompts or songs aligned with literacy skills. Response journals and blogs are used as a means of self reflection and next steps thus enabling teachers to develop engaging and well rounded curricula that supports all students' needs.
 - Teacher teams meet regularly and connect their best practices, ongoing student assessments and students work products to improve teacher practice. The use of iStations data assists teachers in identifying at risk students and in integrating computerized adaptive testing that reflects the reading level of each student, measuring growth over time. As a result of the exemplary teacher team work, rigorous tasks, well-defined and timely units of study and instructional techniques like iPad voice overs that focus on students' needs have emerged. All teachers

refer to their goals periodically, in conjunction with team results, to review their accomplishments and set next steps for future instructional achievements.

What the school needs to improve

- Deepen practices for gathering and analyzing information on student learning outcomes to identify trends and create a clear picture of the school's strengths and areas of need. (2.1)
 - o The school has a vast amount of data that is collected and analyzed on a regular basis and this data is used to improve areas of enrichment and school needs. However, there is no tangible approach currently to examine summative data supplemented by other sources of assessments, resulting in minimized opportunities to enhance the clear picture that already exists of the school's strengths and areas of need.
 - o School leaders are aware of the goals and next steps of every student in the building by regular analysis of data and teacher team discussions. However, it is difficult to track the progress and develop future planning around specific subgroups without a more systematic and transparent overview of current subgroup success. The data the school uses aligns with subgroup support, but the focus does not specifically monitor strategically adjusting school practices based on the results, hindering progress tracking and modifications to future plans around sub-groups.
- Strengthen the practice of effectively using observations and teacher data to manage professional development, providing clear next steps in alignment with school goals. (4.1)
 - o Two research-based rubrics are used to provide feedback to teachers and to communicate precise expectations for teacher practice. Although each teacher has personal goals, there is limited evidence of alignment between feedback and professional goals teachers have agreed upon at the start of school. In addition, although staff development is plentiful with robust discussions, it is difficult to discern which professional development exercises are directly linked to improved student performance due to lack of documentation in this area. This results in an uneven alignment and nebulous results between assigned professional development and the success each session has yielded.
- Create purposeful school wide protocols to evaluate the successful work of key personnel, and to support the development of teacher leaders. (5.4)
 - o The effectiveness of teacher teams are evaluated in conjunction with student work, and review of resources like the Teaching American History: Leadership and Change Grant, Litlife (ELA support program), visual thinking strategies and the school's website. Teachers speak eloquently about ways they have altered their instructional practices to meet students' needs, however, documentation regarding building coherence between the teams' efforts and school practices involving culture, climate and attendance are not currently represented, hence limiting a succinct way to share and document the process.
 - o There are systems in place to evaluate opportunities for leadership development and key staff members to take the lead, however, a transparent, measurable system documenting how teacher teams and other school decision making processes are evaluated to support the development of teacher leaders is not yet available at this time, minimizing the potential to use this information to its fullest benefit.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 049 Dorothy Bonawit Kole	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
-----------	-----------------------	----------	-------------------	----------	-------------------	-----------	-----------------------