

# Quality Review Report 2011-2012

Elementary School 058  
459 East 176 Street  
Bronx  
NY 10457

Principal: Velma Gunn

Dates of review: January 25- 26, 2012  
Lead Reviewer: Linda Trifon

## Part 1: The school context

### Information about the school

P.S. 58 is an elementary school with 465 students from kindergarten through grade 6. The school population comprises 28% Black, 70% Hispanic, and 2% White students. The student body includes 7% English language learners and 25% special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2010- 2011 was 88.0%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- School leaders gather a range of data to determine the school's strengths and needs providing an overview resulting in focused planning. (2.1)
  - School leaders gather and analyze a range of data from diagnostic reading assessments in the fall and spring and post it on the school on-line data program enabling school leaders to keep abreast of student progress. School leaders analyze this data and make instructional decisions accordingly. For example, data confirmed that second language students lacked vocabulary instruction resulting in newly formed literacy initiatives to increase student performance.
  - The data confirmed that second language students are not making progress and providing actionable feedback to school leaders on the need to further support second language students. To reverse this trend, the school launched an additional professional development focus. Moreover, the after school program was revamped to address language acquisition and the school's Saturday program is now attended by both students and parents, learning English side by side resulting in an increase in attendance and developing the language skills of families.
- The school is a safe environment that supports teaching and learning. (1.4)
  - On-going discussions with teachers, students and families regarding tolerance and acceptance have contributed to the change in tone in the building. The principal shared, "Teachers were at the heart of this work. They came up with a plan and rolled it out to other staff members." The school's "Strategies, Techniques, Options, Prior to Placement" (STOPP) program has heightened teacher awareness of emotional, academic and behavioral issues. School celebrations such as "Sundae Mondays" and Friday breakfasts bring the student body together. When asked if he felt safe in his school, one student replied, "There used to be bullying, now teachers discuss bullying in classrooms and we see videos." These interventions have led to a more tolerant and respectful student body enabling students to focus on their academic priorities.
  - "My teacher is big about new learning," said a student. "The first thing my teacher told us is "Knowledge is power," said another. Students feel safe and supported. They are excited about learning and want to succeed. A strong drama program provides opportunities for students and families to explore their cultural interests thus supporting students' social-emotional needs and fostering a community for families and students.
- Teacher teams gather and analyze a wide range of data to identify the strengths and needs of students to increase student progress. (2.2)
  - Teacher teams create assessments and rubrics in English language arts (ELA) classes that are aligned with key non-fiction standards. The rubrics are then used to measure student learning outcomes providing teachers with a clear picture of strengths and needs, and students with an

understanding of their strengths and what they need to work on. Student work is shared during teacher meetings where teachers analyze the learning outcomes, provide feedback to each other and discuss effective instructional techniques and strategies. Lessons are then designed to meet the needs of students and further increase student mastery of the standard in question.

- Teachers administer running records and other diagnostic reading assessments according to the school's 2011-2012 Data Map that includes students' long term academic goals and short term benchmarks. The Data Map provides timely and clear expectations for teachers to re-assess their students and identify strengths and needs. On-line data programs provide insight to teachers regarding students' strengths and instructional needs. For example, a student's diagnostic overall performance is captured within a domain and sorted by foundational skills. A developmental analysis and suggested next instructional steps are calculated for teachers enabling them to address students' needs and plan more effectively to ensure that all students make progress.
- The school provides guidance and support to teachers resulting in a safe and respectful learning community. (4.4)
  - Teacher workshops, student presentations and family interventions are coordinated by the guidance counselor providing support to teachers, students and families. Teachers are assisted in implementing these strategies to create and maintain a respectful culture ensuring that the school is safe and conducive to teaching and learning. For example, a consultant from District 75 meets with teachers weekly to discuss the instructional objectives and behavioral concerns of individual and groups of students providing strategies and structures to teaching and learning ensuring more objectivity and tolerance and meeting the needs of students so that they can achieve success.
  - There are a variety of initiatives that connect students and families to external resources to support social-emotional and real world experiences. For example, the school's weekly "Dress for Success" day welcomes business people to speak with students and provides them with real world connections to the academic and business world. Students are inspired by their stories thus motivating them to continue to do their best work in order to achieve success.
- The school has identified specific goals at the school level which drive efforts to accelerate student learning. (3.1)
  - School leaders have identified six school level goals to accelerate student learning. For example, one goal identified is to increase the number of students performing at or above grade level in ELA and another is to ensure that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning. These data driven goals fuel the school's efforts to foster students' social-emotional growth and increase performance.
  - The school's goal setting and action plans are informed by the analysis of comprehensive data that is organized on student tracking sheets and

identifies students' year end-goals and interim benchmarks. A timeframe for students to meet their short-term benchmarks and long-term goals is delineated in a Data Map, enabling teachers to adjust their instruction accordingly and school leaders to make adjustments across grades and/or subject areas as necessary.

### **What the school needs to improve**

- Enrich the curriculum to ensure that tasks in all classrooms are challenging and questioning extends student thinking to increase performance. (1.1)
  - Current initiatives to integrate the Common Core Learning Standards into the school's curriculum include students in grades 3 through 5 completing the ELA performance tasks as outlined in the Citywide Instructional Expectations and one team analyzing the students' work against the rubric to determine the strengths and instructional needs of their students. However, instruction that emphasizes higher order thinking was not evident in most classrooms. For example, high performing students are not engaged in rigorous academic tasks. Learning experiences are not sufficiently modified to increase the rigor or include appropriate scaffolds for students with disabilities and second language learners. Across the school, most homework assignments, especially in the early childhood classrooms, require students to fill in blanks. The lack of rigor in students' learning experiences, do not cognitively challenge all students thus hampering them from making accelerated progress.

- Promote greater consistency in differentiated instruction, based on formative assessment data, so that all students are appropriately challenged. (1.2)

In some classrooms teaching strategies provide differentiated learning experiences. For example, in one classroom, students were engaged in academic discourse about a nonfiction article that they read. In another, the teacher modeled how to synthesize information from nonfiction reading and record that information into a graphic organizer to use in future assignments. In these classrooms, students were engaged and required to make meaning of the text in front of them. However, instruction is not sufficiently and strategically differentiated in all classrooms. Throughout the school, teaching techniques and questioning do not sufficiently challenge the higher performing students or provide access to the learning by struggling students resulting in uneven levels of engagement and lack of progress.

- Ensure that instructional and organizational decisions are aligned to the school's goals and impact student performance. (1.3)
  - Outside literacy consultants are hired to provide teacher training in content areas to bolster instructional practice and accelerate student progress. However, these decisions have not yielded impact on student performance in all grades and classrooms. Students in most classrooms are not engaged in challenging academic tasks. For example, students in some primary classrooms were working on test booklets or filling in graphic organizers and in an upper grade special education classroom, students were asked to identify the main idea in text that was not grade appropriate. The lack of rigorous academic tasks in all classrooms,

especially in classrooms with students with disabilities and second language learners, prevents students from using their higher order skills inhibiting them from accelerating.

- Teacher assignments are often strategically grouped to maximize peer support. However, student groupings do not maximize learning. For example, high performing students are grouped with high performing teachers, limiting the access struggling students may have to teacher expertise and thus their opportunities for acceleration of learning.
- Strengthen feedback to teachers to capture clear expectations around practice with focused next steps aligned to the school's selected framework. (4.1)
  - School leaders conduct short, frequent cycles of classroom observations as well as formal observations using a research-based rubric focusing on student engagement. However, formal feedback to teachers does not capture the clear expectations around teacher practice and student engagement that are aligned to the school's focus. Rather, examples of feedback include recommendations around conference notes, posting and updating student work, student self-assessment, and the placement and size of word wall words. This feedback does not provide teachers with next steps, preventing them from honing in on particular attributes necessary to strengthen their practice and meet the needs of all students.
  - Although the school provides professional development and has a teacher observation system in place, school leaders have not created a system to gather and organize observation data as well as grade level and student assessment data, to effectively analyze the instructional needs of teachers. The inability to specifically identify the strengths and instructional needs of all teachers hinders the school's ability to provide differentiated professional development designed to deepen teachers' content knowledge and improve their practice so all students excel.
- Create a structure to regularly evaluate school level decisions in response to student progress and the expectations of the common core standards. (5.3)
  - Summative and formative assessments confirmed that students need increased instruction in academic vocabulary. Vocabulary is being taught through literacy and the school Saturday Academies are non-fiction based. However, the school does not have a structure in place to regularly evaluate whether or not this change to the curriculum and instruction has increased student academic performance in response to the expectations of the common core learning standards. As a result, the school does not know whether instructional and/or organizational decisions made yielded the intended outcomes.
  - Resources are allocated and the school hired outside literacy and technology consultants to support teaching and learning. However, there are no systems in place for school leaders to evaluate whether or not the professional development provided is effective in strengthening teacher practice and accelerating student performance. The lack of evaluation hampers the ability of school leaders from creating an accurate picture of the precise professional development needs of each teacher.

## Part 3: School Quality Criteria 2011-2012

<b>School name: Elementary School 058</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>		<b>X</b>		
<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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?	<b>X</b>			
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?	<b>X</b>			
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?		<b>X</b>		
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			<b>X</b>	
<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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			<b>X</b>	
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?			<b>X</b>	
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?			<b>X</b>	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?		<b>X</b>		
<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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?			<b>X</b>	
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?			<b>X</b>	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			<b>X</b>	
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?			<b>X</b>	



**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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