

Quality Review Report 2011-2012

Rose E. Scala

Elementary-Middle School 071

**3040 ROBERTS AVENUE
BRONX
NY 10461**

Principal: Phyllis Calzolaio

Dates of review: January 12-13, 2012

Lead Reviewer: Timothy Behr

Part 1: The school context

Information about the school

Rose E. Scala is an elementary-middle school with 1645 students from kindergarten through grade 8. The school population comprises 5% Black, 54% Hispanic, 33% White, 7% Asian students, and 1% other students. The student body includes 5% English language learners and 19% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2010 - 2011 was 93.3%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal has inspired the faculty, students, and parents by building trust and positive attitudes towards teaching and learning to improve overall school performance. (1.4)
 - o Parents who talk about the principal as "caring and considerate" are aware of what and why their children are learning, and support the high expectations set by the administration and faculty. Students are appreciative of the anti-bullying program and turn to their teachers and guidance counselors in order to resolve issues that interfere with their social and academic development. As a result, there is a decrease in suspensions and student attendance is increasing.
 - o The administration and teachers know each student by name thus enabling them to provide suitable support to impact academic success. Single gender classes, in grades 7 and 8, address the different learning styles and interests of students, and homogenous grouping in literacy and math enable teachers to know and target the needs of individual students. High performing students are challenged with advanced classes of integrated algebra and living environment. As a result, of these initiatives students are doing better in school as evidenced by the increased number of students earning Fall 2011 dean and principal honor roll recognition.
- The school's systems and network of specialized support personnel effectively work to address and meet the personal, social, and physical needs of students and families. (4.4)
 - o Guidance counselors, along with the administration and teachers deliver lessons and assemblies around the prevention of bullying and thus encourage the positive social behavior of students. Tee shirts and poster contests, that include no bullying zone posters throughout the school, motivate and involve students in this schoolwide initiative. Students state they know to whom they can go to if they have a problem. This initiative has resulted in a decrease of bullying incidents as evidenced by a reduction in Online Occurrence Reporting.
 - o Students who are able to choose among well-varied school activities appreciate the opportunity to participate in band, chorus, dance, basketball, arts, mock trials, and/or the junior honor society. As a result, these programs assist with supporting academic success and social/emotional development as evidenced by high student participation in these activities.
- The administration makes knowledgeable and effective organizational decisions that are aligned with the school's instructional goals that reinforce efforts towards improved student performance. (1.3)
 - o Even though the school faced budgetary limitations, the administration prioritized scheduling opportunities for teachers to meet every 6 days to collaboratively address supporting student achievement through the analysis of student work and using data to drive classroom instruction allowing all teams to focus on incorporating writing into content area tasks. Consequently, student's use of conventions has improved. As a result, all key stakeholders are in the loop regarding student performance and progress, and this information is supporting the implementation of focused instruction with suitable organizational supports.

- o An English language arts coach and a math staff developer are strategically involved in all instructional aspects. Having these two positions has been instrumental in supporting rapid and effective communication between leadership and faculty to ensure that the instructional expectations of the Department of Education are implemented via assignments as documented in student portfolios. As a result, students are applying learned skills to complete content area tasks.
- In collaboration with teacher teams, the leadership gathers and analyzes data on student learning outcomes highlighting areas of concern at the class, grade, and school level. (2.2)
 - o The school's use of data from State tests reveal that writing is an area for improvement. Teacher teams are exerting a collaborative effort to improve student writing across curriculums, the results of which are evident by the displayed student work and authentic pieces in their portfolios. Tasks and rubrics are regularly analyzed and updated as a result of looking at checks for understanding such as exit slips, on demand writing, and homework assignments, which reveal mastery or inconsistencies. This results in timely modifications to address the specific writing needs of students. Consequently, students are able to use capitalization and punctuation appropriately as evidenced in writing samples.
- The school utilizes a research-based rubric to support teachers' professional growth and elevate instructional practices. (4.1)
 - o The administration is supporting the mentoring of teachers via interclass visitations and feedback from informal classroom visits. In addition, teachers new to the profession receive guidance from a coach, staff developer, and the network. Therefore, all staff are receiving high quality assistance to enhance their craft and support student achievement.
 - o All teachers have been observed with the focus on room environment, classroom management, and questioning skills, using a research-based rubric. Feedback to teachers that provides clear guidance for enhancing their craft includes next steps of instructional strategies around improving student's higher order thinking skills. Consequently, teacher growth is maximized as evidenced by the majority of classrooms being warm, inviting, and print rich, where students are actively engaged in the learning process.

What the school needs to improve

- Deepen the academic rigor of instructional practices across subject areas and grades in order to improve student's academic performance and progress. (1.1)
 - o Although the school's curriculum provides extension and enrichment for higher performing students through accelerated courses, there are inconsistencies in regards to all students receiving a rigorous education. This is especially true in grades 1 through 5 where students are not consistency challenged or utilizing higher order thinking skills to meet their needs. This is evidenced in the 2010-2011 Progress Report indicating that a majority of students are performing below grade level in English language arts.
 - o In some classes students were passive learners and there were limited opportunities for students to engage in challenging academic tasks. Students completed most assignments rapidly. When questioned students responded that "the work was easy or they knew the content". As a result, the school is not attaining positive student progress gains as evidenced by the 2010-2011 Progress Report.

- Expand consistency in the differentiation of instruction, utilizing data to reflect purposeful grouping and tiered activities to maximize student learning. (1.2)
 - o The administration and teachers can articulate the general needs of students in classes. However, some classes have no evidence of conferring activities, and it is inconsistent in other classrooms. As a result, students exhibit uneven levels of engagement, especially at the elementary levels.
- Expand professional development opportunities so that they are linked to observed teacher practice and teacher surveys to further enhance pedagogical practices to improve student outcomes. (4.3)
 - o Instructional methodologies incorporating the implementation of the Common Core Learning Standards have not been completely evaluated to determine its impact on struggling learners. Learning Environment Survey results which reference to how students' learn best are also not consistently used when determining curricular initiatives. As result the school is not attaining exemplary gains for students with disabilities in English Language Arts, nor are they attaining 75% growth or higher in ELA for any subgroup as evidenced by the 2010-11 Progress Report.
 - o The school's commitment to the continued positive development in pedagogy is reflected in their ongoing professional development agendas, especially with their Special Education Student Information System partner. Despite these efforts of discussing practice at cabinet and teacher team meetings, the link between practice and student work has not empowered the school to consistently and effectively analyze the efficacy of targeted instructional strategies.
- Refine action planning by linking expected long-term outcomes with interim checkpoints in all goals across content areas to monitor performance and progress. (5.1)
 - o The school utilizes summative and formative assessments to evaluate the effectiveness of curricula and instructional processes,' including the implementation of Common Core Learning Standards. However, benchmarks measuring progress towards these goals at identified intervals are inconsistent through the school. This limits the school's ability to determine the impact of staffing assignments, instruction, and professional development, thus limiting students from performing to their full potential.
- Enhance systems for collecting and monitoring student data to effectively track and use these results to document academic growth throughout the school. (5.2)
 - o There is a lack of consistency from classroom to classroom in tracking student progress. Consequently, developing classroom strategies and approaches that address content area strands of need and making modifications as needed is not an embedded practice.
 - o Based on the 2011-2012 LES parent participation rate of 21% the new principal is implementing structures to improve parent participation at PTA meetings and workshops. However, attendance at these meetings is inconsistent. This lack of communication limits parents' knowledge of their child's academic, attendance, and behavior outcomes. As a result, parents' are limited around how they can assist their children at home to improve overall school performance.

Part 3: School Quality Criteria 2011-2012

School name: Rose E. Scala	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
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