

Quality Review Report 2011-2012

Dr. William Dorney
Elementary School 072

2951 DEWEY AVENUE
BRONX
NY 10465

Principal: MARGARITA COLON

Dates of review: January 24 - 25, 2012

Lead Reviewer: Timothy Behr

Part 1: The school context

Information about the school

Dr. William Dorney is an elementary school with 947 students from pre-kindergarten through grade 5. The school population comprises 21% Black, 67% Hispanic, 6% White, 4% Asian students, and 1% other students. The student body includes 5% English language learners and 20% 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 91.0%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Teachers work very effectively in collaborative teams to share best practices and utilize tools to analyze student work to determine the impact of curriculum on instruction. (4.2)
 - o All teachers are involved in reflective grade and vertical team collaborations based on the inquiry approach that results in implementing effective classroom practices that support student learning. Utilizing a 'Can, Almost, Needs (Can)' protocol assists teachers in reviewing student work to develop monitor, and revise individual student goals and plan instruction. As a result, students are beginning to receive targeted academic support that addresses their specific learning needs, as evidenced by improved periodic assessment results.
 - o Teacher teams promote leadership and guide staff learning by having teachers interpret various forms of data to analyze student achievement. Therefore, teachers' are able to identify and share specific practices and determine effective strategies for ensuring that students are applying their learned skills to complete new tasks. Currently, the emphasis on modeling appropriate classroom behavior is evidenced by the majority of students' completing tasks in a timely manner.
- The school provides highly comprehensive and effective behavior management system and a variety of extension activities for students to grow socially, academically, emotionally. (4.4)
 - o The Positive Behavior Interventions and Support Program, (PBIS), involves the entire school community. Students proudly state that Bee Bucks (the main reward of this program), earned, "can be used for dances, a game room, to watch a movie or to purchase items in a store." The "No Place for Hate" program sponsored by the Anti-Defamation League has led to the school being highlighted on Channel 12 for a 'No Place for Hate Quilt Project' and anti-bullying march. As a result, there has been a reduction in On Line Occurrence Reports.
 - o After school program options include band, chorus, music, and visual arts. Additionally, the school partners with the Preston Center of Compassion for the Big Sister, Little Sister Mentoring Program allowing students to work with mentors on homework and social activities. The Visiting Nurse Service offers students and families needed supports to help children strive towards attaining their full potential. As a result, students' learning experiences are nurturing and strengthening their academics as evidenced by work products, and a reduction in principal's suspensions.
- The school uses a research-based rubric to improve instructional practices and its professional development activities to support teacher growth. (4.1)
 - o School leadership is clearly visible throughout the school documenting informal and formal classroom observations. A protocol enables administrators to effectively analyze school-wide instructional practices, identify and provide suitable assistance, and plan for future professional development in support of teachers' implementing effective practices and improving their pedagogical skills. As a result, there is a deepening of practice as evidenced by lessons plans and feedback highlighting the school's areas of foci including questioning and environment, supporting students' moving to attaining proficiency in English language arts and math.

- School leaders and faculty use a variety of data to create an understanding of the performance and progress of students that is beginning to inform instruction. (2.2)
 - o In support of the school's key chosen standard of writing, rubrics are utilized across grades to identify student strengths and areas in need of improvement. In addition, a wide range of summative and formative assessment results is cross-referenced to obtain a spot-on profile for student's next learning steps. Teachers use this data to deliver tailored instruction to meet the unique writing needs of students. As a result, student writing is beginning to show improvement. Teachers also use writing samples to discuss implications for professional development as evidenced by incorporating Common Core learning tasks into writing assignments.
 - o Vertical teacher teams meet regularly to analyze assorted student data, including a reading tracker, teacher made tests, unit reviews, and periodic assessment results. These analyses lead to the broad identification of content area strands, (reading comprehension, cause and effect, and identifying author's purpose), where mastery has not been attained across the school. This has resulted in lesson plans that address students' needs, with a keen focus on level 2 students, and improved independent reading levels for the majority of this subgroup in grades 3-5.
- The principal effectively implements the budget and personal resources to support the schools academic objectives and student learning. (1.3)
 - o By reviewing agendas and debriefing with grade leaders the principal ensures that all teacher teams support the implementation of City-wide instructional expectations and address the academic needs of students by monitoring and utilizing data to inform instruction. Teachers are beginning to integrate performance tasks into the curriculum, analyzing student work during team meetings, and use information to consistently guide instructional planning to improve student outcomes. This is resulting in challenging academic tasks and improved student performance on teacher-made tests.
 - o All constituents who are strategically included in the hiring process take part in the interview and viewing of demonstration lessons. These procedures are pivotal in establishing, for the entire school community, transparency in the process as well as establishing effective communication protocols regarding the hiring of staff. Teacher assignments are aligned to their strengths and the school's instructional goals. As a result, student needs are being met as evidenced by a majority of students exhibiting documented increases in running record results.

What the school needs to improve

- Expand the coherence of rigor in instructional practices across content areas to ensure that students make progress via challenging academic tasks. (1.1)
 - o The school analysis of State English language arts and math data identified the need to address informational and argument writing across the school leading to a revision of curriculum maps and lesson plans. However, rigorous academic tasks in these areas are not yet consistently implemented in all classrooms. Special education teachers do not utilize student's individual education plans to drive instruction and there was no evidence of using New York State English as a second language achievement test results to inform instruction. Consequently, the school received no additional credit on the most recent Progress Report for students with disabilities and English language learners.

- Develop teaching practices toward a more consistent use of differentiated teaching strategies and targeted questioning techniques to maximize student learning. (1.2)
 - o There was minimal evidence of centers and conferring activities. Teachers rarely ask higher order questions to evaluate student understanding of content presented. Students exhibit uneven levels of engagement. Consequently, student learning is not maximized as evidenced by the 2010-11 Progress Report performance results where the majority of students in grades 3-5 are not performing at grade level in English language arts and math.
- Evaluate the school's communication and engagement efforts so that families become more involved partners in order to close the achievement gap. (2.4)
 - o The school shares performance data with families through workshops run by the parent coordinator, parent teacher association meetings, and school leadership meetings. However, the school does not have structures in place that allow for the sharing of specific learning needs of English language learners and students with disabilities. In addition, the school does not consistently provide families with relevant information to help further their children's education. As a result, parents have a limited understanding about their children's progress and next steps.
 - o School leaders are attempting to improve the home-school connection through a parent workshop related to ARIS, a school website, a newsletter, and a new electronic bulletin board to keep parents informed of school events. However, despite these efforts, attendance at school events is still minimal. Thus, the school is missing out on sharing relevant information so parents can assist in their children's learning.
- Refine goal settings practices in English language arts and math by using data to identify and address needs and track progress of at-risk students to improve their learning outcomes. (3.3)
 - o The school uses formative and summative data to evaluate student performance. However, it does not yet maintain a student goal-tracking sheet to identify when he/her has mastered a content area strand. Consequently, progress is inconsistently monitored, thus minimizing the adjustment of plans. Additionally, students have limited understanding of goal setting and parents are not clear on how, why, and when the school transitions from one academic goal to the next. Therefore, there are missed opportunities for clear communication regarding learning expectations.
- Further the development of the present systems for collecting and monitoring student data in order to effectively use the information to monitor academic progress uniformly throughout the school. (5.2)
 - The school collects summative data across all grades. Teachers use this information to drive classroom instruction. However, there is a lack of protocol across grades on how to incorporate the CCLS content area standards into grading policies. In addition the school does not consistently conduct periodic evaluations of progress towards interim goals and areas in need of improvement to sustain academic growth. As a result, teachers are unable to consistently, track the progress of students and subgroups around specific units of study. Consequently, this hinders the school's ability to measure progress.

Part 3: School Quality Criteria 2011-2012

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|---|-----------|----------|----------|-----------|
| School name: Dr. William Dorney | 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

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|-----------|-----------------------|----------|-------------------|----------|-------------------|-----------|-----------------------|
| UD | Underdeveloped | D | Developing | P | Proficient | WD | Well Developed |
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