

# **Quality Review Report 2012-2013**

**Roberto Clemente**

**Elementary School 013**

**557 PENNSYLVANIA AVENUE  
BROOKLYN  
NY, 11207**

**Principal: Sabrina Fleming**

**Dates of review: April 9 - 10, 2013  
Lead Reviewer: Jacqueline Gonzalez**

## **Part 1: The school context**

### **Information about the school**

P.S. 013 Roberto Clemente is an elementary school with 516 students from pre-kindergarten through grade 5. The school population comprises 72% Black, 25% Hispanic, 2% White, and 1% Asian students. The student body includes 8% English language learners and 8% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2011 - 2012 was 91.2%.

### **Overall Evaluation**

**This school is developing.**

## Part 2: Overview

### What the school does well

- The principal makes decisions around the use of human resources and teacher meeting time that support the school goals for student achievement and improved teacher practice. (1.3)
  - In collaboration with the administrative team and teachers, the principal has implemented purposeful decisions around the use of school funds to align with the overall goal of improving student achievement and support students in meeting the expectations of the Common Core Learning Standards (CCLS). Most significantly, the principal's decision to purchase Common Core Learning Standards' (CCLS) units of study, and professional development days for staff from Teachers College, has transformed the instructional planning across the school as evidenced by the use of the workshop model for all grades. Professional development for teachers is followed by modeling of strategies by administrators and coaches to ensure school wide consistency in classroom environments. Additionally, the school funds a literacy coach, a math coach, and an Academic Intervention Service (AIS) teacher, to provide support for teachers and students in meeting the diverse learners' reading and math needs as identified on both State and local assessments. The school's schedule is carefully planned to ensure teachers meet weekly by grade and by content area to plan collaboratively, discuss student work, and share best practices, strengthening vertical and horizontal planning and increasing coherence in learning environments. As a result, students produce meaningful work products and engage in challenging academic tasks.
- The school's vision for overall improved academic achievement is captured in focused goals for teaching and learning and embraced by the school community in a collaborative effort to advance student learning. (3.1)
  - Prior to the beginning of the school year, the principal and her staff engaged in analysis of student performance data provided by the prior year's Progress Report, Quality Review, NYStart and School Survey. The faculty, included in conversations, participated in planning to address needs based on information from these reports. Priorities around instruction included the need to increase independent reading time, increasing student engagement in meaningful work, and transitioning teaching practices from teacher directed to the workshop model. These priorities that reflect goals for improved teacher practice and increased student achievement are delineated in the Comprehensive Educational Plan and monitored for progress as evidenced in individual teacher and team mid-year reflection conferences and the review of student data on benchmark assessments. Faculty, parents, and students articulate that they are aware that the school is changing how teachers teach and how students learn because of the CCLS expectations and express confidence in the school moving in the right direction.
- Administrators effectively use information from classroom observations to support teachers with feedback that elevates instructional practice, informs teacher assignments, and leads to professional growth and reflection. (4.1)
  - The Danielson framework for teaching was introduced to teachers in a series of professional development sessions at the beginning of the year enabling the development of a shared understanding of expectations for practice in the selected domains: Designing coherent instruction (1e); Using

questioning and discussion techniques (3b); and Using assessment in instruction. Particularly, the emphasis across the school on implementing practices that transition the school from a teacher-directed basal reading program to a workshop model is focused on increasing student engagement. Teachers set professional goals for the year and administrators monitor progress in cycles of short frequent observations. A review of feedback forms reveals that teachers are provided with specific next steps and timelines for implementation and teachers refer to this feedback as meaningful and actionable. One teacher indicated that her area for growth was in facilitating discussion in her second grade classroom. Feedback in this area has allowed her to reflect on strategies to limit the teacher directed part of the lesson and plan for questions that will increase student participation. Administrators engage in a collaborative process for mid-year review of teacher growth, including review of student work products, and use the information from these meetings to differentiate support for teachers based on identified needs. Administrators are also using the data to determine the most effective assignments for the following school year and recommending teachers to leadership programs. As a result of thoughtful use of the framework and data from classroom observations, teachers are self -reflective and instructional practice is improving across the school.

## What the school needs to improve

- Ensure that academic tasks and assessments that align to the school's curricula and the expectations of the Common Core Learning Standards are designed to cognitively engage the diverse learners in all classrooms. (1.1)
  - Teachers, with support from administrators, have engaged in thoughtful planning of curriculum and alignment of instructional planning to the CCLS. The units of study in English language arts are aligned as indicated by the Teachers College resources. In math teachers have revised sequence of units and ensured CCLS alignment to include the major work of each grade. Teacher's Instructional plans also reflect that they are incorporating the instructional shifts of text based responses, writing from sources, and balancing informational and literary text, and they are implementing the components of the workshop model including modeling, student to student discussion, planned higher order questions to facilitate student engagement and opportunities to share and reflect on learning experiences. However, the curriculum does not yet reflect rigor in social studies and science or the specific supports for diverse learners including high achieving students, English language learners, and students with disabilities, thus hindering the acceleration of learning for these students.
- Enhance teacher pedagogy across grades and content areas so that questioning and instructional routines result in higher order levels of participation and opportunities for students to think critically. (1.2)
  - The school's philosophy that students learn best when lessons include rigorous standards, clearly articulated teaching and learning points, and activities that engage students in higher order thinking, is reflected in classrooms across grades. Teachers model new skills for students and provide time for students to share new learning with peers. Some classrooms engage students in critical thinking activities. In a fifth grade classroom, students enthusiastically worked in pairs to craft a response that demonstrates their understanding of the adage, "One man's trash is another man's treasure", by using evidence from two texts to support their opinion. The discussions were focused as the teacher worked with one small group in a guided activity with the same goal. In another classroom students used a rubric for their peer assessment and feedback in groups about their short

responses and character analysis. Other lessons however, in math and social studies, were more teacher directed and did not allow students opportunities for reflection or response to their new learning. The inconsistency of questioning strategies and ineffective pacing of some lessons result in lower-level student work, thus leading to uneven levels of student thinking and participation.

- Improve alignment of assessment practices, including ongoing checks for understanding, to determine student progress towards goals and provide effective feedback to students about their work (2.2)
  - Teachers utilize the results of pre-, mid- and post-unit assessments to determine needs of students and track reading and writing progress. Weekly teacher team meetings include review of student work alongside teacher made rubrics and checklists to determine student performance on CCLS aligned tasks as well as on-demand writing pieces. Teachers then use the information from analysis of the work to modify instructional plans and group students for re-teaching of skills. There is some discussion on grade level teams of trends of student performance across the grades and increasing use of common assessments. However, not all teachers on grade level teams use the same assessments, particularly, for students with disabilities and English language learners, thus limiting how teams assess the progress of important subgroups and address their needs. .
  - Within the workshop model, teachers across grades implement the various components of the instructional plan including modeling, teaching points, active engagement and opportunities for sharing learning. However, the transitions between components do not provide time for teachers to check for understanding. In some classrooms teachers repeat directions or expectations several times before students go to small group work while in others the teacher asks the entire class if they understand. However, these practices do not allow teachers to make necessary or timely adjustments to their lesson to ensure that all learners are on track for the assigned task. Thus, there are missed opportunities for many students to complete the given task, which would lead to a full understanding of taught concepts and accelerating learning.

## Part 3: School Quality Criteria 2012-2013

School name: P.S. 013 Roberto Clemente	UD	D	P	WD			
Overall QR Score		X					
<b>Instructional Core</b>							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		X					
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?		X					
<b>School Culture</b>							
<i>To what extent does the school...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?		X					
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?		X					
<b>Systems for Improvement</b>							
<i>To what extent does the school...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?			X				
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?			X				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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				
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X				
<b>Quality Review Scoring Key</b>							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed