

Quality Review Report 2012-2013

The Warwick School

Elementary School 158

**400 Ashford Street
BROOKLYN
NY 11207**

Principal: Audrey Wilson

**Dates of review: April 11-12, 2013
Lead Reviewer: Joyce Stallings-Harte**

Part 1: The school context

Information about the school

The Warwick School is an elementary school with 575 students from pre-kindergarten through grade 5. The school population comprises 58% Black, 40% Hispanic, 1% White, and 1% Asian students. The student body includes 6% 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 2011 - 2012 was 90.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- School leaders and staff have integrated the Common Core Learning Standards into curriculum and engage all students in challenging learning experiences to promote college and career readiness (1.1)
 - The school's curricula across grades have been updated to align to Common Core Learning Standards (CCLS). The identified key standards and areas of focus based upon a review of the most recent New York State English Language Arts and mathematics tests, Progress Report and Quality Review are building content vocabulary, engaging all learners in high levels of thinking and providing textual evidence. Teacher teams worked with the network to revise units to include higher order questions in lessons and incorporate word work to build content vocabulary. Literacy units incorporate identified standards for each grade. All students engage in CCLS aligned performance tasks that assess students' ability to meet the higher expectations. Curriculum is accessible to all staff through Rubicon Atlas, an online curriculum mapping resource. Maps are reviewed on an ongoing basis by administration and staff to ensure coherency across grades and content areas. Fifth grade students, when presented with a problem around natural resource distribution, enthusiastically read multi-leveled texts, discussed their ideas and responded to higher order questions via a written response. Observed lesson plans have learning objectives noted, recorded higher level questions and time for student discussion with prompts. As a result, there is a school wide focus on rigorous learning experiences that focus on higher order thinking skills, leading to increased academic achievement on writing performance tasks across classes for all students.

- Strategic decisions are made regarding staffing and use of technology that promote effective and efficient use of resources and support student growth and achievement. (1.3)
 - The school makes good use of all available resources in staffing and programming choices and partnerships that support student learning. Students have access to the technology lab, which is staffed by a paraprofessional who has been trained to provide online instructional programming of Waterford, a literacy program for first graders. School wide, students have access to the lab for research and periodic assessment administration. The principal carves out 90- minute blocks for teacher teams to meet weekly in order to engage in inquiry and look at student work. Based upon teacher feedback, the 37-1/2 minutes was increased to 50 minutes of inquiry and teacher teams now have increased opportunities to review data and look at student work products. Teams were able to work on the alignment of units-of-study to the Common Core Learning Standards and modify the bundles for assessment. The school has established intervisitation as a means of professional development

for teachers and review of teacher lesson plans show improvement in planning for all students after intervisitation with colleagues. This structured planning time has resulted in more rigorous tasks and gains in student achievement are evident in end-of-unit exams and common assessments across classrooms.

- Teaching practices and classroom structures are aligned to a common belief about student learning that ensures all students are engaged in tasks that address their needs. (1.2)
 - The principal and staff express a belief that children learn through different modalities and that opportunity for whole and small group instruction and differentiated tasks are necessary. They believe that students need to discuss relevant topics and present their thinking both in small group work and through presentations to the whole class. Across classrooms, after engaging in learning tasks, student groups present their work and use rubrics to self-assess. Across many classrooms, students are grouped based on benchmark and ongoing assessments and engage in learning opportunities through color-coded groups, numbered leveled groups or 'task baskets with leveled task cards. As students go to groups, they assume roles and the tasks are read to the group by student group leader. All students including English language learners and Students with disabilities are engaged in the task. Students were observed asking each other clarifying questions such as, "Can you explain that a different way" and explaining their thinking with evidence from the text. The group's answers are captured by the group recorder and presented to the class by the group. Writing products are introduced with a rubric across classrooms and students use them to guide their writing. In a grade 4 science class, students were asked to produce an explanatory/informational text on the topic of "Should Junk Food be Treated Like Cigarettes" using evidence from text of varied reading levels to accommodate all learners. In the same classroom for social studies they were asked to write about the effect the access to capital resources has on the lives of individuals and on lifestyle in New York City and "Why New York Could be Called a World Business Capital" providing evidence from text. Students in heterogeneous subgroups are provided with graphic organizers and varied reading level text that enables them to be engaged in these challenging tasks. Student's progress in informational/explanatory writing has shown an increase based on rubric-based writing assessments, including those in their relevant subgroups.

- Teachers use assessments aligned to curriculum and grading policies that inform instructional practices and result in progress for all learners. (2.2)
 - Across the school, teachers use a unified grading policy, which is 10% projects, 10% homework, 10% class participation, 30% classwork and 40% assessments, a policy that is well-known by students. Additionally, a coherent structure is in place for students to use teacher designed and modified rubrics for all tasks. Writing rubrics are introduced before

students begin the task that they use to guide their work. One student reported that according to the informational rubric, "I got a 3 because I gave a response that meets considerable understanding and my next step is to add more quotes and restate my opinion more clearly". Teacher teams and individual teachers regularly review student performance on formative data such as unit assessments and writing performance tasks and make instructional adjustments. Observation and discussion with students indicate they consistently use the rubric to inform how well they are meeting expectations based on the rubric. As a result, teacher feedback and students' ability to identify next steps to improve performance enhances increased student performance on writing tasks.

- Teachers use a variety of assessments to provide benchmarks and progress monitoring and use these assessments to continuously adjust instruction to meet the needs of all learners. During lessons teachers were observed recording whether students achieved the learning objective for the lesson recording student progress using Ipads and notebooks. Teachers meet with the principal for 'Data Talks' at the beginning of the school year, mid-year and end of school year and discuss individual student progress. Based on data accumulated from these assessments and ongoing classroom assessments including unit tests and running records, teachers plan for modified instruction and check for progress. Teachers make adjustments to the curriculum maps and unit-of-studies using this data. For example, the grade 4 teacher team revised the unit to include more focus on comprehending complex text based on review of student performance. This consistent monitoring and adjustment enables teachers to implement instructional strategies that meet the needs of diverse learners and 75% of learners are on target to meet their goals for comprehension.

What the school needs to improve

- Continue to build the work of teacher teams using an inquiry approach so that instructional strategies are focused and monitored for improvement of all students. (4.2)
 - Teacher teams meet regularly and identify strategies that may successfully impact improved learning opportunities for individual students and groups of students. One team noted the use of Depth of-Knowledge components would be used to design the performance task and that they are focusing on questioning and discussion, conferring and guided reading. However, the execution of the granular refinements, such as enhanced questioning techniques, is not always readily adopted in all classrooms. Tracking of the effectiveness and efficacy of instructional strategies is not always consistent for all classes and may not impact the instruction across the school. As a result, higher levels of progress for some students may be limited.

- Deepen school improvement with rationale for goals and action plans and progress monitoring that is understood and shared by the entire school community and ensures accelerated student learning. (3.1)
 - Based on review of New York State English Language and mathematics tests, the school established a set of goals and action plans to align units-of-study to CCLS, improve teacher practice by formalizing individual professional development plans through the implementation of a common teaching framework and to increase performance for the identified bottom third of sub-groups. Each teacher meets with the designated supervisor to establish individual goals which are reviewed at beginning, mid and year end. For example, a third grade teacher set data-driven instruction as one goal and used Acuity data and benchmark data to adjust instruction for the target group of students. Observation reports for the teacher show growth in implementation of differentiated small group instruction for the targeted students. The principal maintains a Principal Data binder that tracks progress toward goals and student progress. While school staff periodically review schoolwide progress toward goals, and parents have access to their child's progress through the online program, Pupil Path, students and parents are less aware of the schoolwide improvement plan and the school's progress toward the goals, potentially limiting the acceleration of schoolwide progress.

Part 3: School Quality Criteria 2012-2013

School name: THE WARWICK SCHOOL	UD	D	P	WD			
Overall QR Score			X				
Instructional Core							
<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				
School Culture							
<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				
Systems for Improvement							
<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				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed