

Quality Review Report 2012-2013

Ernest S. Jenkins

19K202

**982 Hegeman Avenue
Brooklyn
NY11208**

Principal: Pauline Smith-Gayle

**Dates of review: February 4-5, 2013
Lead Reviewer: Joyce Stallings-Harte**

Part 1: The school context

Information about the school

The Ernest S. Jenkins School is an elementary-middle school with 829 students from pre-kindergarten through grade 8. The school population comprises 67% Black, 32% Hispanic, 0% White, and 0% Asian students. The student body includes 5% English language learners and 8% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2011 - 2012 was 89.0%.

Overall Evaluation

The school is developing.

Part 2: Overview

What the school does well

- The principal and staff align curricula with the Common Core Learning Standards and develop performance tasks that are rigorous in order to increase achievement for all students. (1.1)
 - Teams of teachers update curriculum maps with attention to Common Core Learning Standards and development of higher order performance tasks for each grade and subject. Teacher teams work with the Network curriculum specialists to align curriculum maps across content with a focus on performance tasks and use of rubrics. Curriculum maps are uploaded onto Rubicon Atlas for all teachers to use to design coherent maps that support students across grades. Teachers develop the school-pacing calendar detailing each unit-of study by grade, noting the pre-, post-assessment dates and publishing dates. Teachers use the maps to design daily lesson plans and as a result, lessons provide coherency across grades and subjects. This has led to the development of targeted skills as well as improvement in writing using textual evidence in informational and opinion writing. A review of curriculum maps indicate focus on identified standard of citing textual evidence in informational and opinion writing. This strategic planning and ongoing adjustment of curriculum has resulted in growth in student skills and ability to comprehend and cite textual evidence as indicated in student work and writing performance tasks.
 - The school conducts data review using state English Language Arts and math tests, diagnostic tests and teacher assessments to determine the key standards they need to focus on for student growth. The staff completes an item analysis to identify the areas of greatest need for individual groups of students. Teachers plan for instruction on a weekly basis and use Webb's Depth of Knowledge questioning strategies and engage in meaningful discussions. Teachers utilize differentiated instructional strategies such as oral language checklists and visual aides to support English language learners and Student with disabilities. As a result, subgroups are exhibiting growth in their writing and comprehension as measured by pre-and-post unit assessments.
- Purposeful decisions are made regarding technology, partnerships and staffing that promote effective and efficient use of resources to meet student needs. (1.3)
 - The principal makes strategic decisions to align resources with the needs of the school community. Technology is used as an effective and efficient tool to encourage access to higher order thinking and learning such as the acquisition of Smart Boards that are installed in 40% of classrooms. Students in grades K-2 access the computer lab and use the Waterford literacy intervention program while other grades utilize reading intervention programs that target identified skills. This instructional initiative has led to increased use of data to inform instructional adjustments and more effective lesson planning for all students. This effective use of technology to enhance instruction has led to improvement

in student reading performance levels on computer-based reading comprehension assessments in reading and math across grades.

- The school provides professional development for both seasoned and new staff members to promote cohesion in staffing and use of resources. School leaders restructured the schedule and delivery of instructional support for related service providers. The English as a second language teacher and SETSS teachers push in to classrooms, providing additional small group in class support for targeted students. Both teachers serve students with disabilities and English language learners. Teachers plan lessons collaboratively during lunch periods and common preparation time. This flexible use of time has increased teachers' capacity to help students produce writing pieces that align to Level 3 performance.
- School leaders effectively use a research-based supervisory monitoring system aligned to a common teaching framework to promote professional growth. (4.1)
 - Administrators are paired with teaching staff by grade; Kindergarten through grade 2, grades 3 to 5 and grade 6 through 8. Each supervisor assumes responsibility for attending grade meetings, conducting short cycle observations and formal observations with a particular focus around improving questioning and discussion techniques. Additionally, each administrator is responsible for ensuring teachers receive the professional development necessary to improve pedagogy. Cabinet members, consisting of the assistant principals, principal, ESL teacher and SETSS teachers are responsible for delivering professional development with the assistance of staff from the Children First Network (CFN). Teachers who attend CFN professional development sessions then turnkey information to staff. The cabinet meets weekly to assess the development of teachers and plan for monthly school wide professional development. Accordingly, teacher practice shows improvement as measured by teacher observation reports and feedback leading to improved student learning opportunities.

What the school needs to improve

- Continue to develop instructional practices that provide entry points for all learners and ensure all learners are engaged in rigorous learning opportunities. (1.2)
 - The leadership emphasizes small group instruction in a balanced literacy model with differentiated tasks for all students. Teachers noted the use of Smartboards as a way to engage diverse learners and accordingly, in some classrooms, teachers were observed using the Smartboards to deliver lessons. In two 5th grade classrooms, students worked in groups to analyze argumentative text in order to write an argumentative essay using textual evidence to support their claims. In another 5th grade classroom, students responded to teacher questions by raising hands in a teacher-to-student response mode. Students had a checklist for the argumentative essay and worked on their individual essays with limited scaffolded supports. In one class, the math lesson was teacher directed where students completed worksheets. One student who had finished

the assigned worksheet before other students was asked to wait before moving on until the teacher got to him to check his work. The stated school practice of small group instruction where students engage with complex math concepts and text with supports was limited and did not provide opportunities for Students with disabilities and English language learners to engage fully in all lessons. This lack of coherency across classrooms that support diverse learners leads to inconsistency in student performance outcomes and potentially inhibits student growth.

- The staff has participated in professional development that emphasizes questioning and discussion. Administrators conduct observation cycles that monitor questioning and discussion and student engagement. In a 3rd grade class, teachers called on individual students and waited for each to raise their hand to be called upon while in another class students used questions prompts to engage in small group discussions. Some teachers commented that they call upon individual students as they raise their hands to check for understanding. This uneven student-to-student discussion and engagement limits opportunities for students to push their thinking engage in discussion and lift the level of questioning. Observation of teacher practices note that while students do engage in activities that create opportunities for talk about text and are expected to produce work products using rubrics, not all learners have opportunities to push their thinking through discussion and engagement in all classes, potentially limiting growth for all learners.
- Refine use of on-going assessments and grading practices to adjust instructional decisions and improve student performance. (2.2)
 - Administrators provide teachers with summative data on student performance by grade and class. For example, the SETSS teacher has begun to use a triangulated Classroom Intervention Planning Sheet that gives the intervention description, delivery, check-up date and assessment data. The classroom teacher and SETSS teachers use this to plan for instruction based on the goals established. They use multiple data sources including checklists/observations, Fountas and Pinnell Record of Reading and independent reading levels and the use of this inventory strengthens teachers' ability to plan next instructional steps and student improvement. However, the use of grade level data that includes benchmarks to more accurately monitor student performance is just beginning, limiting the teacher's ability to accelerate student progress.
 - Teachers are using rubrics and/or checklists aligned with instruction to assess students' writing skills. In a 7th grade classroom of higher performing students, teachers used a next steps checklist that noted the Common Core Learning Standards and six areas of assessment including introducing claim, supporting claim with relevant evidence and establishing a formal style. In other classrooms, the checklists teachers used focused on conventions. Students' comment that they know how well they are doing based on teacher comments on the rubrics and checklists. However, rubrics and/or checklists that focus on higher order skills are not used uniformly for all students leading to uneven student work products and impede student progress.

- Deepen the level of inquiry-based collaboration to build teacher capacity and promote student improvement. (4.2)
 - Teams of teachers meet regularly to review student work and plan next instructional steps incorporating the schools' identified areas of focus, engaging students in higher level questioning and discussion. Teachers on one team stated that they know students are making progress when students make their own discoveries but observation of classroom practices evidence limited opportunities for students to engage in higher level questioning and discussion. In one classroom the teacher asked and answered student questions and in many classrooms there was limited student-to-student discourse. While teacher teams review student work and discuss strategies for improvement, a system for determining efficacy of strategies and effect of teacher practice on student learning outcomes is not consistent. This inconsistency in practice across teams and classrooms limits teachers' ability to accurately measure the results of instructional strategies, possibly limiting student progress.

Part 3: School Quality Criteria 2012-2013

School name: Ernest S. Jenkins	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