

Quality Review Report 2012-2013

The Brooklyn School For Global Scholars

20K748

**1664 Benson Avenue
Brooklyn
NY 11204**

Principal: Ursula Annio

Dates of review: January 9-10th, 2013

Lead Reviewer: Karina Costantino

Part 1: The school context

Information about the school

P.S. 748 is an elementary school with 364 students from Pre K through grade 3. The school population comprises 1% Black, 15% Hispanic, 41% White, and 40% Asian students. The student body includes 25% English language learners and 23% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2011 - 2012 was 96%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal makes strategic organizational decisions to support student needs through resources and structured time, aligned to the school's instructional goals, resulting in increased student performance. (1.3)
 - The school leadership provides SMARTboards in each classroom, as well as NET mini laptops across the school, resulting in interactive lessons for all students. A staff developer provides support to new teachers by modeling lessons and arranging for inter-visitations to improve teacher practice. Additional support continues to be offered to tenured teachers in this new school. For example, as a follow-up to professional development teachers will conduct focused learning walks, resulting in a coherence of teacher practice throughout the school as evidenced by improved student work. The school also enjoys an eight period day which affords the opportunity for the principal to give all teachers an additional period to use for staff development. A School Based Option (SBO) provides staff with a professional activity period, after school, allowing them to plan as a grade or individually, which also results in improved teacher practice.
- All teachers effectively engage in professional collaborations on their grades and use an inquiry approach that improves student outcomes and encourages distributive leadership. (4.2)
 - All curricula are driven by the work of the School Data Inquiry Team. Teacher teams exist on each grade and their work is reviewed monthly by the School Data Team, who then makes adjustments to curriculum in the school. Evaluation of existing programs and reflection on student outcomes is evidenced by a deep collaboration among teachers. Teachers have a minimum of two collaborative planning periods per week, in addition to the weekly staff meetings which results in a rich collaboration across grades. Special education teachers assigned to the grades participate on the teams, as well as teachers of English language learners (ELLs), thereby providing the opportunity to discuss proper entry points into the curriculum for these students, as they review student work at each of their meetings. The teacher inquiry teams meet independently of the administration and are responsible for creating agendas, using protocols for looking at student work, developing next steps and sharing their findings at monthly staff meetings. This empowers teachers to play meaningful roles in determining the direction of the school's curricula and is evidenced by the Learning Environment Survey where 100% of the teachers state that the principal encourages open communication on important school issues.
- The school maintains a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults. (1.4)
 - The vision of the principal and staff focuses on educating the whole child, and to that end the school embraces the *Bucket Filling Program*, which has all children looking at ways they can fill their buckets with good deeds. As they reach 3rd grade the program becomes the *Achievement in Civic Excellence Program*, (ACE), where students receive badges for

leadership and respect for all. The third grade students sit on the school council which meets with the principal to discuss items they have concerns about, in order to build independent thinking skills. One recent item discussed involved student wellness. This resulted in a \$25,000.00 grant the school received which is being targeted towards student wellness. The Council is currently planning a *Family Fitness Night* empowering these youngsters to play a meaningful role in their school.

- As a small school, currently serving grades K-3, the teachers and guidance counselor know everyone in the building. The guidance counselor hosts workshops for parents and teachers in addition to pushing into classrooms to do lessons in citizenship. She also moderates the *Bucket Filling Program* and the ACE program in the third grade. The Pupil Personnel Committee (PPC) meets monthly and discusses any student a teacher may have concerns about. This results in using the *Response to Intervention* (RtI) program for six week cycles, providing support to those students in need.
- The school has systems to access student outcomes and the quality of school culture in order to adjust school goals as they relate to curricula and teacher practice. (5.1)
 - All curricula are evaluated at the end of each unit where adjustments are made after analyzing student work and performance based projects. This is an ongoing year long process. The principal and staff look at movement towards overall school goals in September, where assessments are first completed. This is done again in December to evaluate curricula and practice as a result of the work of the Data Team and Teacher Teams and repeated in March to see progress. This systematic process results in coherence among what is taught and how it is taught and it is quite evident by the thread of coherence observed across classrooms visited. All staff consistently evaluates student work products. The school leadership team (SLT) is aware of all changes made to the curriculum and the rationale for the adjustments. All professional development concludes with evaluation sheets to make sure areas of concern or confusion are addressed. Parents are always made aware of units of study, areas of concern, and suggestions for involvement as well as workshops to assist their children through a weekly progress report and newsletter, in addition to a monthly Parent's Academy. This all results in a fluid understanding by all constituents of current practice and next steps to continually improve student achievement, the quality of instruction and school culture.

What the school needs to improve

Strengthen teaching strategies to support all students at their instructional levels in order to enhance rigor and higher order thinking skills for a diversity of learners. (1.2)

- Every teacher provides performance based activities for all students at the end of every unit and during the enrichment clusters, including English language learners and special needs students. However, not all students are consistently engaged in rigorous tasks during regular classroom time.

For example, in the 12.1.1 classroom, the teacher was introducing the Writing Workshop. The purpose of the lesson was to have the children revise their writing in their “Small Moments” books using a checklist. One item on the checklist was to “Stay in One Place”. From the discussion the teacher was having with the students, it was not evident that all students knew what this meant. At that point, the teacher continued on with her lesson, no adjustments were made to engage students in discussions to increase comprehension at individual levels. Consequently, this resulted in frustration for some students and an inability to produce a meaningful end product. Thus, the absence of appropriate teaching scaffolds, limits opportunities for all students specifically, students with disabilities, to improve their academic performance, as evidenced in lessons and student participation.

- Further support teachers by developing a school wide plan for frequent cycles of classroom observations to give teachers effective feedback and develop a targeted professional development plan to improve teacher practice. (4.1)
 - All teachers in the building have had formal observations and the principal does walkthroughs, but to date, the administration has not conducted frequent cycles of observations that are fluid and that note whether or not all feedback made to adjust instructional practice is implemented. As a result, feedback is not consistently effective and it is difficult to effectively design and facilitate professional development needs.

Part 3: School Quality Criteria 2012-2013

School name: The Brooklyn School For Global Scholars	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