

Quality Review Report 2012-2013

Highbridge Elementary School

P.S. 011X

**1275 Ogden Avenue
Bronx, NY 10452**

Principal: Dr. Joan Kong

Dates of review: November 27-28, 2012

Lead Reviewer: Dolores Esposito

Part 1: The school context

Information about the school

High Bridge P.S. 11X is an elementary school with 756 students from kindergarten through grade 5. The school population comprises 31% Black, 68% Hispanic and 1% White students. The student body includes 34% English language learners and 13% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2011 - 2012 was 91.9%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal has cultivated a highly supportive and inclusive culture that enhances the academic and personal development of staff and students. (1.4)
 - The staff's commitment to strengthening school culture is highly evident in new structures and partnerships. For example, the school has effectively partnered with organizations that provide training for staff on Therapeutic Crisis interventions (TCI) and Life Space Crisis Intervention (LSCI). As a result, there has been a notable change in the tone and school climate that is evident in classrooms and hallways where students and teachers engage in meaningful discussions and hold each other accountable. The principal has created structures to engage and involve all constituents in the decision making of the school. As a result, there has been an increase in parental involvement and participation in the school's functioning leadership team. This collaboration is leading to the removal of the school from a "Persistently Dangerous School list at the end of the school year 2012-2013. In addition, there is a daily Town Hall meeting for students, staff and parents, which fosters student leadership. As a result, teachers are empowered to organize student presentations and develop student voice. Parents, teachers and students embrace goals that support academic and personal growth, and share positive insights during meetings and interviews. For example, students state "P.S. 11 is going to be the best school in the Bronx". Furthermore, the pride of all stakeholders is reflected in the School Environment rating on the Progress Report that increased to an "A" over last year's "D" rating with the 'safety and respect' category scoring the highest.
- School leaders and staff consistently communicate high expectations to create a culture of mutual accountability for student success. (3.4)
 - The school's leadership team is committed to strengthening the school's mission to create a community where student learning fosters college and career readiness in a supportive and safe environment. As a result, there are many Learning Leaders and parent volunteers that assist with supporting this goal which has led to improvements in attendance from 91.45 % in September, 2012 to 92.6 % currently in December. Samples of student writing and charts related to colleges and careers are evident in hallways and classrooms across the grades. Children are excited to share their research on colleges and careers of their choice. During daily Town Hall Meetings, the principal greets staff, students and parents and reminds students to remain focused on their personal and academic goals. As a result, there are improved communication systems that focus on student success, including various committees that concentrate on academics and more frequent parent workshops that focus on the Common Core Learning Standards (CCLS). The parents of P.S. 11 partnered with the parents of P.S. 126 to attend workshops in Mercy College to learn about the CCLS and strategies that better support their children at home. Parents are very satisfied with how the school communicates and engages them in learning about college and careers for their children. These efforts strengthen high expectations resulting in

effective parent engagement and enriched learning experiences for students throughout the school.

- Across classrooms, teachers align assessments to curricula in order to make effective adjustments in curriculum and instruction. (2.2)
 - During grade meetings, teachers discuss pre and post assessments as well as patterns from student work, using a protocol to determine trends across the grade. Teachers also discuss implications for teaching and revise and adjust strategies for struggling students. As a result, they create checklists and rubrics that align to the school's key standards and curricula, especially in the area of writing, which is the school's focus this year. These are used to provide students with feedback, assess student learning and enable students to self-reflect. As a result, across classrooms, students incorporate this actionable teacher feedback in their reflection sheets attached to their math tasks or writing samples, and use this information to revise their goals and continuously improve their work.
 - In addition, the school collects various data sources such as baselines in reading, writing and math, Acuity assessments, Renaissance assessments and running record information to track student progress and academic growth. Renaissance assessments are new this year, and most teachers seem enthusiastic about the usefulness of the information provided in these reports. As a result, teachers collaboratively make adjustments to the curriculum tasks, units, rubrics and assessments using protocols with support from the teacher center and network. These practices foster collaboration and promote greater coherence in curricula.
- The leadership supports teacher development through frequent cycles of classroom observation that promotes reflection and growth. (4.1)
 - All teachers develop individual growth plans based on a research-based framework in collaboration with school leaders. These are formally reviewed three times a year. Teachers receive targeted oral and written feedback on instructional strategies, lesson plans, student work and assessments. In addition, new teachers receive intensive support from assistant principals and the teacher center specialist. These structured opportunities set clear expectations for teachers and provide differentiated supports for staff. As a result, teachers are able to self-reflect on current practice and plan next steps to collaboratively improve their pedagogy, evident during grade meetings.

What the school needs to improve

- Develop the quality of academic tasks to effectively close the achievement gap for all learners. (1.1)
 - The school has participated in professional development in curriculum mapping through Learner Centered Initiatives and has developed units that align well to CCLS and instructional shifts. However, because this is a new process for teachers who are currently learning how to effectively design tasks and units of study, there are still gaps in the quality of tasks that effectively engage all learners including English language learners

and Students with Disabilities. During classroom visits, students were engaged in common core aligned tasks that included the Depth of Knowledge Framework. However, all students were not cognitively engaged and frequently finished earlier or needed additional supports. Last year's data on NYS English Language Arts assessments revealed that there were 0% of students that performed on level 4. This has led the school to begin to provide more professional development and time for teachers to revise their units to better meet the needs of all students, especially the higher achieving students. As a result, there is an uneven emphasis of critical thinking skills in tasks across the grades and subjects, limiting the opportunity to actively engage all students.

- Improve teacher pedagogy so that all lessons are challenging and extend student thinking for all students with particular attention to English language learners and special education students. (1.2)
 - Across classrooms, teachers use a workshop model to provide standards based lessons in all content areas that is evident in their plans. However, teaching practices do not consistently provide multiple entry points into the curricula, or promote critical thinking skills that cognitively engage all students. During classroom visits, students work independently or in small groups but are not effectively challenged and are unable to engage in meaningful dialogue with their peers. In addition, a lack of supports with manipulatives, learning tools or exemplars make it difficult for struggling students to complete tasks. Although teachers circulate the room and check in with students individually, they do not consistently capture noticings that extend student learning effectively. Consequently, across classrooms there is an uneven demonstration of higher order thinking skills and active engagement that limits student progress, especially for English language learners and students with disabilities to consistently comprehend and apply their learning in meaningful work products.

Part 3: School Quality Criteria 2012-2013

School name: High Bridge Elementary 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