

Quality Review Report 2012-2013

John Randolph

Elementary 047

Bronx, NY 10472

Principal: Thomas Guarnieri

Dates of review: January 9th-10th, 2013

Lead Reviewer: Myrna Rodriguez

Part 1: The school context

Information about the school

John Randolph is an elementary school with students from kindergarten through grade 5. The school population comprises 21% Black, 66% Hispanic, 2% White, and 9% Asian students. The student body includes 26% English language learners and 12% 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 93.7%.

Overall Evaluation

This school is Proficient.

Part 2: Overview

What the school does well

- The school integrates the arts in all core subject curricula, includes physical and health education, and aligns academic tasks to City expectations and State standards so that a diversity of learners are cognitively engaged. (1.1)
 - Students are engaged purposefully in art activities integrated into reading and writing tasks aligned to the Common Core Learning Standards (CCLS) resulting in producing high levels of academic work. Across classrooms teachers use the Blueprint for the Arts, a Department of Education curriculum guide to inform their teaching that engages students in producing art artifacts such as sculptures, dioramas, and paintings that are relevant to the curricula. All students, are engaged in appropriate rigorous tasks, and in most classes associate teachers support English language learners (ELLs) via higher order questioning in English and Spanish, and also oversee activities so that students with disabilities (SWD's) have support to achieve the same content and concepts. School trips are purposely organized so students experience first hand what college campuses look like, and students write about needed skills to graduate from high school and be accepted to the college of their choice. Additionally, across classrooms, assignments, projects, and portfolio presentations, demand that students interpret, discuss, and give opinions based on text evidence, thus honing skills necessary to succeed in college and future careers.
- The school leaders and staff share a set of beliefs, informed by the Danielson framework of how students learn, that guides pedagogy, resulting in high levels of student engagement and work. (1.2)
 - Across classrooms teachers use the workshop model, integrate the arts, encourage accountable talk when students respond to questions, or work in groups, because they believe this is how students learn best. In most classrooms students are encouraged to and frequently use academic vocabulary when responding to questions, using such words as variable and line coordinates in math, osmosis, and mitosis in science, and characterization and protagonist in English language arts (ELA), and writing pieces are evidencing increased length. The Danielson framework that guides the school's teaching practices and strategies is referenced during team meetings and serves to highlight best practices that teachers can share and observe via intervisitations to further support them in improving instructional strategies to meet the needs of their students.
 - In many classrooms ELL's and SWD's use a laptop to access the curricula at their pace or levels of understanding. For instance, students in some classes were using the laptop to find the vocabulary words in English and Spanish before starting the reading assigned to their group so that they would be able to be on target with the rest of the group. Teachers question students using various vocabulary, such as explaining what the word 'superior' means to an ELL student by asking students to help with the definition. As a result all students are cognitively engaged

throughout the lesson, enabling them access to the same curricula and achievement.

- Leadership, staff, and parents, have developed an atmosphere of mutual respect and trust that results in a risk-free environment where students and adults feel supported as learners and members of the school community. (1.4)
 - Teachers volunteer their time to work with ELL parents and students before and after school, which promotes high levels of mutual respect as expressed various times during the parent and teacher meetings. Teachers appreciate how the parent association and the school leadership team inform parents how to improve their children's learning, and provide parents with the school goals of academic vocabulary acquisition and building reading stamina at home. Students in grades 3 through 5 select representatives to the student council that meets with an advisor in order to prepare petitions, suggestions, and requests, such as special dress up days to the principal. Teachers feel that they can visit or be visited risk-free by their peers a practice that is supported by high levels of trust attributed to the leadership, thus helping staff to deepen their work. As a result, the school has maintained an "A" in the Learning Survey for the last three years.
 - Over 1,000 students at P.S. 47 attend in four small learning communities, each led by an assistant principal who coordinates supports for all students. Consequently, more than one adult knows each student. ELL and SWD who are within each learning community, have either push-in relevant ELL support and/or academic intervention teachers who are well versed in their academic needs. Furthermore, all students are known by the assistant principal, counselor, associate teachers and classroom teacher and each adult monitors specific needs including attendance, social-emotional and academic progress. Students expressed that they want to be in school because they feel safe and nurtured, and as a result attendance is above 93%, leading to reading and writing data showing improvement compared to last year's data.
- Teachers use data from common assessments and student grades to identify needed resources, help students reach their learning goals, and adjust teaching practices to meet students' needs. (2.2)
 - Teachers' use of common monthly in-house and periodic assessments that mirror State assessments, and Fountas and Pinnell, serve to determine students' levels of reading growth. These assessments aligned to the key standards in the CCLS include the use of non-fiction texts to support students in learning how to use evidence from texts when forming opinions or responding to questions. Students have goals in each core subject and receive feedback, which is shared with parents in monthly progress reports that include next steps that families can follow to improve student progress. Additionally, parents are aware and appreciative of the school's grading and homework policies that serve as a framework and that the feedback that provides next steps for improvement. Teachers use the data from assessments to monitor student achievement goals, and review and revise instructional strategies when they meet with their team. Furthermore, teachers use various

protocols to examine students' tests and writing samples to understand the impact of their teaching strategies and develop next steps that help students meet their goals and promote academic improvement.

What the school needs to improve

- Enhance the development of teacher leadership capacity and instructional capacity in pedagogical practices specific to ELLs and SWDs to ensure high levels of student work and academic achievement. (4.2)
 - The majority of teachers are engaged in professional collaborations using an inquiry approach that promotes achievement of school goals. However, the level of achievement for ELLs and SWDs is not as high as other students. Although the school has one of the highest percentages of ELL students (26%) as compared to their peer group of forty schools on the Progress Report, and there is a subgroup of transitional ELLs who test out and are mainstreamed, not all teachers have mastery of teaching practices needed to accelerate the learning of all students in this relevant subgroup. Thus, as reflected in data and work products, students demonstrate lower levels of achievement than their peers in reading and writing and State assessments.
 - Each of the teacher teams is led by a lead teacher who is empowered to plan, revise, and share suggestions for academic improvement with leadership through the assistant principals. However, teacher leaders are not part of any structured and systemic collaboration with the assistant principals and principal so that they have voice in key decisions that affect their professional learning and student learning. As a result, the school is missing out on building leadership capacity to further improve student learning.
- Further develop how the leadership and faculty evaluate the quality of school level decisions and teacher team leader effectiveness to increase communication and leadership capacity (5.1)
 - The school leadership has an open door policy whereby teachers feel free to share their suggestions and thoughts on school and academic concerns. The leadership is developing structures, including the development of teacher leaders on all teams, but do not have as of yet a systematic structure for team leaders to meet with the leadership so that the quality of school culture, communication, and/or implementation of Citywide Instructional Expectations, (CIE) are developed with teacher leaders. Thus, as teacher leaders are not consistently included in instructional leadership meetings and decision-making, opportunities to make adjustments or to support new initiatives including the CCLS and CIE school wide are limited and lack needed support.

Part 3: School Quality Criteria 2012-2013

School name: John Randolph	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