

Quality Review Report 2012-2013

Edward A. Fogel School

Elementary School 068

**4011 MONTICELLO AVENUE
BRONX, NY 10466**

Principal: Catherine Helfrich

Dates of review: January 23rd-24th, 2013

Lead Reviewer: Theresa Caccavale

Part 1: The school context

Information about the school

P.S. 068 is an elementary school with 794 students from pre-kindergarten through grade 5. The school population comprises 80% Black, 15% Hispanic, 1% White, and 2% Asian students. The student body includes 2% English language learners and 15% 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

This school is Developing.

Part 2: Overview

What the school does well

- The principal makes strategic organizational decisions aligned to the school's instructional goals so that there is a shared responsibility for helping students produce good work. (1.3)
 - The school maintains four instructional coaches to lead teachers in selecting key standards and writing and implementing units of study to support the integration of the Common Core Learning Standards (CCLS). Additionally, coaches provide professional development to teachers and parents and mentor new teachers so that all constituents implement and understand the school's instructional goals to meet students learning needs. School leaders have purchased SMART boards for every class and a computer lab dedicated to student use for the purpose of moving students into 21st Century learning. This year, the school's purchase of an on-line data tracking system, *STARS*, to track student progress in English language arts and math, is facilitating communication among faculty and parents. Teachers create student groupings using this data, assign specific homework for students, and share the results with parents via school progress reports and report cards, leading to students' improvement in their final work products. Additionally the school's two full time guidance counselors share responsibility to address student emotional needs.
 - Teacher assignments, teams of teachers working collaboratively, and student program groupings, support the school's instructional goals. Specifically, during the extended day program there are three or four teachers in each class to target all students in grades 3 through 5 in the content area of math, providing a rich variety of remedial as well as advanced activities. Students play games, work individually on computers and receive additional small group instruction to meet their needs.
- The school is a safe place which cultivates effective partnerships and students appreciate the level of support they receive, thus fostering their personal and academic development. (1.4)
 - Students describe the school as “welcoming, supportive and diverse”, and as you walk throughout the school, there is evidence of mutual respect among students and teachers. The school has implemented Positive Behavior Intervention System (PBIS) to clarify expectations around personal behaviors for students. Students are responsive to school incentives such as individual and class *STARS* that accumulate into purchases at the school store, public displays highlighting those positive behaviors, and special class incentives that students can choose, such as pajama day or

crazy hat day. Teachers know their students well and students know who to turn to if they need support or assistance. Many of them named a specific staff member who will be available to support them with any academic, social or emotional concerns. The Response to Intervention (RTI) teachers collaborate with classroom teachers to share information, strategies, and supports for students. Through the student council, fourth and fifth grade students participated in a school survey to get their peers' perspective on a range of issues related to the school environment including safety, respect and bullying. The student council developed the questions, gave out the survey and is currently analyzing the results. Therefore, students feel valued and supported and have a role and voice in important school issues.

- The school community aligns professional development, family outreach, and student learning experiences and supports to promote the adoption of effective academic and personal behaviors. Students and families state that this school is a “close-knit community which supports and encourages all students to reach their full potential.” Structures are in place including a monthly newsletter for each grade that outlines reading, writing, and math topics to be covered, and also highlights upcoming events. In addition there is a section to support parents with suggested discussion prompts and questions that they can ask their children. A parent website, and progress reports three times a semester in addition to the standard report card, ensures that students and families are welcomed, informed and supported. Teachers and other school staff communicate regularly with parents about student performance via email and personal phone calls. Students and parents agree that these structures result in student support that encourages good decision-making and promotes student development.
- The school uses the observation of classroom teaching and the analysis of learning outcomes to elevate school wide instructional practices and implement strategies that promote professional growth and reflection. (4.1)
 - This year the school participation in the Teacher Effectiveness Program (TEP) provides opportunities for frequent observations, feedback, and targeted differentiated professional development to promote improved student learning by moving teachers along a continuum of effective practice. The principal and assistant principals observe teachers during formal and informal observations with frequent, short visits to classrooms and give actionable feedback to teachers using practices aligned to the Danielson common teaching framework. Observations focus on seven key areas of the rubric including preparation and planning, student engagement, and questioning, and the administration gives effective and actionable feedback to teachers. Cabinet meetings

that include school administration and coaches concentrate on this feedback, recommendations, and develop the additional support as next steps for teachers, including those new to the building. In addition, the school leaders support teacher development through a self-assessment tool of individual needs, thereby providing targeted professional development opportunities and ongoing monitoring of teacher practice. This collaborative and focused work is beginning to elevate teacher practice leading to progress towards its instructional goals to improve student outcomes.

What the school needs to improve

- Strengthen the design of curricula and academic tasks to consistently support rigorous and cognitively engaging opportunities for all students. (1.1)
 - The school's instructional cabinet reviewed the Citywide Instructional Expectations (CIE) and selected the units of study to support the integration of the CCLS focusing on the integration of the three key shifts; building knowledge through non-fiction, written and verbal communication through non-fiction informational texts, and regular practice with complex texts. Teachers are planning around fewer topics and are developing a deeper level of understanding. Upper grade students are engaged in EngageNY Expeditionary Learning units of study, utilizing high level text, close reading, and text dependent questions, in science and social studies. However, adaptations to curricula for all students are limited resulting in curricula not accessible to all learners in order to close the achievement gap.
 - Tasks are developed through the use of the DOK framework and the lesson-planning component in Danielson's framework for teacher effectiveness. Teachers collaborate to discuss how students will work in pairs and small groups to complete the tasks. However, tasks are not planned and refined using student work and data. In addition, classroom practice does not often include higher-order thinking skills that lead to student independence and self-regulation thus limiting students to become engaged in rigorous and meaningful academic tasks and curricula.
- Strengthen practices so that teachers consistently develop effective strategies and questions, which engage students in high order thinking and promote high levels of student discussions. (1.2)
 - The school believes that students learn best through the workshop model. Across classrooms students were grouped and working on tasks during the independent practice portions of the lesson. Teachers circulated the classroom taking notes and had discussions with small groups about the tasks to provide additional guidance in completing the tasks but lesson adjustments were not always visible. In addition, classroom structures to ensure that all

students participated in tasks as well as differentiated questioning during independent work was not consistent, thereby resulting in limited scaffold and supports for all student to produce high level work. Furthermore, a few classes' lessons did not provide students with the opportunity to think deeply about text, but instead asked to summarize readings or respond to questions, which do not require analysis, resulting in missed opportunities for all learners to show high levels of thinking thereby lessening the alignment between teacher practice and the school's belief system.

- Refocus the analysis of data gathering at the grade and school level to develop a stronger understanding of subgroup patterns and trends to improve student outcomes. (2.2)
 - Assessment practices are consistent throughout and across each grade. Teams of teacher use Fountas and Pinnel, STAR, Acuity, and Engage math pre-and post assessments, in order to analyze specific skills of students. Although teams of teachers and individual teachers regularly diagnose student specific needs and are very articulate about the process and next steps for individual students there is a disconnect in tracking trends for groups of students, making it difficult to determine the progress that each sub-group is achieving from skill-to-skill.
 - Teacher designed rubrics and pre- and post-assessments aligned to the curriculum and school goals are used school wide throughout the content areas. Teachers' comments focused on what students do not know, but did not provide support for student self-assessment or any feedback on how teacher practice can support students' learning. Consequently, teachers are not able to adjust the curriculum effectively to meet students' needs. Furthermore, although instruction is being modified as a result of what teachers are able to compile from students' checks for understanding it is not always transparent if the adjustments are being linked to students' next learning steps.

Part 3: School Quality Criteria 2012-2013

School name: P.S. 068 Bronx	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