

Quality Review Report 2012-2013

P.S. 178 Dr. Selman Waksman

X178

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Bronx

NY 10475

Principal: Deborah Levine

Dates of review: December 13 – 14, 2012

Lead Reviewer: Carol Brady Joyce

Part 1: The school context

Information about the school

Dr. Selman Waksman is an elementary school with 416 students from kindergarten through grade 5. The school population comprises 62% Black, 33% Hispanic, 3% White, and 1% Asian students. The student body includes 2% English language learners and 20% 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 91.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school has engaged in curricular development efforts that effectively reflect key school priorities and learning standards leading to improved student outcomes. (1.1)
 - School leaders and teacher teams have implemented two new literacy / reading programs this school year, *Superkids* (K-2) and *EngageNY* (3-5). These reading programs are grounded in text based evidence and include the Citywide Instructional Expectations (CIE) to emphasize key standards and integrate the Common Core Learning Standards (CCLS) units of study. Teacher teams and the school's curriculum team meet regularly with reading and math coaches to adapt curricular to meet the needs of diverse learners, examine and analyze student work, and develop common grade and subject area rubrics, correlated to the curriculum, CIE instructional shifts and units of study. There is also evidence of thematic grade level pacing calendars aligned to the literacy/reading programs which promote consistency and alignment across grades and integrate core curricula content subject areas as well. As a result, student work products displayed on bulletin boards and work in student portfolios reflect a continuity of appropriate grade level content and skill level taught. Student work reflects common grade level/content area rubrics attached to their work with teacher feedback that includes next steps for learning. The impact of the work of the teacher and curriculum teams' in developing, planning and implementing engaging academic tasks for all students, including English language learners (ELLs) and Student with Disabilities (SWDs) was evident in student work samples and has promoted improved student outcomes.
- School leaders effectively align resources and schedule time to support the school's instructional goals to improve student achievement. (1.3)
 - School leaders have provided all staff with ongoing support from two full time school coaches (literacy and math). Designated school coaches provide in house professional development related to subject specific alignment of the curriculum to the standards, CIE and units of study for all core content areas. Coaches are scheduled to attend weekly teacher team meetings to provide support to teachers for developing lessons, adapting and modifying curriculum and for improvement of teaching practices which have resulted in an improvement in students producing meaningful work products, evidenced on rubrics and teacher commentary aligned to the students' work. School leaders assign school coaches to work with new teachers and teachers who are in need of improvement as indicated on formal and informal observation feedback provided by school leaders to specific teachers.
 - School leaders have ensured that the needs of all students are supported by the effective use of instructional time by programming a 100 minute literacy block across all grades daily as evidenced by class schedules. Recognizing the need to deepen teacher team work, school leaders schedule every teacher to meet by grade 2 – 3 times a week, if not more,

to ensure that this time is used to deepen CCLS and inquiry work. Facilitated by a grade lead teacher and/or school coaches, staff work together to align curriculum, adapt curriculum and evaluate student work and design instruction to meet the school's goals. As a result, students are experiencing more integrated curricula during designated instructional time through the thematic approach, which was adapted from the Superkids & EngageNY reading programs implemented this school year, therefore supporting CCLS and the CIE instructional shifts, as evidenced in improved student work products.

- Teachers utilize common assessments aligned to standards across grades to effectively analyze student data resulting in targeted student goals. (2.2)
 - Teachers collaborate on designing and modifying common grade wide curriculum aligned assessments and rubrics and provide specific feedback to students. For example, literacy and math school coaches, designated science and social studies teachers work with grade level teachers to review and analyze student work products, rubrics, and ongoing subject specific formative data to determine student specific instructional goals, which are shared with parents and known by students. Teachers track progress towards meeting goals across grades and subject areas which result in teachers making informed instructional decisions to improve student outcomes.
- School leaders support teacher development through frequent observations and provide feedback resulting in consistent pedagogical practice across classrooms. (4.1)
 - School leaders have established a frequent cycle of formal and formative observations using a research based common teaching framework that articulates clear expectations for teacher practice. For example, school leaders have developed a schedule for formal and informal observations, whereby the majority of teachers have been observed at least once during the fall semester and received written feedback as evidenced on formal and informal observations reviewed. Teachers received professional development sessions related to aligning curriculum to the standards, developing and implementing units of study, the CIE and the Danielson rubric as evidenced on the professional development calendar. Feedback to teachers provides strengths, challenges, recommendations and next steps for improvement. School leaders assign school coaches to support teachers, including new teachers, regarding their individual needs and professional goals to promote professional growth. In addition, they further support teacher development through the analysis of student data including a review of student data binders/portfolios, providing feedback to impact on implementing best teacher practices for targeted skills and to facilitate targeted professional development.

What the school needs to improve

- Promote greater consistency in differentiated instructional strategies so that all students are challenged and engaged in lessons, in order to maximize student learning. (1.2)

- The school's teacher teams are working to align their practice to the curricular work they are doing. They work together to share in planning lessons and tasks, including modifications. However, across some classrooms, the application of teaching strategies demonstrated was inconsistently matched to instructional tasks that promote rigor and maximizes student engagement. In several classroom lessons, teachers used a jigsaw approach, to support the learning styles and needs of all students resulting in some students not being actively engaged in the lesson. Consequently, the lack of differentiated instructional tasks, resulted in some students not being challenged and therefore not maximizing their learning and achievement.
- The school leaders and teacher teams analyze an array of student data to support student groupings. However, in some classrooms student groupings are heterogeneous, pairing higher functioning students to serve as “peer” tutors and mentors for lower achieving students, therefore limiting the opportunity for accelerated students to participate in more challenging and rigorous discussions commensurate with their abilities, strengths and needs, in order to promote and enhance achievement for all students.
- Establish a set of clearly articulated goals informed by ongoing data analysis that results in school wide objectives for the whole community in order to support student achievement. (3.1)
 - School leaders, teacher and curriculum teams meet regularly to examine captured student data including student work products from CCLS units of study and curricula, including summative and formative data to support some school wide goals. However, school leaders have not yet tracked or analyzed the data to determine the impact on the school's long term, annual or interim goals. In the absence of on-going data analysis, the school has limited opportunities to make informed decisions to develop new goals that focus on long and short range school learning outcomes, in order to meet the needs of the school community in their efforts to support increased academic achievement.

Part 3: School Quality Criteria 2012-2013

School name: Dr. Selman Waksman	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