



**Department of
Education**
Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Teaching and Learning
2013-2014**

Quality Review Report 2013-2014

Ernest S. Jenkyns

Elementary-Middle School 202

**982 Hegeman Avenue
Brooklyn
NY, 11208**

Principal: Machael Spencer Edwards

Dates of review: April 8 - 9, 2014

Lead Reviewer: Teresa Caccavale

Part 1: The school context

Information about the school

Ernest S. Jenkyns is an elementary-middle school with 683 students from pre-kindergarten through grade 8. The school population comprises 61% Black, 37% Hispanic, 1% White, and 1% Asian students. The student body includes 7% English language learners and 13% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2012 - 2013 was 89.3%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Teachers and school leaders routinely plan and effectively implement units of study aligned to Common Core Learning Standards (CCLS) in order to ensure student engagement and promote coherence across grades. (1.1)
 - Teachers across grades are working collaboratively ongoing throughout the year with a consultant from both Ready Gen and Go Math programs to unpack the new curricula. The teachers are specifically focusing on the instructional shifts of using informational texts and nonfiction writing citing multiple sources of text evidence. Additionally, teacher leaders are creating resources for colleagues as support for common planning relative to the integration of instructional shifts such as balancing informational text, development of academic vocabulary, textual evidence, and math fluency that are embedded in lesson and unit plans across grade levels. Likewise teachers in most visited classrooms repeatedly asked for text evidence when discussing class novels and thus provided students with opportunities to experience text complexity and to practice reading closely, thereby ensuring student engagement and promoting coherence of practice across grades.(a)
 - The school's promotes higher order thinking by using Bloom's Taxonomy to engage students in rigorous lessons and in their developing logical arguments by citing text based evidence. Teachers are refining curricula to ensure that all learners have access to the curriculum by analyzing data of post-assessments to inform new units of instruction. For example, earlier in the year, teachers of grades 3 through 5 administered a narrative unit and post assessment data revealed that a significant number of students did not meet expected benchmarks of the unit. Teachers realized that they needed to develop further lesson plans and activities to provide multiple entry points so that all learners could achieve the expected standards. Teacher are currently implementing a unit on procedural narrative, and re-teaching for those students who did not achieve it prior, some of the competencies using different resources and creating additional multiple entry points for students with disabilities (SWDs) and English Language Learners (ELLs), including specific explicit instruction through small flexible groups. As a result, teachers are ensuring the curriculum is coherent, all learners including SWDs and ELLs have access to curricula, and tasks are cognitively engaging.
- The principal has developed systems and structures that support the school's instructional goals in order to achieve success in meeting students' needs. (1.3)
 - The principal's budgetary decisions are closely aligned to the school's values and instructional goals, specifically that students have multiple entry points into the curricula. To that end, students have extended learning time through the afterschool program and all students in kindergarten through grade 2 participate in Waterford lab, an early grade-reading program that incorporates phonics, comprehension, vocabulary, language concepts and phonological awareness where they work on computer programs that meet their individual literacy needs. The principal used the Reso A grant to provide Smart boards so that all classes have access to current technology. Furthermore, the principal has implemented a performing arts program this year that includes

Soul Tigers a Brooklyn-based music education and youth development community nonprofit that teach students African drumming and African Step dancing. In addition, there are multiple electives such as a marching band, martial arts, video, and photography, enabling all students to elect to participate in an activity of their choice for one hour every Tuesday between 8:30 and 11:00 AM, culminating in an end-of-year performance for the school. An additional benefit to the elective program is that during that time classroom teachers receive an additional hour of planning time to meet with the literacy coach to discuss strategies and techniques to implement with their classes. All teachers also participate in weekly inquiry on Wednesdays allowing for vertical and horizontal alignment of the curriculum across grades. Teachers also have a common prep three times a week and the principal and/or assistant principals meet with each grade to analyze ongoing formative and summative student data. These conversations focus on student growth, possible misunderstandings, and additional strategies and interventions to be implemented. For example, grade level teams looked at student work to surface areas of need and identify strategies to improve learning outcomes for the school's lowest third subgroup of students. Teachers then implemented strategies during small group intervention sessions with targeted students. Thus, the collaborative work of teacher teams, coupled with a focused analysis of student work and the targeted academic intervention services for students, contribute to the narrowing of students' learning gaps as noted in improved performance in class, end-of-unit performance tasks, and student work posted on bulletin boards and contained in work folders.

- The principal has established data-based goals that are linked to student growth, and monitors and evaluates progress through ongoing tracking, revising plans as needed in response to adult and student learning trends. (3.1)
 - The school's 2013-2014 school goals include alignment to citywide expectations, instructional shifts, and the improvement of teaching and learning through well-aligned common core lessons and developing rigorous activities with multiple entry points for all students. The principal and assistant principal review entries into Rubicon Atlas relative to use of resources and alignment of pedagogy to Danielson, thus ensuring monitoring of planning and implementation of practices toward goal achievement. Ongoing visits to classrooms observing strategies including mini-lessons, guided reading and questioning and discussion, along with lesson review, provide further evidence of movement toward meeting goals. As a result, the goals inform efforts that accelerate student learning and improve teacher practices across classrooms.
 - The principal collaborates with all school constituents to establish a vision for school improvement. By reviewing the prior year's data, including the Quality Review, Comprehensive Education Plan, and Quality Improvement Plan, **he** uses data to create targeted student sub-groups that include students with Individualized Education Plans, ELLS, and those in the lowest third of the school, for teacher support. Furthermore, the principal explained to the Parent Teacher Association and School Leadership Team the school's focus and goals based on the data trends across grades and classes. As a result, all members of the school community understand and support the school's goals.

- The school utilizes the Danielson Framework to consistently provide effective and actionable feedback to teachers and to identify professional development to enhance school-wide instructional practices. (4.1)
 - The principal, during the initial planning conferences used the time with each teacher to set professional goals for the 2013-1014 school year. Furthermore, school leaders purposefully utilize the observation cycles, and the teacher’s professional goals, as checkpoints to provide feedback and support, and to inform and adjust professional development planning. During the course of the school year, school leaders and teachers are revising and refining goals, having discussions, and teachers receive verbal and written feedback after formal and informal observations. New teachers receive additional visits and feedback from administration and lead teachers with a specific focus on assessment driven question and lesson discussion in order to hone their skills. . . Additionally, administrators have in-depth conversations with teachers about effective teaching practices and the impact on student outcomes. Teachers stated that the principal encourages them to learn from one another and attend more workshops to enhance their knowledge of content and pedagogical skills, resulting in improving school-wide instructional practices as evidenced in teacher lesson plans and student work and data.
 - Based on observations of teacher practice and follow-up debrief the administration creates purposeful and specific professional development that is also driven by teacher goals. For example, a current trend in observations revealed that more work is needed in developing questioning and discussion techniques. One teacher stated that she is becoming a more reflective practitioner as a result of being involved in the ongoing PD, her lessons are starting at a more complex stage, and by observing how different students address the task she is learning how to differentiate further and plan richer more in-depth lessons to meet the needs of all students. Additionally lead teachers meet once a month with the administration to discuss critical areas of concern as well as further PD opportunities. The lead math teacher attends monthly Network meetings to hone her skills in content as well as coaching other teachers. As a result by some teachers taking on leadership roles they are experiencing professional growth and, helping colleagues improve delivery of lessons.

What the school needs to improve

- Expand teachers' use of divergent questioning techniques and scaffolds that match students' diverse needs to ensure inquiry into complex thinking, high levels of participation, evidenced by rigorous work products by all learners. (1.2)
 - The school’s beliefs about how students learn best are evident in the mission statement, “Bringing Excellence to Students”. Staff believes in the inherent greatness of the students and strives to bring out the best in the students by empowering them to meet their goals. Classroom practices are informed by the use of the Danielson Framework and instructional shifts, further reinforcing school-wide beliefs about how students learn best. Lesson plans reflect activities as strategic groupings of on-level and advanced questions to activate thinking, and graphic organizers to gather information. For example, in a second grade ELA classroom students were using text evidence to answer questions about key ideas and details as well as the character’s

response to events and challenges. Similarly, in a fourth grade ELA class, students were reflecting on the events in a literacy text to analyze the characters and then discuss their responses in small ability-based groups that focused on different questions. In math, fifth grade students were expected to count unit cubes that fill a solid figure to find the volume. In small groups students explored how many different rectangular prisms could be built with 12 unit cubes and answered the questions; “How can you figure out the number of unit cubes to fill a solid figure without adding?”, and “How can you use unit cubes to find the volume of a rectangular prism?” However, some lessons did not consistently include the use of adequate scaffolds, manipulative materials, visuals, and interactive activities to challenge and engage English language learners and special education students. Furthermore, teachers’ attempts to raise the level of student participation in discussions were sometimes limited to the teacher asking and students answering questions in groups, thus limiting opportunities for all learners to extend their thinking beyond teacher-directed questions. As a result some students do not participate in a wide range of differentiated learning opportunities that would enable them to work to their full potential and produce high quality work products that maximize their learning through academically challenging tasks and materials.

- Deepen teacher skill in the analysis of formative assessment data and ongoing checks for understanding to adjust instruction and ensure that students are progressing towards mastery of learning objectives and goals. (2.2)
 - Across grades teachers use common assessments such as standards-based rubrics for writing, unit assessments embedded in the new English language arts and math programs, and New York City performance assessments and baseline assessments, that are aligned with instructional goals. Moreover, all classroom teachers participate in scoring baseline assessments. Furthermore, they use Fountas and Pinnell reading assessments to determine reading levels. The school collects student achievement data from these multiple assessments and grade level teachers receive student group data reports from the school’s administration, which analyze and present students’ results from the most recent baseline and benchmark assessments. As a result, most teachers use student data to adjust units and lessons and set next instructional steps. However, across classrooms teachers’ assessment practices do not sufficiently reflect the use of ongoing checks for understanding hindering teachers from making effective in the moment adjustments to meet students’ learning needs. Additionally, although some teachers use common assessments to provide students with feedback tickets on what they are doing well and what they need to improve, individual feedback does not always include learning strategies for students to use in order to improve academic performance. Equally, the school uses standards-based rubrics for response to reading or task rubrics in math, but student engagement, self-assessment, and reflection on their work, is not consistent across classrooms, thus there are missed opportunities for students to further their achievement..

Part 3: School Quality Criteria 2013-2014

School name: Ernest S. Jenkyns	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 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?			X				
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the 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 supports 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 those expectations?			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 student 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 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?			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