



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Dr. Rose B. English School**

**Elementary-Middle School K327**

**111 Bristol Street  
Brooklyn  
NY 11212**

**Principal: Kimberly Chance-Peart**

**Date of review: February 9, 2015  
Lead Reviewer: Mauricière de Govia**

## The School Context

Dr. Rose B. English PS/IS 327 is an elementary-middle school with 587 students from grade Pre-K through grade 8. The school population comprises 77% Black, 21% Hispanic, 1% White, and 1% Asian students. The student body includes 7% English language learners and 7% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2013-2014 was 86%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
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	<b>Additional Findings</b>	<b>Proficient</b>
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	<b>Focus</b>	<b>Developing</b>
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	<b>Additional Findings</b>	<b>Developing</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Additional Findings</b>	<b>Proficient</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Celebration</b>	<b>Proficient</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

The majority of teachers are engaged in professional collaborative structures including distributive leadership opportunities so that students' work products and data are consistently analyzed.

### Impact

Professional collaborations build teacher capacity and strengthen teacher voice in key decisions resulting in improved teacher practice and progress towards instructional goals.

### Supporting Evidence

- The principal conveyed that collaboration is a necessity for school improvement. The schedule and meeting calendars revealed that teachers are scheduled to meet in grade, content, and vertical teams 1-2 times a week. Teachers also engage in self-managed meetings for planning and peer instructional support. Furthermore, professional learning is done utilizing a teaming model where teachers collaborate and discuss professional texts like *Mindset* by Dweck via protocols such as “*The 4As*”.
- The observation of a teacher team revealed that teachers are engaged in a collaborative process through the use of agendas and protocols. Teacher team meetings' agendas list topics to be discussed such as *Ready Assessment Books review* and *Writing Focus for the following month*, what's going well or not going well, teacher team next steps and desired administrative support, and benchmarks based on student data. During the observation of a teacher team, teachers reviewed student work via a protocol where they discussed the assigned task and student performance. Teachers stated, “I noticed that the student didn't have an introduction or conclusion...They seem to be writing based off of the bullets, each paragraph addresses a bullet...The data is not aligned to his work on the comparative essay.” Following this discussion, teachers discussed next steps which included modeling, conferring one to one and giving the student an opportunity to rewrite the essay including an introduction and conclusion.
- Administration and teachers revealed distributive leadership structures are in place via lead teachers, model teachers, and the UFT Teacher Center Liaison. For instance, lead teachers across grades (K-8) run the weekly teacher team meetings; construct the professional development calendar based on observation feedback and *Advance* teacher data. Additionally, lead teachers design and deliver professional development. In conjunction with this practice, the administration uses the team calendars to construct the school-wide PD calendar.
- An observation of the vertical team revealed that the participating teachers who represent grades Pre K-8, drive the monthly school-wide projects which consider differentiated grade appropriate approaches; including the use of rubrics and support packets to a school-wide task. Furthermore, the teachers on the team see their role as fostering instructional coherence as they plan writing on demand tasks school-wide again considering the differentiated needs of learners in grades Pre K-8

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

### Finding

Across classrooms teaching practices inconsistently provide scaffolds and multiple entry points into the curricula to ensure that all learners are engaged in challenging tasks and high levels of thinking and discussions.

### Impact

Across classrooms, teaching is beginning to reflect a set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts. The result of this emerging practice is students' discussions reveal uneven levels of access, thinking and participation.

### Supporting Evidence

- The principal stated that students, "...need to be engaged in active discussions via group work to achieve high levels of engagement...students need teachers who are planned and have the needed materials ready for learning." Observed lessons inconsistently contained alignment to the standards, needed materials, vocabulary, read alouds, graphic organizers, strategic grouping, and assessments.
- The observation of classrooms revealed a combination of both teacher-centered instruction and teacher facilitated learning via group tasks that provided limited, as well as, opportunities for multiple entry points. In a first grade class, students were divided into four groups where the teacher facilitated guided reading of a non-fiction text, while the paraprofessional worked with a group of students on *Starfall*, a computer-based reading program, the other 2 groups wrote sentences using the Dolch List and blended letters to form new words. Each group had a task card that stated the expected task on their desk. In a Special Education class, students were given the rigorous task to write linear functions from verbal, numerical, or graphical information. Students worked independently and struggled to solve the problems as there were little to no scaffolds provided for students to successfully engage in the task. In a 7<sup>th</sup> grade social studies class, students worked in groups to answer the question *What is the purpose of the Bill of Rights?* Students used teacher provided materials of the text book, amendment clippings, and chart paper to complete the task- which was also provided. However, all students used the same resources limiting multiple entry points for all learners in the room.
- Across classrooms, observations reveal uneven levels of student thinking and participation. In a 3<sup>rd</sup> grade classroom, students shared their topics for their African-American essays and received feedback from their peers, "...since you have your research book you need to use it to get more details to support your response." In a special education classroom, while groupings were evident and students used materials, there was little to no discussion about how to complete the task of using the money manipulatives to solve the problems in the textbook.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders and faculty made purposeful decisions in aligning curricula to the Common Core Learning Standards (CCLS) and consistently emphasize higher order thinking skills via academic tasks across content areas.

### Impact

The school's curricula decisions promote college and career readiness for all learners. Across grades and content areas, academic tasks emphasize rigor to ensure student thinking.

### Supporting Evidence

- The school uses Common Core Learning Standards aligned curricula such as Code X, Go Math, ReadyGen, and Fountas & Pinnell. To ensure coherence, teachers use instructional buddies, inter-visitations, and the UFT Teacher Center to review and make adjustments to curricula. Additionally, the school uses *School Data Corp Service* to monitor and provide data and feedback about students' performance. This data is incorporated into the planning of lessons and assessment calendars school-wide.
- There are several structures in place to support planning and refining curricula. Teachers are provided with a scope and sequence for grades Pre K-8 to ensure coherence within each grade and vertical alignment across the grades. The "Balanced Literacy Block Plan" assists teachers with planning via the workshop model where there is a clear mini-lesson, guided practice, independent practice, and assessment. Furthermore, a review of this template indicated that it assists teachers with 1E of the Danielson Framework for Teaching as it guides them through multiple components of planning connected to questioning, use of graphic organizers, and strategies incorporating Depth of Knowledge in order to yield higher order thinking and discussions for all learners; including students with disabilities. Additionally, there are articulated guidelines for math, reading, and writing which are designed to assist teachers in anchoring the instructional shifts into their planning.
- The review of lesson plans revealed that teachers consider aims, tasks, grouping of students, tiered activities, turn and talks, vocabulary, and focus questions. A 5<sup>th</sup> grade lesson plan indicated that students were tasked with an aim that questioned, "How can we use supporting details to make inferences when reading different texts?" This aim question was directly aligned to the standards R1.5.2 which expects students to identify supporting details. A 6<sup>th</sup> grade math lesson plan indicated planning of group guided activity where students were paired to write expressions of an area of a rectangle in 2 different ways. A 1<sup>st</sup> grade lesson plan indicated planning for differentiated tasks for different ability groups of students.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Developing</b>
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## Findings

Across classrooms, teachers' assessment practices inconsistently reflect the use of ongoing checks for understanding, student self-assessment, and limited feedback.

## Impact

Inconsistent assessment practices limit the opportunities for students to receive feedback that addresses learning needs required to improve students' achievement.

## Supporting Evidence

- The principal states that "...through data from the ReadyGen/Code X baseline assessments and running records, teachers identified target areas of improvement that have been integrated into the curriculum." This expectation is evident inconsistently across content areas. There is a Go Math Assessment Calendar for the school year chronicling the assessments across the grades based on skills. However, this resource was not evident in other content areas. There are intervention strategies and small groups that have been created based on formative and summative data in English language arts and math, but subject areas like science and social studies are in the preliminary stages of developing assessments that influence student groupings. There are also some teacher generated intervention/action plans based off of data that addresses the skills, goals, resources, and next steps for students, but again, this is not evident across content areas.
- Across classrooms, teachers inconsistently use rubrics and create assessments aligned to Common Core Learning Standards. Feedback provided to students range from *2 glows and a grow*- an expected school-wide practice from the administration, praise, and next steps. Feedback can be found on post-it notes on students' work, class bulletins boards and in students' assessment portfolio. In a first grade classroom, teacher feedback read "Great Job! Please use a period behind each telling sentence". In the same classroom, feedback was anchored in praise statements with no next steps such as, "Nicely done, joy to the world I like it." In a third grade classroom feedback read "Please use capitals, please make sure every paragraph has four-five sentences and check spelling." On a seventh grade bulletin board feedback read "Next time try using a ratio to show the comparison of the two numbers."
- Administration and the review of documents revealed that teachers inconsistently use rubrics which contain a two-step feedback process consisting of a teacher review and peer review via a rubric. However, teachers using this data to check for understanding and allowing students to self-assess were not evident in classrooms observed across grades. Furthermore, students were aware of rubrics and some were able to articulate how they help them with tasks stating, "I prefer to work with rubrics, because they tell me how to get a 4." Other students shared work that did not always contain rubric assessments or guidance.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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## Findings

School leaders embed high expectations in all aspects of school culture, focusing on college and career readiness, in alignment with the citywide expectations and the Danielson Framework for Teaching.

## Impact

High expectations at the school raise levels of success for all constituents via consistent communication and feedback that assist families in understanding students' progress towards those expectations.

## Supporting Evidence

- The principal voiced that she believes that high expectations starts with, “Clear expectations and structures that guide teaching and learning.” In support of this sentiment, teachers are provided handbooks that communicate the expectations for teaching and learning. For instance, the handbook outlines expectations around teacher data binders, instructional practices, and attendance. The school offers “Parent Tours” which opens the doors of the school to parents allowing them to visit classrooms and learn firsthand the expectations of the school via observing instruction, asking questions, and giving suggestions in the suggestion box that the Parent Teacher Association developed. There is a monthly “Pen Pal” letter that students school-wide write to the parents that contains information about what they have been learning in class. Parents then write their children back, commenting on what they learned from their child’s letter.
- The school uses *Classroom Dojo*, an online tool that provides information about student learning and performance to administrators, teachers, and parents. Students are able to gain points for answers that contain teacher specified expectations like making real-world connections, specified vocabulary words, or higher level questions/statements. In a 4<sup>th</sup> grade classroom a student said “I want to make a connection from the activity to the text... the rainforest book has monkeys, rain, snakes and wind...so we sound like a rainforest.” The teacher then used Classroom Dojo to give the student points for a response that made a connection to the text.
- Every class has adopted a college and has engaged in a research paper regarding the mission statement of the adopted college. Students voiced that they know that, “Our teachers want us to be successful and go to college.” There are school-wide monthly projects that are designed to enhance the home-school connection and expose students to the Common Core Learning Standards and college and career behaviors. For example, students and their parents developed fiction vs. non-fiction "Pop-up" books that incorporated scaffolds like a Venn Diagram, rubrics, and planning sheets.
- Students at 23K327 are active participants in decision making at the school. Student government plans events and shares concerns with the administration allowing students to have input around school decisions. 8th grade students perform community service for the school and the surrounding community. Lastly, students are recognized via “Student of the Month” awards for their academic performance, attendance, and school citizenship.