



Quality Review Report

2015-2016

P.S. 017 Henry D. Woodworth

Elementary School K017

**208 North 5th Street
Brooklyn
NY 11211**

Principal: Dr. Robert Marchi

**Date of review: November 13, 2015
Lead Reviewer: Gary Knight**

The School Context

P.S. 017 Henry D. Woodworth is an elementary school with 292 students from pre-kindergarten through grade 5. In 2015-2016, the school population comprises 2% Asian, 7% Black, 80% Hispanic, and 11% White students. The student body includes 13% English Language Learners and 29% students with disabilities. Boys account for 46% of the students enrolled and girls account for 54%. The average attendance rate for the school year 2014-2015 was 93.3%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Additional Findings	Proficient
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 <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Focus	Proficient
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	Additional Findings	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Celebration	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Proficient

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

The school leader consistently communicates high expectations to the entire staff and establishes successful partnerships with families to support student learning.

Impact

A culture of mutual accountability and a developed understanding of expectations among students, families and staff members provide a path to college and career readiness.

Supporting Evidence

- The professional development plan reflects multiple sessions focused on school goals and the *Danielson Framework for Teaching*. The goals, which provided staff with a clear set of instructional expectations, were developed as a result of data analysis. For example, the school-wide professional development plan indicates the staff will develop academic rigor across the school by engaging in the use of the text *Looking at Student Work* to ensure greater consistency in the development and evaluation of student work.
- The staff handbook, emails and memorandums provide staff with clear expectations on curricula, instruction, professional development and grading policy. The principal communicates to staff daily, with notices regarding expectations and routine operations. Teachers meet regularly in team meetings and Professional Learning Communities and hold each other accountable for follow-through on agreed upon next steps.
- As evidenced in the professional development calendar, school calendar and handbook, the school provides ongoing communication to families throughout the year by sending letters, use of planners, memos, weekly family engagement blocks on Tuesdays, trimester report cards and an online platform that connects parents, students and staff. The school also offers many workshops for parents with topics such as how to work with special needs students at home and understanding your child's individualized education plan. Other topics include website training for online activities to help students with academic skills at home and accessing the school's E-books collection. The school also hosted a "Morning with a Male Role Model" event that incorporated family literacy.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Across classrooms, teaching strategies are aligned to the curricula and consistently provide multiple entry points to learning. While these practices were present in some classrooms, they were not observed in a vast majority of classrooms.

Impact

Students, including English Language Learners and students with disabilities, are engaged in appropriately challenging tasks and strategies that are informed by the Danielson *Framework for Teaching*. These challenging tasks are provided to students consistently in some classrooms, but do not strategically lead to high-quality supports and extensions for all.

Supporting Evidence

- Teachers incorporate the use of technology in their lessons and make purposeful decisions about materials, tasks and questioning. For instance, questioning techniques in an English Language Arts class promote the development of higher order thinking. After viewing a video, students were asked, “What makes him a good speaker?” and “What did his body language tell us?” These questions helped students to make connections and apply their learning to their own oral delivery, which is a school-wide goal this year.
- The use of graphic organizers produces opportunities for entry into rigorous lessons for most students. However, in some classes, the strategic provision of multiple entry points and high quality supports and extensions is limited. In some classes observed, activities required very little higher-level thinking and did not exhibit the pushing of students to think more critically or to be engaged in an appropriately challenging task. For example, in one lesson, students were asked to hold up the rock that is “reddish.” However, in a grade 4 class, students were asked to consider how a writer uses experiences, narratives and descriptive to compel a reader.
- Lessons in some classrooms tended to lack supports and scaffolds needed for all learners. A math lesson in a self-contained classroom required students to identify how many objects were red but the answer was displayed for students on the board as they were being asked the question. They were then instructed to copy the information from the board into their notebooks without offering tasks that would require higher-level thinking. All students completed tasks, however there were students who were able to do more but had limited engagement and opportunities to activate higher order thinking skills.

Additional Findings

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Across classrooms, teachers use common assessments and rubrics aligned to the curricula to determine student progress towards goals across grades and subjects.

Impact

These assessments provide actionable feedback to students and teachers regarding student achievement. The results are used to adjust curricula and instruction.

Supporting Evidence

- School leaders and instructional teams conduct an analysis of common assessment data after each New York State and benchmark assessment administration. During the team meetings, teachers used data to identify trends and apply instructional strategies for particular students. For example, math team identified that students struggled with completing word problems. As a result, they decided to hone in on vocabulary and provide exemplars of word problems as a way of approaching the reteach.
- The school uses various forms of assessments including performance tasks, unit assessments, fluency based on baseline, *ReadyGen* item analysis data and Measures of Student Learning, aligned to the school's curricula, to determine student progress towards goals across grades and content areas. There are multiple forms of data collection of student assessments used to track to progress.
- Students shared that they use rubrics in guiding them to complete assignments as well as helping them to determine how to earn a better grade. Students also spoke of the actionable feedback they received and how it helped them to improve by providing clear next steps. For example, a grade 4 student articulated that his feedback on needing to provide more evidence in his writing helped him with next steps because he knew exactly what he needed to do and he used his rubric to assess his work after each paragraph he had written.

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and faculty ensure curricula are aligned to the Common Core Learning Standards (CCLS) and integrate the instructional shifts. Curricula and academic tasks are planned and refined using student data and student work.

Impact

The principal and teachers make purposeful decisions to build coherence and promote college and career readiness for all students. A diversity of learners has access to the curricula and tasks due to critical analysis of student data and work products.

Supporting Evidence

- The school uses Common Core Learning Standards-aligned academic programs. These programs include the *ReadyGen* reading program and GO Math! In addition, ongoing professional development is offered to further align curricula across content areas.
- Decisions to build coherence are evident in the aligned curricula maps and unit plans. For example, the mathematics curriculum maps and unit plans demonstrate learning objectives and essential questions with real-world connections grounded in the CCLS. Teachers have adopted the curricula to meet student needs and adjusted lesson plans based on student data and work noting the accommodations and refinements of standards addressed and alignment to other subjects as well. For example, based on the English Language Arts MOSL Baseline in grades 3 through 5, teachers focused on quick writes for analyzing traits and incorporated more strategies to improve writing skills, particularly opinion paragraphs.
- Lesson plans and academic tasks include the integration of the instructional shifts across subject areas. For example, a grade 4 Social Studies task asked students to report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

Teacher teams engage in structured, inquiry based professional collaborations that foster shared leadership.

Impact

School-wide team structures promote the achievement of school goals and build leadership capacity of teachers to have a voice in key school decisions that affect student learning.

Supporting Evidence

- Teachers articulated strategies that were outcomes of team meetings in order to meet the needs of students based on Common Core Learning Standards and instructional shifts. They discussed the math team using exemplars as a better method of attacking word problems and grade 2 looked at baseline data and identified the need for added phonics and guided reading.
- Teachers meet regularly both on grade level and content teams to conduct inquiry based analysis of student work. One observed meeting had teachers and leadership discussing the analysis of oral, listening and writing skills and vocabulary development. Teachers use a school-wide oral presentation rubric as one means of tracking students' progress.
- The principal has established English Language Arts, math, science, social studies, communications and special education teams. These teams use data to provide additional support to students who are at-risk academically while also addressing the needs of the advanced students as well. Teams work on school-wide initiatives and are given opportunities to make key decisions with professional development topics, testing and purchasing of resources to supplement the curricula.