

NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

<b>DBN:</b>	16K534
<b>School Name:</b>	Upper School at PS 25
<b>School Address:</b>	787 Lafayette Avenue, Brooklyn, NY 11221
<b>Principal:</b>	William Cooper
<b>Accountability Phase/Category:</b>	Improvement (year-I) - Comprehensive
<b>Areas of Identification:</b>	English Language Arts - Hispanic Students and Students with Disabilities Mathematics - All Students; Hispanic Students and Economical Disadvantaged
<b>Dates of On-site Review</b>	February 8-9, 2012

**PART 1: MISSION STATEMENT**

“The mission of MS 534 is to create a safe environment where parents, teachers, and administrators work together to assist our children in successfully finding their identity and purpose and making a positive contribution in their communities. This will be accomplished by providing each student with an academically rigorous curriculum, intertwined with technology and mentoring, that will raise student achievement and prepare students to compete in the global economy.”

**PART 2: SCHOOL STRENGTHS**

- The school building is well-maintained, and parents view the school as welcoming and student centered.
- School leaders, in collaboration with the parent coordinator, have developed systems to keep parents up-to-date on student progress through the use of computer based data systems.
- Student work is displayed throughout the school on classroom and hallway bulletin boards. All bulletin boards are standardized and match a schoolwide bulletin board rubric.

**PART 3: FINDINGS AND RECOMMENDATIONS**

**I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA**

**FINDINGS:**

- There was little evidence of a formal system for analyzing data or for using it as a tool to increase student achievement in the areas of identification and for the subgroups identified, i.e., all students, Hispanic students and students with disabilities.

- Teachers did not consistently use data to group students or plan instruction to meet the individual academic needs of all students.

**RECOMMENDATIONS:**

- School leaders should develop a system for analyzing and using data to improve instruction by tracking the individual progress of all students, with an emphasis on the subject areas and student subgroups for which the school is identified.
- School leaders should provide professional development (PD) for teachers on how to use data to plan and differentiate class instruction to address individual student needs, with attention to those students in the identified subgroups. School guidelines and protocols for the use of data binders should be established. As part of the observation process, school leaders should monitor the application of data for differentiation of instruction to meet the individual learning needs of students.

**II. TEACHING AND LEARNING**

**FINDINGS:**

- Although the school had pacing calendars listing the P-12 Common Core Learning Standards (CCLS) in English language arts (ELA) and mathematics, the school did not have a formal written ELA or mathematics curriculum. The pacing calendars were not detailed and contained limited resources to support teachers in preparing lessons to meet the identified instructional needs of their students.
- Differentiated instruction was inconsistent in observed classrooms, including classes with students with disabilities. Most instruction was teacher directed with low level questioning. There was limited evidence that lessons corresponded to student learning styles and academic needs.
- Classroom management strategies were inconsistent, and in some observed classes, student behavior compromised instructional delivery and reduced learning time.
- There was limited evidence of flexible grouping in classes that contained students with disabilities.
- Student work folders contained few examples of their work. When student work was available, teacher feedback was vague and did not include specific next steps for improvement.

**RECOMMENDATIONS:**

- School leaders, with the support of the Network, should develop curriculum in all core areas that are aligned with the current New York State Learning Standards and the new CCLS in ELA, literacy and mathematics. Corresponding curriculum maps and pacing calendars should be developed based on these curricula. Curriculum maps should include detailed content information and resources to support specific differentiated strategies that teachers should match according to student ability and need. Corresponding PD to implement the curriculum should be provided for teachers, and its use should be monitored by school leaders, through the observation process.

- School leaders should provide on-going PD regarding differentiation of instruction to meet the needs of all students, including those in the identified subgroups. PD should focus on using higher order questioning and varying tasks to meet the learning styles and academic needs of all students.
- School leaders should provide PD on effective classroom management strategies for teachers and provide inter-visitations so that teachers can observe colleagues who employ best practices. School leaders should consider implementing a schoolwide Positive Behavioral Intervention and Supports (PBIS) program.
- School leaders, with the support of the Special Education School Improvement Specialist (SEIS), should assist teachers in developing strategies to create flexible grouping for classes of students with disabilities. These groupings should be based on student needs and the objectives and modifications that are delineated in each student's Individualized Educational Programs (IEP).
- School leaders should create guidelines for developing individual student work folders that document student progress toward established benchmarks, and use the work folders as a method to monitor student progress.

### **III. SCHOOL LEADERSHIP**

#### **FINDING:**

There was limited evidence of written observations and when observations were conducted, the feedback to teachers was not timely. Observation reports reviewed by the team did not include specific feedback to improve teacher instructional practice.

#### **RECOMMENDATION:**

School leaders should develop and implement a classroom observation schedule and monitor the quality of teaching and learning across the school. This schedule should include opportunities for formal observations, as well as frequent informal observations and walkthroughs. Written, timely feedback, with clear targets for improvement, should be provided to teachers. To monitor teacher progress, school leaders should include additional follow-up observations in the schedule. Teacher observations and written recommendations should provide a focus for the development of a schoolwide PD plan.

### **IV. INFRASTRUCTURE FOR STUDENT SUCCESS**

#### **FINDINGS:**

- There is limited evidence the school has developed a systematic process to involve parents and families in the decision-making processes at the school. To date, one parent association (PA) meeting was held this year.
- School Leadership Team (SLT) meetings have not been held this school year. The (SLT) had not contributed to the development to the school's Comprehensive Educational Plan (CEP).

- The schoolwide behavioral expectations outlined in the Code of Conduct were not consistently communicated to students or enforced by school staff.
- The Safe Schools Against Violence in Education (SAVE) room is covered for eleven periods per week by a school guidance counselor, who is also assigned additional periods when teachers are absent. Mandated counseling sessions with students have been canceled to accommodate the supervision of the SAVE room.

**RECOMMENDATIONS:**

- The school leader and parent coordinator, with the support of the Network, should develop an action plan to engage parents in all aspects of the school and provide training to help parents feel comfortable as participants in the decision making processes of the school. The plan should include strategies to improve attendance at the PA meetings.
- The Principal should ensure that the SLT meets regularly. The Principal, with the support of the Network and the Office of Family and Community Engagement (FACE), should participate in PD with all members of the SLT to enable them to understand their roles and fulfill their responsibilities in developing and monitoring the goals in the CEP.
- School leaders should provide PD for all school staff on the use of behavior improvement strategies and monitor for consistent implementation. At the beginning of the school year, parents and students should be informed of the schoolwide expectations outlined in the school Code of Conduct and the Citywide Standards of Intervention and Discipline Measures. School leaders should establish clear guidelines for staff to ensure that disciplinary procedures are consistently implemented.
- School leaders should develop a schedule for coverage of the SAVE room that ensures that students continue to receive all mandated services. School leaders should monitor that all IEP mandated services for students with disabilities are provided.

**V. PROFESSIONAL DEVELOPMENT**

**FINDING:**

The school has a PD plan. PD is aligned to the instructional expectations of the NYCDOE and topics included curriculum mapping, the Danielson Teaching Framework, and the CCLS. However, the PD is limited in its scope in addressing instructional and pedagogic components related to the areas of identification, the academic needs of students in the subgroups, or identified teacher needs.

**RECOMMENDATION:**

School leaders, with the support of the Network, should develop a comprehensive PD plan designed to improve the quality of teaching, learning and instruction in ELA and mathematics for all students, including students in the identified subgroups. The plan should include areas of support identified through a teacher survey and the observation process. School leaders should use information gathered

from teacher observations to evaluate the impact the PD has on improving ELA and mathematics instruction as well as the overall teaching quality in the school.

## **VI. FACILITIES AND RESOURCES**

### **FINDINGS:**

- Students did not have access to the library, which is located in an area of the building occupied by another school.
- Classroom libraries have a limited number of books that are leveled and grouped according to genre.

### **RECOMMENDATIONS:**

- School leaders, with the support of the Network, should work with the other school leaders in the building to ensure that all students have access to the library. Use of library media center resources should be encouraged to support and reinforce achievement in ELA and mathematics for all students.
- School leaders should assess the available reading materials and develop guidelines to ensure that classroom libraries are expanded to include a variety of genres and levels. Students should be provided with access to a range of literary resources that meets their interests and academic needs.

## **PART 4: CONCLUDING STATEMENT**

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.