



The New York City Department of Education



Quality Review Report

John Wayne School

Public School 380

**370 Marcy Avenue
Brooklyn
NY 11206**

Principal: Josephine Viars

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Reviewer: Richard D. D'Auria

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Part 1: The school context

Information about the school

John Wayne School is a grade pre-kindergarten through 5 elementary school serving almost 500 students. Current enrollment consists of 425 general education students and 65 special education students. Over 23% of the students are English language learners. The student population is 67% Hispanic, 25% Black, almost 8% White and less than 1% Asian and others. The 3.5% of students newly arrived in the country are primarily from Mexico, Ecuador and Albania, in that order. Seventy eight percent of the students are Title I eligible, compared to 82.9% for similar schools and 71.9% for city schools.

The attendance rate is 92.7%, compared to 92.1% for similar schools and 92.8% for City schools. The school has a negligible suspension rate, hovering between 0 and 1%, compared to 20% for similar sized schools.

The school is housed in a relatively modern, very well maintained and attractive school building. Also in the building is Public School 141, a District 75 program for special education students.

Part 2: Overview

What the school does well

- The principal and assistant principal are highly respected and serve as a unified team, providing consistent instructional leadership in a positive, supportive environment.
- The staff is a collaborative community of educators who work as a team of adult learners as they effectively gather data and plan together to continually improve the quality of their teaching.
- The school has developed an Academic Intervention Services room that serves as a data sharing and resource center for the staff, who utilize the data effectively to differentiate instruction.
- The school is a bright, clean and cheerful learning environment with many examples of posted student work evaluated by rubrics referenced to standards.
- There is evidence of print-rich, nurturing learning environments in all classrooms, where students are enthusiastic learners.
- There are multiple common planning opportunities embedded within the teachers' day that facilitates collaboration, communication and sharing of best practices.
- A variety of strategies have been implemented to enhance parental involvement, including a well attended parent English language learner class.
- The school exhibits a seamless collaboration between itself and Public School 141, a District 75 program sharing the same building.
- A unique bilingual Yiddish self-contained special education program has been established that has gained support from the community.
- All members of the school community share mutual respect for one another including administration, teachers, support staff, students and parents.

What the school needs to improve

- Develop timeframes with more formal interim benchmarks for monitoring progress in achieving school-wide goals established in the Comprehensive Education Plan.
- Continue to develop the school's analysis of student performance differences based upon gender, ethnicity and other disaggregated sub-groups.
- Expand enrichment opportunities for gifted and talented students that are embedded throughout the school day.
- Explore extending print rich references in the content areas of science and social studies into all classrooms.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

The principal and assistant principal of John Wayne School have developed a culture of collaboration and planning among the entire staff around the use of data. Structures have been put into place whereby the program incorporates a minimum of three common preparation periods per week for every teacher on each grade for instructional planning. Grade facilitators, who also serve as Academic Intervention Service (AIS) team and cabinet members, facilitate consistency and continuity of the instructional program.

An AIS room, where all aspects of student performance data are readily accessible in binders and laminated charts, has been established as a resource center for all teachers. The data on the charts is dynamic, and teachers and other team members regularly update the status of students as new data becomes available through the use of a variety of assessment tools. The consistent use of data to drive instruction is evident in teacher planning, whereby data in teacher assessment binders is utilized to determine flexible student grouping. Students are grouped for focused instructional activities in classrooms based upon specific skill deficiencies. Students are actively engaged in their own learning, and their enthusiasm is evident throughout the school. This, along with a mutual feeling of respect among all members of the school community, are contributing factors in support of the school's negligible suspension rate and minimal disciplinary issues.

The school has not yet developed a formal timeframe with specific benchmarks to monitor the achievement of school goals throughout the year. It has begun the development of opportunities for gifted students, but they are not yet embedded throughout the school day. Classrooms are print-rich learning environments, but social studies and science reference materials are not currently evident within every classroom.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.

This area of the school's work is well developed.

Teachers use a wide variety of assessments that are both formative and summative. These include good measures that allow teachers to gauge whether student progress in reading levels, interim assessments and other diagnostic tools are high enough. Staff discuss student progress data weekly during common planning periods on each grade, the outcomes of which are effective in ensuring that work is matched to individual student needs. Data is tracked on individual student profile sheets, for grades pre-K through 5. Student profile sheets, kept by each teacher, enable tracking of student performance over time. In addition, student data is tracked on laminated wall charts in the Academic Intervention Services room, which serves as a resource and data sharing center for all teachers, who use it regularly. As new data becomes available, the charts are updated, thus enabling teachers to quickly recognize the needs of individual students and to plan for meeting those needs so that intervention is provided, or differentiated work is given to a class.

Data charts are readily accessible by all teachers. The charts include the status of English language learners, special education students, lists of promotion in doubt students and the status of No Child Left Behind (NCLB) transferees. Other student sub-groupings such as by ethnicity are currently monitored using NCLB progress reports. This data facilitates the constant monitoring of individual student progress by all teachers and the flexibility for them to adapt the instructional programs to better meet their student's needs. There are also reference charts identifying scores needed by students to achieve proficiency levels on State assessments and reading level goals by grade. The school compares its performance to similar schools by charting their standing compared to other schools within the district and the City, striving to keep ahead of the others so that they know they are providing for their children extremely well.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.

This area of the school's work is well developed.

Goal setting and planning is facilitated through weekly common preparation periods for teachers on each grade, whereby they can share ideas and strategize solutions to challenges and the achievement of school-wide goals. The teachers review students who are struggling and develop plans to address their individual needs. However, there are no timelines or formal interim benchmarks established to monitor the achievement of goals.

Good enrichment opportunities for gifted and talented students in music, computer based web and newsletter publishing and physical education are provided as part of early morning programs. Students are accelerated to a higher grade lesson if they have strength in a particular subject area. For example, a kindergarten student was moved up and observed as an active, eager participant in a first grade mathematics lesson. However, the school does not currently have gifted and talented programs embedded within the context of the school day. An academic intervention services team meets weekly to review the status of individual student progress school wide. Concerns regarding the progress of students are brought to the attention of the team by the grade leaders. Particular attention is given to students in greatest need of improvement. Many staff bring a wide variety of information to these meetings so that the outcomes of discussions benefit student learning and progress significantly.

Parents are valued as members of the school community. Multiple strategies are used to welcome them and enhance their participation. These efforts have included classes for parents to learn English, celebrations of student accomplishments, and a continually welcoming environment. Students and parents express that high expectations are clearly conveyed to them, and that support is provided by the school to help meet many of the school's challenging goals. The support includes a caring community characterized as a 'family', and regular communication through a variety of venues such as the School Leadership Team, the Parent Teacher Association, and student assemblies. Communication by administration and staff to students and their parents regarding their academic progress is frequent and positively promotes continued success.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is well developed.

The school offers a rich and diverse curriculum that actively engages students as learners. Balanced literacy supports differentiated instruction in reading, writing and critical thinking. Teachers co-plan and align curriculum within and across grades, thus increasing the depth of student understanding as they move up from grade to grade. Classrooms are print rich, with many references to literacy and mathematics; however, there are currently few references to science and social studies content. The school is successful in fulfilling a unique need within the community by offering a well supported bilingual Yiddish special education program. Teachers are accountable and are able to articulate an understanding of student assessment data as a basis for making instructional decisions. They maintain useful up to date assessment binders that track the progress of every student and are good at using their progress data to ensure flexible groupings of students based upon individual student needs. For example, students having difficulty with phonemic awareness are flexibly grouped together to enable the teacher to focus instruction on this skill in a small group.

The school utilizes its budget to keep class sizes small and to provide a wide ranging, effective and well supported after school program. Staff members are used strategically, such as for push-in services, to maximize student learning. Scheduling decisions enable multiple periods of common planning time each week for all teachers to collaborate, allowing them to discuss student needs and then plan to provide good opportunities for students to learn, enjoy and succeed. As a result, students are happy, eager participants in lessons, taking an active role in their own learning. Mutual respect among students and teachers is evident, and students characterize their teachers as part of their family and therefore find it easy to approach staff when they have a concern about something.

Attendance is a high priority and is approximately 93%. The school strives toward 95% attendance and uses many positive incentives and celebrations such as a ‘Student of the Month’ award for excellent attendance. A good system is in place to follow-up on absentees with home telephone and letter contact, and personal visits, as needed.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school’s collaboratively established goals for accelerating the learning of each student.

This area of the school’s work is well developed.

Staff members are selected based upon their qualifications, a shared educational philosophy of having high expectations for all children, and a commitment to utilize data in a collaborative environment where common planning, open classrooms and inter-visitations among teachers are the norm. Teachers are provided with a suitably wide variety of professional development opportunities, including ongoing workshops at Columbia University’s Teachers College, paid for by the school’s budget. Professional development is well focused on school and student needs. In addition, regional training in a wide variety of areas is ongoing. The principal is planning professional development utilizing books that examine gaps in student performance by gender and strategies to further refine the differentiation of instruction. The principal and assistant principal frequently observe classrooms. Teachers are comfortable with their non-threatening

presence as they continually provide constructive criticism to improve teaching and learning. As a result, teachers continually learn from one another; since the sharing of best practices is encouraged.

The philosophy of the school is centered on team work. Teachers do not work in isolation. They are members of grade teams, and representatives of those grade teams serve on the school wide AIS team, which is effective in identifying and focusing upon the diverse learning needs of all students in the school. This assures that youth development and support services are linked to classroom teachers to facilitate the delivery of services to students. The principal and the assistant principal are highly respected instructional leaders due to their knowledge, experience and willingness to share with teachers as colleagues. The high quality of their leadership shows that they have the capacity and ability to ensure that the school continues to improve. The school runs smoothly, and a seamless collaboration has been forged with Public School 141 of District 75, the other school that shares the same building. Partnerships with the local police precinct and the Robin Hood Library Foundation, which is funding a new state of the art library for the school, bring additional resources to support learning.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is well developed.

The school team continually monitors achievement of school goals and individual student's responses to interventions to provide highly focused support for them. If student progress is not good enough, then another program is implemented. The school employs a wide variety of useful support programs to aid learning and to promote student success. School monitoring is across classes and grades, and includes comparisons with other schools within the district, the region and the city. Such monitoring allows the staff to know the progress and achievements of students and to plan for further improvement.

The weekly AIS team and planning meetings of teachers enable effective communication that drives the modification of goals and revision of strategies on an ongoing basis. Administration regularly reviews teacher assessment binders and samples of student work to ensure that students are making suitable progress. Student work portfolios in reading, writing and mathematics are maintained in every classroom so that teachers can use such information about students' achievements, together with data and conference notes, to make decisions about the quality of teaching and the effectiveness of learning of their students. Where the outcomes of such evaluations indicate that changes need to be made, it is evident that teachers do revise their plans immediately and provide for the next steps for student learning. Although the achievement of school-wide goals is an on-going year long activity, the school does not currently have formalized benchmarks, established for specific dates during the year, to revisit those goals. The school is aware that this would more accurately determine what progress has been made to date in the achievement of each goal in order to take corrective action in the event that modifications are needed.

Part 4: School Quality Criteria Summary

SCHOOL NAME: John Wayne School (PS 380)	∅	✓	+
Quality Score			X

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 			X
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English language learners, special education students* 			X
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 			X
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.			X
Overall score for Quality Statement 1			X

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.			X
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			X
Overall score for Quality Statement 2			X

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.			X
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.			X
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
Overall score for Quality Statement 3			X
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.			X
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.			X
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.			X
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
Overall score for Quality Statement 5			X