



# The New York City Department of Education



# Quality Review Report

**Thomas Warren Field School**

**Elementary School 299**

**88 Woodbine Street  
Brooklyn  
NY 11221**

**Principal: Wilma Kirk**

**Dates of review: May 22 – 23, 2008**

**Lead Reviewer: Sumita Kaufhold**

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## Part 1: The school context

### Information about the school

Thomas Warren Field Elementary School is a elementary school with 518 students from pre-kindergarten through grade five. The school population comprises 56% Black, 40% Hispanic, 3% White, and 1% Asian students. The student body includes 9% English language learners and 9% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2006-2007 was 91.09%. The school is in receipt of Title 1 funding with 86.3% eligibility.

## Part 2: Overview

### What the school does well

- The principal provides a strong leadership and has a clear vision for continuous improvement in the school.
- School leaders work collaboratively on structures to support teachers in the use of school data to inform planning and to track student progress.
- The school is reflective and modifies policies and practices to improve student outcomes.
- The core curricular, particularly in reading, is providing detailed assessment data on individual student progress
- The school is using assessment information well to track performance and progress of all students.
- The school is setting measurable attainable goals for teachers and students, which is raising levels of achievement.
- The staff is dedicated and works collaboratively to ensure positive student outcomes
- Frequent structured observations of lessons are encouraging teachers to reflect on improving their practice.
- Effective partnerships with a growing number of community organizations support the academic and social development of the students.

### What the school needs to improve

- Review the provisions, roles, and effectiveness of the support guidance services.
- Implement clear procedures so that discipline is addressed consistently across the school.
- Develop strategies to further involve parents and caregivers more actively in their child's education.
- Hold teachers to account for instruction that is more consistently interesting and engaging for all students, including the special education students.
- Develop further the differentiation of instruction in order to meet the different learning needs of the students, including the gifted and talented.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made good progress in addressing the issues identified in the previous Quality Review report

### **Overall Evaluation**

#### **This school is well developed.**

Thomas Warren Field Elementary School is on the path of continuous school improvement. It is a reflective school that modifies its policies and practices in order to improve student outcomes. The well-respected principal provides strong leadership and a clear vision to move the school forward. The school atmosphere is collaborative, nurturing and orderly. Effective partnerships within the community additionally support the academic and social growth of the students. However, discipline is not addressed consistently across the school and this is an on-going concern for teachers, students and parents. The school provides collaborative systems that support teachers in the use of assessment data to inform planning and instruction and monitor student progress. The school is utilizing assessment information well to track the progress of all students. The core curricular, particularly in reading provides detailed assessment data on individual student progress. The school is setting measurable attainable goals for teachers and students, which is raising levels of student achievement. Not all teachers fully subscribe to their accountability for engaging and motivating instruction that meets the academic needs and interests of all students. This is particularly the case for special education students.

The inquiry team has begun its research on the school's identified target group of underachieving Hispanic, Black, and students with IEPs in grade 5. They have begun to see an improvement of the target group in comprehension skills from the DRA assessment. However, this has yet to become common practice for all students with special education needs. Since the last Quality Review, the school has made good progress in whole school planning and has incorporated clear timelines with benchmarks to monitor progress towards goals. The school is using a wide range of assessment programs to establish consistency in monitoring progress towards goals. During the common planning time teachers have developed a scope and sequence in science and social studies. The school has begun to have computers in classrooms and a LCD projector on every floor to support instruction impact. Selected teachers attended a technology retreat last year and shared their expertise with school staff.

### **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 the student's progress over time.**

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

The school has established very clear structures and consistent procedures, particularly in the early grades kindergarten to grades 2, to monitor the individual progress of most students within the classes and grade levels. This is evidenced in the school's Reading First program which uses the assessment Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment in conjunction with The Early Childhood Language Arts System (ECLAS). The data derived from these assessments and teacher observations provide teachers with information on individual students reading skill strengths and deficiencies. These results are used to inform the guided groups for targeted instruction in the classroom as well as identifying students who need support from the Academic Intervention Program (AIS). In the upper grades three to five, the Teachers College literacy program is used that have assessments within the units of study. Teachers also use Developmental Reading Assessment (DRA), running records and conference notes to gain further information on the skills, strengths and deficiencies of individual students' within the classes and grade levels. The Everyday Math program is implemented throughout the school and the unit tests are used to track student progress. Each class has a data binder in which teachers record, collect, analyze and update student progress.

The school has begun to analyze gender and ethnic data although this is not consistent across the classes. In the analysis of gender data, the girls are out performing the boys. There is good analysis of the progress of English language learners. However, the school is not fully analyzing the progress of Special education students' progress and performance particularly with the anticipated increase of at least two additional special education classes for next year. The school is cited for not making adequate progress in the performance of the Special education students in the state accountability reports.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

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

The school administrators and teachers collaboratively engage in setting measurable goals for individual students. They also develop action plans for identified struggling students and set time frames for measuring interim progress of set goals. This is achieved primarily through grade planning meetings, AIS and faculty meetings. The assistant principals meet regularly with grade teams to monitor student progress. Teachers have their own goals and have action plans to meet their set goals. The action plan is reviewed by the assistant principal supervising the grade. Classrooms have data binders that consist of individual students' goals, action plans, running records, reading and math conference records, state assessments and periodic assessment results. Teachers also set individual goals with their students. Because of this, students know where they are in achieving their goals, and are very clear on where they need to be. However, the school has yet to explore opportunities to share the whole school goals with all parents and members of the community.

The academic intervention team meetings are purposeful and involve several programs that are tailored for individual student needs. Technology is effectively used in the AIS program to support individual student progress. There are good systems to record the progress and performance of English language learners. More consistent systems in monitoring the instruction, meeting the individualized Education Plan goals, overall

progress and performance are required to support the academic progress of the special education students within the school.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school’s work is proficient.**

In the Reading First program and Everyday Mathematics, teachers follow a pacing calendar. In the upper grades, the teachers follow the units of study in the Teachers College model of balanced literacy. The classroom lessons are organized and focused on the needs of the lower performing students. However, lessons are not sufficiently engaging and interesting to address the various learning styles and needs of the all students, particularly the higher performing students and special education students. Differentiation is occurring only in planning for the groups for guided teaching which consist of the lower performing students. High performing students are not sufficiently challenged to have their learning extended. Technology in the classroom is used intermittently and is not being used to further engage and motivate all students. Classes are not always organized in a way that is student centered. As a result, students become restless and do not always make sufficient progress in their learning.

There are some extra-curricular activities that the students enjoy particularly the Junior Tennis League. Due to the increasing demand, the school is planning to extend extra-curricular activities, athletic programs and clubs in order to support the academic and social development of the students. The principal uses the budget strategically to support school goals and provide a rich literacy environment for the students. There is considerable mutual respect between staff and students and this supports student progress in the school. Attendance has improved since last year due to the school’s increased efforts in monitoring absences and lateness.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.**

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

There is a collaborative and supportive atmosphere amongst the teachers in the school. Administrators are in tune with the professional development needs of the teachers. The good professional development plan is developed from teacher surveys, discussions, and walkthroughs. Professional development is offered to teachers during the school day, after school hours, and on Saturdays. Teachers have opportunities to participate in professional development through the “lunch and learns”, study groups, and workshops series provided by the teacher center within the school. The study group is studying “Developing Minds” by Mel Levine. Teachers also participate in outside professional development particularly workshops given by Teachers College to further support the implementation of the balanced literacy program. The coaches provide valuable support by modelling lessons and sharing their expertise. The school has a consistent practice of inter-visitations and regular grade meetings. The assistant principals are regularly in the classrooms observing and supporting teachers. Administration has an established

practice of walkthroughs with a detailed checklist. Detailed and diagnostic feedback is provided immediately to teachers after lesson observations. Teachers value the constructive feedback and are eager to improve their practice. New teachers are assigned a buddy, a mentor and an assistant principal who support their instructional practice. As a result, they are quickly integrated into school life.

The provision and effectiveness of the support guidance services is inadequate with particular regard to behaviour management. As a result, teachers and students are often frustrated by some disruptive students in the classroom. Discipline is not addressed consistently across the school and this is an on-going concern for teachers, students and parents.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

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

The principal is well respected and provides strong leadership. The parents, teachers and students respect her and appreciate her "open door policy." She has a firm belief that every student in the school has a right to succeed and the school must provide the environment for that to happen. The cabinet works as a team to support school goals and increase student achievement. The cabinet collaboratively reviews the state and periodic assessment data by class, grade and individual students to monitor student achievement. The principal reviews the state summative data and the periodic assessment data and is aware of the change and improvement that needs to occur for continuous improvement.

The school is proactive in planning for a greater focus on improving the special education instructional program for students. The school has been success in its use of diagnostic tools particularly, the DRA, and Acuity to measure progress of students by class, grade and individual students. Teachers are increasingly becoming more familiar with these assessments and find the data useful in monitoring individual student's progress. They are working collaboratively with other grade teachers and the AIS team to provide intervention plans for students in their classrooms. The school is on a clear path for improvement as it strives to provide good quality education for students.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Thomas Warren Field School</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>				X	

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

To what extent do school leaders and faculty provide . . .	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?			X		
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?			X		
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
<b>Overall score for Quality Statement 1</b>				X	

### Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?			X		
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X		
<b>Overall score for Quality Statement 2</b>				X	

### Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?			X		
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?			X		
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X		
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?				X	
<b>Overall score for Quality Statement 3</b>			X		

<b>Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?			X		
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?			X		
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
<b>Overall score for Quality Statement 4</b>				X	

<b>Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
<b>Overall score for Quality Statement 5</b>				X	

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>