



The New York City Department of Education



Quality Review Report

The New Vision School

Elementary School 069

**560 Thieriot Avenue
Bronx
NY 10473**

Principal: Alan Cohen

Dates of review: May 15 – 16, 2008

Lead Reviewer: Corinne Rello-Anselmi

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Progress made since the last review

Overall evaluation

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

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

The New Vision School is an elementary school with 582 students from pre-kindergarten through grade 5. The school population comprises 21% Black, 74% Hispanic, 2% White, and 2% Asian students. The student body includes 13% English language learners and 17% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2006-2007 was 92.7%. The school is in receipt of Title 1 funding with 85% eligibility.

The school is housed in two buildings and still experience space issues which are being creatively addressed. In the fall of 2008, the school will undergo expansion and renovation to include not only additional classroom space but also a state-of-the-art Robin Hood Library and art studio.

Part 2: Overview

What the school does well

- The principal is masterful in securing funding to enhance the school's learning environment and instructional program.
- The administrative team inspires and promotes a clear and exciting vision for the future development of the school.
- The school operates in a highly effective manner to promote high levels of student engagement and discipline.
- Data is used effectively to track the performance and progress of individuals and sub-groups, and to focus support on those in greatest need.
- The curriculum is broad and enriched to increase the range of opportunities available to students to increase their engagement and motivation.
- The school has excellent systems in place for developing the whole child.
- The school has built a strong partnership with parents that makes a real impact on their children's learning.
- Administration and faculty use the outcomes of periodic assessments to adjust the curriculum and modify instruction.
- Professional development for all staff is a priority and is having a positive impact on the effectiveness of instruction.
- Students feel safe and have effectively embraced an understanding of building positive relationships.

What the school needs to improve

- Establish a common system for involving teachers in setting individual student goals based on students' present level and project growth in achievement.
- Increase collective planning structures to support vertical alignment of the kindergarten through grade 5 curriculum and instruction especially in literacy.
- Improve strategic planning to include interim goals so that the school's progress in achieving long-term goals is regularly monitored and evaluated.
- Improve differentiation of instruction to support and challenge high achieving students, especially in literacy.

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.

School leaders have created a warm and welcoming environment which is visual celebration of students' academic, social and creative talents. This along with the peer mediation and conflict resolution program has positively improved student behavior and interpersonal relationships. The school rightly prides itself on promoting high expectations for all students and highlights the continual improvement of achievement to staff, students and parents. Parents and caregivers are valued by administration and teachers in ensuring student success. The environment celebrates every aspect of the child with an emphasis the creativity in each and every student. The enrichment program is one of the many reasons students want to come to school. The principal is masterful in acquiring grants and establishing supportive partnerships both inside and outside of the school community.

Data on all students and groups is recorded and analyzed. The school uses data well to identify students in need of additional support and uses this as the guide for further intervention. The school identifies students in most need of improvement and they make good progress in achievement levels. However, the school does not have a streamlined strategic plan to establish measurable goals at whole school and individual level with interim benchmarks and is, therefore, not strong on monitoring and evaluating the school's progress towards its goals.

Since the last review, the school has developed ways to set goals and monitor student progress. Professional development has focused on the use of data to differentiate instruction, although there is more work to do in challenging higher-achieving students. The school-wide enrichment clusters continue to expand both in and out of the classrooms. The school inquiry team has been meeting regularly and has identified a targeted group of students. The focus is on identifying strategies to improve student comprehension. They have already identified the need for additional literacy intervention support. It is too early to assess the effectiveness of their work in terms of results.

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 effective data systems in place which impact on raising student achievement. Student, classroom and grade data is collected and reviewed by the principal on a regular basis. The principal and teachers make good use of this data and other data sources to track student progress for all groups in the school. These include

New York State Achievement tests, Rally, E-Class B, Fountas and Pinnell, Acuity and teacher and student conferencing.

The administration compares and visits schools within their peer group and those outside the group to observe best practices in literacy and enrichment teaching and learning. The school gathers data about English language learners and special education students. Both of these groups have made good progress because of the effective way that teachers track progress on a regular basis and provide well-targeted interventions and support. Gender and ethnicity data is also reviewed and has resulted in pragmatic changes, especially in the areas of personal development and student interests.

Teachers and administration meet regularly to discuss student performance and instruction. The data collection systems are not yet streamlined sufficiently to enable the administration and teachers to track progress efficiently. The school has recently purchased a sophisticated program to monitor yearly progress so that it can readily identify which students do not make sufficient growth. Teachers have expressed the desire for additional professional development in the constant and targeted use of data.

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.

Administration review data continuously. Classroom, grade level and subject data analysis is ongoing. Teachers work to identify students’ current level of performance and monitor their progress through the use of the various data sources. Ongoing assessments both formal and informal provide essential information in the identification of a student’s strengths and weaknesses. Rally, ECLAS B, New York State Achievement Tests and conferencing with students has guided their instructional next steps. The introduction of the use of Fountas and Pinnell reading levels has provided a common measure for monitoring student performance in literacy. The new computerized program is helping the principal to collate data efficiently and in identifying individual achievement targets for all students.

Parents have high praise for the care and respect shown to their children. Parents are invited to share in the celebration of student work which permeates the school. High quality displays of student work celebrate the individual talents of all students. Teachers, parents and students all share the vision for continuous improvement. The principal conveys high expectations on a daily basis by the principal reminding students about the importance of reading independently and the importance of good school attendance.

There are very good communication systems in place between the school and parents. The teachers and administration provide regular information about student progress both formally and informally and maintain an open door policy. The parent coordinator and parent-teacher association work closely to ensure parents are aware of important information, events and celebrations taking place in the school. There is an established school website, which also highlights school events and important information for parents as well as the total school community.

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 well developed.

The school's curriculum abounds with enrichment opportunities both in and outside the classroom. The arts are infused into all aspects of the curriculum. Students' interests are tapped to ensure optimum student engagement. Staff and students share a warm and positive environment where mutual respect and trust is evident on a consistent basis.

The school has hired highly regarded literacy consultants to work with the literacy coach and teachers. Although curriculum maps exist in the early child and upper elementary grades, the school has not established systems for the vertical alignment of literacy instruction in order to establish consensus about effective literacy practices. Examining student writing and rubric development is part of the ongoing work. The school has identified the need for increased collective planning time and structures to support the work in literacy.

Classroom environments are constructed to support both individual and whole group instruction. Teachers are held accountable for improving their instruction and student achievement. The students and teachers are accustomed to the regular visits to the classroom by the administration. SMARTboards and the portable labs are used effectively in classrooms to strengthen the curriculum. The technology cluster teacher supports ongoing classroom instruction through close articulation with teachers. Differentiation of instruction primarily exists in small group instruction and the materials used. However, teachers do not yet make use all available information to match activities to student learning styles and levels of achievement.

Staffing, budgeting and scheduling decisions are made with the goal of increasing student achievement, especially in the area of literacy. The focus this year has been on the vertical alignment of literacy instruction with an emphasis on student writing. The principal has been relentless in his search for programs and resources to support student learning.

Continuous positive regard for students is the core of the schools' belief system. "Educating Minds and Hearts," drives a highly effective youth development program that incorporates peer mediation and conflict resolution. Students have internalized many of the values taught and are evident in the treatment of their peers.

Students are reminded of the importance of good attendance on a daily basis. Consistently high individual student and whole class attendance are celebrated and rewarded. The attendance teacher works closely with the administration to resolve long-term absence.

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.

Professional development is at the heart of the school's strategy to further raise student achievement. The school provides a wide range of learning opportunities for administration and faculty which are aligned with whole school goals and individual needs.

There is a well-established system of formal and informal observations and walkthroughs. Teachers are given written feedback from these visits and often engage in discussions of best practices and next steps with the principal and assistant principal.

Administrators have appointed highly skilled staff, who are collaborative and supportive especially of newly appointed teachers. They are committed to educating the whole child and are keen to refine instructional practices and to use data to more effectively. Professional development opportunities are made available to all teachers both within and outside the school. Attendance at professional conferences is encouraged and supported by the administration. Classroom intervisitations are informal and teachers meet on their own before and after school as well as during lunch to exchange ideas.

The school runs exceptionally smoothly because policies and practices are clearly established and very well embedded. Parents and students are made fully aware of school policy on behavior through communications from the principal, parent coordinator and the PTA executive board. Partnerships, which include the Kipps Bay Boys and Girls Club, continue to deepen as more is learned about students' needs and interests. Education through Music has expanded its program to include violin instruction.

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, staff, students and parents are committed to the continued improvement of the school and the academic achievement of all students. The principal and his assistant principal have been successful in communicating a clear and exciting vision for the school.

Administration and teachers use the analysis of periodic assessment data to review student progress regularly and to plan interventions, adjust the curriculum and modify instruction. Through the work of the inquiry team there is recognition for the need to broaden the academic intervention services to better meet the needs of their most challenging students.

There is some inconsistency in the monitoring and evaluation of the effectiveness of the school's progress in addressing strategic plans and goals at whole school and individual level. The school knows its students well and so plans carefully the next steps each student needs to make progress. However, the process of setting interim goals for individuals and groups of students' expected achievement at certain points in the school year is not yet formalized.

The whole school community under the leadership of the principal has worked together to bring about excellent improvements over the last few years. There is a shared commitment to the continued success of the school.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The New Vision School	Δ	▷	✓	+	◇
Quality Score				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		
Overall score for Quality Statement 1				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	
Overall score for Quality Statement 2				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	
Overall score for Quality Statement 3				X	

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.

To what extent does the school . . .	Δ	➤	✓	+	◇
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
Overall score for Quality Statement 4					X

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.

To what extent do . . .	Δ	➤	✓	+	◇
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	
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped