

Quality Review Report 2009-2010

William Haberle Elementary School

Elementary School 195

253-50 149th Avenue

Queens

NY 11422

Principal: Beryl Bailey

Dates of review: February 23 - 24, 2010

Lead Reviewer: Myrta Rivera

Part 1: The school context

Information about the school

William Harbele is an elementary school with 730 students from pre-kindergarten through grade 5. The school population comprises 88% Black, 6% Hispanic, 3% White, 2% Asian, and less than 1% American Indian students. The student body includes 1% English language learners and 12% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2008 - 2009 was 93%.

Overall Evaluation

This school is proficient.

This school has created a safe and caring environment for students and adults where a culture of respect and positive attitude supports academic achievement. All constituents agree that this productive ambiance has resulted, in part, from a new literacy program that supports student personal growth through a character education component. The school has successfully collaborated with many outside agencies that provide academic support.

School leaders have structured the schedule so that it facilitates collaboration among teachers and supports their professional growth. The school's progress in engaging 90% of the staff on grade and school-wide inquiry teams is commendable. Teachers are highly professional and participate in inquiry work that focuses on looking at student work, analyzing classroom data, developing tools and goals for students to provide quality instruction and academic interventions. Standards based materials are used and a school-wide focus on writing is a key standard that frames their professional development. However, the school does not purposefully align the curriculum to State standards making it difficult to deliver a cohesive instructional program. Teachers use differentiated instructional strategies in the majority of classes. However, the delivery of instruction is not consistently rigorous and teachers do not always utilize higher order thinking skills to increase students' learning. Students and parents agree that some work is too easy.

The school has made progress since the last Quality Review in the areas of differentiation of instruction, goal setting, and use of data. School leaders now make good use of data to identify students in need of additional support and then provide them with additional resources. Students appear consistently engaged and know their personal goals in literacy and math. Portfolios provide a varied collection of student's best work products. However, feedback on the work does not include comments for continued student reflection and growth. Progress report data indicates that students performing on or above grade level are not making sufficient progress. Administrators and faculty use data to analyze school wide strengths and needs and make periodic adjustments. However, there are no structures to evaluate assessment tools and data systems at interim checkpoints to make adjustments to increase the coherence of policies and practices across the school. There is no school-wide system for families to become aware of their child's interim progress and the next steps, or to support them in dealing with socio-economic issues.

Part 2: Overview

What the school does well

- School leaders and faculty gather and analyze a variety of summative and periodic assessment data to identify and organize academic interventions for students in need of assistance.
 - o The administrative team reviews a multitude of data, including State assessments, to identify the four school goals that highlight the school's major areas of need and identify student subgroups. The principal meets with teachers to discuss findings and next steps. Assessment binders identify targeted students for academic interventions so grouping of instruction and differentiated lesson planning can meet the needs of individual and groups of students.
 - o Administrators and faculty collect and analyze periodic assessments such as Acuity, Predictive, and DRA to monitor the progress of targeted students and sub-groups and share the results with faculty. The teacher teams meet and effectively analyze this data further for targeted students and identify areas of need, plan lessons together and monitor their progress to improve the delivery of instruction.
- Teacher teams and individual teachers have developed tools to organize data and to analyze student performance that support student achievement at the classroom level.
 - o The inquiry team members designed rubrics in writing for all grades followed by professional development on the use of this tool to develop a cohesive assessment school wide in writing. There is evidence of the effective use of the writing rubric in every classroom and in student work folders.
 - o All teachers have assessment binders with periodic assessment data, such as unit test scores and samples of student work to assist them plan effective differentiated lessons that meet the needs of students. All students have portfolios with exemplars of their best work. Teachers meet with students during conferencing to discuss their work and next steps. These tools assist teachers to design differentiated lessons and monitor student progress over time.
- All teachers make effective use of a wide array of data to create classroom and individual student goals to target purposeful academic interventions that support accelerated learning for their students.
 - o All students know their literacy and math goals. Teachers group students based on data and change their goals frequently with new information. Classrooms contain a copy of the goals with the accompanying evidence of student work attached so students are able to explain why they met their goal. Teachers create classroom goals based on the needs of all students to support their academic achievement.
 - o Teachers on grade inquiry teams review all data and identify students in need of additional support. These students then receive the extended day, after-school program, and academic intervention services provided

by five paraprofessionals during the school day. Differentiated student goals for this subgroup of students, provides them with an opportunity to accelerate their learning.

- Professional collaboration is valued and faculty consistently uses the inquiry approach to share their work, resulting in meaningful instructional adjustments that focus on improved student learning.
 - o All teachers participate in inquiry teams that feature distributed leadership and shared responsibility for producing agenda items. Members of the instructional team rotate attendance at professional conferences and are required to turnkey information with their colleagues. Teachers share their expertise with each other comfortably, thereby improving their instructional practice to support students in reaching their potential.
 - o Every lead member of an inquiry team takes responsibility for a group of students. They analyze their data and class work, observe them in their classrooms, and meet with their teachers. This collaboration allows teachers to share best practice, ensures follow-up and enables reflection on instruction and its impact.
- The school provides professional development that aligns with its goals and curricula so that staff continuously evaluate and revise their classroom practices to improve instruction.
 - o In order to support the goal of improving student writing, the school uses the “writing on demand” program throughout. Teachers attend training four times a year and work in teams to evaluate pieces of student work. This professional learning opportunity is purposeful and aligned with the school goal to increase the quality of writing.
 - o Professional development is at the core of the inquiry team’s work, creating a sustainable professional learning community. Teachers analyze periodic assessment data together and create lessons plans that target the students’ area of need. Teachers report that this sharing of differentiated strategies has been useful to them as they visit each other’s classrooms to share best practice and revise their work.
- The school has established a safe learning environment where students and adults maintain a culture of respect and positive attitudes that supports continued academic achievement.
 - o Students, parents and teachers report that they feel safe in their school as leadership has created an environment conducive to learning. The school has a new literature program that infuses character education with literacy. This program is a proactive measure that maintains their safe learning environment so students can focus on leaning.
 - o Students describe the school administration as a team that can help them when they do something wrong. As a result, students know where to get help with academic and personal issues so that they can succeed in learning.

What the school needs to improve

- Increase academic rigor and alignment in the school's curriculum with State standards, embedding periodic checkpoints that ensure all students make progress in their learning.
 - o The school uses the textbooks' pacing calendars to support instruction. However, the calendars and content do not consistently align with the State standards. Additionally, there are no scheduled interim checkpoints to monitor the effective implementation of the curriculum to provide students with additional supports mid-stream so that they can reach academic proficiency. Even though there is differentiation of instruction in most classes, some lessons lack academic rigor. Class assignments and group work activities are basic and do not demand the stamina or depth of probing that moves students into higher academic achievement levels.

- Create goals that include precise short- and long-term measurable outcomes that allow for easier, effective monitoring of student progress and reinforce ownership and accountability.
 - o The school has created school wide goals as part of its Comprehensive Educational Plan process. However, these plans have no short- or long-term measurable benchmarks so that the school can make periodic adjustments to meet the needs of the students. School leaders and faculty view data frequently but they do not yet systemically evaluate the effectiveness of all resources to modify plans as per the data outcomes. Some classes use rubrics but there is little evidence they assist students to reflect on their work products. As a result, students remain uncertain of the next steps to improvement to increase the quality of their work.

- Establish structures to evaluate assessment tools and data systems at interim checkpoints to make adjustments to increase the coherence of policies and practices across the school.
 - o Even though the school has developed many assessment tools, it has no structures in place to evaluate their effectiveness at interim points as it makes educational decisions about any necessary adjustments. The school informs parents of their children's needs and progress during parent teacher conferences. However, there is no school wide system in place for families to become aware of student progress and next learning steps more frequently throughout the school year.

- Identify ways of creating partnerships with community-based organizations to enhance the socio-emotional growth of students.
 - o The school has successfully established a push-in character education program that provides students with additional instruction on the acceptable norms of behavior at the school. Outside of this program, however, there are limited professional development resources for teachers to support them in consistently addressing the socio-emotional development of students. The school has a variety of partnerships with agencies that provide academic and extra-curricular activities for students but lacks any established support for families to help them to work through personal issues that influence their child's academic successes.

Part 3: School Quality Criteria 2009-2010

School name: William Harbele Elementary School	△	▷	✓	+
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	△	▷	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?		X		
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Overall score for Quality Statement 1			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	△	▷	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	
Overall score for Quality Statement 2			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	△	➤	✓	+			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X				
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X				
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?		X					
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X				
Overall score for Quality Statement 3			X				
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	△	➤	✓	+			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X				
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X				
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Overall score for Quality Statement 4			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	△	➤	✓	+			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?		X					
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?		X					
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?		X					
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		X					
Overall score for Quality Statement 5			X				
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed