

# Quality Review Report 2010-2011

**Eubie Blake Elementary School**

**Elementary School K025**

**787 Lafayette Avenue  
Brooklyn  
NY 11221**

**Principal: Anita Coley**

**Dates of review: December 9 - 10, 2010**

**Lead Reviewer: Evelyn Santiago**

## **Part 1: The school context**

### **Information about the school**

Eubie Blake School is an elementary school with 338 students from grade pre-kindergarten through grade 5. The school population comprises 79% Black, 20% Hispanic, and 01% White students. The student body includes 05% English language learners and 07% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2009-2010 was 89.0%.

### **Overall Evaluation**

**This school is developing**

## Part 2: Overview

### What the school does well

- The school is supportive and inclusive of parents and as a result parents feel they are valued as part of the school community.
  - The school has increased communication of expectations using an electronic phone messenger to contact families regarding attendance, school events and updates. This promotes participation in supporting their children's academic performance and record of attendance. To date, the school has noted increases in student progress in English language arts and math and an increase in school attendance of at least one percent.
  - Parents are active members of the School Leadership Team and Parent Teacher Association. Serving the school in this capacity, parents directly influence school goals, action plans and parent involvement activities. As a result, parents express that they are able to affect their children's instructional experience and have a positive impact on their progress.
- Leaders make effective organizational decisions across all aspects of the school to support improvement initiatives and student learning.
  - In efforts to decrease adult-student ratios, the principal budgeted funds for paraprofessionals to work at least half a day with teachers in grades kindergarten through grade two. This has resulted in students receiving more one-on-one support from adults to further their academic and emotional growth. Additionally, the school has maintained a literacy coach who works with individual and groups of teachers to share promising practices and facilitate professional development activities. Subsequently, teachers feel supported in working with all students and in their professional growth.
  - There are scheduled grade level common preps that enable teachers to meet weekly to share ideas and plan instruction. This includes common preps for teachers teaching one grade above and one grade below for articulation of curriculum and planning. This has enhanced communication between teachers to ensure consistency and better prepare students from grade to grade.
- The school uses appropriately aligned tools to organize and analyze student outcomes to track progress for all students.
  - School leaders and teachers maintain data binders for English language arts and math to track individual student progress. This data tool organizes the information "at a glance" for leaders and teachers to plan instruction and provide appropriate interventions.
  - Teacher teams use ARIS to analyze data of their target population students and identify skills not yet mastered. This information drives the dialogue and development of strategies that address the instructional needs of the students. Teachers are now using these strategies in their classrooms and are noting improvement in the targeted skills.

- The school's systems and partnerships support students in continual learning and promote students' personal growth and development.
  - The school's Academic Intervention Services Team, which includes school leaders, the guidance counselor and health services personnel, supports teachers and families in the development of effective strategies that address the emotional needs of students requiring additional help. As a result, parents proudly express their belief that the school is responsive to their children's needs and students feel that they are well cared for at school.
  - The Church Avenue Merchants Business Association provides after-school programs and services for students that include academic support, peer mediation and participation in the performing and visual arts. These opportunities promote student self esteem, academic skill development and showcase students' talents and creativity to extend career choices.
- School leaders use observation tools to improve school-wide instructional protocols and increase student learning outcomes.
  - School leaders conduct learning walkthroughs and observations to evaluate teacher performance, provide feedback with recommendations for improvement and develop professional development plans of support. These are done with greater frequency to support probationary teachers and teachers in need of additional assistance as indicated by students' progress. Consequently, school leadership is able to assess accurately teacher performance and growth.
  - School leaders spend an entire day visiting selected classrooms as active participants twice weekly. This has resulted in the increased awareness of current instructional practices among school leaders and has helped to identify needs and plan for classroom support. Additionally, teachers praise this practice for the positive impact on their professional growth.

### **What the school needs to improve**

- Further align the school's curriculum with State standards to ensure instruction his rigorous and that all students make progress in their learning.
  - The school has aligned key State standards in English language arts and math to the curriculum and has two cluster teachers responsible for teaching science. However, the school has yet to align science and social studies instruction with curriculum mandates across all classrooms. This limits exposure to rigorous standards based learning and growth in all content areas.
  - Although the school has emphasized teaching higher order thinking skills, thinking maps and Bloom's taxonomy, this practice is not evident in all lessons. In one classroom, the students were completing a spelling test, while others were coloring in their notebooks. This limits opportunities for critical analysis, creativity, understanding and achievement.
- Promote consistency in differentiated instruction based on data so that planning reflects purposeful grouping to maximize student learning.

- While there is use of differentiated instructional strategies in some classrooms, this practice is not consistent. Lessons often address the entire class with limited accommodations to meet the academic needs of individuals and/or groups of students. This adversely affects the level of student understanding of the concepts presented, skill development, engagement and achievement.
- Levels of student engagement vary among classes. In several classrooms, discussions and student participation in lesson presentations were minimal. Additionally, student folders and notebooks did not contain sufficient work products reflective of the learning. This lack of quality work diminishes students' ability to be critical thinkers and limits academic growth.
- Extend data gathering and analysis practices to all core subjects to provide a complete picture of students' progress across all aspects of the school.
  - The school organizes English language arts and math data to include summative, formative and Periodic Assessment data. However, assessment data in science and social studies lacks consistency. As a result, there is not enough information on student learning to inform differentiated planning that meets the instructional needs of all students.
  - Although the classrooms use formative assessments to inform instruction, these assessments do not always align with curriculum standards. In some classrooms, assessments consist mainly of textbook unit tests, while in others assessments are program based. This lessens the capacity to adequately measure the learning of curriculum standards and plan next steps.
- Deepen student improvement goals based on data with an eye to raising student achievement across all subject areas.
  - The school has created goals for all students. However, most goals do not reflect data informed processes in their development. In addition, many students are not able to articulate their goals or next learning steps. This hinders students' ability to achieve mastery of curriculum mandates.
  - Teacher teams set student goals and implement teaching strategies to facilitate the learning and achievement of goals. This information, shared among team members, has not yet resulted in the development of instructional protocols that improve pedagogy throughout the school.
- Expand systems for collecting and monitoring data relative to student progress to ensure the effective use of the results for instruction.
  - School leaders use Periodic Assessments to determine student learning. However, there is no protocol yet in place that provides for the frequency or structure of data analysis for timely and effective evaluation of progress. This decreases opportunities to adjust curricular and instructional practices to ensure student achievement.
  - Although the school purchases a variety of resources, no system is yet in place to evaluate usage and impact. For example, materials for science instruction are still in boxes and unavailable for classroom use, limiting student access to hands on experimentation.

## Part 3: School Quality Criteria 2010-2011

<b>School name: Eubie Blake Elementary School</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>		<b>X</b>		
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?		<b>X</b>		
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?		<b>X</b>		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			<b>X</b>	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			<b>X</b>	
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			<b>X</b>	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		<b>X</b>		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			<b>X</b>	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		<b>X</b>		

### 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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?			<b>X</b>	
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?		<b>X</b>		
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			<b>X</b>	
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			<b>X</b>	

### 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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?			<b>X</b>	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			<b>X</b>	
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?			<b>X</b>	

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				
<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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				
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>