

Quality Review Report 2010-2011

**The Irvington
Elementary School 86
220 Irving Avenue
Brooklyn
NY 11237**

Principal: Mabel Sarduy

**Dates of review: March 8-9, 2011
Lead Reviewer: Carol Mosesson-Teig**

Part 1: The school context

Information about the school

The Irvington is an elementary school with 532 students from kindergarten through grade 5. The school population comprises 4% Black, 91% Hispanic, and 2% White students. The student body includes 25% English language learners and 12% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2009 - 2010 was 94.3%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school has established highly successful partnerships and developed internal capacity to support staff and integrate youth services that provide on-going learning for students' academic and personal growth.
 - The guidance counselor and partnered outside agencies provides a wide range of workshops for parents and staff focused on creating a safe, inclusive, and respectful culture, as well as academics,. This is highly supportive of the school's goal to be the "hub support for the child and family" to take as much pressure off parents in order to allow them and their children to concentrate on academic outcomes.
 - A collaboration of staff has led to a pilot program this year entitled "Yoga and Literacy" that focuses on building literacy skills through yoga movements. Among the many benefits of the program is that it helps students to visualize bad thoughts leaving their bodies, thus building their self-esteem and achievement levels.
- School leaders and faculty have aligned their curriculum to the State and Common Core State Standards in order to increase student outcomes.
 - Monthly curriculum maps and unit plans are aligned and implemented by grade to both key State standards and the Common Core State Standards, to ensure progress in reading, writing, math, social studies, and science.
 - Conversations with teachers on and across grades focus on strengthening students' understanding of informational texts to enhance reading and writing skills. Thus, the school is aligning and implementing instructional tasks both vertically and horizontally that promotes and increase students' learning outcomes.
- The principal makes strategic organizational decisions to enhance instructional goals supporting student achievement.
 - The principal's budgeting insight, coupled with staff input, results in strategic use of resources. School aides spend time daily in each kindergarten, enabling classroom teachers to work directly with small groups. Scheduling of teachers provides them with multiple opportunities to meet, including weekly common planning periods and team meetings, in order to support data analysis and instructional preparation.
 - The principal's reassignment of staff placed the literacy and math coaches back in the classrooms, one in a special education and the other in the collaborative team teaching classroom, in order to strengthen teaching in these classes and build teacher capacity across the grades, leading to improved consistency of instruction.
- Teachers design assessments and analyze student data in order to inform instructional practices to enhance student performance.

- Teachers meet frequently as grade-level teams to review periodic assessments, data from which is used to determine the school-wide inquiry focus of integrating information across informational texts in order to increase student achievement. Data is also used to determine skill-based groups, targeted next instructional steps for students to be implemented during classroom instruction and extended day times, and to create assessments that are aligned to the standards in reading, social studies, and science.
- Teachers place a high value on collaborating with one another and on their own professional growth, resulting in an increased sense of shared responsibility and a commitment to raising student outcomes.
 - Grade-level and horizontal- teacher teams meet regularly during common planning times to develop instructional plans and identify groupings of targeted students for extended day support around integrating information across informational texts. The teacher team members stated that they value and attribute their professional growth to the collegial time and believe that common planning time promotes a sense of shared responsibility in student achievement.
- Professional learning opportunities are well aligned with the school goals and are differentiated based on teacher need to enhance staffs' skills in classroom instruction to support student learning.
 - Multiple intra- and inter-grade level class visitations allow teachers to observe and discuss best practices within the school. In addition, teachers individually seek outside professional development sessions and conferences to attend and share relevant information with their colleagues. Teachers work one-on-one work with an outside literacy consultant and as a result guided reading strategies in the lower grades are strengthening.

What the school needs to improve

- Further develop structures to regularly monitor targeted students in order to increase student achievement.
 - The schools' structured time each week enables teachers to focus on data with students. However, the school does not have strong systems in place to organize and monitor the progress of classes and individual students towards meeting long- and short-term goals. Therefore, they are unable to make timely adjustments to maximize student learning.
 - While the school is proactive in using data to differentiate instruction for students, it has not yet fully developed tracking systems for targeted students, thus limiting the effective monitoring of their progress.
- Deepen differentiation of instruction so that all lessons extend and engage students and offer challenge at various levels to include effective questioning that elicits higher-order thinking skills.
 - Although the school utilizes data to establish groups based on performance or skill, teaching practices across classrooms, and tasks

assigned are not sufficiently challenging for all students. The delivery of instruction does provide for entry points suitable for all learners, but questioning does not consistently lead to high levels of student thinking.

- Strengthen feedback to teachers that will inform instructional practices to accelerate student progress.
 - School leaders engage in walkthroughs, informal and formal classroom observations, and brief conversations with teachers to drive the school's common instructional focus. Although the school leaders provide teachers with "speed messages," this feedback is not consistently aligned to scaffold individual teachers' next learning steps to support accelerating student learning.
- Strengthen interim goals and benchmark settings to enable school leaders and staff to modify long-term goals and objectives in a timely manner in order to maximize the impact of actions and to celebrate successes along the way.
 - During team meetings, teachers elaborate about their focus with their targeted group of students, but have yet to incorporate benchmark results from student assessments to denote student subgroup progress. This limits teachers in analyzing the effectiveness of their instructional decisions to improve learning and monitoring student outcomes for individuals and targeted groups of students.
 - Teachers meet weekly to review student work and assignments and to gain insights into student performance trends. However, the school has not yet fully embedded these practices to collate systematically and track areas of mastery of learning and attainment of goals.

Part 3: School Quality Criteria 2010-2011

School name: The Irvington	UD	D	P	WD
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>	UD	D	P	WD
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	
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>	UD	D	P	WD
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 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, 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	

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>	UD	D	P	WD			
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				
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>	UD	D	P	WD			
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			
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>	UD	D	P	WD			
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				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed