

Quality Review Report 2010-2011

The Henry Longfellow School

Elementary School 094

**5010 6th Avenue
Brooklyn
NY 11220**

Principal: Janette Caban

Dates of review: January 5 - 6, 2011

Lead Reviewer: Anita Skop

Part 1: The school context

Information about the school

The Henry Longfellow School is an elementary school with 1, 271 students from Pre-kindergarten through grade 5. The school population comprises 0.6% Black, 47% Hispanic, 4% White, and 48% Asian students. The student body includes 53% English language learners and 6% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009 - 2010 was 95.9%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- The school's multiple dual language approach, emphasizing enrichment and the arts, provides students with a rigorous curriculum that is standards based, highly engaging and preparatory for future academic and career needs.
 - Utilizing a schoolwide model, the school incorporates a projects based approach for enrichment at all grade levels for all students. Students in upper grades self-select areas of interest, and propose and design a research project. Lower grade students vote on a class topic and select a project aligned to this study. As a result, students participate in true inquiry and utilize skills aligned to the Common Core Standards.
 - As no standard curriculum exists for a Dual Language Chinese program, teachers in collaboration with colleagues in Manhattan, have developed a fully aligned curriculum, adapting and translating materials and following the workshop model so that student needs can be targeted. Students in these classes show consistently high achievement as a result of this rigorous approach.
- Teachers and support staff consistently provide targeted, differentiated learning that enable all students to work from strengths and engage in critical thinking opportunities.
 - Classrooms uniformly reflect the school's commitment to small group or individualized instruction for ongoing support of student needs. Students participate in well planned, data defined lessons, assisted by push in personnel, using teacher made materials in a range of modalities. Therefore, all students are actively engaged and challenged.
 - Skillful teacher questioning and planning results in student work products that are reflective of higher order thinking skills from even the youngest students. For example, first grade students were asked to define a series of numbers using number dot cards, with the rule that they could only use each card once, an activity involving complex problem solving. Due to this inquiry approach across all grades, critical thinking is highly evident in students' work.
- The principal's commitment to student success is evidenced by the innovative use of resources, including time, teacher assignments and budget.
 - Using a union approved school based option, the principal has eliminated the faculty conference in favor of an extended opportunity for vertical inquiry teams to meet on a weekly basis. Consequently, teachers are able to work together consistently to deepen reflection on student data and hone instructional practices, resulting in improved student vocabulary use and writing school wide.
 - Teacher assignments consistently support academic growth for all students. Resource room students are strategically grouped in the classrooms of teachers with demonstrated skill in moving this subgroup.

Students are further assisted by special education teacher support service personnel who push in during literacy. As a result, individualized targeted support is aligned to actual classroom instruction.

- The school develops and utilizes a wide range of assessments aligned to the key standards of the targeted curriculum at grade and classroom levels.
 - Grade level quarterly assessments, content specific assessments, teacher developed rubrics aligned to the Teachers College Writing Continuum, and conferencing notes provide teacher teams with powerful sources of feedback. These enable all to reflect on individual student progress and the impact of instructional decisions. Consequently, teachers affect curricula changes in a timely manner to improve student achievement.
 - A careful examination of summative and formative student data has defined academic vocabulary as a consistent need for English Language Learners. The school has used this information strategically, adjusting classroom instruction to include contextual vocabulary protocols in all content areas. The success of this change is seen in enhanced student use of language, and greater comprehension in all classrooms.
- Teachers provide students with deep insights into their personal areas of growth and needed next steps, setting understandable goals which are reflected upon constantly throughout the school day.
 - All students and teachers collaboratively develop and adjust goals during teacher conferences. They are then recorded, in student language, on index cards and collected on personal key rings. The goals are referenced throughout the day to support all areas of learning and taken home nightly to be shared with parents. Consequently, all students know what they are working to improve and how to achieve their goals.
 - Feedback to students and parents is ongoing. The school has developed a yellow “Parent Connection” folder which houses student key ring goals, the monthly class study guide, the monthly school newsletter and individualized information shared between school and home daily. Parent workshops conducted by coaches, defines the use of the folder and the key rings. Parents proudly presented their child’s goals and noted the folder as evidence of how well their children were doing.
- Formal and informal observations support differentiated modalities to ensure that universal teaching strategies are consistently implemented and focused on student success.
 - Higher order thinking strategies from a partnership with the National Urban Alliance and Teachers College form the foundation of instruction school wide. Teachers at all grade levels utilize these approaches and evidentiary protocols are seen in every classroom. This creates a coherent and consistent culture, deepening the level of conversation and focusing on student success.
 - School leadership uses observations to target differentiated support for all teachers. Grade leaders, coaches and buddy teachers are assigned to aid colleagues in meeting identified needs. The principal establishes a specific timeframe for revisiting the teacher, reviews coach logs and

meets with each teacher to reflect on growth. Teachers feel supported, the collaborative culture is enhanced and high levels of pedagogy are maintained.

- The school utilizes a uniform, reflective and embedded protocol for the evaluation of the work of professional collaborations that enhances professional growth and targets needed assistance.
 - The school's vertical content specific teams and horizontal grade level teams serve as a conduit for strategic instruction. Minutes are generated from each meeting and shared with the principal who distributes the information school wide. This protocol enables the leadership to reflect on the work of all teams by comparing it to student data and provide support as needed, ensuring teamwork is meaningful and student centered.
 - The roles of grade leader, coach and team facilitator provide a broad range of opportunities for distributed leadership. The instructional cabinet and work of teacher teams enables the principal to actively reflect on leadership development, providing encouragement and additional venues for growth.

What the school needs to improve

- Expand the level of parental involvement in schoolwide planning to support the increased rigor of the Common Core Standards.
 - While the school had clearly defined goals that are data driven and aligned to the rigorous demands of the common core standards, school wide understanding of these changes has not yet reached all constituents. In addition, parents have been involved in a somewhat limited manner in the school level planning processes. This has resulted in a lack of awareness, for some parents, as to the need for urgency in the acceleration of student learning.
- Enhance professional development for teachers in the area of social and emotional growth so they can provide consistent support for students.
 - The school has an excellent culture of respect and safety, providing extensive support to teachers in all areas, including social/emotional training, on an individual basis. However, universal training protocols in this area have not been implemented as yet. As a result, expectations for student growth are not uniformly defined in this area, and may not address the unique requirements of special education students as these numbers increase.
- Refine the evaluative process to reflect on the success of the wide range of parental outreach opportunities provided by the school.
 - The school has strong protocols for sharing the evolving State standards school wide and has already begun implementing these changes. In addition, numerous protocols enable the school to share achievement information with parents. However, the school has not been sufficiently reflective in determining which methods are most successful, so as to eliminate those that may be redundant.

Part 3: School Quality Criteria 2010-2011

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|---|-----------|----------|----------|-----------|
| School name: The Henry Longfellow School | 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 |