

Quality Review Report 2010-2011

**Lyndon Baines Johnson
Elementary School K151
763 Knickerbocker Avenue
Brooklyn
NY 11207**

Principal: Maria Anaya

**Dates of review: May 23 - 24, 2011
Lead Reviewer: Lillian Druck**

Part 1: The school context

Information about the school

Lyndon Baines Johnson is an elementary school with 429 students from pre-kindergarten through grade 5. The school population comprises 22% Black, 73% Hispanic, 2% White, and 3% other students. The student body includes 17% English language learners and 8% 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 92.7%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school offers a safe, nurturing and respectful environment that promotes learning for students, in which their personal and academic needs are met.
 - Parents deeply appreciate the school's focused efforts in developing their children's social emotional learning and academic skills in a positive and supportive environment. Students eagerly share that the dean, guidance counselor, classroom teachers and principal know them well and support their goals, which reinforce their strong desire to succeed in school. The dean provides small group counseling to resolve conflicts and address behavior issues and the guidance counselor coordinates activities to enhance students' social emotional learning. These efforts result in improved relationships among students and a decline in suspensions as noted in occurrence report data. Consequently, students are well supported in a caring learning environment that meets their social and academic needs.
- The school conveys high expectations that promote parent involvement and support learning so that students and families work toward meeting the school's goals.
 - Students and families learn about the school's expectations for attendance, academic performance, homework, and discipline through assembly programs, meetings, workshops and school bulletins. The parent association reinforces the school's expectations through various incentives. For example, they sponsor a movie night for students with perfect attendance. Also, the school distributes awards for citizenship and acknowledges students of the month at assembly programs. This results in a collaborative effort to meet the school's academic goals and high expectations for students.
 - An English as a second language (ESL) Saturday academy involves parents working alongside their children in classes to improve students' language acquisition skills. As part of the academy, parents attend ESL classes to enhance their English language proficiency skills, computer classes to acquire technology skills, and networking sessions with the parent coordinator to promote involvement. As a result, the school reports increased participation in parent leadership activities and improved attendance in important school events.
- The school uses a range of relevant data to acquire an overall understanding of the performance of individuals and groups of students so that decisions address identified strengths and challenges.
 - The school analyzes data from various sources such as ARIS, item skills data, attendance summaries, and occurrence reports, to gain a good understanding of the strengths and needs of the school. For example, based on the review of occurrence reports, the safety committee identifies specific challenges that require attention, such as behavioral issues, emotional needs and the social development of identified students. The dean and guidance counselor follow up with parent meetings and student counseling to address

these challenges. As a result, the principal notes fewer in-house suspensions and a decrease in reported incidents across the school.

- Teachers supplement English language arts (ELA) and math summative data with information gathered from mock exams, itemized skills analysis of instructionally targeted assessments, exit slips and unit test grades. The analysis of this data provides them with a better understanding of the performance trends of target groups. As a result, student groupings are revised regularly and remain flexible so that learning deficits are addressed during tutorial sessions conducted once a week by the classroom teachers.
- The principal uses resources strategically and makes purposeful decisions that align to school goals so that instructional programs meet students' needs.
 - The math coach, literacy coach and language arts teacher work collaboratively with the principal to support the school's instructional goals by providing model lessons, guiding planning and working with teacher teams. In addition, they provide services to high needs students during the day and after school. As a result, the most challenged students are supported well in their learning as evidenced by improved grades on unit tests.
 - Teams of teachers work with target students in their classrooms and during extended day sessions to accelerate academic outcomes. They also offer tutoring to small target groups during their professional periods once a week. As a result, high needs students continue to show gains in their reading as noted in teacher's running records and an increase in the percentage of students achieving benchmark goals. The enrichment teacher works with higher performing students to create a bi-monthly newsletter, which informs the community of upcoming events and extra curricular school activities. Therefore, these students explore activities that tap into their interests and expand their writing skills, evidenced in the content of the newsletters they generate for the school.
- The school community benefits from the support of specialized personnel to ensure that the social and emotional needs of students are met, so that they experience success in their learning.
 - The principal provides professional development during faculty conferences to support the staff in ensuring the school's safe and respectful environment. The guidance counselor, dean and part time social worker offer individual and small group counseling, tutorials and real world learning activities that accelerate students' academic growth and develop their personal skills. A short-term partnership with Inside Broadway enables students to develop choreography, acting and voice skills. This real world experience elevates students' self esteem and fosters their academic and personal growth as noted by increased participation in class and improved outcomes in report cards.

What the school needs to improve

- Increase the level of rigor in tasks aligned to the curriculum across all subjects and grades in order to fully engage all learners and accelerate their learning.

- Two teachers on each grade work on curriculum maps to integrate the Common Core State Standards. However, the work is not yet fully aligned or regularly communicated across grades and subjects. As a result, detailed plans and academic tasks that emphasize rigorous habits, challenge thinking and meaningfully engage all students are inconsistent across the school.
- Promote greater consistency in differentiated teaching strategies so that all students are engaged in learning that promotes thinking, leading to improved academic outcomes.
 - The school's academic programs suggest the grouping of students in approaching, on and beyond level groups. However, in some classes, although students work in groups, they complete the same activities with minimal peer interaction. Additionally, the use of different lesson entry points to facilitate learning for the various student needs is inconsistent across the school. This results in uneven levels of student engagement and student work products that lack cognitive rigor.
- Increase consistency in the use of formative assessments so that curriculum is better aligned across classrooms and instructional decisions reflect appropriate adjustments to meet students' needs.
 - Teachers use assessment data to identify strengths and weaknesses of target group students. However the assessments do not inform instructional decisions and the data is not consistently used to develop differentiated tasks aligned to students' abilities. This limits opportunities for students to engage in thought provoking and challenging tasks that are matched to their needs, thereby restricting efforts to improve their learning.
- Expand the observation process so that teachers receive effective feedback to improve classroom practice, maximize professional growth and accelerate student learning.
 - The principal provides feedback to teachers through observations and individual conversations. However, recommendations for improvement are not aligned to student data and do not always specify the adjustments needed in teacher practice to accelerate student learning. Also, teachers participate in various professional development sessions to improve their teaching skills. However, professional development is not differentiated to target the identified needs of individual teachers, thus limiting the school's ability to enhance pedagogical and content skills to improve student learning.
- Establish systems to evaluate teacher team effectiveness and leadership development to increase capacity building and improve instruction.
 - The principal joins team meetings and reviews team agendas to evaluate the work of teacher teams and the school's professional collaborations. However, systems to provide feedback so that teams improve their inquiry work are developing. In addition, structures to evaluate and support leadership development opportunities are still emerging, thus limiting the school's ability to build leadership capacity.

Part 3: School Quality Criteria 2010-2011

School name: Lyndon Baines Johnson	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