

# Quality Review Report 2010-2011

The Marlboro School  
Elementary School 177  
346 Avenue P  
Brooklyn  
NY 11204

Principal: Mrs. Shoshana Singer

Dates of review: January 12 - 13, 2011

Lead Reviewer: MAK Mitchell

## Part 1: The school context

### Information about the school

The Marlboro is an elementary school with 898 students from pre-k through grade 5. The school population is 28% Hispanic, 37% White, and 33% Asian students. The student body includes 33% 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 2009-10 was 94.6%.

### Overall Evaluation

**This school is well-developed.**

## Part 2: Overview

### What the school does well

- School leaders effectively allocate resources that continually support improving student outcomes.
  - The faculty's identification of a need for consistent delivery of differentiated lessons resulted in the formation of a committee to focus on accelerating the practice of differentiated teaching strategies to support student learning. School-wide implementation of best practices enabled the school to maintain gains on standardized exams despite increases in both English language learners and special education students.
  - Teachers' identified the workshop method for language arts to be lacking in strategies customized to English language learners. After three years of student data analysis and inter-visitation, staff implemented a new basal text with differentiated reading booklets, assignments, and assessments that maximize customized instruction and raise student achievement for all students.
- Teacher teams use assessments to collect and analyze data resulting in instructional decisions that support student progress.
  - Grade-level team updates of English language arts core curriculum maps assure vertical and horizontal alignment, thereby eliminating redundancy and prioritizing the highest leveraged standards. Common teacher assessments derived from these maps provide an efficient school-wide system of student feedback, guiding instructional decisions towards increasing student performance.
  - Inquiry team emphasis on key adjustments is effectively impacting student learning. Teacher substitution of a standards-based assessment provides wide range of useable data for English language learners. The executive inquiry team examines student work and sample assessments from across the school, thus checking for teacher understanding of their students' needs, and the identification of staff for additional diagnostic training. This results in teachers having personalized knowledge, and the development of differentiated goals, for each of their students.
- School leaders' clear vision leads to an environment of collegiality, collaboration, and instructional support, resulting in improved pedagogy across the school.
  - The principal effectively used observation of the grade 5 team and the decline of grade 5 scores in math and English language arts to reassign teachers. As a result, the team is now thriving and grade 5 scores on interim tests are improving.
  - The school's establishment of a common pedagogical focus this year on modeling, questions, and differentiation, enables school leaders to focus informal and formal observations and identify priorities of teacher teams around these strategies, leading to feedback that is more constructive. The principal's development of a differentiated menu of professional

development options for teachers is supportive of teachers who are maximizing their pedagogy leading to increased student learning.

- All teachers engage in highly effective collaborative teams that positively affect instructional decisions and student performance.
  - All teachers participate in one or more collaborative teams and set measureable and differentiated learning goals for their students. Teachers provide Wilson remediation to increase reading fluency, and identify gaps in learning and adjust key benchmarks to align them with core standards. As a result, there is a high level of student engagement in all classrooms with differentiated strategies guiding student learning.
  - Two teacher-led committees effectively mediate instructional change. The differentiation committee allows members to examine student and teacher work against the Common Core Standards, share differentiated best practices, and make adjustments in daily instruction. The instruction team assures school-wide coherency and alignment so that the teaching in all classrooms gives all students equal access to learning.
- Highly effective methods of communicating student progress with families results in a collaboration that ensures that parents are true partners in their children's education.
  - Teachers issue monthly 'Profiles of Progress' to every student and their parent that chart progress against common benchmarks with related samples of work attached. Parents understand how to interpret this data for their children, while students use their profile as a way to gauge next steps. Parents feel empowered by this valued communication, which motivates mutual home and school support for student achievement.
  - Using translation booths set up during parent nights, the school engaged 100% of their diverse parent population in the Learning Environment Survey, leading to an identification of the lack of culturally specific reading books. A lending library, now available in the lobby of the school, has thousands of such books to encourage home reading practice, which has raised student-reading levels since its implementation.
- A wide variety of extra-curricular activities and programs foster the social/emotional growth of students and accelerates achievement of learning targets.
  - The school instituted a program that instructs all students about positive values and conduct that will help them grow socially, morally and academically. This matrix of positive behavior is reinforced consistently throughout the building with monthly rewards and recognition in order to create a discipline-free culture that is conducive to student achievement.
  - The arts are integrated into the school day with the addition of some vibrant extracurricular partnerships, including the Council for Unity, and YMCA. Students excel and are motivated to find their strengths by participating in art and music activities, which give rise to improved academic learning.

- School leaders continually monitor assessment and performance data resulting in coherence of practice across the school.
  - The principal's executive system for managing all summative and formative data provides updated aggregated academic, attendance, and behavior data, from multiple sources at various points in the year. As a result, she is able to evaluate progress on school goals, monitor adjustments of the wider teacher team structures, thus assessing equity in implementation of instruction for all students.
  - The principal's routine of attending and participating in team meetings enables effective monitoring of team level decisions, adjustments, and parent communications, along with indirect modeling of setting teacher and students' goals. Teachers appreciate her knowledge and expert coaching, which results in coherency of teacher work and an understanding of the priority of improving student results.

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

- Extend curriculum to ensure that rigor and higher order skills are clearly articulated across all grades and content areas.
  - Classroom lessons that typically open with a visual or verbal modeling task combined with higher order questions and followed by a differentiated activity do not allocate time for individualized differentiation. This hinders accelerating learning by not allowing students sufficient time to focus directly on their own learning goals.
  - Teachers establish individual learning goals focused on teaching higher order skills as part of their evaluation process, but these goals are not routinely shared transparently with colleagues. Therefore establishing a strong framework for lateral and horizontal curricular articulation is hindered.
- Expand instructional strategies to ensure that every lesson differentiates content and skill development to engage all learners.
  - While there is much evidence of differentiated learning activities and resulting student work, grading feedback for class work and homework are not consistently detailed across all classrooms.
  - Differentiation of instruction using multiple access points throughout each lesson is not yet offered, thus minimizing student learning time and achievement.
- Reframe the language of the general school goals to address the needs of the changing population of students more directly.
  - While school goals are generally appropriate, a clear theory of action to address the needs of the increasingly diverse population of students is not yet evident.
  - The school does not yet suitably adjust their goals to address the changing enrollment trends therefore missing opportunities to pay specific attention to struggling student subgroups.

## Part 3: School Quality Criteria 2010-2011

<b>School name: The Marlboro School 21K177</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>

<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.</b>							
<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>			
<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.</b>							
<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?				<b>X</b>			
<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?			<b>X</b>				
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?				<b>X</b>			
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?			<b>X</b>				
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?				<b>X</b>			
<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>