

Quality Review Report 2010-2011

The Vince Lombardi School

Elementary School K204

**8101 15th Avenue
Brooklyn
NY 11228**

Principal: Marie Reilly

Dates of review: February 14-15, 2011

Lead Reviewer: Karina Costantino

Part 1: The school context

Information about the school

P.S. 204 is an elementary school with 1086 students from Pre K through grade 5. The school population comprises .3% Black, 11.4% Hispanic, 40.% White, and 36% Asian students. The student body includes 10% English language learners and 11% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2009 - 2010 was 96%.

Overall Evaluation

This school is well-developed.

Part 2: Overview

What the school does well

- Teaching practices are highly engaging across all classrooms providing support to all students in sub groups which results in improved student outcomes.
 - Differentiation is clearly embedded across grades and subject areas with particular attention to overall school goals and areas of emphasis. Teacher planning takes place, not only during common planning time, but also during teacher team meetings. Group work is driven by student skill level and/or interest and specifically aligned to the new common core state standards, including both enrichment and remediation.
 - To support the teachers, professional development activities not only address CEP goals, but each teacher is asked to complete a Professional Development Plan to identify their own individual professional goals, as well as, their grade or team goals. Professional development is then differentiated to ensure that teachers are receiving support and assistance and guided by the Professional Teaching Standards. A high degree of consistency between school wide goals and the individual goals that teachers set for themselves ensures that school leaders and teachers share a common focus and a coherent school culture, resulting in strategies that lead high levels of student engagement.
- The curricula at the school are exceptionally strong, highly rigorous and coherent, connecting across grades and subjects and supporting learning at high levels for all students.
 - Curricular coherence is clearly evident throughout the school. Teachers collaboratively create pre and post tests for all Everyday Math units of study, as well as highly rigorous corresponding skill checklists and goal templates for Math. Through these practices, the school is able to establish a clear trajectory of rigorous academic goals for all students, which results in closing the achievement gap.
 - The Neighborhood Improvement Association (an afterschool community based organization) provides a rich I program emphasizing the arts; students take part in interdisciplinary projects during the day that emphasize visual and performing arts and there is an after-school component that includes partnerships with MOMA, Lincoln Center, Inside Broadway and Young audiences. The design of the projects are driven by data and result in allowing all children access to a rigorous, interdisciplinary curriculum through multiple entry points.
- Regular use of a wide range of data allows leaders and faculty to have an on-going understanding of the progress of individual and group performance, which effectively informs instruction.
 - Highly effective teacher teams on all grades conduct an analysis of data which translates into a seamless, in-depth analysis of all data which helps to differentiate and drive lessons. Student work is examined to discover school trends in performance. Teacher teams share best practices across grade and content areas which results in teachers replicating practices, such as creating pre and post tests for all subjects. Teachers look carefully at the item skills analysis

which results developing specific strategies for all sub groups resulting in an increase in their student performance.

- In addition to all of the grade level Collaborative Teacher Teams, the school has a Core Inquiry Team made up of key instructional constituents.. This team works to revise reading and writing units of study across the school to better align the curriculum with the Common Core State Standards. The grade representatives on the Core Inquiry Team serve as the leaders of each of the Collaborative Teacher Teams. This allows teachers to share data and best practices throughout the school, not only improving teacher practice, but also student outcomes across grades as evidenced by the increase in proficiency on the state exams.
- The school has established highly effective systems for monitoring teaching practice with a clear focus on improving instructional practice resulting in improved academic outcomes for all students.
 - Through formal and informal observations, school leaders' focus on differentiated instruction for enrichment and remediation, group work by interest/skill level, standards-based work and student progress towards individual student goals. In addition, meeting one on one with teachers, school leaders constantly monitor and adjust professional development to best address teacher need in relation to school-wide goals. This results in coherent and effective classroom practice.
 - In addition to the traditional observation, tenured teachers take part in the Teacher Performance Review which allows them to delve into an area of interest that not only aligns with school goals, but also to improve their practice in an area of choice. They meet on an ongoing basis with school leaders to benchmark their progress and fine -tune their practice.
- Teacher teams and individual teachers use data-informed processes to set measurable learning goals for all student sub-groups.
 - Using data to drive instruction, all teachers utilize formal and informal assessments, pre- and post tests designed by them, rubrics, checklists, portfolios and goal folders. All lessons meet student needs based on this data analysis. The school is now at a point where teachers are creating their own assessment tools to obtain the type of data necessary to enable them to conduct a targeted examination of student data to meet grade level expectations.
 - All students have goal folders which are reviewed at Core Team Meetings and result in both adjustments to teacher practice and programming changes These goals are formulated after examining the item skill analysis of formative assessments administered for a particular grade. In this way, teacher team members share effective strategies to use across the grade, focusing on all subgroups.
- Teachers engage in effective collaborations that result in the development of leadership capacity and accelerated student learning.
 - Teacher teams exist on every team and meet weekly. Each team has a representative on the School Core Inquiry Team. Using an inquiry approach to analyze student work, teachers adjust curriculum, create assessments, benchmark student progress, set goals for student groups and plan

differentiated instruction, all of which improves student outcomes as is evidenced by the increase in state assessments.

- Teachers take an active role in making decisions, planning for and executing new initiatives. Teachers attend network training as well as workshops offered as a result of a school needs assessment in June. In addition, through the observation tool and teacher performance review, teachers are identified that have an expertise in particular areas and are asked to share with their colleagues. This creates a condition where teachers are willing to take risks, share with their colleagues and develop leadership capacity.
- The cabinet reviews data to assess, monitor and revise data-sharing systems so that students and families are well-informed.
 - The school has a system in place to monitor all goal folders to determine if the interventions prescribed need adjustment. This focuses mostly on the various academic interventions provided so that the grouping is flexible. These changes are then sent home to parents on a monthly basis and parents are aware of the next steps their children need to take to reach their goals in reading and math, fostering parental involvement.
 - The School Leadership Team actively participates in the creation and adjustment of the Comprehensive Education Plan throughout the year. Presentations are also conducted for the parents about benchmarking student work, understanding the new standards and school scoring practices so that full support at home is possible.

What the school needs to improve

- Develop effective protocols to evaluate the impact of teacher teams and measure their effectiveness on improving student outcomes.
 - The school does not have a consistent overall structure in place to evaluate the effectiveness of professional development opportunities as it relates to leadership development, which will further develop teacher capacity and build distributive leadership within the school.
 - The school does not currently have in place a strong system to clearly evaluate the effectiveness of teacher teams in terms of their tracking of the impact of interventions and instructional adjustments on student achievement.
- Further align all school resources to further realize the school's vision.
 - Although the school has laptops throughout all classrooms, the principal is revisiting funding for additional Smart boards in the building. This type of technology is not currently used across the school, possibly limiting entry points into tasks for students and limiting the ability to differentiate instruction through technological means.
- Develop consistency throughout the building in terms of using scaffolding rubrics to guide all student work.
 - Although there is consistency in curricula from grade to grade, the use of rubrics as a tool for self-assessment and revision is currently inconsistent across the

school. Currently all students do not self direct with rubrics and exemplars aligned to the new CCSS, which limits their ability to consistently track their own academic progress and next steps.

Part 3: School Quality Criteria 2010-2011

School name: The Vince Lombardi 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