

Quality Review Report 2010-2011

The Herman Schreiber School

Elementary School 279

**1070 East 104th Street
Brooklyn
NY 11236**

Principal: Lorenzo A. Chambers

Dates of review: November 30 – December 1, 2010

Lead Reviewer: Michael L. Schurek

Part 1: The school context

Information about the school

The Herbert Schreiber School is an elementary school with 638 students from pre-kindergarten through grade 5. The school population comprises 92% Black, 5% Hispanic, 2% White, and 1% Asian students. The student body includes 3% English language learners and 16% 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 94.5%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Teachers work effectively in collaborative teams to share good practice and effectively utilize supplemental assessments to augment summative and Periodic Assessment data to adjust classroom practices.
 - Teachers meet bimonthly on grade teams. Some grade level teams meet weekly on their own time to co-plan lessons. All teachers regularly conference with students in English language arts and mathematics and administer assessment checks every two to three weeks to students below benchmark levels to monitor their progress. This data is combined with periodic assessment results to identify students' strengths and areas of need and differentiate instruction, such as the formation of whole class, small group and individual instructional activities. This school-wide practice contributes to steady upward trends in achievement data.
 - Lower grade teachers utilize palm pilots to track student progress while upper grade staff regularly examines Periodic Assessment outcomes to identify trends and problematic skill areas. As a result, teachers regularly adjust curriculum maps and pacing calendars to meet student needs. This ongoing system also provides frequent and pertinent feedback regarding these instructional decisions.
- Students benefit from teacher pedagogy that demonstrates coherence in effective learning strategies and regular use of differentiation that engages a variety of learners.
 - Teaching practices across all grades and subjects reflect instructional coherence as evidenced by the student-centered learning opportunities taking place in all classes such as the use of the workshop model. All teachers conference with their students regularly to ensure that all learners receive the individual attention required for them to succeed.
 - All classes strategically group students according to need and utilize leveled materials, hands-on resources and graphic structures to ensure multiple entry points into curricula. In addition, individualized programs to build phonics and language skills for low and entry level students are available in all classrooms to meet these very special student needs.
- Leaders make informed and effective organizational decisions across all aspects of the school to support improvements in learning.
 - The principal and his cabinet carefully analyze school needs and allocate resources to improve outcomes aligned to school goals, such as the retention of a part-time data specialist and a literacy consultant to deepen assessment practices and reinforce school-wide instructional practices. These decisions directly align with the school's goals of improving student literacy, developing teachers' abilities to differentiate instruction and developing a coherent curriculum across all grades, resulting in a trend of receiving Progress Report extra credit for closing the achievement gap.

- School leaders carefully connect student outcomes to teacher data reports and regularly meet with staff to discuss results and subsequent classroom adjustments. With the exception of self-contained special education classes, all students are grouped heterogeneously and teacher teams are organized so that teacher members share the responsibility for the progress of every student in their cohort. As a result, teachers are holding themselves accountable for their respective results, improving teacher professionalism, attendance and punctuality along the way.
- The school has established effective systems for monitoring teaching practice with a clear focus on improving instructional practices.
 - Administrators regularly observe all teachers with an emphasis on the school's instructional practice of using data to differentiate instruction so that students on all levels are engaged and challenged. This ongoing focus has helped the school to establish instructional coherence.
 - School leaders provide support to teachers through teaming, coaching, targeted professional development and mentoring and provide ongoing feedback to sustain their success, allowing the school to maintain a low teacher turnover rate.
- The principal has created a learning community that is well focused on student outcomes that continue to accelerate learning.
 - The principal seeks to empower students to make decisions with the explicit teaching of strategies that utilize inquiry and discovery and thereby dramatically increase student achievement along the way. Long range goals focus on enabling 80% of students to demonstrate proficiency and above in literacy and mathematics. This ongoing focal point has enabled the school to increase scale score rates steadily over the past three years. In addition, teachers have designed a Tolerance, Respect and Integrity program that uses social studies to connect to real-life situations, thereby fostering student social-emotional growth as evidenced by reduced incident and suspension rates.
 - Teachers and administrators conduct rigorous goal setting and action planning during two full days spent each spring analyzing reading and mathematics data for their respective cohorts. As a result, new curriculum maps are designed in these subject areas each year based on the needs of each respective grade and subgroup cohort.
- The school has set up successful structures to assess and adjust assessment and grading practices to establish coherence for school wide policies.
 - The school constantly looks to see that teachers have the evidence to justify grades and can share this data in a meaningful way with students and families. As a result, a customized progress report card has been designed that provides families with a detailed tracking of student progress in reading, writing and listening and speaking in addition to content area progress, contributing to improved communication statistics on the Learning Environment Survey.

- Assessments used by the school are regularly compared to check for alignment and reliability. As a result of this practice, the performance series assessments have been dropped because they did not match running record and Acuity results.

What the school needs to improve

- Expand goal setting practices to include using data to set up differentiated learning goals in all subjects for student subgroups and students in need of additional support to target their needs, track progress and raise outcomes.
 - Teachers set individual learning goals in English language arts and mathematics for students during conference time based upon observation and a careful analysis of student assessment data. These goals can affect changes in classroom practice such as the adjustment of curriculum maps and pacing charts, the addition of re-teaching methods and the use of regrouping strategies; however, differentiated learning goals are not set for students in need of additional support in all subject areas, thereby missing opportunities to focus on their specific needs and involve them in recognizing their progress.
- Deepen academic rigor by increasing the use of academic tasks that emphasize higher order skills, increase student engagement and align with key standards.
 - Administrators and faculty regularly examine robust amounts of data and use this information to emphasize key standards for students. In addition, curricula are planned and refined utilizing student work and frequent progress monitoring data so that a diversity of learners is engaged. However, student portfolios, folders and classroom displays do not contain enough higher order skill work products to consider academic rigor embedded across grades and subjects.
- Extend the use of rubrics across subjects and grades to enable students and their families to assess their progress and understand their next learning steps.
 - The school uses generic rubrics for reading, writing and mathematics. These tools are inconsistently utilized to rate student projects and suggest next steps to improve the quality of submitted student products. It is not an established practice to provide students with rubrics before completing tasks thereby missing opportunities for students to reflect and self-assess the quality of their work.
- Design a uniform protocol for learning walks to provide a common lens that enables teachers to observe exemplary practices and reflect upon the quality of their work.
 - The numerous teacher teams provide consistent opportunities for staff to share best practices and encourage capacity as evidenced by the fact that teachers lead many professional development sessions. The school has not yet established instructional rounds protocols to enable teachers to visit colleagues' classrooms thereby omitting opportunities to improve instruction and student outcomes.

Part 3: School Quality Criteria 2010-2011

School name: The Herman Schreiber 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