

Quality Review Report 2010-2011

The Greenwich Village School

Elementary School 041

**116 West 11 Street
Manhattan
NY10011**

Principal: Kelly Shannon

Dates of review: March 2-3, 2011

Lead Reviewer: Christina M. Villavicencio

Part 1: The school context

Information about the school

The Greenwich Village School is an elementary school with 757 students in grade Kindergarten through grade 5. The school population comprises 75% White students, 3% Black students, 10% Asian students, 9% Hispanic students and 1% Native American students. The student body includes 1% English language learners and 18% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the 2009 - 2010 school year was 96.1%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- School leaders and teachers have cultivated a culture that fosters rigorous and engaging curricula for all learners with an emphasis on higher order thinking skills which supports students' learning outcomes.
 - The school aligns its Teachers' College Balanced literacy curriculum with the evolving Common Core Learning Standards. There is a strong emphasis in raising the level of students' performance in writing, particularly in environmental literacy writing in which students are aware of the role they play in the health of the planet. As a result, teachers are incorporating more content area writing across all grades. In addition, the school is aligning its science curriculum with the Green Roof Environment Literacy Laboratory (GELL). Consequently; students are exposed to a rigorous curriculum across content areas that improve their learning outcomes and has resulted in extra credit in closing the achievement gap on the NYC Progress Report.
 - Rigorous performance tasks are designed collectively by teachers and teacher teams across all grades and classrooms. In multiple disciplines, students were challenged to synthesize and apply their knowledge to deep reasoning. Children are asked to think innovatively and to wrap their thinking around a "text complexity" task that would yield multiple layers of thought processes. Consequently, students are being challenged to formulate their questions and to discuss them among their peers with many possible and unimaginable answers.
- Teachers and support staff consistently provide targeted differentiated instruction that supports all students in higher academic achievement.
 - Strong collaborations between classroom teachers and cluster teachers exists school wide in order to support differentiated instruction. Teachers utilize data and their knowledge of students' strengths, needs and interest to differentiate instructional learning activities for all students. For example, teachers' conferencing notes and other relevant data are reviewed regularly so that differentiated activities are planned and student groups are adjusted based on learning outcomes. In addition, there is a high level of consistency and cohesiveness in the delivery of lessons and teaching strategies as well as structured daily routines across classrooms. As a result, all students benefit from sustained rigorous and engaging lessons that provide them with opportunities to produced high leveled work products.
- The principal's strong commitment to student success is evidenced by the innovative use of resources and teacher time aligned to the school's instructional goals that accelerate learning outcomes.
 - The principal has hired Teachers College consultants to provide professional development in a designated school lab site. In addition, classroom and cluster teachers are provided weekly common planning periods. This allows them to collaborate and plan lessons aligned to the curriculum. As a result, there is cohesiveness in teaching and learning across grades and content areas that support student learning needs.

- School administrators strategically assign related service providers' into a push-in model across the school which yields small group instruction in the classroom. As a result, students receiving related services are not missing classroom instruction.
- School leaders and teachers promote a culture of trust and positive attitudes for both students and adults that result in a safe and nurturing environment.
 - School leaders have nurtured a “risk free” informal environment in which students address teachers, staff members, and including school leaders on a first name basis. This close knit school culture enables students to take risks in their learning. In addition, it has allowed for both staff and students to know their academic and social emotional needs which create a culture of trust.
 - Both school leaders and staff cultivate an environment in which students feel “safe and happy”. A fifth grade student expressed, “This is an extraordinary school and a great place to be.” Students enjoy coming to school and partake in numerous extracurricular activities known as “choice time” in which they participate in art, drama or chorus. Consequently, this has impacted the school’s attendance in a positive fashion which to date is currently at 96.1%.
- Teachers consistently and collaboratively analyze data for targeted students in order to shape instructional practices which increase student achievement.
 - School leaders and teachers consistently meet to discuss and analyze student data gathered from ARIS, Assessment Pro, conferencing notes, Acuity and Teachers College Independent Reading Levels. This supplements summative data and provides the framework to craft adjustments to the curriculum and teaching practices for targeted students. As a result of analyzing data, teachers noticed that across grades, students needed to enhance their ability to communicate their thinking more effectively in math. Consequently, teachers increased the use of math journals in order to support students’ writing and problem solving skills.
 - Assessments are aligned to the curriculum to enhance student growth. For example, teachers observed that some students had difficulty providing rich details to support a thesis. Consequently, they have increased opportunities for students to engage in this genre by revising curriculum maps to address specific teaching points for persuasive writing which has improved students’ writing in this area.
- Classroom observations support differentiated instructional modalities to ensure that universal teaching strategies are consistently implemented and aligned to the school’s goals and promote professional growth.
 - Daily classroom observations provide administrators with a snap shot of instructional practices and teacher needs. Immediate feedback is given to teachers so that teaching strategies are cohesive and consistent across grades and disciplines. Consequently, teachers plan successful lessons and students are provided opportunities to engage in rigorous instruction.
 - School leaders provide differentiated support based on the specific pedagogical needs of teachers. Professional development is differentiated for both tenured and untenured teachers with a strong emphasis on new teachers. This results

in all teachers being provided with targeted feedback to support their professional growth and build reflective practices on students' learning needs.

- Teacher teams use the inquiry process to evaluate student work samples that result in adjustments to curriculum and teaching practices that improve student learning outcomes and builds teacher leadership.
 - A majority of teachers are engaged in inquiry work on teams and have protocols in place to monitor student data. During team meetings, teachers collaborate to analyze student data and work samples. Conversations around the common core standards and the alignment of its curriculum to teaching practices have been a focus for both teachers and school leaders. There is a sense of diligence in building alignment and coherence between what is taught and how it is taught through their cross grade vertical monthly meetings. As a result, instructional strategies and tasks are planned to support students at their entry points as well as support school wide instructional goals and build teacher leaders.

What the school needs to improve

- Develop interim communication of students' learning outcomes that are shared with students and families in order to inform them on students' needs.
 - Although, teachers informally communicate with parents regarding students learning outcomes, not all parents are regularly informed about their children's academic, attendance and behavioral goals until they receive their report cards which are given three times a year. Thus, families are not able to support their children's "next steps" in a timely manner.
 - There is evidence of some students monitoring their understanding and gauging their learning. However, this is not embedded across the school and is more evident in the upper grades. Consequently, not all students take ownership of their learning to detect when they are ready to move on to the next academic level.
- Expand the use of measurable and differentiated learning goals for subgroups of students in need of additional support in order to accelerate their learning.
 - While the school has a small percentage of English language learners and Students with Disabilities, teacher teams do not consistently set measurable goals for these populations. Consequently, not all students can articulate their goals and next steps for improvement.
 - Although teacher teams use data to develop students' goals, this practice is not consistent for targeted subgroups in the lower grades. Thus, this limits the school in monitoring student progress for all students.
- Continue to enhance systems for evaluating and organizing student outcomes in order to increase the coherence of practices across all content areas.
 - The school has structures in place to monitor students' progress at regular intervals for ELA and math. However, this is not evident for science and social studies, which hinders access to data to inform instructional needs and adjustments in these areas.

Part 3: School Quality Criteria 2010-2011

School name: The Greenwich Village 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
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