

Quality Review Report 2010-2011

The Thomas Jefferson School

Elementary School 022

**153-33 Sanford Avenue
Flushing, N.Y. 11355**

Principal: Ms. Priscilla Milito

**Dates of review: November 16 - 17, 2010
Lead Reviewer: Beverly Ffolkes-Bryant, Ed.D**

Part 1: The school context

Information about the school

Public School 22 is an elementary school with 790 students from pre-kindergarten through grade 5. The school population comprises 2% Black, 27% Hispanic, 4% White, and 65% Asian students. The student body includes 36% English language learners and 4% 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 96.4%.

Overall Evaluation

This school is Well-developed.

Part 2: Overview

What the school does well

- Expectations for delivering the rigorous standards-based curriculum are clear and supported well by pacing guides and instructional calendars that include progress-monitoring checkpoints.
 - Teachers are currently aligning the new Common Core Standards to the Teacher's College reading and writing workshop units of study. A user-friendly writing continuum enables teachers to follow the units and be consistent in the grading of students' writing pieces.
 - English language learners and students with related services are involved in an inclusive, push-in program providing a rigorous curriculum well matched to their needs.
- The principal makes informed and effective organizational decisions across all aspects of the school that support improvements in learning.
 - The principal's scheduling of common planning time enables teachers to meet weekly to reflect on student performance, analyze baseline data, set short- and long-term goals, and devise an instructional change strategy that is grounded in the new Common Core standards. Teachers reassess student progress after six-week cycles to determine what and if further revisions are necessary.
 - The principal, after analyzing data and the school's previous Quality Review report, has effectively allocated resources supporting the hiring of an English as a second language teacher for each grade. These teachers collaborate with classroom teachers during grade team meetings and provide small group push-in instruction, thus ensuring that English language learners' individualized needs are met.
- The school effectively uses a wide range of assessment data in order to monitor school-level needs, student progress, plan instruction, and create successful intervention strategies when needed.
 - Teachers use a variety of literary assessments, running records, on-demand writing, Teachers' College assessments in reading and writing, periodic assessments, conference notes, and the latest State English language arts item analysis, in order to track progress, plan, and implement strategic lessons. Consequently, teachers' have developed an expertise in using data to improve instruction.
 - Teacher teams look at student's independent reading levels, June goals, on-demand and published writing, stop-and-sketch samples, observations, and conference notes in order to identify students' strengths and weaknesses and suitably align instruction.
- Staff gather a wide range of relevant data across subjects in order to understand individual student and relevant subgroup performance, progress and learning needs.
 - Staff's analysis of data from the previous State English language arts assessment identified that students were struggling with vocabulary. Teachers

- created test-prompt books that teach into the question so that students can become familiar with the exam's terminology. Subsequently, a monthly check-up assessment enables teachers to identify students for further individualized support, and to suitably plan their instruction to meet students' needs.
- The Teachers' College assessment pro disaggregates students' reading levels by gender and ethnicity, which further enhances teachers' knowledge about their students. This promotes the ability to create fluid learning groups and assist students in goal setting.
 - Parents as key partners in their children's education and kept well informed of school programs, their children's needs, the school's high expectations, and are actively involved in decision-making.
 - Analysis of parent responses on the prior year's Learning Environment Survey, showed a low engagement score. As a result, the school designed new forms of communication. A parent handbook, translated into the represented languages in the school, provides a detailed outline of the rules and regulations, policies, and school procedures. A monthly parent newsletter informs parents of what is being taught and how they can help at home. These ongoing communiqués opens lines of communication and manifests the school's high standards.
 - Parents are active members of the school leadership team and contribute by addressing curricular concerns. A parent mentioned that at a meeting, she shared that not enough was being done in the teaching of social studies. This concern resulted in the school's focus on social studies using the Understanding by Design cross-curricular model. As a result, students are regularly engaged in higher level thinking skills and project-based learning.
 - The school has established effective systems for monitoring teaching practice, which provides a clear focus for improving instruction.
 - Administration does informal and formal observations followed by focused conversations, and verbal and written feedback. These protocols, along with analysis of The Teacher Data Report, enable school leaders to develop action/professional development plans accompanied by logs of assistance for individual teachers. Additionally, this feedback helps teachers refine their practice.
 - In September, teachers complete a survey around the professional development they would like to receive according to their needs. The assistant principal disseminates the data by teacher and grade to see the major areas of identified support and creates group-based professional development opportunities. The differentiated workshops provide meaningful opportunities for teachers to become successful instructors.
 - Teachers benefit from participating in professional collaborations that foster reflection as well as providing options for researching effective instructional techniques.
 - Teachers meet collaboratively within their grade more than once a week, through the school's common prep scheduling. They share their findings from the implementation of the collaboratively designed interventions, and they share their ideas for differentiation, implementation of curriculum, assessments, while discussing suitable modifications for all learning styles. The school also has created vertical teams for staff to examine curriculum in all subject areas. This

in-depth review ensures school-wide coherence and consistency across all grades and content area throughout the school.

- Using data from observation reports, the principal identifies “master teachers” to provide workshops on various curriculum areas to staff as well as parents. This effectively is building capacity within the school.

What the school needs to improve

- Promote greater consistency in differentiated instruction based on data so that lesson planning reflects purposeful grouping, students are challenged, and tasks accommodate different learning styles to maximize student learning.
 - The school, utilizing student data, created differentiated goals for reading and writing which are implemented in the classroom. However, this is not the same for math, where students are being taught in whole groups and utilizing the same materials. Therefore, there is no consistency in student goal setting through all core subjects.
 - Observation of classrooms show teachers using various strategies and routines, and evidence of student work showing high levels of engagement and thinking in literacy, social studies, and science. However, this is not the practice in math, therefore limiting students to actively participate throughout all subjects.
- Establish a student goal-setting process with an eye to raising student achievement.
 - Teachers use the item analysis from the State English language arts assessment to plan and set goals for individual students. Currently, this is not common practice in math. Therefore, there is limited attention to students’ needs around knowledge and understanding in this content area to further improve student achievement.
 - The math vertical team is beginning to analyze unit tests from the Everyday Math curriculum. However, the lack of its use to set classroom level goals impacts the continuity of instruction.
- Refine action planning by developing interim goals and benchmarks for all plans so that progress can be measured, readjustments made, and success evaluated.
 - The math team has not yet fully aligned its curriculum for long-term planning. Therefore, student short- and long-term goal setting, as well as suitable individualized student support is not fully evidenced.
 - Parents are provided with progress reports between report card marking periods of their children’s progress in core subjects. However, these reports are not sufficiently comprehensive across all content areas with information on how to help their children, thus hindering parents’ knowledge and input into their children’s success.

Part 3: School Quality Criteria 2010-2011

School name: Thomas Jefferson School – P.S. 22 Q	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