

# Quality Review Report 2010-2011

**Taulfourd Lawn Elementary School**

**Elementary School 050**

**143-26 101<sup>st</sup> Avenue**

**Queens**

**NY 11435**

**Principal: Rina Manjarrez**

**Dates of review: October 27 - 28, 2010**

**Lead Reviewer: Jeannette Reed**

## **Part 1: The school context**

### **Information about the school**

The Taulford Lawn School is an elementary school with 919 students from pre-kindergarten through grade 6. The school population comprises 32% Black, 40% Hispanic, 6% White, 19% Asian, and 3% American Indian students. The student body includes 13% English language learners and 11% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2009 - 2010 was 93.7%.

### **Overall Evaluation**

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school makes strategic organizational decisions that support its goals to maximize student learning.
  - The school's hiring of a new literacy coach supports teachers in improving instructional practices in the classroom by working with individual teachers and by participating in all grade level meetings. As a result, teachers are sharing resources and working as a team to improve instructional approaches that meet the needs of all students.
  - The school is using recently received monies to expand technology in all classrooms to support educational initiatives and to increase communication by including translation services so parents are able to participate in meetings.
- Through an analysis of range of relevant data, administration and teacher teams review individual and relevant subgroup performance and progress to identify learning needs, adjust, and plan instruction.
  - The principal effectively uses her instructional knowledge to ensure that key curriculum decisions are in alignment with State standards and is a basis for setting suitable learning goals for individuals and groups of students. .
  - Teachers use data to identify trends and needs of student subgroups. Support from the network around differentiated instruction is supportive of teachers learning and using classroom strategies to enable targeted students' to attain mastery of content area instruction.
- Teachers work effectively in collaborative teams to share good practice, analyze data, and plan curriculum and instruction.
  - Teachers meet on a weekly basis to analyze data, share best practices, co-plan lessons, and conduct collaborative inquiry. Teachers stated they believe their input will be key to prompting change in their teaching practices and as a result accelerate student learning.
  - Teams of teachers and individual teachers examine a wide range of classroom data, such as running records, and math and literacy benchmarks, in order to identify student strengths and weaknesses. Pacing guides, which were created to incorporate planning for all groups, is impacting differentiated instructional strategies in the classroom.
- The school's extensive partnerships ensure that the personal, social, physical, and emotional needs of students and families are met.
  - Partnerships with organizations such as Bank Street College, Ballet Tech, Leap, and Catholic Charities, engage students in extracurricular activities that enhance their learning experiences and skills.
  - The school has effectively implemented a character development program focused on establishing school-wide character development

themes to promote student motivation, engagement, and positive behavior. The program promotes positive behavior and intervention strategies that parents and staff uniformly agree is positively impacting teaching and learning, as well as overall climate.

- Leaders and faculty have developed protocols using pacing guides and instructional calendars, with checkpoints, to assess and modify teaching practices.
  - Monthly curriculum calendars in English language arts, math, and science, developed for the year by grade teams, include State standards and performance indicators. As a result, there is a coherent and clear picture of what students are taught, how they are progressing, and next steps to improve student achievement.
  - Teachers' use of data, including authentic student work, that was used to identify trends in math, pointed to a need for additional math resources. As a result, the school has developed a program to meet the needs of its students.

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

- Strengthen the culture of mutual trust and respect to increase the active participation of staff in school-wide decisions.
  - The school does not yet adequately include parents in the development of the Comprehensive Educational Plan, or in other decision-making, thus limiting support in key issues relevant to establishing an environment that supports the academic and personal growth of students.
  - Some teachers feel administration does not include everyone in decisions regarding the selection of professional development. Some teachers stated that were granted permission to attend a requested professional development. This inconsistency leads to uneven support for and from staff members.
- Deepen methods of communicating information with students and families about students' learning needs, outcomes, and progress toward meeting standards.
  - Although the school has begun to send home more notices and places information on the school website, the school does not sufficiently keep parents informed of their children's goals and progress thus limiting parent's ability to influence learning and achievement. Additionally, teachers across the school are inconsistent in communicating with parents, hindering positive feedback from all parents regarding learning about their children's needs.
  - The school has not developed a comprehensive system to help the majority of the parents use ARIS Parent link in order to them to understand their children's performance and progress.
- Promote greater consistency in differentiating instruction, so lesson planning reflects purposeful grouping, differentiated activities, and targeted questions aimed at maximizing student learning and engagement.

- There is ample evidence via classroom charts, teacher documentation, student folders, and administrative tools, to document the school utilizing data to establish groups based on performance and/or need. However, this is not a practice that is embedded in all classrooms. As a result, not all students are receiving instruction to match their learning needs.
- Many teachers use worksheets and textbooks to assess skill and concept competency. Authentic and meaningful work products that serve to demonstrate students' understanding of the lessons are not evident throughout the school.
- Expand structures to evaluate systems for gathering data and evaluating outcomes to maximize the effectiveness of school-wide practices.
  - The school collects a variety of data to inform areas of strengths and those in need of improvement. However, it has not yet firmly embedded consistent structures to monitor, adjust, and revise school-wide protocols and practices to have maximum impact on accelerating student learning and raising achievement.
  - The school offers common planning time and professional development sessions in which teachers engage in discussions. However, there is no structure in place to monitor progress of various initiatives thus limiting evaluating the effectiveness of specific strategies relative to student progress.
- Expand the application of the observation tool to develop goals and plans with teachers that reflect and support the attainment of professional growth.
  - Lesson observation feedback does not consistently include suggestions for refining instructional skills and strategies thereby missing opportunities to maximize teachers' professional growth.
  - School administration does not prioritize new teachers and probationary teachers for support in a systematic manner. Written feedback is not regularly provided to individual teachers with indications of the next step, thus hindering staffs' ability to improve practice or develop leadership potential.

## Part 3: School Quality Criteria 2010-2011

|   |           |          |          |           |
|---|-----------|----------|----------|-----------|
| <b>School name: Taulford Lawn Elementary School</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> |