

Quality Review Report 2010-2011

The Maure School
Elementary School 055
131-10 97th Avenue
Queens
NY 11419

Principal: Ralph Honore

Dates of review: March 1-2, 2011
Lead Reviewer: Dr. Roseann Napolitano

Part 1: The school context

Information about the school

The Maure School is an elementary school with 699 students from pre-kindergarten through grade 6. The school population comprises 15% Black, 30% Hispanic, 3% White, and 49% Asian students. The student body includes 5% English language learners and 16% 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 92.4%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal and administrators make proactive decisions regarding the school's environment, resulting in an inclusive safe culture to meet students' social-emotional learning and academic needs.
 - Students and teachers relate to each other with mutual respect resulting in an overall positive school tone. For example, programs such as the *Fresh Fruits and Vegetable Program* and *Community Read Program* promote social emotional development and positive attitudes towards learning. Students express high comfort when reaching out to an adult for assistance with great confidence in a positive resolution to the problem.
 - Alignment between the school wide goal for maintaining an effective physical learning environment and the optimal use of instructional resources is evident. The physical space in classrooms is conducive to academic development. Recently installed Smart Boards are located in easily accessible locations for use as an interactive tool so that students can learn collaboratively, furthering the school's commitment to increase student engagement
- The school has established outside partnerships and teachers are well equipped to provide targeted student support services that result in personal growth that increase student success.
 - Relationships across the school are warm and supportive. Administrators and staff take pride in maintaining a safe, inclusive and respectful learning community. The school schedules regular opportunities for common planning that includes the continued development of strategies to support personal growth and ways in which academic and social-emotional success can be celebrated school wide.
 - Faculty and external partners are empowered to work together and provide targeted student support services. For example, the Richmond Hill Toys for Tots and Visits to Jamaica Hospital programs offers real world learning opportunities for students and families that develop collaborative skills. This helps to maintain a positive school culture, which accelerates academic and personal success.
- School leaders and faculty schedule relevant school activities that result in high levels of parent involvement and leadership.
 - Parents indicate that school leaders and the parent coordinator schedule numerous opportunities for parents to be involved in their child's learning through relevant parent workshops such as, ARIS training and understanding state assessments. As members of the SLT and PTA parents use such venues to engage in the school's decision making process. As a result, they have a voice in decision-making and are better

prepared to influence their child's instructional experience and personal growth.

- School leaders and faculty use tools to analyze data in order to support ongoing growth in student achievement.
 - School leaders use tools such as spreadsheets and bar graphs to organize school wide data allowing the student performance trends to be accessible. For example, performance trends in ELA for students with disabilities indicated a decline in student progress. This data informed school level decisions resulting in the selection of a new reading program, Rigby's *Literacy by Design*, for this targeted subgroup.
 - Teachers use organized data binders with tools such as conference note templates, writing evaluation forms, unit check lists and student performance spreadsheets. As a result, teachers are able to organize data, track student progress and group students based on need.
- Organizational decisions are made to leverage internal structures and human resources for alignment with long term goals to meet student learning needs.
 - School budget and resources are leveraged allowing the school to replace instructional materials and purchase Smart Boards with RESO A funds. This also allowed for the hiring of an early childhood coordinator. The effective use of human and technological resources support schoolwide goals and advance the effective use of digital learning.
 - The school maximizes the use of teachers through the Focus 5 initiative whereby teachers are assigned five specific students to work with at set times during the day. Through shared responsibility for the progress of targeted students, teachers develop challenging tasks that match student needs. This decision results in improved use of teacher and student time, increased targeted interventions and additional support for targeted students in order to improve student outcomes.

What the school needs to improve

- Implement structures to regularly monitor, evaluate and adjust curricula ensuing coherence in an ongoing fashion between teacher expectations, teacher practice and state standards.
 - School leaders and faculty have systems in place to evaluate curricula, and instructional practice. However, the delivery of instruction observed in some classrooms did not challenge all students. Consequently, instruction is uneven across classrooms, leaving some students less supported than others in their academic progress.
- Strengthen academic tasks that emphasize rigorous habits and higher order skills to challenge all learners across all content areas and grades.
 - Across classrooms and content areas there is an inconsistency in designing academic tasks that promote rigor and higher order thinking

skills to engage a diversity of learners. Tasks do not consistently provide opportunities for all students to engage in analyzing, interpretation and evaluation processes across grades or subject areas. Focus on the school's key writing standard for Students with Disabilities is limited and inhibits the school's progress. Consequently, there has been a decline in the percentage of Students with Disabilities who meet grade level proficiency on summative English Language Arts State assessments.

- Clarify expectations around pedagogy that develop a common set of beliefs about how students learn best, in order to accelerate improved student outcomes.
 - In some classes, students were grouped according to performance levels while in other instances students were grouped heterogeneously. In some cases, teachers were unable to articulate instructional benefits and the rationale for heterogeneous grouping based on the lesson objective. In other classes, students were grouped according to performance levels. However, most students were not able to explain why they were in a particular group or how sitting with that group can help them improve in a particular skill. While the teacher could reference data used to group students, there was limited evidence that data was used to strategically inform instructional practice or develop differentiated academic tasks specific to student need. As a result, the students demonstrate uneven levels of engagement and some students are not fully challenged to meet their full potential and accelerate their learning.
- Develop ongoing assessment practices that inform instruction and improve student outcomes.
 - Teacher teams and individual teachers use various assessments including quantitative data, running records, teacher conference notes and student work to develop a portrait of student mastery of skills with a focus on the school's key writing standard. However, classroom observations and student work folders provide limited evidence that assessment practices result in differentiated instructional strategies that consistently inform the adjustment of instructional decisions across grades and content areas to maximize student outcomes.
- Provide clear documented feedback regarding teacher evaluations to further professional growth and improved teacher practice.
 - Formal and informal observations along with Educator Support Plans are some of the ways in which feedback is provided to all teachers. The evaluation of pedagogy is used to determine performance evaluations, tenure decisions and inform differentiated support for teachers. However, in classrooms visited, there is an inconsistency between the school's common instructional focus and actual teaching practices. Consequently, teaching practices such as differentiated instruction and student engagement vary across classrooms. Thus, the observation process and subsequent differentiated professional development has limited impact on elevating school-wide instruction.

Part 3: School Quality Criteria 2010-2011

School name: The Maure 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