



**Department of  
Education**

*Joel I. Klein, Chancellor*

**Quality Review Report  
Division of Performance and Accountability  
2010-2011**

# **Quality Review Report 2010-2011**

**The Francis Lewis School**

**Elementary School Q079**

**147-27 15<sup>th</sup> Drive**

**Queens**

**NY 11357**

**Principal: Paula Marron**

**Dates of review: March 7- 8, 2011**

**Lead Reviewer: Myrta Rivera**

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

### **Information about the school**

The Francis Lewis School is an elementary school with 846 students from prekindergarten through grade 5. The school population comprises 4% Multiracial, 1% Native American, 15% Hispanic, 47% White, and 31% Asian students. The student body includes 8% English language learners and 15% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2009 - 2010 was 96.2%.

### **Overall Evaluation**

**This school is well developed.**

## Part 2: Overview

### What the school does well

- All students benefit from a rigorous curriculum aligned to State standards that include art and technology to foster academic improvement that closes the achievement gap.
  - The school provides a coherent curriculum that aligns with State standards across grades and subjects emphasizing literacy in all subjects. Vertical teams align existing curriculum maps in core subjects and create rubrics integrating the Common Core standards' higher order thinking skills. As a result, more students are progressing in reading and writing based on periodic assessment data that shows an increase in the number of students in all grades who meet standard in reading from 57% to 81% and in writing from 44% to 69% in January.
  - Teacher teams plan and adjust academic tasks based on student work and data including special education. The math inquiry team reviews math on demand problem solving data and identify areas of need. They revise lessons and share it with their colleagues based on results of student work and data to push students to the next level. These activities support consistency of instruction in math for all students with tasks that have moved them one and a half levels.
- School leaders make informed and effective organizational decisions to support student achievement that closes the achievement gap.
  - The principal's decisions to purchase additional materials and professional development from Teachers College in reading and writing support the school's long-range goal in literacy. Data shows that fourth graders need additional support so the school hired an f-status teacher to provide additional support during guided reading in order to accelerate their learning. January data shows an increase in proficiency from 41% to 60% of fourth grade students who have met the reading standard.
  - Regular collaboration allows teachers to create and share their work with their colleagues creating toolkits such as the non-fiction writing rubrics for school-wide use. The effective use of teacher teams, made possible through creative programming, provides an opportunity for the school community to share best practices through ARIS connect; all of this has pushed student achievement across grades.
- Teachers align assessments to the curriculum and make adjustments at the classroom level that improve student outcomes.
  - The first grade inquiry team examines student work creating spreadsheets with projected June goals and monitors their progress. They find many students stuck on level three in writing. In order to assist these students, teachers examine the rubric closely by looking at student work to capture student growth more effectively and make modifications to their teaching to support student progress. By providing meaningful feedback to students, the writing growth in grade 1 reached 81% of students who have meet standard in January.
  - Inquiry teams keep track of student sub-group data on spreadsheets that highlight their progress. Data that the math inquiry team examined led them to adjust their instruction by formalizing the practice of using manipulatives across

classrooms, leading to improvements in student achievement for targeted students.

- School leaders utilize formal and informal protocols including student work and data that support teacher development and provide differentiated support.
  - School leaders actively monitor professional growth through focused “walk-through”, observations, and frequent meetings with teachers to review their goals, student data and student work samples. The majority of teachers utilize the alternative assessment process and their evaluation is linked to their work on inquiry teams. The principal provides teachers with written feedback on the quality of their work to support their professional growth. As a result, instruction is strong and coherent across classrooms.
  - In order to support teacher development, the school uses differentiated Teachers College (TC) calendar days to support teachers at all levels of development. For example, the newest teachers and teachers new to the grade attend launching reading workshops days while veterans attend nuanced workshops. School leaders link teachers to each other to view best practice based on walkthroughs and observations. As a result, the school has a cohesive instructional program.
- School leaders and teachers collect and disaggregate a wide variety of data to identify strengths, trends and needs to respond to student’s academic needs.
  - The school conducts a comprehensive review of data, including student work, to plan for an effective instructional program. Consequently, reading and writing continues to be a school-wide focus especially based on the new rigorous Common Core State standards. Therefore, vertical teams of teachers in think tank sessions design and create rubrics integrating goals, skills, and strategies and assessments for all core subjects where the overarching rationale is making connections between literacy and learning supporting the schools goals.
  - School leaders and teachers use TC Pro assessment data at strategic intervals throughout the year to establish short-term student goals, support student sub-groups and adjust curriculum. Eighteen percent of teachers target sub-groups of students scoring at the lowest third on state assessments in their inquiry work. The school identifies an improvement target of 1.5 levels for struggling students and initial data shows positive results.
- There are thorough systems in place to evaluate regularly the quality of curriculum and instruction to build alignment and coherence to optimized student learning.
  - School leaders schedule weekly meetings with instructional teams to evaluate and adjust curricular and instructional practices by reviewing periodic and classroom data including student work. These teams provide recommendations to the leadership on adjustments to curriculum maps, school goals and rubrics. At one meeting, team members discussed the need to improve stamina for students taking assessments. This structure allows for alignment and coherence between curriculum and instruction in response to student learning needs. This work is shared with the school community in a weekly bulletin.
  - Regularly scheduled instructional team meetings provide the forum to evaluate and adjust organizational decisions. This structure allows for input from staff and a forum for communication around the work of these teams. In order to

accommodate the meeting time for vertical teams, the principal created time once a week so representatives from inquiry teams in vertical fashion can meet; thereby aligning instructional programs to school goals.

- Teachers work effectively and collaboratively in inquiry teams creating differentiated learning goals for students in need to accelerate their progress.
  - Students, identified based on data, are closely monitored by creating learning goals, which are adjusted every 6 weeks. Inquiry team members develop spreadsheets with data points for their students and monitor their progress weekly adjusting instruction to meet their needs. The successful work of teacher teams accelerates reading for targeted students in grade 1 as evidenced by the increasing reading levels for all students with goals of 1.5 levels in reading.
  - The embedded practice of posting class goals and individual student goals, in every classroom, provides a clear instructional focus. Class reading goals include specific literacy skills in small groupings with individual names posted next to the skill. Every student is aware of their individual goals in each subject making them accountable for their learning. As a result, 81% of students are making progress in reading based on the latest periodic assessment data.

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

- Strengthen differentiation of instruction so that all lessons engage students and offer challenging tasks thereby eliciting higher order thinking and extending learning.
  - Teaching strategies and routines are typically differentiated during guided reading and small group instruction based on student data and needs. However, there is inconsistent support or extensions into the curricula based on a review of student work. In addition, there is a general level of student engagement where the dialogue is between teacher and students with limited student voice. The lack of high student engagement can jeopardize student progress.
- Expand supports to faculty and staff on supporting student's social emotional needs.
  - The school has a safe and respectful culture and provides support to students in the arts and academics before and after school by creating programs such as chorus and band. Even though, the social emotional needs of students are met through various activities such as student of the month, food and toy drives. However, there is no professional development for staff to maintain a respectful culture that supports students' social emotional needs.
- Increase the sharing of student assessment data with students and families to include next learning steps.
  - The principal engages parents in discussions regarding progress and expectations during the "coffee and conversations" sessions. Teachers create a monthly parent newsletter that includes monthly goals and helpful hints for parents. However, attendance at parent activities needs to increase to support the school's direction and goals.
  - Most teachers have developed reflective practice where students assess their own academic progress. However, students do not reflect on their behavioral progress nor articulate their next learning steps.

<b>School name: The Francis Lewis 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?			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			
<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?				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					
<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?				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			
<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>