

Quality Review Report 2010-2011

Col. Jeromus Remsen

28Q 144

93-02 69th Avenue

Queens

NY 11375

Principal: Reva Gluck-Schneider

Dates of review: November 30- December 1st , 2010

Lead Reviewer: Jeannette Reed

Part 1: The school context

Information about the school

Col. Jeromus Remsen is an elementary school with 703 students from pre-kindergarten through grade 6. The school population comprises 7% Black, 15% Hispanic, 40% White, and 38% Asian students. The student body includes 6% English language learners and 18% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2009 - 2010 was 95.6%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- The principal and staff have developed engaging and rigorous curricula, including the arts, which focus on critical thinking and research skills in order to generate and sustain independent learning.
 - An interdisciplinary-across grade project on watersheds required students to investigate both historical perspectives and environmental issues related to how New York City water supplies affect the quality of life in New York. The curriculum served to develop students' research skills involved science, social studies, literature, art and technology. The project and other similarly rich work resulted in a high level of student engagement and critical thinking.
 - Teacher weekly meetings are used to plan curriculum, analyze student work and design rubrics in order to meet the needs of all students. The teams have created a least, somewhat and most in need category. As a result, teachers are able to share their findings with each other and provide consistency on and among all grades.
- Classroom instruction provides multiple opportunities for meaningful student engagement in lessons that motivate students to reach their fullest potential.
 - Teachers consistently infuse Common Core Standards vertically and horizontally throughout the school. Teachers are using the workshop model and project-based learning school-wide. Classroom routines and strategies are differentiated through skill based grouping, learning centers and leveled materials. As a result, teachers are incorporating critical thinking and students are able to reflect on practice and process.
 - Consistent with the school's goals for increased time-on-task utilizing project based learning, students were highly engaged in research and investigations such as making tools that would make life easier for early civilization and reading and writing about history via historical fiction and creating a character that would have lived at that time. This resulted in highly individualized instruction and accelerated learning.
- The school leader makes informed and effective data-based organizational decisions and allocates resources that support student growth and achievement.
 - The principal set aside up to three common periods for grade and subject teachers to meet with each other and with the coach. This time allows for frequent teacher input and an opportunity for staff to develop a school-wide focus on promoting critical thinking using expository writing and thinking maps. This alignment of instructional goals has resulted in accelerated learning.
 - The school leader uses data to make effective personnel, funding and scheduling decisions. Revamped scheduling enables teachers to collaborate, review student data and engage in professional development. Professional development and push in coaching support assist staff in developing strategies to meet the needs of special education and English language learners. These efforts provide additional resources that benefit these students.

- Relationships among students, teachers, and school administration are warm and respectful, resulting in an environment that is conducive to learning and supports the growth of students and adults.
 - A culture of mutual trust and positive attitudes toward teaching and learning is a strong component of the school. This is a safe and nurturing environment where teachers, students and parents feel supported. Students referring to the principal stated, “She comforts all of us.” The administration in response to concerns raised in the Learning Environment Survey regarding bullying brought in a program entitled P.B.I.S. that provides staff with strategies that promotes positive behavior. Consequently, these strategies have improved school tone.
 - The school’s inclusive culture provides the opportunity for all students, including students with individual educational plans and English language learners to experience a broad and rigorous education, including the arts. The principal and assistant principal know every child by name. Support services monitor all social and educational needs. As a result, students are fully supported.
- School leaders and faculty systematically collect and analyze a wide range of data that successfully identifies the needs of students and adjusts instruction in order to improve student progress and performance.
 - The school consistently uses Teachers College Reading and Writing project to assists teams of teachers in learning the reading and writing curriculum to ensure school-wide change. Teachers meet to discuss writing trends. This practice assists teachers in planning next steps and administration professional development needs for their staff.
 - Teacher teams diligently collect and analyze data from State and periodic assessments to track progress, adjust instruction and curriculum and plan inter-visitations and participate in making decisions that reflect findings. This promotes teacher collaboration and improved student outcomes.
- Individual and groups of students identified with particular needs benefit from targeted, caring support according to their needs, which enables them to achieve success.
 - Teacher’s use of hard and soft data has provided uniformity and consistency in the way goals are developed. Goals are developed to meet children’s needs. As a result, instructional methodologies, rubrics and techniques are refined to address varied targeted levels.
 - Increased teacher teams have led to increased sharing of best practices across the grade and content levels. Teachers adopted writing standard two from the Common Core Standards. Teachers developed units that require students to make real world connections and to monitor their own learning. This has resulted in improved student outcomes and engagement.
- The school has established effective system for monitoring teaching practice with a clear focus on improving instructional practice.
 - The implementation of the Common Core Standards provides a lens for all instruction throughout the school. The administration and teacher teams were looking for “connective tissue” that would serve to provide an umbrella for all

instruction. This provides a coherent structure to improve instructional practices in order to meet the needs of all students.

- Through daily walkthroughs, teacher performance review and classroom observations, the principal and assistant principal are able to provide differentiated support, direct the coach and offer professional development opportunities. This has resulted in improved student outcomes.

What the school needs to improve

- Establish a systematic approach to the gathering, analysis, dissemination and use of data at whole school, grade and individual student level and extend the analysis to examine patterns and trends of all relevant subgroups in order to take timely action.
 - The school uses a wide range of assessments and resources to produce a clear picture of students' abilities. However, the school does not make enough use of performance trends for high achievers to make timely classroom-level curriculum adjustments in order to offer more rigorous instruction.
 - Teams of teacher and individual teachers examine a wide range of classroom data such as running records, math and literacy benchmarks. Some teachers however, are not aware of next step strategies. Consequently, not all students are profiting from the collected data.
- Strengthen the evaluation of curricular, instructional and organizational decisions in order to monitor effectiveness in accelerating student learning.
 - The administration and faculty are evaluating instructional practices such as the Teachers' College Writing Project, project-based learning, and the effect of aligning instruction to the Common Core Standards. However, the school has not developed a mechanism to monitor the collective impact of these practices on student performance.
- Refine action planning by developing interim goals and benchmarks for all plans to enable the principal and faculty to modify goals and objectives in a timely manner in order to optimize the impact of actions and to celebrate success along the way.
 - Currently the school successfully uses the Comprehensive Education Plan to plan the annual planning process. However, it has yet to formalize systems to set interim goals and benchmarks throughout the year in all content areas to target effective practices in order to meet the needs of all children.
 - Administration is aware of teacher data reports and other data to align teaching with student outcomes but does not consistently use this data to leverage change in instruction by connecting observations of teachers to student outcomes. As a result, there is misaligned professional development plan for some teachers.

Part 3: School Quality Criteria 2010-2011

School name: P.S. 144 Col Jeromus Remsen 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