

Quality Review Report 2010-2011

William Haberle Elementary School

Elementary School Q195

253-50 149th Avenue

Queens

NY 11422

Principal: Beryl Bailey

Dates of review: February 7 – 8, 2011

Lead Reviewer: Lenon Murray

Part 1: The school context

Information about the school

William Haberle is an elementary school with 695 students from pre-kindergarten through grade 5. The school population comprises 87% Black, 5% Hispanic, 3% White, and 2% Asian students. The student body includes 1% English language learners and 11% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2009 - 2010 was 93.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- School leaders and faculty make purposeful decisions that align the curriculum to State standards and provide rigorous study material reflecting this choice to improve student performance.
 - School leaders and faculty align their curriculum to State standards. The school's literacy program targets character development as a component to develop students' social emotional skills along with academic skills. According to unit assessments, students are progressing. The implementation of ECAM (Early Childhood Math Program) strengthens students' foundational skills and brings students to third grade with enhanced numeracy scores.
 - Across grades and core subject areas the school emphasizes rigorous habits and higher order thinking skills. Students use multiple levels of Bloom's taxonomy and are encouraged to turn and talk to each other about the lesson being taught. This has led to critical thinking among students and has improved their writing across different genres as measured by grade level rubrics.
- Instructional practices offer differentiated instruction with embedded social emotional skill development to increase student achievement.
 - Students learn to actively collaborate with each other to resolve conflict creatively and to eliminate all bullying behaviors from their conduct. Students often work minimally in pairs or larger groups and are encouraged to tutor each other. This has led to a reduction in suspensions and other negative consequences and a higher level of student group work in math problem solving and research papers in English language arts (ELA) and social studies.
 - Teaching strategies and routines are differentiated for a diversity of learners. The lesson materials and plans are initially divided into three basic groups of below standards, on grade level and above standards. Teachers add new designations as needed to support students at their point of need. This has led to increased student engagement and improved performance with fewer students in the lowest group for math and ELA as the year progressed.
- School leadership makes thoughtful organizational decisions to fully support the school's instructional goals to meet students' learning needs.
 - School leaders have arranged regular meeting times during grade level teacher teams. Academic intervention is arranged systemically across the school for both classroom teachers and service providers to see students individually and in small groups. This has led to a month by month reduction of students in the bottom group as measured by unit tests and Periodic Assessments. Flexible grouping has made it possible for students to engage in challenging academic tasks, including the writing and publication of a children's book with Scholastic.
 - The school has gradually upgraded its outdated computer labs and installed SMART boards in a majority of classrooms to more fully engage students academically and prepare them for secondary education and beyond. Most students adapt easily to the digital technology and are exposed to math and literacy intervention that improves their skills with work that increases in difficulty as they progress.

- Teams of teachers and individual teachers align assessments to the curriculum and analyze student data to refine instructional decisions at the classroom level to improve student outcomes.
 - Teacher teams utilize unit assessments, running records, reading level assessments and teacher-designed assessments to provide feedback on the effectiveness of their classroom level, curricular and instructional decisions. This has led to re-teaching of particular topics like fractions and strategy lessons on challenging skills like making accurate inferences. Teachers monitor students' responses in individual conferences.
 - Teams of teachers spend significant portions of their meeting time gathering and analyzing classroom level data. They have developed protocols for examining student work products, projects and processes, including rubrics, to identify students' strengths and areas of need to refine their instruction. Teachers realized a majority of students used complex, run-on sentences with minimal punctuation. Using graphic organizers, teachers coach students to express their thoughts more succinctly.
- School leaders use the observation of classroom teaching and the constant analysis of learning outcomes to continuously improve the level of pedagogy.
 - The faculty believes in using literacy as the foundation for improvement in all subject areas and the importance of character development in the social emotional growth of their students. As a result, teachers present a coherent message that is sustained across grade levels and contributes to their improved instruction.
 - School leaders use formal and informal observations to carefully evaluate teachers for tenure and retention purposes. They sit with teachers individually and elicit feedback on their needs and goals. Student data and student work products are a regular part of the evaluation process enabling teachers to systematically improve their instruction.
- School leaders and faculty regularly evaluate the quality of curricula and instructional decisions so they can make adjustments to increase coherence.
 - The school has a central inquiry team with representative members from each grade level team. This instructional team evaluates the curricular and instructional practices in response to student learning needs and decides which classes and grades will pilot new materials and whether the new materials will be adopted. This has led to a new literacy program and the gradual infusion of a new math program.
 - School leaders and network specialists take a systematic look at the progress needed to adopt the evolving State standards. The instructional cabinet regularly evaluates the use of resources to support this effort and offered professional development in anticipation of the implementation. This approach builds staff coherence in the higher instructional expectations for students.

What the school needs to improve

- Expand the engagement of students and families in an open, honest dialogue regarding student learning needs and strengths so that parents can better support student improvement.

- School leaders and faculty conduct parent meetings regularly to discuss ARIS Parent Link, the Learning Environment Survey and school goals. Information on student performance is available not only with report cards but through ongoing communication between teachers and parents by phone and e-mail regularly. With limited parents taking advantage of these opportunities, student growth struggles to reach its full potential.
- Develop more ambitious goals that leverage greater changes in instructional strategies to accelerate students' academic and social growth.
 - Grade level teacher teams use assessments to set goals for classes that include interim benchmarks for students to achieve, leading teachers to intentionally change their practice to accomplish these goals. Many students believe, however, that their goals are too easy and don't require increased effort to meet them. Consequently, this has led to student growth that is well below the district average in ELA and math.
 - Teachers use their regular unit tests, student writing tasks and Periodic Assessments to identify struggling students. They develop interim and long term goals which are often posted in the classroom. However, the inconsistent updating of these goals hinders the on-going movement of student growth.
- Increase the provision of professional development that promotes deep individual reflection and facilitates the continuous evaluation and revision of teaching practice to improve the quality of instruction.
 - The school, in collaboration with its network specialists, has provided professional development on differentiated instruction, curriculum content knowledge and the evolving State standards. Training takes place in the classrooms and at grade level team meetings. Outside coaches provide many opportunities for group discussion and the study of student work. Teachers completed a self-evaluation survey, which revealed that no teachers had any weak areas and rated themselves proficient or outstanding. These findings support a need for further supervision of the self-reflection and professional development process of teachers.
- Establish clear and consistent structures that provide timely feedback on the effectiveness of the structured professional collaborations and capacity building to improve the performance of teachers.
 - The administration is developing a structure to evaluate the effectiveness of its teacher teams. Most of the current evidence is anecdotal and distilled from agendas and minutes. Teachers feel that the teams are inclusive and are reluctant to be critical friends to each other, which have led to teams performing below their maximum potential.
 - School leaders are proud of the fact that leaders emerge but the process is somewhat accidental. Administrators regularly visit team meetings and discuss among themselves positive practices that they observe. They approach talented teacher leaders and provide them with opportunities to share their expertise with the wider school community. This practice is not yet institutionalized to provide a pipeline that enhances teacher performance.

Part 3: School Quality Criteria 2010-2011

School name: William Haberle Elementary 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
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