

Quality Review Report 2010-2011

The Lucretia Mott School

Elementary School Q215

535 Briar Place

Queens

NY 11691

Principal: Susan Rippe Hofman

Dates of review: October 26 - 27, 2010

Lead Reviewer: Michele Lloyd-Bey

Part 1: The school context

Information about the school

The Lucretia Mott School is an elementary school with 648 students from pre-kindergarten through grade 5. The school population comprises 50% Black, 45% Hispanic, 2% White, and 1% Asian students. The student body includes 18% English language learners and 14% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009 - 2010 was 92.8%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The staff has collaboratively developed a common set of beliefs regarding how students learn best and has rooted this principle in teacher pedagogy so that all students are engaged and motivated to learn.
 - Teachers share instructional strategies, and plan lessons that address the individual requirements of all students. Across the school, students receive differentiated small group instruction that addresses their individual goals based on the teacher's analysis of assessment data. In a grade 4 general education class, students engage in partner reading where they have been grouped according to similar skill needs. Other students in the class use laptops and headphones to support their individual learning style. In primary grade classrooms, students benefit from the use of different instructional materials and many kinds of math manipulatives to support their visual and tactile needs. As a result, evidence identified in summative and formative data reveals that English language learners and special needs students are making continuous progress.
 - A common belief about student learning among teachers has developed from collaborative planning and frequent walkthroughs. Cross grade collaborations provide ongoing conversations around effective instructional practices and strengthen professional relationships across the school in order to better serve the needs of students.
- The principal is focused on the needs of students and staff in order to make informed and effective organizational decisions that promote improved outcomes.
 - The principal creatively manages her limited budget in order to hire substitute teachers to cover classes while classroom teachers attend hands-on workshops that align with the goals of the school. This has resulted in teachers' participation in ongoing professional development that enhances their understanding of differentiated instruction in order to increase student achievement.
 - In an effort to improve literacy performance the principal funds the Achieve 3000 program, a literacy based technology program that provides differentiated support to students. The program has enabled teachers to collaborate around a common focus while offering them very specific assessment information regarding the strengths and weakness of students, including the large number of English language learners. Consequently, student groupings are very precise and teachers share the responsibility of meeting the needs of their students.
- The collaborative work of the staff has enabled teachers to align summative assessments to curriculum so that students are challenged to improve their academic performance.
 - The grade 4 teacher team meets weekly and found that after close analysis of their students' summative and formative data, student writing lacked descriptive language. Therefore, the team created rigorous rubrics aligned with the Common Core State Standards to use regularly when analyzing student writing. Through collaborative planning, teachers share effective instructional strategies, such as modeling, and conferencing in order to encourage students to use more

robust vocabulary. The effect of their consistent collaborative planning has resulted in the implementation of rubric based writing that has improved student outcomes across the grade. As well, feedback derived from the analysis of student work has resulted in adjustments made to teachers' instructional lesson planning.

- The leadership uses information gathered to obtain a thorough analysis of the needs of teachers that result in a common instructional focus and leads to a range of teacher supports that enhances their professional growth.
 - Teachers receive written and verbal feedback regarding the quality of their pedagogy as it relates to the analysis of data and differentiation of instruction. Consequently, the principal is able to effectively indicate pedagogical needs throughout the school and use this information to differentiate support offered to teachers. Teachers engage in a range of professional development opportunities, through coaching, mentoring, inter-visitations and targeted training sessions facilitated by the school's network. As a result, teachers improve their professional growth by taking ownership of their work and students receive individualized support that promotes increased academic achievement.
- The principal enables teachers to participate in purposeful learning opportunities that have resulted in improved professional growth, stronger collaborative relationships and foster teacher accountability.
 - All teachers are working with Common Core State Standards and receive ongoing professional learning opportunities on the writing process by the school's network team. As a result, teachers have a clear understanding of their work as they collaborate to adjust their classroom practice so that students improve their writing performance.
 - The principal has identified the strength of the special education teachers in creating small differentiated learning opportunities for students with disabilities. Subsequently, inter-visitations were set up for general education teachers to observe this ritual in action along with opportunities for teachers to discuss their practice with their peers. Therefore, colleagues are learning from each other and developing their professional craft to better meet the needs of their students.

What the school needs to improve

- Establish academic rigor across all classrooms to ensure that the school's curriculum challenges and accelerates the learning for a variety of students.
 - Recent school data indicates a significant decline in student performance has led the school to rely deeply on the work from the teacher team level. Teachers are examining students' strengths and weaknesses resulting from the curriculum in order to implement instructional strategies intended to promote academic rigor for a diverse group of learners. The lack of consistent academic rigor, such as high level questioning and project-based learning experiences, results in an absence of engaging activities, such as science fairs and a range of art experiences, which extend the curriculum and develop students' artistic ability.
- Expand the communication and collaboration with parents to increase their capacity to track their child's progress and provide academic support at home.

- School leaders use interim progress reports to engage in reciprocal and continuous discussions with parents regarding the performance of their children. However, the school's progress report does not provide concise information about students' strengths and weaknesses, resulting in parents being less able to support their children at home.
- Teachers across the school are beginning to implement strategies that provide students with reflective practices, such as exit slips to assess their own progress. However, reflective practices are not an embedded practice and therefore, some students are unable to articulate next steps in their learning.
- Develop effective communication processes to express high expectations that improve student academic performance.
 - School leaders and staff utilize a variety of forums to articulate high expectations to students and their families regarding academic expectations. Although parents participate in school leadership team meetings, they do not share data informed ideas that lead to improvements in student learning outcomes. Based on data, many students across the school continue to exhibit high absenteeism yet the school community has not developed structures that effectively curtail this trend. As a result, the school's overall attendance has declined and students' performance has been adversely impacted.
- Develop additional ways to foster new partnerships and community links to further support all students' social and emotional growth so that there is improved student performance.
 - Professional development provided to the staff on Positive Behavior Intervention Supports is intended to create an inclusive and respectful school culture. The program is designed to improve students' social and emotional development, and provide faculty with a common language around student behavior. However, not all teachers have received enough professional development to fully embed the goals of the program into the culture of the school in order to address students' social and emotional needs continuously.
 - The principal ensures that external partnerships offer support to some students and their families. The anti-violence, counseling and mediation services provided by these programs are offered to a limited number of students and their families, leaving a large number of students' social emotional needs not addressed.
- Continue to develop systems to regularly evaluate and revise professional collaborations within the school in order to improve students' academic performance.
 - Teacher teams across the school engage in structured collaborative planning sessions that strive to promote the deepening of data analysis, differentiated instruction and improvement of student writing. Team facilitators guide the work that is shared with the leadership and other teacher team members in the school. However, the school does not have a standard evaluation process in place to monitor the effectiveness of teacher teams. Therefore, their efforts to build coherence between curricular, instruction, assessment, school tone and climate, and attendance are uncertain.

Part 3: School Quality Criteria 2010-2011

School name: The Lucretia Mott 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