



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

The New Dorp School

Elementary R041

**216 Clawson Street
Staten Island
NY 10306**

Principal: Elise Feldman

Dates of review: March 29 - 30, 2011

Lead Reviewer: Erminia Claudio

Part 1: The school context

Information about the school

P.S. 041 New Dorp serves students at the Elementary (General Academic) level. The school has 694 students enrolled in grades PK, K, 1, 2, 3, 4, 5, SE. The school population comprises 61% white students, 3% black students, 6% Asian students, 28% Hispanic students, 54% boys, and 46% girls. Currently, 5% of the student body are English language learners and 18% have Individual education plans (IEP's). The average attendance rate for the 2010 school year was 94.7%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school provides effective support for student sub-groups to maintain literacy progress across subject areas.
 - Across classrooms, teachers have embarked on the research of Lilly Wong Fillmore to differentiate instruction for English language learners. The school-wide initiative of “juicy” sentences has increased the focus on academic language through direct vocabulary instruction. As a result, the school has seen an increase of English language learners moving from beginning to intermediate and intermediate to proficient on the New York State English as a Second Language Achievement Test (NYSESLAT).
 - The school has initiated a rigorous literacy pull out program that emphasizes higher order thinking skills and sets individualized goals for grades 3-5 level 3 and 4 students, and grades K-2 level 1 and 2 students. This program has created differentiated learning opportunities that are challenging and support the schools’ goal of increased literacy.
- The principal makes practical and effective use of resources in making organizational decisions that support student achievement and the school’s key standards.
 - The principal has sustained a full time coach to support English language arts and math instruction. The coach facilitates professional development for all teachers, creates opportunities for collegial intervisitations and models best practice. Grant money awarded by the Staten Island Foundation has permitted the school to purchase Teachers College professional development to support the schools’ goal of improved literacy through deepening teachers’ literacy content knowledge. Two Teachers College literacy staff developers K-2 and 3-5 work with teachers to plan curriculum, align key standards to the curriculum and model best practice. As a result, the school has seen improved student performance as evidenced by the English language arts Acuity data and Teachers College running records.
 - Through judicious programming and mindful teacher assignments, the principal has created two common preparation periods a week for teachers to engage in collaborative inquiry work, vertical planning and the alignment of the Common Core State Standards to curriculum maps. Consequently, there is a concerted effort to towards instructional coherency.
- A wide range of summative data is collected and analyzed by the principal and her cabinet to ensure students’ needs are defined and addressed.
 - The principal and her cabinet meet weekly to look at formative assessment, attendance, safety and student support data to assess students’ strengths and areas of need. The school has identified attendance as an area of concern for 74 students; as a result the school has initiated an extensive incentive program that has lead to increased student attendance.
 - During monthly faculty conferences the principal shares data from Acuity, Teachers College running records and Everyday Math. This allows teachers to

check progress and share trends across the school. This has led to transparency amongst pedagogy and sets the focus for inquiry team collaborations.

- Parents are kept informed about their child's academic progress and are engaged in school activities that promote opportunities to partner in their child's education.
 - Personalized letters are sent home indicating areas of strength and areas for improvement from the results of the reading and math predicative and interim testing assessment for grades 3-5 and the Early Performance Assessment in Language Arts (E-PAL) for grades 2 and 3. Through telephone blasts, the Parent Teacher Association (PTA) newsletter, the school website and school notices parents have the opportunity to stay up to date on the school's curricula and extra curricula activities. Consequently, parents feel that they are aware of their children's academic and social needs and are able to communicate with the school through various venues.
 - There are many opportunities for parents to gain knowledge about curriculum, assessment, the new common core state standards and extra curricular activities. The parent coordinator hosts various informative workshops that create opportunities for parents, including the growing Spanish speaking parents, to get involved with the school and outside agencies. The coach facilitates academic workshops that inform parents about curriculum. The principal hosts "Chat with the Principal" meetings to allow parents to voice any questions or concerns they may have about their child's academic and social progress. These joint efforts have led to the school conveying high expectations for all students and parents feeling like they are partners in their child's education.
- School leaders support professional learning opportunities that promote exemplary pedagogy and are aligned with school goals and the evolving Common Core State Standards.
 - A team of teachers and the school coach are receiving professional development in the alignment of the Common Core State Standards from the Children's First Network academic support staff. As a result, during team meetings teachers are sharing information and spearheading the alignment of curricula with their grade level colleagues, and curriculum maps have begun to reflect this alignment.
 - The school's coach and Teachers College staff developers provide differentiated professional development to teachers in planning lessons that supports the goal of strengthening critical thinking through questioning and writing across the content areas. As a result, the school has seen a growth in proficiency in students' verbal and written responses
- School leaders have established effective systems for monitoring teaching practices with a clear focus on improving instructional practices and the alignment of the Common Core State Standards.
 - The administration has created an observational tool that allows them to monitor and measure the effectiveness of teachers' lesson plans, assessment practices and student engagement. Teachers meet several times a year with school leaders to discuss their personal goals for growth. Through formal and informal observations the school administrators make tenure and organizational decisions and plan differentiated professional development. As a result, school leaders

have the ability to identify best practice to be shared throughout the school community and ensure that all students are given opportunity to show academic growth.

What the school needs to improve

- Promote greater consistency in developing coherence and alignment in curriculum and academic tasks that emphasize rigorous habits and critical thinking skills that support higher order student work products across all classrooms.
 - Teachers are adjusting their lesson plans to align with the Common Core State Standards in English language arts and math and have identified key standards, but the level of rigorous tasks and higher order thinking skills is inconsistent across classrooms. Therefore, the rigor of student work products varies across classrooms.
 - While all classrooms use technology (Smartboards and Elmos), there is an inconsistency in planning interactive and complex tasks to support the schools key standards. This hampers the school's ability to promote individualized learning opportunities in all content areas.
- Ensure the school wide initiative of using the Tuning Protocol to facilitate looking at student work collaboratively is deeply embedded in school culture to guide the work of all teacher teams in assigning and aligning tasks to assessments; to ensure that there is consistency in grading and next steps regarding school work.
 - Although some inquiry teams have begun the collaborative process of creating common assessments for targeted 3rd and 5th grade students, it is not a common practice for all inquiry teams. Consequently, there is inconsistency in pedagogy and assessment practices across the school. This deters the teams' ability to make instructional decisions that focus on identified key standards of increased literacy that support student performance and teacher practices.
- Create a database to allow the school community to evaluate the impact of interventions and track student progress towards achievement goals.
 - While every teacher has their class data displayed on a bulletin board within the classroom, there is not a database that aggregates' school wide data including subgroups. As a result, there is not a clear understanding of the effectiveness of pull out and push in academic intervention and the school is unable to scrutinize trends within a grade and across grades to plan corrective strategies.
- Refine and ensure that all goals include precise short and long term measurable outcomes to monitor students' progress effectively, and reinforce ownership and accountability.
 - The school has protocols in place to measure long term goals across curriculum and has begun the process of looking at a system to track interim goals. Subsequently, because a structure is not yet created, it limits the schools' ability to effectively monitor growth and make readjustments to maximize action planning for individual and groups of students.

Part 3: School Quality Criteria 2010-2011

School name:	UD	D	P	WD
Overall QR Score				
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