

Quality Review Report 2010-2011

Arthur Schomburg

**Elementary School 163
2075 Webster Avenue
Bronx, N.Y. 10457**

Principal: Dilsia Martinez

Dates of review: December 7- 8, 2010

Lead Reviewer: Dolores Esposito

Part 1: The school context

Information about the school

Arthur Schomburg is an elementary school with 651 students from kindergarten through grade 5. The school population comprises 31% Black, 65% Hispanic, and 1.0% Asian students. The student body includes 38% English language learners and 7% 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 92.5%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school makes purposeful decisions in the alignment of its curricula to the new Common Core Standards in order to address the achievement gaps.
 - The school continues to carefully align the curricula to the New York State and the Common Core Standards to provide a wide range of experiences in the academic areas, including the arts, for a variety of learners. This has resulted in progress in reading and writing for students as evident during classroom visits and data conversations with teachers and administration.
 - Classroom academic tasks are well planned, generally differentiated, and supported by teachers planning with the coaches so that lessons are engaging and meet the diverse needs of students. Attention is given to the alignment of literacy with social studies to ensure that the Common Core Standards are addressed effectively. Special education students, are enthusiastic about their learning, and as one stated, “We like to read about history so that we can learn more.” Students are eager to learn about non-fiction as referenced above in support of the implementation of the new Common Core Standards.
- Resources are well aligned to the school’s goals enabling teacher teams to have meaningful opportunities to share best practices and plan collaboratively to meet the needs of all students.
 - The allocation for technology serves as a useful tool to engage learners during reading, writing, and math lessons, as evidenced by the use by teachers of Digital Documentary projects in grades 3 to 5. The school’s purchase of additional laptops and Smartboards supports its goal of helping develop good levels of student engagement in the classrooms.
 - Teachers have opportunities to meet and plan collaboratively during the 10-day cycle, have access to on-site support with technology from a designated staff member, and use E-Boards to share their work. This is positively impacting classroom instruction and building confidence in the use of technology resulting in the development of richer tasks focused on thinking skills.
- The school gathers data to set clear school wide goals for improvement.
 - The administration and staff gather and analyze data from Fountas and Pinell, Acuity, Interim Teaching Assessments, and conference notes, to develop a framework for improvement based on data driven goals. This is evident in the school’s Comprehensive Educational Plan and other instructional templates that are shared during meetings of administration and staff.
 - During extended time, teachers examine student work and engage in various study groups to analyze data and identify student needs. This fosters collaboration between staff and administration so that the needs of all subgroups are met effectively, with a keen eye to understanding the needs of English language learners and special education students.

- The school has developed a clear vision and framework for improvement, based on data, in order to accelerate student learning.
 - A coherent vision for improvement that is evident in the school's Comprehensive Education Plan, Principal Performance Review goals, and school-wide documents, is clearly understood by all members of the school community. A focus includes looking at data more closely to identify and target areas for improvement in the progress and proficiency levels of all students. As a result of the school's recent decline as noted on the Progress Report, greater attention is being given to math this year. These collaborative efforts continue to support the school's mission to raise the academic standards for all students.
 - The school is reflective and proactive setting clear school-wide goals and action plans around reading, writing, and math, that are based on multiple data sources including formative and summative assessments, and teacher feedback. As a result, the principal is able to develop and plan focused opportunities for professional development.
- The school provides a wide range of professional development opportunities to support the growth of teacher content knowledge resulting in improved teacher pedagogy.
 - Teachers are afforded support from three coaches each assigned to various grade levels who provide support in reading, writing and math to help teachers develop content knowledge best practices in classrooms. Teachers also receive support from a technology coordinator around the school's goals of embedding the Common Core Standards and use of Ongoing Real Time Access for Collaborative Learning Experiences, (ORACLE). This has resulted in effective teaching practices as observed during classroom visits and based on teacher feedback forms.
 - School leaders provide meaningful feedback to teachers regarding their performance around raising student achievement. Teacher observations for new and experienced teachers are focused, reflective of student data, and well aligned to the school goals. Therefore, observations provide strategic, actionable, and timely feedback so that student learning is maximized.
- The school's collaborative culture supports student and adult learning that builds ownership and promotes reflection.
 - Meaningful opportunities during grade meetings are embedded in the school's 10 day cycle, and extended time, which enable teachers to develop their practice. Teachers work collaboratively to use technology to infuse the Common Core Standards in support of the school's goals.
 - School leaders provide opportunities for teachers to take more ownership of their learning by empowering them to craft their own professional development during extended time. Teachers indicate that this is a great opportunity for them to decide what they need to do to effectively impact their pedagogy to meet the needs of their students.

What the school needs to improve

- Consistently evaluate the progress and performance of all students and subgroups towards attainment of learning goals.

- While the school uses periodic assessments, they are still developing common assessments that further align with the New York State Standards, including the new Common Core Standards. Therefore, data is not yet used sufficiently to track progress of learning goals at the school or classroom level.
- Although the school communicates the importance of providing feedback at every level, it lacks the systems to track and monitor this practice. This results in an uneven process for insuring that individual and group of students and their families receive timely feedback regarding progress towards attaining goals, and missed opportunities for suitable support to ensure students' needs are met effectively.
- Develop a cohesive assessment system to formalize, track and monitor student and teacher progress efficiently throughout the year.
 - Even though the school collects a wide range of data, there is a lack of organization of the data so that assessment and grading practices are not evaluated and adjusted effectively.
 - The school is currently learning about the ORACLE system to further aggregate and organize the school's data in a more efficient manner. However, as this is a new system, it has not yet been fully implemented or developed with the entire school staff nor communicated to families.
- Expand the systemic development of data tracking systems in order to evaluate and adjust student progress and performance for all students and subgroups for short- and long-term planning.
 - The school does not yet have an efficient system that allows for the monitoring of student progress towards attaining interim- and long-term goals. Thus, the school is limited in making timely adjustments to their plans as needed.
 - All teachers do not yet use a reliable system for measuring individual or groups of students' progress towards set goals. As a result, suitable adjustments to instructional practices are not yet consistent.
- Further develop opportunities for faculty to effectively utilize data in order to make classroom level decisions to meet the needs of all students.
 - Teachers gather various data sources and plan with their colleagues and coaches within their 10-day cycle and during extended time. However, there is not yet a deep understanding of how to better utilize the data to plan instruction that is strategic, differentiated, and focused on the various needs of all learners and subgroups.
 - Teams of teachers and individual teachers collect a variety of data but do not consistently analyze the data with the deep understanding needed to make informed decisions about instructional strategies to meet the needs of individual students. This results in an uneven implementation and understanding of content knowledge that is needed to develop rigorous lessons that meet the needs of all students. .

Part 3: School Quality Criteria 2010-2011

School name: Arthur Schomburg	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