



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

Dr. Evelina Lopez-Antonetty Children's Literacy Center

Elementary School 277

**519 St. Ann's Avenue
Bronx
NY 10454**

Principal: Cheryl Tyler

Dates of review: December 8-9, 2010

Reviewer: Yolanda Torres

Part 1: The school context

Information about the school

Dr. Evelina Lopez Antonetty Children's Literacy Center is an elementary school with 519 students from pre-kindergarten through grade 5. The school population comprises 22% Black, 73% Hispanic, 1% White, 1% Asian students, and 2% other. The student body includes 21% English language learners and 13% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2009 - 2010 was 90%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The professional collaboration amongst teams using the inquiry approach provides teachers with opportunities to use a variety of assessment tools to research viable ways to improve student achievement.
 - Teachers collect and analyze data on specific subgroups in need of more focused and strategic support. The inquiry process allows them to question how they can help students as they delve into the data to identify trends and discuss ways to improve student outcomes. Their focus on English language learners and special education students helps them hypothesize and identify strategies to support improvements.
 - As teachers gather evidence through video transcripts and conferral notes, they realize they have to make adjustments in their work by differentiating their lessons to address the individual learning styles of the targeted students. The analysis of classroom data affords them to take a step back, slow down their pace and bounce ideas with possible strategies that will impact on student academic growth.
- School leaders are proactive in providing ongoing feedback to teachers via classroom informal observations resulting in teacher reflection and professional growth.
 - The common instructional focus of the school in literacy is supported and embraced by all staff. Staff developers and coaches work and support all teachers, with a more strategic focus on new teachers. This promotes a serious commitment to the improvement of instructional practices.
 - The informal observations facilitated by school leaders serve as a coaching model to support teacher learning and professional growth. One-on-one conferences between school leaders and teachers on student work products and classroom observations provide an additional lens of feedback to improve teacher practice.
- The school provides a wholesome learning environment where staff, students and parents feel supported and part of the community.
 - The child study team, consisting of school counselors, teachers, and school leaders, meet regularly to discuss specific students in crisis. As they discuss the academic and social emotional aspects of students, they begin to develop a plan for classroom implementation. Within a 6-week cycle of interventions, success stories emerge with evidence of student progress. This process has contributed to a positive learning environment in which parents and staff support each other.
 - Parents indicate the school is definitely preparing their children for 'the next level' in reading and math with ongoing communication. They proudly share that their children are "in the best possible hands," for they are in a safe environment exposed to other extracurricular activities such as the arts, swimming, ballroom dancing, and tennis.

- Teachers analyze data to set individual goals to meet the varied academic needs of their students at the classroom level.
 - School leaders indicate that the conferral process is at the heart of instruction. This process, in tandem with the analysis of student work, provides teachers with information towards setting individual student goals. Teacher teams further disaggregate the gathered data on academic and behavioral needs in order to identify a subset of goals for their targeted group of students.
 - Teachers, guidance counselors and school leaders set goals for the subgroups of students in the child study process. Students not making adequate progress form part of this focus group which identifies their needs and develops data-driven differentiated strategies for improvement.
- School leaders, teachers and staff developers have begun to integrate the Common Core State Standards into instructional practices resulting in an initial alignment for systemic evaluation.
 - With the integration of the Common Core State Standards to the units of study, the “footprints of learning” in literacy is an evident trademark in each classroom. Teachers use the results of their conferral notes and other assessments to evaluate student academic progress and adjust the curriculum to support student growth.
 - Students in the fifth grade have begun the process of self-assessing their work. Their ongoing presentations and persuasive arguments with their peers have increased their vocabulary awareness and academic discourse. The results of this process may serve as a prototype for further conversations between students and teachers in other grades. Parents validate the impact of this process in their children’s progress.

What the school needs to improve

- Build upon the initial stages of the alignment of the Common Core State Standards to the curriculum for consistent rigor across all content areas.
 - Teacher involvement in the analysis of the units of study in literacy and alignment to State Standards is a key factor in the curriculum evolution. Delving deeper into the bands of difficulty students confront in literacy affords teachers the opportunity to focus on lesson differentiation and teacher development. While the literacy focus is strong, there is a lack of evidence that the rigor in literacy has transcended to other content areas.
 - Conferral notes and running records are bottom-line assessments regularly collected by school leaders to ensure that the tasks meet the rigorous expectations as delineated in the units of study. Student work products in ELA, math and writing serve as vital information for instructional alignment. As teachers receive feedback, tasks are modified to meet the instructional needs of students in literacy and writing. However, the rigor in students’ tasks is inconsistent in math, science and social studies to support academic growth across all content areas.

- Ensure that multiple entry points are in place for the improvement of student learning outcomes.
 - As the school analyzes the learning behaviors of students, there is a primary focus on the conferral process as a differentiated strategy. This individual conference in reading and writing is vital in making purposeful adjustments in instruction. Although a clear focus on differentiated instruction in ELA is evident, this practice is inconsistent across other content areas. As per the principal, “it is a work in progress” and, consequently, its impact on student progress cannot be measured.
 - Teachers focus on strategy lessons in small groups to develop students’ “footprints of learning.” Teachers meet many learning challenges with special education and English language learners leading to uneven levels of engagement and understanding. As a result, these subgroups remain unchallenged to higher levels of learning.
- Refine strategic organizational decision-making to meet the needs of a diversity of learners for increased student outcomes.
 - The school has aligned resources to support at-risk learners. Teachers developed a guide for strategy-driven lessons based on students’ reading levels. Although individual support is in place for at-risk students, accelerated students articulate that their tasks are not challenging. Thus, this uneven alignment of support to challenge all students limits their academic growth and, ultimately, their engagement.
- Solidify the learning experiences for teachers and school leaders to encourage consistent reflective practices resulting in professional growth and improved student outcomes.
 - As per the principal, the school looks at teachers’ areas of expertise to support capacity building and quantify the work for further improvement. While there are pockets of sound reflection emerging amongst some teachers in literacy, this practice is still developing in other content areas.
 - Teachers invite school leaders to observe their lessons for immediate feedback and collaboratively evaluate their practice. However, there is inconsistent implementation of recommendations across classrooms.
- Evaluate the alignment between the strong conferral process and written feedback practices to develop more critical thinking readers and writers.
 - The conferral process provides teachers and students with a forum to share areas of success and next steps. However, this discussion has yet to translate into students’ clear articulation of understanding what they need to work on and how they are to get there.
 - The inquiry room process for the upper grade students affords teachers the opportunity to provide feedback to student work. Although students are beginning to hold arguments and persuasive conversations, this critical thinking process is not evident across grades.

Part 3: School Quality Criteria 2010-2011

School name: Dr. Evelina Lopez-Antonetty Children's Literacy Center	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