

Quality Review Report 2011-2012

P.S. 007 Abraham Lincoln
Elementary school K007

858 Jamaica Avenue
Brooklyn
NY 11208

Principal: NYDIA ACEVEDO

Dates of review: October 18, 2011
Lead Reviewer: Rose Marie Mills

Part 1: The school context

Information about the school

P.S. 007 Abraham Lincoln is an Elementary school with 889 students from pre-kindergarten through grade 4. The school population comprises 16% Black, 73% Hispanic, 4% Asian students and 7% other students. The student body includes 15% English language learners and 10% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2010 - 2011 was 91.5%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Students benefit from a safe, respectful, caring culture that strongly supports all aspects of student development resulting in increased student outcomes. (1.4)
 - o Despite the low suspension rate and good attendance, School Leadership Team members continue to consistently conduct safety evaluations of the school at intermittent periods throughout the year to assure the maintenance of a respectful, calm and trusting environment where learning occurs. The analysis of the Learning Environment survey, attendance data, and incident reports culminates in a school improvement plan, which includes the use of a phone messenger system and a dedicated family worker focusing on attendance outreach. These highly effective systems ensure ongoing and targeted communication between the school and home, and continuous monitoring of school goals, resulting in increased attendance and higher levels of student engagement. (a)
 - o Small class size allows increased interaction between students and teachers. Students' participation in extended day and guidance groups to discuss all areas of school, including class grades, ensure that their academic needs are being monitored. In addition, town hall and class presentations on anti-bullying behaviors and strategies are conducted by the guidance counselor, and two part-time conflict intervention staff. These structures and practices ensure that each student's personal and academic needs are well known by an adult in the school and barriers to student learning are appropriately addressed. (b)
- All teachers benefit from inclusion on teacher teams using an inquiry approach and are empowered to make decisions, resulting in increased teacher and student learning. (4.2)
 - o Every teacher is a member of a team and effectively utilizes an inquiry process. Among these are grade teams, inquiry teams, Common Core State Standard teams for English language arts and mathematics, curriculum teams, and the school's instructional cabinet. These structured collaborations ensure that all teachers, across the school, have an opportunity to analyze student outcomes, reflect on their practice and decisions, and make instructional adjustments as needed. (a)
 - o The principal orchestrates opportunities for teachers to take on leadership roles, while others naturally emerge. For example, the role of inquiry team leader is rotated each inquiry cycle so that more staff can develop leadership skills. Also, by intent, inquiry team leaders are not grade leaders and, as much as possible, grade leaders are rotated annually. Teachers take the initiative to research teaching strategies and identify and lead professional learning experiences in order to support each other in implementation, resulting in improvements in instructional practice and students' achievement. (c)
- The principal makes strategic organizational decisions that include budget and staff to support improved student performance. (1.3)
 - o School staff is effectively used to support academic goals and students' learning needs. Classes for students with disabilities are supported by additional paraprofessionals resulting in minimized negative behaviors that inhibit learning.

- Part-time staff provides English language learners with additional instructional support thereby increasing student learning time and language acquisition. Also, the school-based coaches support the school's goal of increasing teacher practice by guiding curriculum design and modeling effective instructional strategies. In addition, administrators spend a majority of their time focused on classroom visits and providing teacher feedback to improve practice. As a result, students and teachers benefit from small class sizes and targeted supports, as evidenced by increased work products. (a)
- o The utilization of the school-based option provides an additional period for teacher collaboration, thus teacher teams meet twice weekly. Staff use these structured times to design academic tasks, develop common assessments, analyze student work, and share and modify teaching strategies, resulting in improvements in student performance on school-wide benchmarks and the New York State assessments.(c)
 - Students benefit from standards-based curricula and Common Core Learning Standard aligned tasks that result in higher levels of learning. (1.1)
 - o The schools' participation in the city-wide performance-based assessment pilot, in the prior school year, prompted school leaders and faculty to refine and align curriculum maps to Common Core Learning Standards, with a focus on expectations for the next grade level. Based on the analysis of student work, academic tasks are complemented with modified rubrics for targeted groups of students, such as English language learners. In addition, there is a strong emphasis on writing across the curriculum, hence, students' writing products, particularly in grades three and four, reflect the expectations of the Common Core Learning Standards and higher level of cognitive engagement.(a,c)
 - Teacher teams create and use assessments and rubrics aligned to the curriculum, based on the analysis of student data in order to improve instructional practices. (2.2)
 - o Teacher teams, supported by the coaches, create and revise teacher made common and benchmark assessments to better align with the instructional focus reflected in the school's curriculum. For example, analysis of baseline assessments indicated that academic tasks did not require students to engage in extended writing. This prompted teachers to modify benchmark tasks and rubrics that focus more on elaboration and supporting details in student writing. As a result, subsequent assessment tasks now require students to write more in order to support their thinking. (a)
 - o Teachers use periodic data to supplement students' State performance data. Analysis of periodic and teacher made tests identify reading comprehension and writing structure as targeted areas of need for English language learners and students with disabilities. Thus, teachers are able to design instructional strategies to target the deficient skills and performance of English language learners and students with disabilities. (b)
 - Effective development practices support all staff resulting in a clear focus on improving instructional practice and student achievement. (4.1)
 - o Teachers receive frequent and timely feedback from all three building administrators. Feedback, focused on student performance, is anchored to a research-based rubric and provides staff with details regarding strengths and next steps. End of year planning include teacher reflection and the development

of a differentiated professional development plan to support staff. The plan is revised at the beginning of the school year to ensure that the needs of new teachers are included. As a result, teacher growth advances student progress as evidenced by the letter grade improvement from B to A in the area of student progress on the New York City progress report. (a, b)

What the school needs to improve

- Deepen instructional practices and routines so that the delivery of lessons, across the school, strategically differentiates supports in order to extend learning, and offer suitable challenges for all students. (1.2)
 - Teachers utilize the workshop model of instruction and plan for differentiated learning groups. Students engage in partner work and small group instruction, as well as independent practice, however, teaching routines and question prompts are not effectively and strategically differentiated to extend student learning. For example, English language learners use a four square writing approach to solve mathematics problems. Some students are provided intensive guidance to use math vocabulary to write their explanation in a paragraph form. Meanwhile, high performing students, in another class, are prompted to work together to use arrays to find the multiplication facts of two digit numbers and complete an accompanying worksheet, which students completed alone and in a few minutes. Support of those students most in need reduce the time available to support, monitor and extend the learning of other students. As a result, learning experiences lead to general levels of student thinking and engagement.
- Strengthen the system used to track and communicate progress, to all members of the school community, in order to ensure a deep understanding of what is needed to move from one level to the next. (3.3)
 - School leaders and staff use periodic assessment data, student benchmark results, and teacher made assessments to monitor students' progress throughout the year. While adjustments are made to school-wide plans by the School Leadership Team and communicated to members of the school community, there is little understanding of the changes. Therefore, these modifications have minimal impact on student and teacher work. (a)
 - Student performance is shared via enhanced report cards and individual teacher outreach to parents to inform them of student performance. However, an established protocol for sharing student progress and actionable next steps, at key benchmark periods, across all classrooms is not yet in place. This limits parents from developing a deep understanding of exactly where their children are as learners and what they can do to elevate them to the next learning step. (c)
- Strengthen systems for monitoring protocols used for data organization and developing student grades to ensure coherency of practice across the school. (5.2)
 - o Teacher team leaders and administrators along with the School Leadership team evaluate school-wide assessment practices and student grades at intervals throughout the school year. In addition, plans for the implementation of assessments aligned to the Common Core Learning Standards are being executed. However, there is little focus on assessing the consistency of grading across the school, thus preventing complete coherency between students' classroom performance and summative outcomes. In addition, while there is some attention to the aggregated of data, at the teacher team level, there is very

little work done to ensure an alignment between the 'at a glance' data sheets and the effectiveness of professional collaborations. (a, b)

- Strengthen the practice of setting goals for groups of students in order to ensure that supports are better aligned to students' needs to maximize learning for all students. (3.2)
 - o Teachers and teacher teams analyze data for subgroups of students and use these data to set goals for cohorts of students for whom they are collectively responsible. However, the analyses of these data do not lead to the development of targeted and specific interim learning goals for these subgroups, thus limiting the offering of learning extensions for them. (a,b)

Part 3: School Quality Criteria 2011-2012

School name: P.S. 007 Abraham Lincoln	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 as evidenced by meaningful student work products?			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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			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 staff, students and families, and support students and families to achieve them?			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, guidance/advisement 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, with particular attention to the CCLS?			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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