

Quality Review Report 2011-2012

P.S. 005 Ellen Lurie
Elementary school M005

3703 TENTH AVENUE
MANHATTAN
NY 10034

Principal: WANDA SOTO

Dates of review: December 12 and 13, 2011

Lead Reviewer: Elsa Nunez

Part 1: The school context

Information about the school

P.S. 005 Ellen Lurie is an Elementary school with 778 students from kindergarten through grade 5. The school population comprises 7% Black, 92% Hispanic, 1% White, 0% Asian students and 0% other students. The student body includes 36% English language learners and 15% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2010 - 2011 was 94.1%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school, along with external partners, has established a safe and responsive environment to meet students' physical and emotional needs. (4.4)
 - o The school is committed to the success of all students, therefore much thought and effort is invested in developing programs and supports for students' social and emotional needs. The book of the month, which is highlighted every day as part of morning announcements, focuses on character traits that all students should develop to be college and career ready. The progress of students' social and emotional needs is closely monitored by the principal, the guidance team and service providers through regular participation in attendance and pupil personnel committee meetings to assure that the needs of all students are being met. Parents express that the school's efforts to focus on positive character traits has virtually eliminated bullying and this provides parents with a strong sense that their children are safe at school.
 - o The school has developed strong bonds with many community-based organizations to provide an array of services to students and their families. The school collaborates closely with the Children's Aid Society and Columbia Presbyterian to provide free medical and dental services as well as vision screening to students. Parents are also provided with assistance in completing necessary forms and referrals to outside agencies to promote the well being of children and families. As a result, parents have confidence that the school is well equipped to provide necessary guidance and support for any physical and emotional needs that students may exhibit.
- The school promotes family engagement, enabling families to provide input regarding school decision-making, which results in high levels of parental involvement. (2.4)
 - o Ample opportunities are provided to parents to engage with school staff in decisions affecting the education of their children. During general parent association and school leadership team meetings the principal provides parents with vital information regarding the performance of students, including performance of sub-groups of students on standardized exams, to ensure that they are informed about the needs of all students and can provide input regarding programming and budgetary needs. Parents report that suggestions provided by the school leadership team are valued by the school and have led to the development of academic and enrichment programs to ensure that all students make academic progress.
 - o Parents report that the principal, parent coordinator and guidance counselors have been instrumental in helping them understand their child's performance in school. They report that they have received workshops and training sessions on how to access ARIS, allowing them to provide targeted support to their children and to effectively extend the school's efforts to further the academic achievement of all students.
- The principal makes thoughtful organizational decisions regarding teacher placement, scheduling and hiring decisions to support increased student learning. (1.3)

- o The principal has made strategic decisions to provide staff with time to plan collaboratively in order to align curriculum to the Common Core Learning Standards (CCLS). Common preps have been scheduled to allow teacher teams to meet weekly during the school day. Through a School-Based Option (SBO), an additional fifty minutes of meeting time has been allocated for inquiry teams to further investigate strategies to promote student achievement of sub-groups of students. Funds have also been allocated to pay for substitute teachers, providing a half-day of planning time during the fall semester for all classroom teachers to plan curriculum and tasks to prepare students to meet the demands of the CCLS. As a result, teachers feel empowered to make the instructional decisions necessary to promote student achievement.
- o The principal makes informed assignments and hiring decisions by using student achievement results, classroom observations as well as input from teachers. When interviewing for co-teaching positions, the principal invites the collaborating teacher to be part of interview process to ensure an adequate match is identified that will promote collaborative planning and differentiation of instruction to meet the needs of students. Inclusion of key personnel in hiring decisions contributes to the school's collaborative efforts to support the academic growth of all students.
- The school uses various sources of student achievement data to design curriculum and develop rubrics that are aligned to key standards. (2.2)
 - o Teacher teams meet regularly to plan units of study, assuring that key standards, such as writing informational reports, are highlighted in their curricular maps. They report using rubrics developed in collaboration with AUSSIE consultants to assess student work. Review of student work has led teachers to implement instructional shifts such as greater use of graphic organizers to help students organize facts and details of non-fiction reading and pre-teaching of key vocabulary. In addition to summative data, teacher teams use reading levels, interim assessments and baseline assessments in math to inform curricular decisions leading to enhanced student engagement.
- School leaders and teachers consistently perpetuate a message of high expectations, resulting in a collective school-wide effort to improve student achievement. (3.4)
 - o The school collaborates with key partners to help promote parent awareness of school-wide expectations for student achievement. The administration and the parent coordinator work closely with staff from the Children's Aid Society and the Parent Association to provide a variety of workshops and events to transmit expectations for student achievement as well as to celebrate accomplishments. Events such as the Annual Parent Fair, family visits to colleges and a focus group for grandparents are well attended by the school community, leading to increased support and collaboration by parents to help meet school goals.
 - o Woven into the fabric of the school's culture is the belief that all students can reach high levels of academic achievement. Every day during the morning announcements staff and students recite the school's motto, which speaks of respect, responsibility and reflection leading to success. This belief in universal achievement is also evident in the work of teacher teams, where teachers are focused on planning curricular activities to ensure that students meet school expectations, resulting in increased support for all students.

What the school needs to improve

- Increase the consistency of implementing rigorous curriculum across all grades to challenge all students to think critically, leading to increased student performance. (1.1)
 - o The school is working towards aligning their curriculum to the CCLS. They have hired consultants to work with teacher teams in planning and designing units of study and performance tasks that promote higher order thinking skills using Webb's Depth of Knowledge matrix as a guide. Teacher teams meet on a regular basis to develop grade level lessons and tasks. However, teachers are still refining their practices and, as a result, rigorous habits are not yet embedded in a coherent way across grades to challenge all students in order to improve student outcomes.
 - o Teacher teams work collaboratively to analyze units and plans tasks that are implemented in the classrooms. Students are grouped for small group instruction throughout classrooms, yet tasks are not differentiated to engage a variety of learners, resulting in uneven levels of student engagement.
- Deepen the use of data to plan differentiated instruction so that learning activities across classrooms suitably challenge all students. (1.2)
 - o Across classrooms, teachers implement a school-wide curriculum with a belief that explicit teaching paired with independent and small group instruction leads to student achievement. While most teachers share this common philosophy, tasks for English language learners and students with disabilities are not sufficiently differentiated in order to challenge students. There is evidence in some classrooms that students are grouped by reading levels, yet across classrooms students are not strategically grouped based on specific skill needs in order to further develop these skills, resulting in uneven levels of student thinking and participation.
 - o In most classrooms, whole group teaching was followed by small groups of students engaged in assigned tasks. However, questioning was at a basic level across classrooms, leading students to lower levels of thinking. Furthermore, while students worked independently and in small groups teachers generally did not gather data to assess student learning and inform next steps for individual and groups of students to accelerate student learning based on specific needs.
- Further develop process for providing feedback to teachers using a research-based rubric in order to promote consistent practice across classrooms. (4.1)
 - o There is evidence that administrators visit classrooms and provide feedback using a checklist and formal observations. The checklist provides feedback to teachers on classroom environment, instruction, lesson planning and assessment. The school has identified two components from Danielson's Framework as the focus of teacher development; Designing Coherent Instruction and Engaging Students in Learning. Review of administrator's binder containing feedback to teachers indicates that the school has not yet clearly established a cycle of short, frequent observations for providing feedback to teachers. This lack of cycles of focused feedback contributes to the inconsistent implementation of effective teaching strategies across classrooms. In addition, the feedback given to teacher does not align to the components of the framework identified by the school, leading to uneven levels of teacher practice across classrooms.

- Enhance school wide systems that enable teachers to analyze student performance trends, provide student feedback, leading to increased student learning. (2.3)
 - The school analyzes a variety of summative and formative data to track student performance and identify trends. Teachers generally walk around the classroom and check in with student groups to assess and coach in the completion of tasks. However, checks for understanding are mostly limited to questioning. Gathering of data at the classroom level from student work products and observations are not yet evident across classrooms, limiting teacher's ability to differentiate learning tasks for students to assure that all students are suitably supported and challenged.
 - The school has adopted rubrics that are aligned to CCLS and teachers reference their use during teacher teams, yet throughout the school there is limited evidence of their use. When asked to articulate what good work looks like, most students responded that work with a check or happy face is good work. Student responses are consistent with limited feedback provided to student work products found in folders, limiting the school's ability to make meaningful decisions regarding student learning using classroom level data.
- Further refine the process for evaluating curricular and instructional practices to increase coherence across classrooms. (5.1)
 - The school works with consultants and the Network to provide support to teachers in the alignment of the school's curriculum to the CCLS. Teacher teams are in the process of aligning and refining their units of study to meet the demands of the CCLS. The school has also adopted rubrics to assess how well these units prepare students for the rigorous demands of the CCLS, however rubrics are not used in a consistent manner across classrooms and during teacher team meetings in way that guides necessary revisions to the school's curriculum to ensure that students are suitably prepared to meet the demands of the CCLS.
 - School leaders monitor closely the delivery of services to students through frequent meetings and conversations. Teacher leaders are used as a method of communicating with grade level teams as well as to provide feedback to the administration on progress of teacher teams. However, the school does not yet have a clearly articulated process for evaluating the impact of these structures on student progress and, as a result, impedes the staff's ability to revise curricular and instructional practice in a timely manner.

Part 3: School Quality Criteria 2011-2012

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|---|----|---|---|----|
| School name: P.S. 005 Ellen Lurie | 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 |