

Quality Review Report 2011-2012

Mosaic Preparatory Academy

Elementary School 375

**141 EAST 111 STREET
MANHATTAN
NY 10029**

Principal: LISETTE CAESAR

Dates of review: May 22 - 23, 2012

Lead Reviewer: Alycia Rhinehart

Part 1: The school context

Information about the school

Mosaic Preparatory Academy is an elementary school with 292 students from pre-kindergarten through grade 5. The school population comprises 33% Black, 51% Hispanic, 3% White, 3% Asian students and 7% other students. The student body includes 11% English language learners and 23% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2010 - 2011 was 90.5%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school leader provides frequent and differentiated feedback to classroom teaching faculty based upon a needs assessment that clearly articulates the connection between student learning and teacher practice. (4.1)
 - o The Mosaic School participates in the Talent Management pilot and uses the Danielson framework to develop teacher practice. Feedback cycles are frequent and numerous and written feedback is provided within 24 hours. Teachers have reported through surveys that they have become more reflective, embedding standards in instruction, collegial, and looking at data. As a result, teachers have increased their focus on providing instruction and creating learning environments conducive for student learning.
 - o At present, the school has aligned professional development with individual teacher's professional goals that are developed based upon administrators' observations in classrooms and subsequent feedback. Five teachers who targeted the increased use of accountable talk and questioning techniques as part of their instructional goals for 2011-2012 received professional development sessions that included, "Improve Your Math Instruction," "Questioning Techniques with Non-Fiction Text," "Showcasing Best Practices," "Mini-lessons Made Easy." Additionally, teachers' professional development that is based upon student outcomes including student work products and formative assessment data is resulting in teacher practice that is directly linked to student learning.
- The school leader gathers and analyzes classroom and grade level data to make data-driven instructional decisions to identify areas of growth in teacher practice and support needs of individuals and relevant sub-groups of students. (2.1)
 - o The school's administration reviews classroom-level student learning outcome data at summative data points, along with ARIS data reflecting holdovers, students with individualized educational plans, students who are promotion-in-doubt, academic intervention services data, and attendance data, to determine students' learning needs and strengths. Upon review of these data sets, administration meets with individual teachers to discuss the learning needs of students who are not making progress. An over-age newly admitted student in Grade 1, whose primary language was not English, was provided with in-class support by the English language learner specialist. In addition, the student received academic intervention services during after school hours. As a result, the student's reading level increased by 25%. Targeted support, such as the aforementioned, has resulted in teachers employing specific instructional strategies and interventions to address the needs of lower performing.
 - o The school's administration reviews classroom-level benchmark assessment data and curricular summative assessment data to identify students who are having difficulty grasping instructional concepts, skills, and information. The information gathered from these student-learning outcome data sets inform discussions with individual teachers as the platform for improving teacher practice. Consequently, the administration's individualized support for improving instructional delivery advances the effectiveness of teacher practice via instructional strategies such as questioning techniques, mini-lessons, engaging

students, and improving math instruction, all of which drive student learning outcomes.

- The school's administration provides several venues for communicating high expectations to students, parents/families, and teachers. (3.4)
 - o Each student's quarterly progress report includes individualized recommendations for supporting student learning at home. Academic intervention service providers are required to meet with parents/families and provide tangible resources for advancing student learning at home. In addition, mock exams are proffered to students as an inroad for benchmarking student learning progress around content salient to State exams. By using a cycle of feedback on teaching practice via review of student outcome data including questioning techniques and assisting students in learning key testing content, administrators are able to convey high expectations for student learning, target communications with families, and maintain accountability for instruction.
 - o The school provides training for using ARIS and computer-access to ARIS twice per month to parents and families along with recommendations to support student learning at home. Consequently, parents and family members remain apprised about student learning and progress and are informed about how to support their children's next steps in learning and opportunities for achievement.
- The school maintains a supportive learning environment and is a safe place where students are engaged in learning and demonstrate a desire to succeed. (1.4)
 - o The school's overall mood is marked by courteous interactions amongst students, faculty, family members, and staff. The school has employed the "Bucket-Filler" model for promote empathy and compassion amongst students, staff, faculty, and families. The Mosaic Pledge in every classroom governs the school-wide social standards and sustains mutual respect within the whole of the school's learning community.
 - o The school's substance abuse intervention specialist (SAPIS) offers support to students in the classroom, small group sessions out of the classroom, and addresses student needs on a case-by-case basis. A set curriculum further helps to develop students' conflict resolution skill sets. The delivery of whole group lessons in the classroom support development of positive classroom cultural and social emotional learning. As a result, students' social emotional learning is developed and supported through intentional teaching opportunities extended throughout the school year.
- The school's partnerships support students and their families in continual learning, provide students with a wide range of opportunities to grow academically and socially, and promote students' personal growth and development. (4.4)
 - o The school's guidance counselor provides teacher training to support classroom strategies for addressing students' social emotional development and a safe learning environment. Assistance for developing beginning-of-year structures and routines is mandated as a means to develop standardized school-wide social/cultural expectations. In addition, one faculty member is trained in the Positive Behavioral Intervention System to serve as the faculty's on-site resource for training and support in classroom behavior management. As a result, faculty and staff are equipped to sustain a safe and positive learning environment for all students.

- o The school has partnered with several organizations to provide students with opportunities to engage in real world learning opportunities, social skills development, academic support, and talent development. Some of the organizations include, Teachers and Writers Collaborative, Music for Many, New York Kids, Chef Smooth, Cool Culture, Harlem RBI, Everybody Wins, 21st Century, Kangol Kid, Junior Achievement, Asphalt Green, Barnes and Noble, Puppetry in Practice and Poetry Partners for English language learners. Kangol Kid, for example, partnered with the school to heighten students' awareness of breast cancer. Additionally, students raised money to support breast cancer research. The principal forwards this effort as a real world connection to the students' awareness of health and health-related issues. .

What the school needs to improve

- Refine the work to align curricula to the Common Core Learning Standards (CCLS) and ensure that it is extended throughout every grade level. (1.1)
 - o At present, school leaders and faculty are working on curricula alignment to the Common Core Learning Standards as evidenced by the curriculum overviews created for English language arts (ELA) for kindergarten through grade 5, and the curriculum maps designed for grade 2 and grade 5. The curriculum maps for kindergarten, grades 1, 3, and 4 are not fully developed, consequently the emphasis on higher order skills and rigor in learning across grade levels and content areas is inconsistent, hindering the cognitive engagement of all students and precluding mastery of CCLS standards.
- Develop teachers' practice so that instruction reflects the more rigorous habits embedded in the Common Core Learning Standards. (1.2)
 - o In some classrooms, students were actively engaged in their own learning and students' access to materials to support their learning provided opportunity for student interaction, discovery, and analysis. In other classrooms, students were engaged in textbook drills and worksheet exercises. As a result of asynchronous teaching practices across classrooms, the school's belief about how students learn best is unclear, and high levels of student engagement as evidenced in quality student work products is curtailed.
 - o Across classrooms teaching strategies employed reflect uneven levels of questioning techniques. Questions/statements proffered in some classrooms were, "Will they always have equal sides?" "Let's use mathematical language." "Gather the information, but paraphrase the information and keep the facts." "Why do you think it didn't work well?" In other classrooms, questions were not proffered to students and/or close-ended questions were frequently posed. As a result of disproportionate levels of questioning strategies and techniques practiced throughout classrooms, active student participation and discussions are hampered.
- Improve the alignment of resources to strengthen consistency between the school's efforts to achieve Comprehensive Educational Plan's (CEP) annual goals and classroom teaching practice. (1.3)
 - o The CEP's annual Goals 1 and 2 point to the school's work to increase the number of students proficient in math and ELA by 5% by June, 2012. The school has implemented the Great Leaps math program for grades 3 through 5 as a platform for increasing student proficiency in math. Teachers in pre-kindergarten through grade 2 have received training in Great Leaps as a way of importing its

strategies for math instruction in their classrooms. In addition, Great Leaps is to be part of the extended day learning experience. Great Leaps reading for ELA instruction, is an intervention mechanism only for a select group of teachers. Although ELA instruction in the classroom is supported by technology-based learning activities, grade level planning, small group instruction, and weekly meetings with administrators, teachers, and paraprofessionals, given the uneven implementation of formalized programs in math and ELA, present support hinders attaining the CEP's outlined expectations.

- Increase the use of interim assessments throughout grade levels and classrooms so that monitoring of student progress is more frequent and surfaces student learning gaps more readily. (2.2)
 - o At present, formative student assessment is shaped by an eight to 10 week benchmarking period. Currently, an interim cycle of instruction and formative assessment is non-existent. As a result, identification of students who are at-risk, not anticipated to attain benchmarks, and not reaching grade level proficiency across content areas, is limited.
- Refine systems and structures for aggregating curriculum-based student performance data so administration can frequently review student data, and identify and address performance trends across content areas and grade levels. (5.3)
 - o At present, administration gathers classroom level student learning outcome data to elucidate student progress and points for developing teaching practice in classrooms. The collection and organization of student learning outcome data rests at the classroom level and is benchmarked throughout the year every 10-12 weeks. Consequently, the timeliness, accuracy, and clarity needed to advance the realization of Comprehensive Annual Plan's annual goals and manage suitable addressing of school-wide student performance trends is restricted.

Part 3: School Quality Criteria 2011-2012

School name: Mosaic Preparatory Academy	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		
1..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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