

# Quality Review Report 2011-2012

**P.S. 007 Louis F. Simeone  
Elementary School Q007**

**80-55 CORNISH AVENUE  
QUEENS  
NY 11373**

**Principal: SARA TUCCI**

**Dates of review: May 8-9, 2012  
Lead Reviewer: Madelene Chan**

## Part 1: The school context

### Information about the school

P.S. 007 Louis F. Simeone is an Elementary school with 1248 students from kindergarten through grade 3. The school population comprises 0% Black, 41% Hispanic, 1% White, 57% Asian students and 0% other students. The student body includes 39% English language learners and 10% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2010 - 2011 was 96.3%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- The school has incorporated the Common Core Learning Standards within their existing curriculum, including technology, to create a higher level of learning so that students' needs are being met across all grades. (1.1)
  - The curriculum reflects the schools instructional vision where rigor, critical analysis and the use of technology to enhance visual and tactile skills are the cornerstones of learning. Classroom activities and Teachers College curriculum maps are aligned to key standards such as reading comprehension and higher text complexities resulting in development of higher order Common Core tasks throughout the grades. Additionally, teachers assess student work samples so they can enhance learning tasks like writing opinion pieces on topics or texts and supporting a point of view with reasons to meet the needs of all students. As a result, the school has already surpassed their annual goal to have 20% of all students in grades K-3 reading on grade level. Currently, 33% of all students, an increase of 13% above the annual goal, are performing at Level 3 or higher on the Fountas and Pinnell reading continuum as measured by Teachers College running records and student work products.
- School leaders make effective decisions aligned to articulated goals, resulting in increased learning evidenced by academic performance for all students. (1.3)
  - Teacher teams meet throughout the week to write and review curriculum aligned to the Common Core Learning Standards (CCLS). Best practices like eliciting students' understanding through higher level text and teaching students to thoughtfully plan out their responses to multi-level questions are two goals which have been achieved through collaborative teacher observation and team discussions. Student program groupings and the school's Response to Intervention (RTI) three tier model designed to close the achievement gap in reading for at-risk students has increased student engagement and a stronger quality of differentiated instruction resulting in 50% of the tier II students demonstrating measurable progress towards the mastery of reading standards since September and graduating from the program to allow for other students to be rotated in.
  - Teacher candidates for the school undergo a rigorous interview process of responding to questions and presenting model lessons that are reviewed by school leadership and key staff to ensure their capacity aligns with school wide goals. The principal strategically assigns teachers with a priority that content specialists push into self contained classes and intensify the level of instruction in response to summative and formative data. This collaborative strategy has already enhanced the growth of students with disabilities by use of Universal Design for Learning (UDL) reflecting gains in phonemic awareness, vocabulary improvement, and decoding and comprehension skills.
- Assessments are developed and analyzed resulting in grade level discussions which yield adjustments of instructional decisions at the team and classroom level to support students' growth. (2.2)
  - To better monitor the writing needs of the school, the inquiry team analyzed and implemented the CCLS in alignment with their Teachers College writing curricula.

- Teachers received professional development on conferring, strategy lessons, shared writing and offering feedback to students based on individual assessment results. Low inference observations and Teachers College Assessment Pro monitored results throughout the year assessing the use of targeted instructional strategies. As a result, students' writing notebooks and work products have seen growth in volume, quality of work and improved writing mechanics.
- In response to a careful, ongoing analysis of summative and formative classroom data, the school has developed a universal protocol for the introduction of high level texts in all content areas. Students with disabilities receive support through RAZ kids; software based reading program yielding positive outcomes. Teachers indicate that since September reading levels have increased for 75% of their students between one and five increments.
  - Teachers benefit from frequent, informal cycles of feedback from school leaders who acknowledge the effectiveness of their practice and support their professional areas for growth, resulting in increased student achievement. (4.1)
    - School leaders monitor and meet with teachers to discuss student work and provide consistent, ample feedback from frequent snapshot observations using the Danielson rubric as an instructional and professional tool for reflection and growth. Actionable feedback and next steps is offered based on the collaboratively chosen school wide focus of effective questioning and higher order thinking strategies. This process has empowered teachers to use new practices they have adopted and have professional conversations around their growth that has increased student communication, engagement and expanded teachers' best practices as evidenced in students' increased verbal abilities and writing fluency which is highly visible in classrooms with ELLs.
    - A common instructional focus for this school year is to improve students' questioning skills. Through short, frequent classroom visits the administration follows up with teachers whose observation reports specify recommendations for stronger instruction in this area. Post observation meetings outline steps teachers need to take in order to show mastery. In addition, professional development support teachers' needs and is noted and logged within the post conversation report. As a result, teachers are using the feedback to help colleagues by modeling skills during focused classroom inter-visitations. Consequently, the principal is more equipped to make performance decisions based on teacher and student data.
  - The school provides a safe, caring environment for students, enabling them to feel appreciated and supported by their teachers which supports the development of positive personal and academic skills. (1.4)
    - Every educator in the building has a deep interest and data driven knowledge of the social and academic needs of each student. Students boast that they feel valued and successful in an environment where learning is honored and celebrated. Teachers are acutely aware of the learning needs of the students and help students develop their own goals for reading, writing and math. Seating arrangements reflect cooperative groupings so that English Language Learners can actively participate without pressure and still feel supported by their peers. Students are proud of their success and anxious to share tasks that were challenging, yet creative and enjoyable to them. ATS attendance reports are reviewed daily and phone calls are made as a follow up to the homes of absent students. Incident reports are analyzed quarterly to determine additional supports for students and parents. Student of the Month assemblies and guidance workshops are presented to all staff, students and parents in order to support an appreciation of

diversity and cultural traditions. As a result, the Learning Environment Survey (LES) indicated that 8.2% out of 10% of the school community feels that the school has a safe and respectful environment and the school maintains a 96% or higher daily attendance rate.

- Data based teaching strategies is espoused by the entire school and engages students at their entry levels for optimal learning, which produces meaningful student work products throughout the school. (1.2)
  - Teachers across the school agree that students learn best based on data aligned planning supported by teacher collaboration that integrates current learning practices like higher order thinking and analysis of content in conjunction with students needs. Specifically, teaching strategies related to accountable talk and engaging students in meaningful peer discussions is a part of classroom protocol. As a school, more than 50% of the ELL population has improved in reading and writing and teachers posit that strategies emphasizing verbal skills are responsible for stronger classroom learning and outcomes.
  - Classroom rituals and routines are embedded in reading, writing and math lessons and students are aware of their role as learners. Students throughout the school are mindful of information presented and engaged on various levels. Teachers implement differentiated teaching strategies like redirecting questions in order to support all students at their instructional levels, and asking students to rephrase an answer so that students are cognizant of all lesson components. School data reflects success in these processes with 35% of kindergarten English language learners (ELLs) having increased in listening and speaking skills since the beginning of the school year. Furthermore, students with disabilities have increased 2-6 levels on the Teachers College Writing Continuum resulting from lessons that have been designed to allow students to enter at their skill level after individualized assistance with writing skills.

### **What the school needs to improve**

- Enhance the process of collecting and reviewing information on students' learning results creating a time conscious story identifying trends, strengths and areas of need at the school level. (2.1)
  - A myriad of data is gathered on all aspects of student development. The data indicates time and progress shown, however, the data is not cohesively monitored or compared to supplemental results so that it displays a clear overview of the school and how each accountability tool fits together to frame the progress of the school. Consequently it is difficult to determine interim phases of success or school need when the trends are not cohesively available.
  - Data on student subgroups is collected on a wide scale and analyzed in order to better plan for future instruction. Although this process is taking place it is not clear how subgroups are being tracked, incrementally, in order to make adjustments of school practices. Thus, granular data on groups of students for specific needs is not cohesively used to plan instructional next steps.
- Create purposeful school wide protocols to evaluate the effectiveness of the work of teacher teams and leadership capacity aligned to meaningful student work products at key intervals throughout the school year. (5.4)

- School leaders meet with teacher teams to assess the development of the teams' progress. However, the school has not yet developed a structured plan which uses measurable student results to determine the successful processes of specific teams. This makes it unclear to determine the results and success of the numerous teams in the building in order to target improvements for continued student success.
- Grade planning and inquiry teams share responsibilities and encourage growth in all participants. However, systems to determine how these collaborative structures impact classroom instruction and the level and quality of distributed leadership roles in the school community are evolving. Consequently, in the absence of a structure, gaps and strengths in this area are not yet able to be readily determined in order to inform effective decision making to support leadership development.
- Engage parents and students in reciprocal communication with next steps so that they have more of a voice in student achievement criteria and school decisions. (2.4)
  - Parents are invited to a myriad of workshops that they say help them learn about their children's instructional demands. Although parents are kept well apprised, some information about students like behavior, attendance and academics is somewhat disjointed. For example although data is collected at the school level parents would like more information on how attendance and behavior statistics play a role in the learning trends of the school. Consequently, not all parents have a clear picture of how to support their children in meeting classroom and school expectations, especially around the inclusion of the CCLS tasks the students have been working on this year.
  - Members of the School Leadership Team (SLT) agree that school decisions are brought forth at meetings and discussed openly. However, students and parents would like more input in activities that take place at the school. They have such a vested interest in their school that they are eager to make their opinions count on monthly issues that affect the school and its community. As a result, some parents who do not participate on the SLT do not always have their voice reflected in school activities.
- Continue to build upon the process of tracking goals and student progress in order to inform teachers and the community of needed adjustments to instructional planning that supports student achievement. (3.3)
  - Using Teachers College assessments and Periodic Assessment data, teachers track students' growth toward their goals on a regular basis. However, the practice of evaluating students' work aligned with the results the data is indicating in order to inform adjustments to school plans, is not yet transparent or consistent across the school, hence making it difficult for all teachers to specify, as a class, which students are progressing on levels of exceed, meeting, approaching or below the standards and the next steps that will be taken to move students to their goals and shared with the school community.
  - Individual student developed goals are used to guide instruction and progress reports are available for parents to be aware of these goals. While this is in place the information does not include extensions and advanced activities so that all students can accomplish their intended expectations in preparation for college and career readiness skills. Although classroom teacher and teacher teams are working on becoming more aligned by using the same rubric to evaluate student writing for all students, including sub-groups, the current practice does not include the consistent use of a common assessment tool by all teachers which hinders transparent modifications to instructional

goals to build upon extended projects and tasks to support positive outcomes for all students.

## Part 3: School Quality Criteria 2011-2012

<b>School name: P.S. 007 Louis F. Simeone</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			<b>X</b>	
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?			<b>X</b>	
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?			<b>X</b>	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				<b>X</b>
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?		<b>X</b>		
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?			<b>X</b>	
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?			<b>X</b>	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?		<b>X</b>		
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?			<b>X</b>	
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?			<b>X</b>	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?		<b>X</b>		
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?			<b>X</b>	

**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**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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