

Quality Review Report 2011-2012

Clement C. Moore
Elementary PS 13

55- 01 94th Street
Elmhurst
NY 11373

Principal: Dr. Yvonne Angelastro

Dates of review: November 02, 2011

Lead Reviewer: Madelene Chan

Part 1: The school context

Information about the school

P.S. 013 Clement C. Moore is an Elementary school with 1429 students from kindergarten through grade 5. The school population comprises 10% Black, 52% Hispanic, 33% Asian students and 1% other students. The student body includes 26% English language learners and 8% 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 95.7%.

Overall Evaluation

This school is proficient.

What the school does well

- The school has created a coherent curriculum that connects across grades and subject areas, supporting high levels of learning for all students. (1.1)
 - The curriculum reflects the school's instructional vision where critical analysis evolves as the key catalyst for deep understanding of subject matter by all students. Curriculum maps and classroom activities are well aligned to key standards across grades and subject areas resulting in development of high order common core tasks throughout the school. As a result, students are being prepared for the next grade and beyond by being consistently challenged to grow, as evidenced by the school's 78% ranking on the school report card.
 - The school, in teams, works as one to use data to plan, monitor and adjust their curriculum using assessment results and current work products. Through collaborative planning around purposeful questioning strategies, scaffolding considerations and multicultural sensitivity of lessons and units, there is consistent evidence that English Language Learners (ELLs) have increased their proficiency skills in reading due to the considerations in the curriculum and are better prepared to respond to questions and explain their answers. This is evidenced by the school's ELA scores for English Language Learners which are on the top 40th percentile citywide.
- The use of a variety of assessments, well - aligned to curricula, enable the school to analyze data and accurately surface student needs resulting in strategic instructional adjustments for increased achievement outcomes. (2.2)
 - Teachers and teams use a variety of assessments to understand the impact of their instructional practices. Revisions to assessments and related instructional modifications are implemented consistently resulting in increased curriculum alignment. This year, the data team analyzed the results of the Everyday Math (EDM) formative assessment and revised the formative checklist to pinpoint the effectiveness of targeted instruction for the identified needs of the students with disabilities (SWD). The adjusted assessments with improved questioning techniques resulted in more accurate analysis of learning and effective instructional decisions.
 - Teachers keep track of student performance using a variety of periodic and classroom assessments as well as progress reports for each marking period along with standardized test data. Grade teams examine formative student data by grade, content area, and by significant sub-groups of ELLs and SWD and accurately identify strengths and areas of needs for all students. The ongoing and consistent analysis of key formative assessments including Instructionally Targeted Assessments, EPAL, student writing analysis, student conference notes and EDM unit assessments allow the school to gather a clear picture of student achievement trends for making strategic instructional decisions that increase student outcomes.
- School leaders make effective organizational decisions aligned to the school's goals, resulting in increased student progress as evidenced by meaningful student work products that meet and exceed the standards. (1.3)

- Through strategic programming, the principal has enabled grade and data teams to have built in time for professional collaborations twice a week. This time is consistently used by all teams for inter visitations and grade wide inquiry to improve teacher practice and student achievement. Utilizing this additional time, the 3rd grade team is focusing on targeting the needs of ELLs through front loading academic vocabulary. The instructional strategies implemented so far have already yielded positive results for this group as evidenced by the results of the initial ELA performance task.
- Based on data analysis, the principal identified a need for coaches and intervention specialists and used her resources to develop and fund positions within the school's budget. These staff members work with teachers and students on sharing instructional strategies to improve teaching and learning. Other strategic organizational decisions involve the maintenance of Arts programs which allow students to have access to music, band, chorus and fine arts; resulting in student enthusiasm and excitement around school activities that make them feel special, creative and motivated to learn and succeed.
- School leaders analyze a range of data to determine school strengths, areas of needs, and pinpoint trends that positively impact student learning. (2.1)
 - On a bi-monthly basis, school leaders review range of achievement data, by grade and class in comparison to the achievement expectations of the curriculum. This process allows the school to pinpoint trends in teaching and learning and identify connections both vertically and horizontally among standards, curriculum and instruction. In light of this analysis, curriculum maps are then returned to classroom teachers with actionable feedback on emphasizing rigorous units that ensure high levels of student thinking.
 - School leaders analyze a wide range of periodic data including safety, discipline and guidance for student subgroups. ELLs in grades 3-5 were identified as a subgroup of concern for math achievement based on EDM unit assessment analysis. Further guidance data indicated an overall need for social acceptance and growth for ELLs. A plan of action involving coaching support, supplemental materials, and creation of assembly programs has already begun to show an increase in growth for this student group. Positive results are based on classroom assessments and calmer as well as respectful student attitudes that embrace cultural and linguistic diversity of the school.
- Teachers and teams engage in shared leadership through inquiry based collaborations resulting in reflection on instructional practices and improvements in student learning. (4.2)
 - Teachers and teams meet by grade, twice a week, rotating responsibilities by team members every 6 weeks. Looking at student work in alignment with teacher designed curriculum maps is one of the goals for the teams this year. An analysis of ELA formative assessments and quick writes cued the team in on needs of special needs students for more visual and kinesthetic supports and activation of prior knowledge. As a result teachers gained insight from the Common Core library website, incorporated materials and modifications to their lesson plans,

and have begun to see the impact of their work as evidenced by theme based and descriptive writing pieces from 5th grade special needs students.

- The school has established effective systems for the observation of classroom teaching and the analysis of instructional practices promoting professional growth, reflection and student achievement. (4.1)
 - School leaders meet with individual teachers to analyze student work and provide feedback from frequent snapshot observations using the Danielson rubric as an instructional and professional tool for growth. Collaboratively selected school wide focus of questioning and higher order thinking strategies frame the actionable feedback and next steps given to teachers. As a result, teachers feel empowered to implement new practices they have learned, and have professional conversations around their growth that increase student engagement and improve their teaching skills.
 - Reflecting on frequent formal and informal observations cycle and student data review, the administration provides teachers with a range of mentoring; inter visitations and collaborative planning opportunities aligned with their areas of need. Effective teachers were identified and paired with developing teachers based on this strategic process. Furthermore, one teacher was identified as a model classroom teacher and given a wider leadership role in the school, resulting in increased internal capacity to improve teaching and learning. Additionally, coaches and assistant principals meet with new or mentored teachers providing coaching on the school's focus of higher order thinking skills, deepening instructional capacity and leading to a high staff stability rate as evidenced by the school's talent profile.

What the school needs to improve

- Engage parents in reciprocal communication with next learning steps to increase parental capacity to support student achievement and parental involvement in school decision making. (2.4)
 - The school has structures in place to communicate specific information around student progress to families, however, the communication tools such as progress reports and letters home do not provide sufficient opportunities for parents to ask questions regarding next learning steps. Although there are ample evening activities well attended by parents to bolster academic awareness and social emotional learning, these topics are primarily designed by school staff, limiting parental voice and decision making around the kind of supports offered by the school. Parents communicated a desire to be more active partners in the dialogue around their children's progress and socio-emotional issues and welcome the improvement efforts put forth by the school.
- Strengthen development of differentiated learning goals based on a time-frame, aligned with curriculum units that can be understood, articulated and achieved by all students. (3.2)
 - Teachers are currently in the process of developing goals for students, however, there is no agreed upon time frame for assessing progress and

revising these goals. Although students who need interventions and enrichments have been identified based on data analysis, the goals set based on the analysis are not consistently aligned to the curriculum at hand. In the absence of an agreed upon timeframe and curriculum alignment efforts to meet these goals will be difficult to fully leverage to ensure ongoing student progress towards mastery.

- Formalize a transparent, collaborative system for measuring progress towards interim and long term goals supported by all faculty members to ensure progress. (5.3)
 - Although the school leaders and teachers use a data-informed evaluation process to measure progress towards long-term and short term goals and revise action plans based on ongoing data analysis, this process has not been leveraged for strategic long range impact due the inconsistent evidence of ownership of the process by faculty. Some teachers/teams show genuine understanding of the value of this reflective process, and others engage in it at a surface level. In the absence of genuine ownership of the evaluative process of goal attainment, adjustments to decisions that affect teaching and learning are less likely to affect progress towards meeting school's long term goals.
- Deepen differentiated pedagogy informed by team level feedback in order to engage all students, resulting in meaningful work products. (1.2)
 - While the school universally follows the workshop model and provides small group instruction in all content areas aligned to their core belief of a balanced approach to teaching and learning, the instructional practices are not continuously informed and modified based on team feedback, particularly in cluster classrooms. Limited range of differentiation, inconsistent levels of questioning and assignments that do not allow for multiple entry points for learning in some of the classrooms result in missed opportunities for promoting high levels of student thinking in subject areas and some work products with uneven levels of rigor.

Part 3: School Quality Criteria 2011-2012

School name: Clement C. Moore	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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