

Quality Review Report 2011-2012

**P.S. 056 Harry Eichler
Elementary School Q056**

**86-10 114 Street
Queens
NY 11418**

Principal: Ann Leiter

**Dates of review: January 5- 6, 2012
Lead Reviewer: Laura Colavecchio**

Part 1: The school context

Information about the school

P.S. 056 Harry Eichler is an elementary school with 446 students from grade 2 through grade 5. The school population comprises 8% Black, 34% Hispanic, 11% White, 46% Asian students and 1% other students. The student body includes 15% English language learners and 17% 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 95.7%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal uses a researched based classroom observation tool to provide frequent feedback to teachers in order to strengthen instructional practices that increase students' progress as well as build professional growth aligned to goals. (4.1)
 - The principal provides consistent and frequent feedback to all teachers with written next steps for improvement using formal and informal observations. Student work and data are always incorporated as part of the feedback and is linked within the areas of competency of the Danielson framework, which is a researched based teacher evaluation tool. Collaboratively, school leaders and teachers looked at the Danielson framework to develop an understanding of the rubric and teachers were asked to select two individual professional goals based on the Danielson framework. Teacher support is differentiated based on identified needs and interests. One example of this is the 5th grade adoption of the Investigations program in mathematics. It was selected based on 5th grade math scores paired with the Learning Environment Survey (LES) that identified a need to improve teacher strategies to better meet the needs of students. Included in the Investigations math curriculum is an in house lab site for work with consultant, Lucy West and yearlong professional development and collaborative planning for 5th grade teachers. As a result teachers are clear on next steps in their development and professional goals which positively impact the quality of instruction school wide.
- The school maintains a culture of mutual trust and positive attitude toward learning that supports the academic and personal growth of students and adults (1.4)
 - The school has a friendly and welcoming tone in hallways and classrooms allow for warm and friendly interactions, as evidenced by students interacting with their teachers and peers. Across grades, students say they are able to connect to at least one adult in the school and have trust that they will help them through any type of situation. Parents voiced their appreciation for school programs that address bullying and expressed that they feel the school is a very safe environment where teachers address behavior issues. Parents also believe that the principal is visible and accessible at all times throughout the school day. As a result, there has been over a 95% decline in the use of the bullying and aggressive behavior logs for the current school year.
 - The school has implemented a morning ritual at arrival led by the school leaders that include a color guard ceremony which students sign up for and the daily recitation of a character statement. In addition, second grade incorporates reciting times tables as part of the ritual to support math fluency and gain confidence in their abilities. These morning routines, partially initiated by students, are a community building effort that also transitions children to start the school day and sets a positive tone. As a result, students feel empowered by participating and prepared to begin the instructional day.
- School leaders frequently gather a wide variety of summative and periodic assessment data that identifies trends of strengths and needs to inform school level decisions and enable strategic adjustments of school wide practices. (2.1)

- School leaders analyze the school progress report, State assessment data, interim data from Acuity, and Fountas and Pinnell reading levels to identify areas of need; data which is then shared with grade-level teachers teams. The work of the inquiry teams are guided by the Citywide Instructional Expectations (CIE) that are included within the Comprehensive Educational Plan (CEP) goals in the areas of ELA, math and English as a second language (ESL). Last year, the school established an additional inquiry team to examine the strengths, needs and programs for the potential long term English language learners (ELL) population identified. As a result, the team recommended the Cornerstone program to be implemented in all ESL classes. It is a theme based program that supports language and vocabulary development that also has supported the delivery of mandated services and has established consistency in the delivery of ESL strategies as indicated by New York State English as a second language assessment test (NYSESLAT) scores.
- The principal is intentional, strategic, transparent and inclusive in developing collaborations that enable planning for long and short term goals with monitoring throughout, resulting in accelerated student progress. (3.1)
 - The school has established practices that are aligned to the CEP and identify clear expectations for what all students need to know and be able to do to achieve academic growth .The principal addresses school level goals with teachers to set growth expectations and has identified a need for students to deepen their thinking. As a result, a school wide practice was established this year to "show/prove your thinking" and it is aligned to the Danielson Rubric in Domain III of Cognitively Engaging Students. The school is also using an approach that teaches strategies to explore multiple perspectives called "The 6 Thinking Hats". The professional development is provided by an AUSSIE consultant and is used by cluster and classroom teachers as a support to "prove students thinking". The integration of the strategies by the students has enabled them to explore multiple perspectives around a single topic and deepen work within collaborative groups in their classrooms.
 - A CEP sub-committee, including teachers and parents, was developed to determine the school wide goals. The committee looked at the data, including the NYSESLAT and sub group performance and the rollout of the Common Core Learning Standards (CCLS) for this year. In addition, staff discussions held during the September professional development conference days helped identify the need for students to deepen their thinking. These goals have been shared with the larger school community, including the School Leadership Team (SLT), the Parent-Teacher Association (PTA), parent meetings, and professional development sessions and also with students. As a result, there is a broader base of support for the understanding and implementation of the school wide goals by all constituents.
- School leaders make organizational decisions that support the development of a school wide professional learning community which enables teachers and staff to strengthen instructional capacity and increase student achievement. (1.3)
 - The school uses funds to support teachers' professional development in some of the following areas, grade 5 workshops on the constructionist approach to math, curriculum mapping, and Response to Intervention (RTI) training for ESL teachers. All teachers have weekly common preps and meet additionally for inquiry work .The 5th grade meets twice per week while 3rd and 4th grades meet three times per week to review student data and design tasks to support student growth. This is the first year of heterogeneous grouping of students for all grades

and planning has become tiered and focused on developing multiple entry points for all students. AIS (Academic Intervention Services) have increased by six additional periods this year to support daily targeted student groups within classroom instruction. In addition, efficient scheduling provides AIS services to grade 3 students to support daily targeted student groups within classroom instruction, thus supporting identified students to reach their potential.

- The school curricula cognitively engage all learners with opportunities for authentic and rigorous learning experiences aligned to key State Standards, resulting in deep thinking and meaningful work products. (1.1)
 - School wide structures have been implemented within the curriculum, particularly in math, to develop and deepen critical thinking skills by "showing your thinking" which have supported the identified need to address the big ideas that surfaced through professional conversations in the September 2011 school opening. This structure is embedded in instructional practices to support the integration of the CCLS tasks and evident throughout the curriculum across all grades and classrooms that increase student thinking as evidenced in student work products.
 - Rubrics for each grade level have been developed and are being used to varying degrees in classrooms. Second grade teacher teams are revisiting and updating curriculum maps and continue to receive support. There is a school wide expectation that each child will read and log 25 books over the school year. The Common Core Learning Standards are being implemented and used to help analyze student work, including ESL and special education students to surface gaps in instruction and inform lesson development for higher order skills. As a result these practices have enabled teachers to design targeted instruction specific to student's learning needs.

What the school needs to improve

- Increase communication with parents to support deeper understanding about academic achievement and increase active involvement to support their children in meeting learning goals. (2.4)
 - Although the school offers many workshop opportunities, family trips, student performances and regular newsletters for parents to learn about all aspects of the school, parents were not aware of curriculum, assessment and grading practices related to their children's experience in school. While student planners are used to support reciprocal communication with families, the effectiveness of this practice is not evident in the utilization. The school engages parents in decision making on the SLT however in conversations with parents about supports provided by the school, none were able to identify structures such as ARIS Parent Link or other school based systems to understand their child's instructional performance. As a result of inconsistent practices in the use of ARIS parent link, and in the school's communication of student progress, not all parents are equally informed about how to support their children's academic progress.
- Strengthen differentiated teacher practice across all curricular to ensure that all students have opportunities to participate in activities that provide authentic engagement at their instructional levels and result in meaningful student work. (1.2)
 - Although there is evidence that teacher and teams plan lessons using formative and summative data that allow for differentiation and appropriate student

groupings, the quality of differentiation and approach is not consistent across grades and content area. For example, in one second grade classroom all of the students were reading over facts at their seats and responding to fill in text from the passage they were working on. In another class students were working in partnerships and each needed to make sure the other had a confirmed fact. As a result of inconsistent levels of differentiation across the school, not all students experience effective instruction that is specifically targeted to their learning needs to enable high levels of thinking as evidenced in uneven classroom participation and in work products across all subject areas.

- Improve alignment of assessments with curriculum and integrate ongoing checks during lessons to inform instructional practices to meet student needs in order to make effective instructional decisions that accelerate progress for all learners. (2.2)
 - Teacher teams are beginning to compare current tasks against selected key standards and create rubrics to assess student growth and performance. However, some rubrics are loosely aligned with standards and learning tasks. Some classrooms show evidence of learning checks in the form of "show your thinking". While some individual teacher's check in with students to monitor their understandings others did not have evidence of ongoing monitoring of student engagement. The lack of consistency in rubrics and on-going checks for students' understanding result in missed opportunities to develop and implement relevant strategies to ensure that student learning is maximized across the school.
- Ensure systems for measuring progress toward goals and supporting adjustments are collaborative and transparent to the larger school community to build ownership by all constituents. (5.3)
 - There is evidence of the annual planning process and use of teacher performance and student development needs. However, while teacher teams and individual teachers are looking at students' work they have not implemented a system to measure growth towards goals for targeted students. Thus, the absence of these measures, limits opportunities for teachers to guide all students toward their next learning goal.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 056 Harry Eichler	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