

Quality Review Report 2011-2012

The Thurgood Marshall Magnet School

P.S. 80

**171-05 137th Avenue
Jamaica, N.Y. 11434**

Principal: Paulette Glenn

Dates of review: April 2-3, 2012

Lead Reviewer: Beverly Ffolkes-Bryant, Ed.D.

Part 1: The school context

Information about the school

P.S. 80, Thurgood Marshall Magnet is an elementary school with 604 students from kindergarten through grade 5. The school population comprises 90% Black, 6% Hispanic, 2% White, and 2% Asian students. The student body includes 3% English language learners and 23% 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 93.1%.

Overall Evaluation

This school is proficient

Part 2: Overview

What the school does well

- Relationships across the school are warm, supportive and inclusive of students, teachers and parents who feel valued and take pride in being part of the school community. (1.4)
 - After looking noting that there were more male students in the school, the Parents Association co-president developed a Men's Club. The club, a volunteer group of fathers and grandfathers, are present in the school during the day to be positive role models, support cafeteria staff, assist with the arrival and dismissal of students and address those students who are having behavior problems. They also work with the parent coordinator in the planning of agendas for the positive parenting workshops. This aligns with the principal's words that adorn the entrance of the building, "Our school extends beyond the walls. It takes the entire community to unwrap and nurture the treasures of our children." The school supports the academic and developmental needs of students through this and other activities including the Reading Competition and Homework Help program for students' from the nearby housing development and the Annual Parent Symposium that provided parents with workshops on curriculum expectations, Common Core Learning Standards (CCLS), health related events, financial planning, senior citizen job assistance, and summer camp information.
 - The school's guidance counselor created the Peer Mediator program where fourth and fifth grade students are trained through the Resolving Conflicts Creatively program and then use those skills to mediate conflicts between students. They have solved over 586 conflicts this school year, have helped to lower the number of referrals since students are learning to resolve conflicts on their own, and have improved the academic environment since there are fewer disruptions to classroom learning.
- Through the regular analysis of a wide range of relevant data, leaders and faculty have an ongoing understanding of the performance and progress of individual students and groups of students, which informs instruction. (2.1)
 - The school's Core Inquiry Team, made up of administration, literacy and math coaches and selected classroom teachers, meets weekly to coordinate and support work done by grade level teams and vertical theme-specific inquiry teams. During monthly Data Meetings they analyze and evaluate school-wide data for targeted subgroups and identify trends which help them make instructional decisions as well as plan targeted teacher professional development. This process clearly identifies school strengths and deficiencies which help the team more deeply understand and adjust conditions of learning in order to better meet the needs of students. This is evidenced by the school's inquiry newsletter, professional development, the support and feedback received from the Network Support Specialists, classroom observations, teacher feedback and reflections as well as student work.

- There is very effective communication with families who have high praise for the academic and personal support their children receive from staff, enabling families to be effective partners in increasing student achievement. (2.4)
 - Parents are given regular access to Pupil Path, a web-based program by DataCation, that gives parents immediate information on student performance, including notes from teacher conferences, grades, tests, as well as standardized test scores. Pupil Path also generates student report cards three times a year and a student progress report card that is distributed in January as well as April, in response to a recommendation from the 2010 Quality Review. During the parent meeting, parents expressed satisfaction with the communication between the home and school. With Pupil Path parents can email staff at any time and teachers can then respond directly through the site. All parents on the system receive monthly emails from coaches inviting them to workshops on the CCLS, Mathematical Practices, Literacy Tasks, Test Prep and Reading Strategies, as well as offering links to the presentations on the school's website. The teachers log anecdotal notes in the system and notify parents and administration immediately regarding positive and negative behavior. Teachers also indicate learning goals on the site as well.
 - After seeing the previous year's attendance and participation in parent events as well as the 16% drop from the previous 100% completion rate of the School Survey by parents, parents on the School Leadership Team wrote the parental involvement goal of the school's Comprehensive Educational Plan. One aspect of the Positive Parenting Initiative is an open parent chat at the end of every Parent Teacher Association (PTA) meeting where parents can talk about concerns in the school. This has a direct impact on the increased parental involvement at the school as well as parents feeling that the principal values them as a key component of the school community as reported in PTA Meeting minutes and agendas.
- Staff conveys high expectations to students and parents, which impacts positively on student achievement. (3.4)
 - The school holds monthly grade conferences where the principal, assistant principals and coaches meet with a particular grade. Collectively, they look at data, including attendance, to see if it is aligned with the school's goals. They also examine trends to determine what is or is not working, then create strategies to implement in the classroom to use with their lowest third students until the next meeting. As a result of these meetings, there is a shared commitment to the school's high expectations and targeted goals around improving student outcomes.
 - Parents participate in monthly Core Curriculum parent meetings where coaches share current curriculum in all subject areas. Besides the parent-teacher conferences, Meet the Teacher night and monthly PTA meetings, the school also communicates with families about student progress and learning outcomes, both verbally and in writing, at least monthly. As a result, there is a consistent message to families about expectations and their role in assisting children toward increased achievement.
- The school's partnerships give students and their families opportunities for continual learning and promote students' growth and development. (4.4)

- The school's guidance counselor provides character education lessons and professional development on key skills from the Resolving Conflicts Creatively program, thereby providing more seamless support of students' personal growth. Parent responses from the Positive Parenting workshops indicate children are resolving more conflicts and taking on more responsibilities at home. These workshops have taught parents mediation and conflict resolution which, in turn, have led to positive changes in the way parents approach staff with issues, as they now approach staff from a more collaborative stance and are more focused on their child's academic progress.
- Based on the results of their a physical fitness assessment, the school partnered with the Cook Shop program to help students be healthier by introducing them to healthy foods and how to cook nutritional meals using the five food groups. Cook Shop also has an adult program that reinforces what is being taught in the classroom and provides workshops on nutrition and budgeting. Students and parents report appreciating the range of offerings that foster academic and personal development.
- Teachers benefit from participating in professional collaborations that foster reflection as well as providing options for exploring effective instruction. (4.2)
 - In addition to every teacher's grade inquiry team, kindergarten and grade one teachers participate in a Japanese Lesson Study. The group is studying algebra and algebraic operations as part of the city's instructional focus incorporating Webb's Depth of Knowledge to create a culminating Level Four task. This builds a reflective collaborative community that grows leadership capacity as well as focusing on improved students learning.
 - The Core Inquiry Team is the main team that focuses on school data and helps drive the support given to grade level inquiry teams. The leaders analyze data and assist in targeting subgroups that needs additional support as well as assist teachers in navigating these systems and provide the framework for the inquiry work. Finally, they identify students in need of support from the after school program and extended morning tutorial. This process builds distributive leadership among teachers and creates opportunities conducive to both teacher and student success.

What the school needs to improve

- Develop coherence and alignment in the school's curriculum to ensure that all students make progress in their learning. (1.1)
 - The school became a School in Need of Improvement this year based on the New York State Accountability and Overview Report that showed that they did not make Adequate Yearly Progress for two consecutive years in English Language Arts for students with disabilities. This prompted the school to purchase a new reading program that enables teachers to modify instruction to meet the needs of students. However, in classes observed, there was no difference in what was being taught in those classes and general education classes and there were inconsistencies in

targeted grouping based on needs. As a result, there are missed opportunities to target the individual learning needs of students.

- Promote greater consistency in differentiated instruction based on data so that lesson plans are more targeted, purposeful and effective. (1.2)
 - Individual teachers and teacher teams differentiate lessons using student data. In virtually all classes observed there were clusters of students for small group instruction, but the lessons did not consistently reflect differentiation of modalities or a wide range of learning opportunities, especially for higher functioning students. There was also no evidence of instruction to provide appropriate challenge or effective higher-level questioning that facilitates higher order thinking, resulting in fewer opportunities for extended learning experiences for all students.
 - The principal continued the school's Talented and Gifted (TAG) program when she became principal. Even though the program's philosophy promotes accelerated instruction, in TAG classrooms observed students were learning the same literacy lesson as the non-gifted classes. Consequently, TAG students do not have challenging work available to them and, thus, are missing opportunities for lessons that elevate their critical thinking skills and increase their academic performance.
- Develop a cohesive system to ensure that all teachers know their students well in order to support targeted instruction and foster task engagement. (2.2)
 - Teacher teams are required to create rubrics using a 1-4 level system to evaluate student work. Rubrics are created using either Rubistar or from the Reading Street literacy program for English language arts. However, there is currently confusion as to what is required to make a task a "4." This lack of coherence in assessment practice inhibits teachers from identifying students' strengths or providing necessary academic supports.
 - The literacy coach developed a "Glows and Grows" feedback template for teachers that allows them to provide positive feedback and suggested next steps. However, there is no room on these templates for student reflection, thus preventing students from providing meaningful information that could allow students to be fully engaged in their learning process.
- Use observation tools with teachers to develop targeted goals and plans that reflect and support attainment of specific school-wide goals. (4.1)
 - Administration does informal walkthroughs using the Danielson rubric and provides feedback to teachers. However, classroom observations and school protocols do not reflect a clear instructional focus and walkthroughs are not focused on a specific domain. It is unclear if the broad feedback helps improve pedagogy, which inhibits opportunities for professional growth and student achievement.
 - In the beginning of the year, teachers were required to write a self-reflection on two to three areas they wanted to improve. Administration then planned and executed workshops on requested topics such as questioning, differentiation and the implementation of the CCLS tasks. However, these workshops were given to all staff and not differentiated

according to individual needs. This results in a lack of targeted opportunities to design and offer instructions to teachers on how to elevate their own, and in turn, school-wide instructional practice.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 80 Thurgood Marshall Magnet School	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