

Quality Review Report 2011-2012

The Eagle School
Elementary School 140

916 EAGLE AVENUE
BRONX
NY 10456

Principal: PAUL CANNON

Dates of review: April 4 - 5, 2012

Lead Reviewer: Timothy Behr

Part 1: The school context

Information about the school

The Eagle School is an elementary school with 599 students from pre-kindergarten through grade 5. The school population comprises 38% Black, 57% Hispanic, 1% White, and 3% other students. The student body includes 4% English language learners and 15% 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 89.4%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Leaders have established well organized structures for monitoring the effectiveness of pedagogy, using a research based rubric, in order to improve instructional practice. (4.1)
 - o Pedagogy is consistently supported through the implementation of Boyle's Matrix and a research based rubric that guides professional growth. Teachers are empowered to learn together and from one another. A deepening of practice is evidenced by the positive comments in observational reports and by the majority of students improving their independent reading levels.
 - o The principal has implemented an elaborate informal observation schedule that allows administrators to visit classroom(s) on a daily basis focusing on identified teacher effectiveness domains and providing feedback that is reflective of teacher pedagogy and the impact on student learning. Additionally, observational reports influence teacher assignments and inform tenure decisions. Hence, effective practices are leading to improved student learning outcomes as evidenced by prominently displayed student work products.
- Teachers develop leadership skills through team collaborations utilizing an inquiry approach with a focus on improving teacher practice to enhance student learning. (4.2)
 - o Teacher collaborations are based on the inquiry model resulting in coherent classroom practices. The fifth grade team implemented the Common Core Learning Standards math task by emphasizing differentiated strategies to promote engagement and proficiency. Students received strategically planned instruction suited to meet their needs. As a result, the majority of students received a level 3 or 4 upon completion of their CCLS math task.
 - o A lead teacher's organization of both summative and formative assessment data for staff members serves to consistently drive the work of teachers in matching next steps of students with the expectations of State tests. Teachers have voice for developing intervention plans by examining proven instructional strategies and resources used to support classroom instruction. As a result, student learning is improving as evidenced by Acuity predictive results.
- The school offers a rigorous curriculum, aligned with key State standards to meet the varied needs and interests of a wide range of students. (1.1)
 - o The school emphasizes key English language arts strands (context clues, inference, writing), and math skills (estimation, measurement, and graphs), to improve student proficiency. Collaborative teams support the students well, including lesson planning for classes of English language learners. Implementation of CCLS and the analysis of student work have led to using thinking maps across grades to determine meaning from text by drawing conclusions. This has led to improved formative assessment results.
 - o Concern about slipping performance, particularly among proficient students, led school leaders to invigorate student critical thinking skills by introducing thinking maps. The faculty engaged in strategic curriculum map revisions to incorporate

more suitable entry points for all learners. As a result, student engagement in lessons has improved.

- In collaboration with the teacher teams, the administration analyzes student-learning outcomes to adjust instructional decisions focusing on areas of need at the school and class level. (2.2)
 - o Teacher team analysis of a CCLS math task focused staff on adapting an assignment to meet the needs of students. Additionally, the school supplemented existing resources to re-teach content area strands, including developing rubrics that are cohesive and aligned to the curriculum. Students' work provides evidence that this school-wide focus, use of rubrics, and a continuous review and revision of assignments in teacher teams, is impacting an improvement student learning. Consequently, the majority of students attained proficiency on the math task.
 - o Individual and teams of teachers review formative and summative data which results in creating an outline of which content area strands students need to master. This procedure empowers teachers to develop action plans for cohorts of students. Consequently, accountable talk and exit slips inform grouping and instructional approaches to meet the needs of students.
- The administration makes knowledgeable organizational decisions that align with the school's instructional goals to support student learning. (1.3)
 - o School leaders strategically include themselves in all instructional phases including class, team (which meet weekly), and administrative collaborations. This decision has been pivotal in establishing timely and effective communication between leadership and faculty to ensure the timely rollout of thinking maps in all areas of instruction to improve student performance. All students interviewed were able to reference an academic task and the type of thinking map used to complete it. As a result, student work is showing improvement.
 - o Recognizing the need to support staff in the analysis and use of thinking maps the principal utilizes five certified thinking map coaches to analyze the impact of this initiative. This decision ensures that the school acts on its objective of monitoring student work, specifically writing on demand assignments, and incorporating the six traits of writing from CCLS rubrics. Hence, teachers use this data to consistently guide instructional planning.
- The school is enhancing communication with families using a variety of strategies to keep them well informed in order to support students. (3.4)
 - o A 'Very Important Person' night informs parents of the school's goals. Parental meetings and monthly reports benchmark student's academic, behavioral, and homework status. A data questionnaire and a newsletter keep the school community informed. Thus, the school is providing opportunities for families to learn about school programs as evidenced by 93% of the parents stating on the Learning Environment Survey that they are satisfied with school communication.
 - o Student work on bulletin boards and within portfolios contains comments that provide students with words of encouragement and suggestions, which promote high expectations. After completing a self-evaluation and reviewing teacher comments students know the steps needed to make performance gains.

What the school needs to improve

- Ensure that lessons are consistently suitably differentiated to challenge all students, particularly higher achievers to extend their learning experiences. (1.2)

- o Classroom practices are not consistent in addressing student needs through flexible grouping. Some teachers do not consistently target instruction strategically for relevant subgroups by using individualized educational plans to drive instruction. Techniques regarding higher order thinking skills were not consistently evident across classrooms. As a result, the majority of students attained a level 2 on State tests.
- o Teachers can state the behavior patterns and academic needs of students. However, they do not consistently utilize this information to effectively determine and implement the classroom instructional strategies for diverse needs of students. This results in lessons where students exhibit uneven levels of engagement. Consequently, the schools Citywide English language arts progress percentile ranking for 2010-11 in ELA is 26% and 19% in math.
- Explore ways to strengthen the involvement of families in order for parents to be empowered to assist their children in a timely manner. (2.4)
 - o Parental participation in school decision making regarding instruction and activities is limited, and the school struggles with how to increase participation. The school recognizes that parent involvement is an issue and alternate between day and night events. Yet attendance remains low. As a result, the school is unable to engage parents consistently in school level decision making.
 - o The administration strengthens the school-home connection through ARIS workshops. However, parental participation is limited due to a high mobility rate and conflicting schedules. Thus this limited participation impacts parents gaining a full understanding of their children's performance and progress.
- Enhance teacher self-assessment and goal setting to include improving pedagogical practice as a result of participating in professional development opportunities. (4.3)
 - o The review of assessments and the Citywide instructional expectations inform professional development. However, some teachers require multiple presentations and consistent support to implement learned strategies, thus hindering positive changes in all teachers' pedagogy and impacting student performance across all content areas. Additionally, even though instructional methodologies and techniques are refined, the school's Citywide math proficiency declined 3.9%.
 - o Not all staff members take ownership of planning and delivery of meaningful learning experiences. Consequently, this leads to different levels of expertise, limits peer-to-peer support in impacting changes to classroom practice, and hinders individual teachers from having the capacity to develop and practice leadership with colleagues.
- Further develop processes whereby teachers track progress of measurable and differentiated learning goals for students in order to inform their next steps. (3.3)
 - o The school uses quantitative and qualitative data to track and review student work. However, conference notes are not used consistently for tracking student progress to ensure the mastery of content area strands. Some students and their families have limited understanding of goal setting, and the timeliness of transitioning from one goal to the next. This results in a limited ability for students to understand fully what is needed for ongoing mastery at each stage of their learning.

Part 3: School Quality Criteria 2011-2012

School name: The Eagle 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		
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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