

Quality Review Report 2012-2013

Fred R Moore

Elementary School 133

2121 Fifth Avenue

New York

NY 10037

Principal: Susan Vairo

Dates of review: December 4 - 5, 2012

Lead Reviewer: Gale Reeves

Part 1: The school context

Information about the school

Fred R Moore is an elementary school with 263 students from prekindergarten through grade 5. The school population comprises 59% Black, 33% Hispanic, 1% White, 3% Asian, and 4% other students. The student body includes 7% English language learners and 20% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2011 - 2012 was 90.4%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school provides a safe and nurturing environment where students receive academic and social-emotional support to help them succeed. (1.4)
 - The recently formed student council, comprising grade level representatives from grades 3 through 5, meet with the principal on a monthly basis to provide suggestions and feedback. As noted in the student meeting, this bolsters their self-esteem and leadership skills. Academic and social achievements are rewarded during school assemblies and celebrated on hallway bulletin boards. After a review of the school survey and incident reports revealed safety concerns, a school-based Positive Behavior Intervention Support (PBIS) system was created to foster the development of a positive school tone. On a daily basis, students recite the school pledge, focused on personal codes such as trustworthiness and respect. Additionally, students acknowledge peer-to-peer positive behaviors and character traits via written kudos known as Praise for Peers. The principal reads these acknowledgements aloud daily as part of the school's morning routine and students earn bulldog points (named after the school mascot) for positive behaviors. Accumulated points are then spent in the school store in exchange for student-selected rewards. These efforts result in a noted reduction of incident reports and suspension rates, enabling students to value differences and learn in an inclusive environment that is conducive to their needs.
 - The school's small class sizes enable every student to be well known by school faculty who help support their academic growth with tutoring and small group intervention strategies. The school's attendance team frequently reviews attendance and guidance reports to note trends and areas of need. Outreach efforts result in phone calls and home visits. Additionally, this data analysis informs plans for added supports from Harlem Children's Zone, Opus Dance, and Play Rugby. These community-based partnerships provide after school tutoring, recreational and family support services and integrate with school-based guidance services to meet the needs of targeted students and their families. These efforts result in an increase in monthly attendance rates and increased motivational levels as noted in student and parent meetings.
- School staff are developing consistent practices to analyze a variety of data to provide them with a view of school and student performance, resulting in interventions to positively impact achievement. (2.2)
 - Teachers design their own weekly end-of-unit assessments and writing prompts in English language arts, and math unit and benchmark assessments are aligned with Common Core State Learning Standards (CCLS), thus allowing for connections to standards-based work. Additionally, some teachers utilize rubrics to grade students' work, and conference notes are reviewed to note strengths and needs relative to learning targets set by the CCLS. As a result, some teachers understand students' results relative to the rubric and in alignment with standards,

and are beginning to provide written feedback to students to increase their achievement levels.

- Grade level teams create common assessments, maintain results in classroom binders, and are learning how to use this information when measuring progress toward specified goals. Grade level teams that were recently exposed to a tool to help analyze students' work are at the beginning stages of utilizing protocols to provide actionable feedback to adjust instructional practices.
- The principal has begun prioritizing the use of resources and makes strategic decisions to support the school's goals and improve student outcomes. (1.3)
 - Supports from the 21st Century grant, as well as community partnerships are becoming aligned with school based staff assignments and after school supports. Technology training has begun so that teachers will be able to proficiently use Smart boards throughout the instructional day in order to further support student engagement. As such, resources are beginning to positively impact student learning as noted in student work folders.
 - The principal and assistant principal interview prospective candidates and observe them modeling lessons prior to being hired. School wide literacy block and math skills periods, recently built into the schedule, encourages teachers to begin to thoughtfully address students' needs. Additionally, cluster teachers provide small group tutorials four times each week and students are regrouped during the extended day timeframe in order to more closely address their instructional needs. Since the school does not presently have a full time special education teacher for support services (SETSS), two school-based special education teachers utilize a flexible programming model to address the mandates for students with disabilities. As a result, alignment across systems and structures to address the needs of varied groups of students are presently developing.

What the school needs to improve

- Enhance the work around curriculum analysis to develop consistent alignment of key standards and Common Core tasks to increase rigor and higher order skills and cognitively engage all learners. (1.1)
 - Over the summer, school leaders and staff deliberately adjusted the curricula in order to make changes to the math scope and sequence and to integrate CCLS into math units of study. Staff is in the process of further adjusting the English language arts curricula in order to ensure that it is fully aligned to the standards. As a result, most students do not routinely cite text to support their verbal and written arguments and the school is missing out on incorporating curricula that addresses its widening achievement gap between the lowest and highest achieving students.
 - Curricula and academic tasks emphasize higher order thinking skills in some grades and content areas. However, these practices are not yet evident across all grades and subjects. Additionally, teachers do not consistently utilize student work products to refine their practices. As a

result, many teachers do not yet demonstrate the necessary skill level to cognitively engage students performing at varied ability levels, especially higher achieving students. Consequently, performance-based tasks that probe for deep understanding and application of learning do not extend across all content areas and grade levels so that all students including English language learners and student with disabilities are suitably challenged, are able to make personal connections to themselves and the world, and are able to transfer their learning to new contexts.

- Develop academic tasks and teaching strategies that foster deep thinking so that all students are fully engaged in their learning. (1.2)
 - Data-driven flexible grouping for instruction is evident in some classrooms. Although, some teachers model skills and ask general questions to encourage student-to-student collaboration, this is not frequently the norm. As a result, conversations are more often of the question and answer format between teachers and students. Moreover, questioning strategies do not effectively provoke deep levels of student thinking, thus limiting students' ability to engage in high-leveled classroom tasks and discussions. Although the workshop methodology with mini-lesson, modeling and independent practice is used across classrooms, not all lessons and tasks are equally rigorous. As such, student work products, including those of English language learners and students with individual education plans, demonstrate that many students are not engaged in higher order thinking. In addition, extension activities that stretch the thinking of higher achieving students are not yet the norm across grades and subjects. This further limits this relevant sub-group of students from being challenged and to be reflective thinkers so that they perform to their highest ability level.
- Further build upon the teacher observation and feedback process to ensure closer alignment to the common teaching framework and to professional goals in order to elevate teaching practices. (4.1)
 - The principal and assistant principal conduct formal and informal observations. School leaders share verbal comments and a researched based tool is used to provide informal written feedback. However, the next steps are not consistently aligned to the tool; neither is the feedback suitably effective, as it does not cite evidence from student work, instructional practices, or other data sets. As such, at times, teachers do not receive actionable feedback. This results in missed opportunities to accelerate teacher growth and student outcomes.
 - Teachers participate in external and internal professional development opportunities. Additionally, they are asked to select a personal competency for growth from the researched-based tool. However, school leaders do not yet consistently use observation data and teacher input to drive professional development opportunities or link to the identified competency. Consequently, there are missed opportunities to help teachers achieve optimal levels of performance and reach their own personal goals, achieve school goals, and impact student learning.

Part 3: School Quality Criteria 2012-2013

School name: Fred R Moore	UD	D	P	WD			
Overall QR Score		X					
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		X					
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?		X					
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?			X				
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?		X					
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?		X					
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?		X					
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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					
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?		X					
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed