

# Quality Review Report 2012-2013

**Lorraine Hansberry**

**Elementary School Q118**

**109-20 109<sup>th</sup> Road**

**Queens**

**NY 11412**

**Principal: Cheryl V. Jones**

**Dates of review: May 6 – 7, 2013**

**Lead Reviewer: Lenon Murray**

## **Part 1: The school context**

### **Information about the school**

The Lorraine Hansberry School is an elementary school with 602 students from pre-kindergarten through grade 5. The school population comprises 86% Black, 10% Hispanic, 2% White, and 2% Asian students. The student body includes 6% English language learners and 11% special education students. Boys account for 45% of the students enrolled and girls account for 55%. The average attendance rate for the school year 2011 - 2012 was 92.0%.

### **Overall Evaluation**

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school uses its resources to build teacher capacity and purchase materials that improve instruction and the quality of student learning. (1.3)
  - Students utilize classroom computers as well as literacy and math software products to support them in meeting their classroom goals. Some interactive white boards are used by teachers regularly while others are in need of some repairs. The school has a dedicated writing cluster to support the transition to the Common Core-aligned tasks. Teacher teams meet weekly and are working to establish protocols that they can use consistently. The meeting time is sometimes used to plan lessons together by grade. Intervention and cluster teachers push in to classrooms to provide individualized support to struggling learners. As a result, student writing has shown improvement specifically in the area of organization and structure as evident in student work products.
- The instructional cabinet communicates the school's clearly defined goals that align with improvement efforts and are resulting in a shared commitment to student success. (3.1)
  - The school leadership promulgates its clear goals to the school community around student performance in literacy and mathematics. They are also developing units of study that are becoming more aligned to the Common Core Learning Standards (CCLS) as they integrate tasks from the Common Core Library. Another goal is devoted to the strengthening of pedagogical skills using the Danielson Framework. The principal and her team drive the goal-setting and the action plans that are then disseminated to the rest of the school community. This has led to a general awareness among teachers and parents of the school goals and vigorous discussion on the School Leadership Team.
- The school established protocols for observing teacher practice and reflecting on teacher needs, with a clear focus on improving instruction through targeted pedagogical support to enhance student growth. (4.1)
  - School leaders use formal and informal classroom observations, learning walks, snapshots and individual teacher conferences to monitor instructional practices and support teachers in multiple ways to improve their professional growth. Teachers who are probationary or struggling receive more attention than the majority of the staff. The feedback to teachers is relevant to their strengths and areas of need and is indirectly connected to the Danielson framework. A review of student work is sometimes used to refine teachers' professional development sessions. The network provides professional development support in the CCLS that facilitates the school's goals and promotes student achievement. As a result, teachers are supported with some training that is leading to improved teacher practices as measured by teacher planning.

## What the school needs to improve

- Improve the alignment of the curricula across all content areas to reflect the rigor of the Common Core that promote high levels of cognitive engagement for all students. (1.1)
  - Teachers and school leaders are working regularly with network specialists to revise curriculum and instructional practice. They are actively working to make decisions about the key standards they are emphasizing and the daily process of integrating the Common Core Standards. Some classrooms demonstrate rigorous habits like the fifth grade class where students were using stories to devise their own life lessons using rigorous questioning of traditional interpretations. Some teacher lesson plans provided evidence of planning to challenge and engage different groups of students as evident in multiple levels of questioning and varying degrees of difficulty in assignments. However, there is minimal evidence of curriculum alignment across all grades and subject areas. This has resulted in the inconsistent implementation of a challenging and engaging curriculum school-wide, thereby hindering performance especially for subgroups.
- Develop consistently effective teaching strategies in all classrooms that ensure multiple entry points for students to promote accelerated student growth evident in student work products. (1.2)
  - Teachers plan and use scaffolds to facilitate instruction in response to students' performance and interests. They are beginning to improve in their questioning and grouping strategies. Several classrooms demonstrate careful planning and sequencing of lessons like the second grade class that integrated technology into their Science lesson as the teacher showed a video clip that reinforced the lesson objective. The school believes that students learn best from mini-lessons, followed by guided practice and then independent practice of taught concepts. The beliefs are becoming aligned to the Danielson Framework. However, the student work, notebooks and portfolios across classrooms do not consistently show evidence of tiered support that ensures student progress particularly for English language learners and students with disabilities. This has led to academic under-performance among student subgroups as measured in periodic assessments across the year.
- Develop assessment practices to provide effective feedback and adjustments to instruction and curriculum that meet the needs of all students. (2.2)
  - Teachers use rubrics to grade student work. They are developing common assessments during their teacher team meetings to measure student progress across units of study. However, teacher feedback in classrooms does not consistently provide reasons why students were successful or not or the next steps for continued improvement. Student notebooks are infrequently assessed by teachers and the results of assessments do not directly impact curricular adjustments. When discussing student results, teachers indicate the need to re-teach or tutor

students in smaller groups with strategy lessons. However, no attempt to change or modify the curriculum is evident at this time. As a result, students cannot always articulate clearly what they need to do to guide their continuous growth and accelerate their learning.

## Part 3: School Quality Criteria 2012-2013

School name: Lorraine Hansberry	UD	D	P	WD			
<b>Overall QR Score</b>		X					
<b>Instructional Core</b>							
<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					
<b>School Culture</b>							
<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					
<b>Systems for Improvement</b>							
<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 <b>inquiry approach</b> 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					
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>