Department of Education
Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Academics, Performance, and Support
2013-2014**

Quality Review Report

2013-2014

The Greenwich Village School

Elementary School 041

**116 West 11th Street
Manhattan
NY 10011**

Principal: Kelly Shannon

Dates of review: December 4 - 5, 2013
Lead Reviewer: Sheila S.- Gorski

Information about the school

The Greenwich Village School is an elementary school with 793 students from prekindergarten through grade 5. The school population comprises 2% Black, 9% Hispanic, 71% White, 10% Asian, and 7% Muiti-Racial students. The student body includes 2% English language learners and 16% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2012 - 2013 was 95.8%.

Overall Evaluation

This school is well-developed.

Part 2: Overview

What the school does well

- Across the school, leadership and faculty assure that Common Core aligned curricula tactically incorporate the instructional shifts and unit plans are refined, such that deep reasoning is encouraged and students are college and career ready. (1.1)

  o The school integrates the Teachers College Reading/Writing Project with Balanced Literacy and weaves in an interdisciplinary approach of all subject areas via a cohesive framework as a guide for all grades. Teachers of general education, special education, and service providers, enhance curricula in all subject areas by designing six to eight week concentrated units of study with catalogued aspects of elements that encompass an effective instructional design. For instance, units of study include essential questions, a lesson goal, teaching point, identified Common Core Learning Standards (CCLS), and a connection that actively engages students in the lesson. Instructional shifts are strategically incorporated and tailored in lesson plans across classrooms. Furthermore, school wide, electronic curriculum maps afford teachers opportunities to view all grade level curricula and adjustments so that teachers understand instructional expectations and purposefully refine academic tasks. Likewise, lesson plans also consist of differentiation and a connection to Individualized Education Plan (IEP) goals. Such accommodations entail student partner prompts in speech bubbles, multiple means of representation, musical illustrations, enlarged text, digital materials, graphs, color-coded emphasized information, and individual word walls, so that all students and relevant subgroups engage in opportunities to gain access to curricula and are able to express deep reasoning via refined tasks. Additionally, plans show flexible groups delineated by student's varying strengths and needs, based on student data results. As a result, school plans embed a myriad of strategies and practices, and the school consults with expert educators to sustain coherent curricula, encourage deep student reasoning, and college and career readiness.

- The school engages in effective teaching practices that strategically provide challenging academic tasks to increase higher-order thinking and academic achievement for all students. (1.2)

  o Leadership and faculty foster the belief that all students learn best via peer collaboration, independent thinking, and cognitive engagement in curricula that is relevant to the real world and captures student interest. The school encourages students to take responsibility for their learning in both group and partner discussions so that they invest in their own learning. Across the school teachers engage students in conversations that promote higher-order thinking to reveal and extend their understanding as leveraged by the strategies of the Danielson Framework for Teaching, specifically, Domain 3B, the use of effective questioning and discussion. Students are encouraged to explain and defend their reasoning and conclusions centered on content-based evidence, and to critique the reasoning of their peers. For instance, teachers facilitate student led group discussions requiring students to ask questions and review each other's

ideas. In a fifth grade class using a non-fiction unit, students analyzed text features such as, subtitles, captions and charts, and then working in three distinct groups read a specific text and responded to the essential question, "What will this text probably say?" The groups now as one large group participated in a shared reading of an article focusing on three guiding questions: "Why might this article have been named …? What are the features of the article teaching you? and "What is the big idea that the author wants you to know?" The students collectively read the text, and returning to their groups expressed their thinking with group peers. Similarly, students in a fourth grade math class were challenged with using vocabulary, pictures, and numbers, via fractional expressions on the SMART board. Students made numerous fractional representations to show one-half. Students shaded and labeled one-half, then one-fourth, one-third, one-sixth, one-eighth, and three-fourths. Students were then given the choice to work in partnerships or independently to check for understanding of fractional expressions. The teacher listened in on student conversations during their share to also assess for understanding of fractions. A follow-up activity required students to look at the relationship between one-fourth and one-eighth, and between one-third and one-sixth, and then to write a conjecture about how the change in the denominator affects the size of the fraction. Moreover, teachers use various points of access and supports to ensure and strengthen student learning, including but not limited to follow-up slides with prompts, mystery strips modeled after anchor strips of the math, conjectures, vocabulary reminders, manipulatives, and productive partners who model strong work habits for their peers. Across classrooms comparable instructional practices and student work were noted to reflect engaging dialogue and active involvement, thereby ensuring that all students, including relevant subgroups, have opportunities to exhibit higher-order thinking and deep investment in their learning. As a result recent reading proficiency levels indicate 75% of all students are at or above grade level.

- The school cultivates an inclusive and caring learning environment for all students and adults via deep-rooted structures that enhance student academic performance and personal growth. (1.4)

   o The school using its theory of action that is centered on student social-emotional development has designed goals to engage teachers, parents, and students, in collaborative work. Goals are contextualized as developing students as problem solvers, strengthening decision-making skills, practicing and adopting habits as green citizens, promoting community building, and increasing student achievement in reading, writing, and math. The school nurtures both adult and student learning and identifies each teacher's strength, talent and/or passion, and purposefully shares this information with the community to build capacity. Hence, all members of the staff contribute to a safe and inclusive environment where everyone accepts responsibility for supporting one another and students are well-known by all members of the staff. The School Leadership Team (SLT) surveyed teachers, parents, and students, the analysis of which determined that to further engage students in their learning and build healthy relationships the school would implement a school-wide character education program that addressed topics particular to school interests across grades and departments. For example, staff and parents are responsible for individualized support of students in need of academic, social and emotional learning, and attendance

interventions. To that end the school created a committee of teachers and administrators who researched and analyzed numerous character education programs. As a result, age and grade appropriate lesson plans that include character traits such as respect, empathy, resilience, and honesty, are generated by committee members representing all grades and content areas. Students spoke of how teachers care, describing the school as empathetic and compassionate about their learning. One parent added, "Professionalism and communication is reciprocal and makes healthy sense!" Highly engaged students contribute to community needs via a number of opportunities. Highlights of some include: 41 Cares, where students give support to those in need by engaging in coat drives, making Thanksgiving cards for seniors through City Meals on Wheel, Holiday Mail For Heroes Campaign, sending a card to a New York serviceman or woman overseas, Holiday Food Bag Decoration, and students decorate bags for God's Love, We Deliver, a non-sectarian organization that delivers meals to people with life-altering illnesses. This resourcefulness and genuine approach, inclusive of the entire school community, has resulted in meaningful academic and positive personal growth as observed in classrooms via student group work and student/ teacher interaction demonstrative of supportive learning environments.

- School leaders and staff exemplify and convey high expectations that reinforce the school's unique, positive culture and link college and career readiness to support families and students in meeting expectations. (3.4)

  o School leaders and faculty foster professional conversations, to emphasize high expectations for students and staff. Professional conversations leveraged by the Danielson Framework for Teaching inform instruction, and professional responsibilities that deepen understanding of pedagogical practice set clear expectations built upon trust as a community of educators. Teachers assume roles from grade leader, to Teachers College liaison, teacher leader, mentors, and facilitators, all of whom collaboratively plan and support their colleagues via training, thus strengthening teacher capacity and responsibility to meet expectations around effective pedagogy. Families express that the school's ongoing communication and learning supports are linked to college and career readiness. Monthly family mornings build community and support families in understanding the CCLS and instructional shifts. In addition, the school has tailored its website and it uses e-chalk to afford ongoing information to families about the curricula, assessments, student progress, grade articulation, and instructional supports. Families state that their children are, "Learning to learn" and they are also learning to support their children's progress toward meeting the school's high expectations.

- School leaders and teacher peers thoughtfully support all teachers in pedagogical growth, and feedback is tailored and aligned to professional goals, thus promoting school-wide informed decisions to improve student work outcomes. (4.1)

  o School administrators strategically integrate the Danielson Framework for Teaching to strengthen teacher understanding of the framework, who view the framework, as supportive and instrumental to their development. Teachers deconstruct the domains and components of the framework, link their existing

practice to the framework to self-evaluate, reflect on, and frame their professional goals. Additionally, teacher peers, and administrators collaboratively work with colleagues to deepen the focus on the framework and provide effective feedback to sustain their professional responsibilities, and assist in instructional reflections. The literacy and math coaches support new teachers across grades with studying content specific topics. To hone in on the support, administrators form teacher groups such as for those staff members up for tenure, experienced teachers, and specialty teachers, thereby affording teachers personalized development. Leadership also promotes the framework by creating a common language and posing the question, "What is a highly effective teacher?" Assessing the characteristics of a highly effective teacher informs teacher self-reflection and next steps. Administrators observe teacher progress through informal observations, peer feedback, and professional dialogue, thus articulating clear expectations for teacher practice that promote leadership and enhance teacher professional growth.

What the school needs to improve

- Expand the use of data analyses across grades to strategically determine student progress that informs instructional adjustments resulting in the increase of student achievement and an in-depth understanding of their next learning steps. (2.2)

    o The school shares benchmark grades with parents indicating student progress toward expected outcomes, and rubrics, checklists, and personalized teacher comments aligned to instruction also inform the grading policy and provide feedback to students and parents highlighting individual student attributes and needs. However, analyses of common assessments to determine student progress toward goals for all students, including relevant subgroups, does not yet illustrate a transparent process to show deep understanding of mastery toward meeting goals. During a student meeting, students articulated their work, and demonstrated commitment to learning at high levels. In contrast, students were unable to explain their next steps to gain mastery of skills taught and the demands of the academic tasks. Although teachers are incorporating checks for understanding into their lessons, students do not yet understand how this guides them in understanding their own next steps in learning, thus hindering opportunities to make students integral in their learning to further accelerate student learning.

Part 3: School Quality Criteria 2013-2014

School name: The Greenwich Village School	UD	D	P	WD
Overall QR Score				**X**

Instructional Core

To what extent does the school regularly…	UD	D	P	WD
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?				**X**
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the 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

To what extent does the school …	UD	D	P	WD
1.4 Maintain a culture of mutual trust and positive attitudes that supports 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 those expectations?				**X**

Systems for Improvement

To what extent does the school …	UD	D	P	WD
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**
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 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?				**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**				