



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Abraham Lincoln**

**Elementary School K007**

**858 Jamaica Avenue  
Brooklyn  
NY 11208**

**Principal: Carolyn Noel**

**Date of review: February 11, 2015  
Lead Reviewer: Joyce Stallings-Harte**

## The School Context

P.S. 007, the Abraham Lincoln School is an elementary school with 1,073 students from grade Pre-kindergarten through grade 5. The school population comprises 13% Black, 80% Hispanic, 2% White, and 5% Asian students. The student body includes 17% English language learners and 15% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013-2014 was 92%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
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	<b>Additional Findings</b>	<b>Proficient</b>
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	<b>Additional Findings</b>	<b>Proficient</b>
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	<b>Focus</b>	<b>Developing</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Celebration</b>	<b>Proficient</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Additional Findings</b>	<b>Developing</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders purposefully plan and communicate clear and high expectations to staff, students and families and have a system of feedback that facilitates understanding of standard mastery for students and families.

### Impact

School leaders provide staff with training and a system of accountability for set expectations. Staff and school leaders offer ongoing feedback to support families in understanding student progress toward high expectations.

### Supporting Evidence

- School leaders implement a series of instructional rounds that inform professional development options and serve as a system of accountability. During one instructional round, the principal and assistant principals noted that the centers needed student rubrics so that students could hold themselves accountable for the writing work. Teachers participated in professional learning to create student-friendly rubrics which are used to support student work across subjects.
- School leaders implement a system of formal and informal observations to monitor instructional expectations around the implementation of the Danielson Framework for Teaching and the school's stated focus of using questioning and discussion to increase student engagement and higher-order thinking. The school uses Monday professional learning time to offer professional development with a focus on increasing the quality and level of level 3 and 4 questions based on Webb's Depth of Knowledge Guide and use of question stems to focus discussion. A review of observations indicates an increase in the percentage of teachers offering opportunities for student discourse in higher-order thinking and discussion.
- Parents receive updates through the 'Parents Learning Opportunities Calendar' which lists sessions such as Understanding Common Core Learning Standards. Additionally, parents receive updates on their child's performance through scheduled Tuesday meetings where they are updated and provided recommendations on how to help their child. Parents comment that these sessions help them understand what their children are working on, such as math concepts and that teachers help them create games so that they can work with their children at home. Additionally, parents report that the school has extended day programs where students receive support in short and extended response questions in order to meet the more rigorous requirements of Common Core Learning Standards.

## Area of Focus

**Quality Indicator:**

**2.2 Assessment**

**Rating:**

**Developing**

### Findings

Across classrooms, teachers are beginning to create and use curricula-aligned rubrics and assessments. Common assessments that measure skills are beginning to be aligned to Common Core and a schoolwide grading policy.

### Impact

The rubrics and grading policies are loosely aligned with the curricula thus providing limited feedback to students and teachers regarding student achievement. Common assessments that measure skills are beginning to be aligned to Common Core Learning Standards to provide a common lens and language to discuss student progress and inform instructional adjustments that advance student achievement.

### Supporting Evidence

- Teachers administer an essential/guiding questions assessment to gauge student ability to engage with rigorous and complex text that requires deep, analytical thinking. Students use a common short-response rubric which students note they have access to because they use it on a regular basis. While students receive specific feedback such as 'include evidence from the text to support your reasoning', work samples in student work folders reflect lack of consistent feedback which may limit progress.
- Early assessments indicated that the early grades running record scores were low. Across grades teachers implemented a structured guided reading program and the data specialist uses Google docs to review data to plan for improvement in ten months. Some students have guided reading notebooks and teachers have begun to monitor student progress towards benchmark. Data binders are maintained by some teachers as a way to collect and monitor student progress and the guided reading and conferencing system is in place in some classes. Some teachers maintain data binders with records of student progress but this practice is inconsistent across classes.
- Baseline assessments were administered to English Language Learners. Resources were purchased based on Common Core Learning Standards and student entry points and subgroups were created across grades. Regular and consistent monitoring of student progress based on instructional adjustments is a beginning practice during the school day that extends to the afterschool program.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

Teaching strategies are aligned to curricula, and reflect an articulated set of beliefs about how students learn best. Across classrooms, student work products and discussion reflect participation in challenging tasks.

### Impact

Pedagogical practices aligned to the Danielson Framework for Teaching and the instructional shifts require students to demonstrate high levels of thinking and engagement in rigorous tasks which increases student learning across the vast majority of classes.

### Supporting Evidence

- Across classrooms observed teaching strategies aligned to the Danielson Framework included direct instruction with modeling, active engagement, independent, small group and center work which deepened student engagement in activities aligned to the schoolwide focus of using questioning and discussion to advance thinking and achievement. For example, across classrooms in grades 2, 4 and 5, teachers engaged small groups of students in guided reading instruction while other students worked in stations on activities. Second grade students groups included writing a “how to” with a self-monitoring rubric and checklist, making inferences on character traits, story retells and guided reading with the teacher.
- Teachers expect students to use self-checking strategies to increase self-regulatory behaviors using a checklist and rubric. Students use question stems that are multi-leveled and readily available to actively engage all learners and focus questions for book groups including students with disabilities and English language learners. For example, fifth graders responded to leveled focus-questions such as, “How does the author foreshadow events?”, “Provide evidence from the text,” and “Use text-based evidence to support an opinion on how the character will react to impending news”. Additionally, fourth graders learned how to write essays using charted transitional words and phrases which they said helped them write more persuasive essays.
- Guided reading strategies provide foundational reading support across classrooms and teachers group and level all learners for consistent and targeted reading support. Guided reading notes indicate specific skills and strategies taught and student learning for each session. Programs indicate students participate in guided reading and move to independent reading and response, to reading activities reflecting high levels of student thinking.

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### **Findings**

Curricula aligned to Common Core Learning Standards and content standards emphasize challenging tasks and encourage higher-order thinking for all learners.

### **Impact**

Collaborative planning builds coherence and alignment of the curricula to Common Core Learning Standards and content standards. All students benefit through access to engaging and rigorous tasks across content areas and grades that prepare them for college and career.

### **Supporting Evidence**

- The principal notes that curriculum maps were created with the support of Generation Ready consultants with attention to the integration of Common Core Learning Standards and content standards. Professional development calendars reveal teachers participate in learning activities to create maps to ensure engaging and rigorous tasks aligned to Common Core.
- Curriculum maps reflect grade level learning targets and unit and lesson plans are tiered into three groups to address individual student learning needs. For example, a math lesson using perimeter and area to solve real-world problems calls for students to reason abstractly and quantitatively. Curriculum maps include essential questions, higher-level questions and reteach/enrichment tasks to engage all learners in challenging work. English language arts maps reflect integration of multi-leveled activities such as reading comprehension, fluency, vocabulary development and writing instruction to ensure rigorous engagement aligned to Common Core for all learners.
- The school staff and administration selected Go Math because it aligns to Common Core Learning Standards and embeds vertical coherence across grades. Units are mapped across the month and include essential questions and higher-order questions with accommodations such as use of visuals, colored pencils, technology iTools for English Language Learners and students with disabilities. Purposeful tasks and activities, such as center activities in a fifth grade lesson plan which has students tasks that include guided reading, MYON reading, character development and ensure all learners are engaged in activities that require deeper thinking and discussion with peers.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Developing</b>
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### **Findings**

While teachers are engaged in professional collaborations that promote increased progress for students and to improve teaching capacity, teachers are beginning to share responsibility for review and discussion of assessment data on student progress and performance. Distributed leadership is developing to support teacher leaders.

### **Impact**

The inquiry process is in development across teams in order to accelerate and improve student achievement and plan for instructional modifications. Distributed leadership is beginning to promote collegiality and progress toward school goals while beginning to strengthen teaching capacity.

### **Supporting Evidence**

- Teachers have begun to use the Common Core Learning Standards and Teacher's College Learning Progression for writing to identify the progression of writing skills across grades and use assessment protocols to create and evaluate writing rubrics to ensure alignment to Common Core. Based upon what students should know and be able to do in writing, teachers created a checklist which is used during writing center time. While this practice is aligned to the schoolwide goal of improving writing the approach of measuring and monitoring instructional adjustments for impact is uneven.
- Teacher leadership capacity is developing to build teacher shared leadership roles during team meetings. Teachers are expected to be facilitators in addition to being learners. Consistent teacher team meetings are now an expectation where professional learning will be planned in cycles to reflect the needs of all learners as noted in e-mail notes.
- Teacher teams determine to use a specific looking-at-student-work protocol to establish and plan agendas, reflections and follow-up feedback of effectiveness. Teacher team agenda protocol items include data analysis, observations and discussion, data interpretation, implications for practice and reflections. The second grade created 'mini-offices', a tool that notes key math words for students to use for math work and a writing checklist for use in student center work. While teams develop tools to enhance student learning, a consistent inquiry approach that evaluates progress toward schoolwide goals is not an established practice.