



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

**The East New York Elementary School of
Excellence**

Elementary School K677

**605 Shepherd Avenue
Brooklyn
NY 11208**

Principal: Judy Touzin

**Date of review: January 30, 2015
Lead Reviewer: Joyce Stallings-Harte**

The School Context

The East New York Elementary School of Excellence is an elementary school with 556 students from kindergarten through grade 5. The school population comprises 64% Black, 32% Hispanic, 0% White, and 2% Asian students. The student body includes 11% English language learners and 10% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2013-2014 was 91.0%.

School Quality Criteria

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

Area of Celebration

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

The school uses common assessments aligned with the school's curricula to measure student progress toward learning targets across grades and subjects and incorporate daily checks for student understanding.

Impact

The school has a system to analyze student progress using multiple assessments of student learning as well as checks for understanding to inform adjustments and meet student learning needs.

Supporting Evidence

- After analyzing Fountas & Pinnell data from the first assessment teachers made adjustments to the literacy block by adding half an hour to guided reading time for students below grade reading level; thereby, offering opportunities for deeper and extended engagement.
- Data driven instruction is a key focus for educators who follow a rigorous program of a data driven instruction cycle. For example, educators align teacher-created and unit assessments to Common Core Learning Standards for each 6-week cycle. Assessments are scanned in house which provide timely results, and are analyzed using a Data Action Planning Template (DAPT) which includes student mastery standards, progress toward mastery data, students' strengths and areas of weakness and instructional recommendations. One-on-one coaching with administration after team review provides opportunities to design specific next steps for all learners.
- Teachers use multiple checks for understanding on a consistent basis to monitor and adjust instruction. These include cold calls, dry erase slates and exit slips. For example, during a 4th grade math lesson, students used dry-erase slates to represent fraction models which allowed the teacher to provide immediate support to those students that misunderstood concepts via modification.
- Students use a 'Success Criteria Checklist' that notes the skills they are expected to master for the unit of study. Posted work of 3rd grade students show use of the mastery checklist that students used to note their progress on the writing tasks.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

While teaching practices are informed by the instructional shifts and Danielson Framework and offer opportunities for student engagement, across the vast majority of classes student ownership of work varies across the school.

Impact

Across classrooms, pedagogical practices support students to produce meaningful work products and discussions reflect high levels of student thinking and engagement; however, there are missed opportunities for all learners including students with disabilities to take ownership of their work.

Supporting Evidence

- Teachers utilize multiple resources such as Ready Gen and Expeditionary Learning to build lessons that engage students in a balance of fiction and non-fiction texts. Third grade students used a non-fiction text to engage in choral reading to improve fluency skills and worked in small groups to answer questions on the geography of South Africa and how it affects the lives of its people. While scaffolds such as organizers and framed paragraphs were provided to several students, high quality supports were not always available for the vast majority of classrooms.
- Across classrooms visited, there is evidence of the school's instructional focus on vocabulary to develop and strengthen student speaking and writing skills and Comprehension Conversation, a component of guided reading that engages students in focused conversations through question prompts. All classrooms exhibited tiered vocabulary charts that students used to facilitate class discussion. During observation, students used supports such as Explain Your Thinking (EYT) to explain and justify their thinking in peer-to-peer conversations.
- In a grade 5 science class, students charted physical and chemical changes and engaged in discussion on the potential outcomes of their experiment if they modified the variables. Students added on to each other's comments and related their conjectures to prior learning. While activities such as this are evident across classrooms, increased implementation of strategic entry points for all learners including students with disabilities was not always evident and, therefore, diminished opportunities for taking ownership of their work.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

Curriculum is engaging and rigorous in all subjects and is aligned to Common Core Learning Standards (CCLS) and content standards. Academic tasks are developed and adjusted based on student work and data.

Impact

Curricula and tasks are cognitively engaging for all learners, including English language learners (ELLs) and special education students and promote active engagement and deep thinking to prepare them for college and career.

Supporting Evidence

- The curriculum team created a Year at a Glance scope and sequence guide based on the Common Core, integrating instructional shifts to create Common Core aligned units for all subjects. Maps reveal an appropriate balance of informational and literary text across the year as well as within the unit, performance and culminating tasks that require scholars to write from a source and Tier 2 vocabulary (academic) words. The school uses a standards-based unit planner guide which takes educators through a step-by-step planning process that requires them to clearly state the standards being addressed, select/design assessments aligned to selected standards and plan learning experiences that will enable scholars to meet the selected standards.
- Each unit has two to three focus standards. In response to ongoing assessment data, the school incorporates standards that require further attention. These standards are presented to students as 'I Can' statements incorporating key Tier 1 and Tier 2 vocabulary. Students are required to attend to these statements and show evidence of using academic vocabulary during the lesson.
- Writing is evident in all content areas and leads to culminating tasks where students write evidence from a source to answer text-based questions. Students in grades 3 through 5 use the Restate, Answer, Cite and Elaborate (RACE) strategy to develop writing pieces that demonstrate cognitive engagement.
- Curriculum resources that are Common Core aligned include Ready Gen, Expeditionary Learning and Go Math. Curriculum maps were refined to include a focus on fluency in math. At the onset of each unit, each grade engages students in 10-15 minutes of math fluency exercises based on content necessary to be successful in the unit and based on interim assessment data that yields areas of need. As a result, students are able to develop proficiency in critical skills.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders communicate high expectations aligned to the Danielson Framework to the entire staff and provide training. Both school leaders and staff join in consistently communicating expectations to parents connected to a path to college and career readiness.

Impact

Staff is held to a system of accountability for achieving high expectations while providing feedback to families to help them understand student progress toward expectations for success.

Supporting Evidence

- Professional learning sessions as noted on the professional development schedule are based on the school's identified areas of focus of engaging students in learning for Integrated Co-Teaching and self-contained educators based on the Danielson Framework for Teaching.
- Teachers comment that they participate in professional development based on data review of student learning gaps. For example, students needed help with 2-step math problem solving. Across the school, teachers learned to incorporate a problem solving strategy, 'Read to understand, Plan, Solve, and Check' into their practice.
- Parents expressed the school prepares their children for college and careers by focusing on reading standards. Teachers provide reading strategies that help students engage in more complex text using supports such as underlining key phrases, identifying trigger words, concentrating on academic vocabulary and stamina in reading. Teachers help build speaking and writing skills that prepares students for more advanced learning. Students and families are informed of student progress through daily tracking sheets that logs student's tenacity and perseverance, a schoolwide focus goal.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

Teachers engage in structured vertical team meetings that focus on the analysis of multiple assessments. Teachers have opportunities to modify curricula and instructional practices.

Impact

Team work results in improved teacher practice and progress toward goals for groups of students. Teacher leadership capacity is strengthened by having a voice in key decisions that affect student learning across the school.

Supporting Evidence

- Curriculum teams, which include two to three teachers from each grade, meet to design English language arts and math units aligned to Common Core Learning Standards. Teachers serve as lead facilitators for grade level meetings and model classroom leads for teacher intervisitations. Teachers comment that their work is focused on designing units that include scaffolds and Universal Design for Learning strategies, such as: using visual models in anchor charts and concept mapping to provide access for all learners including English language learners and Students with disabilities.
- All teachers share leadership roles during the team meetings. Teachers are responsible for sharing information to teams from off-site workshops which build teacher leadership practice and communication with administration. In email communication, one teacher team expressed concern with progress and performance of students on writing responses, recommended that students be exposed to different genres, and provided support in essay writing that was built into the next unit of study.
- Teachers rely on the DAPTS to analyze student assessment data and track student strengths and weakness. Review of the grade 5 data revealed students' inability to cite relevant detail. Teachers planned to use the RACE strategy to provide textual evidence for responses to text-based questions. Review of the DAPT sheets show tracking for reading and math. Student reading levels are noted and strategies such as guided reading recommended. Student progress is the subject of review at team meetings. Teachers use a narrative response sheet to codify improvement in student progress.