



**Department of  
Education**

*Carmen Fariña, Chancellor*

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

# **Quality Review Report**

## **2014-2015**

**The Maure School**

**Q055**

**131-10 97<sup>th</sup> Avenue**

**Queens**

**NY 11419**

**Principal: Ralph Honore**

**Date of review: December 10, 2014**

**Lead Reviewer: Dr. Marion Wilson**

## The School Context

The Maure School is an elementary school with 526 students from Pre-Kindergarten through grade 5. The school population comprises 13% Black, 24% Hispanic, 1% White, and 56% Asian students. The student body includes 6% English language learners and 18% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2013-2014 was 93%.

## 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>Focus</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>Additional Findings</b>	<b>Proficient</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>Well Developed</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>Proficient</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Well Developed</b>
---------------------------	------------------------------	----------------	-----------------------

### Findings

School leaders consistently communicate high expectations to staff about professionalism, instruction, and communication and provide training resulting in a culture of mutual accountability for those expectations. In addition, school leaders and staff effectively communicate high expectations that support the successful partnering with families to further student progress towards college and career readiness.

### Impact

As a result of these findings, teachers receive high quality, structured, on-going training and professional development and are held accountable for expectations. In addition, families have taken on an active role in the school community to create successful partnerships throughout the school.

### Supporting Evidence

- The school's leadership, including teachers and administration, effectively communicate to staff through the sharing of promising teaching ideas by way of a strategy labeled "Pockets of Awesomeness." This strategy is intended to help struggling teachers and encourage the implementation of new ideas, and promising practices of effective teaching.
- Teachers are given surveys at the beginning of the year and have a menu of options to select and participate in professional learning activities which best suit their professional learning needs.
- Administration meets with teachers to review elements of the Danielson Framework for Effective Teaching and have frequent cycles of observations with feedback for next steps as evidenced by the professional development calendar for the school year, walkthrough feedback and identifiable next steps to improve teaching and learning.
- The school in collaboration with input from parents create a year-long calendar of Parent Workshops in response to a parent survey, which include, but are not limited to the following workshops for Learning Leaders, Mathematics and Literacy Workshops, which are held on subsequent Saturdays during the Fall, and yearlong General Equivalency Diploma (GED) and English as Second Language (ESL) classes. Parent leaders are empowered to suggest, plan, organize and facilitate cultural events and activities, as well as facilitate the workshops based on their expertise and the needs of parents in the school community. Parents are familiarized and knowledgeable about the curriculum and academic expectations for their children, thereby strengthening the home school and connection.
- Based on individualized workshop evaluation form from teachers after every Professional Learning session, professional learning plans are crafted for teachers to work with a learning team led by a teacher with specialized activities, follow up supports and timeframe communicated.

## Area of Focus

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Proficient**

### Findings

Curricula are aligned to the Common Core Learning Standards (CCLS) and/or content standards and integrate the instructional shifts. Academic tasks consistently emphasize rigorous habits and higher-order skills across most grades and subjects for most learners.

### Impact

As a result, all performance tasks in Mathematics or Literacy are integrated with either Science or Social Studies. In addition, academic tasks require students to demonstrate their understanding of domain related concepts and are able to support their thinking, across most classrooms.

### Supporting Evidence

- While the school has purposefully mapped out curriculum maps and unit maps, they are currently in the process of updating their Curriculum Handbook to identify the instructional expectations for each grade and subject area.
- All performance tasks are created by teachers by looking through the lens of Depth of knowledge (DOK) for Mathematics and Literacy based on Ready Gen, Literacy by Design, Foundations, Go Math and other supplementary materials used by the school, however additional work needs to be done to further unpack the standards in Mathematics and Social Studies as it is done in English language arts with Science.
- The school has created tasks which require students to explain the learning target for the day as evidenced by the school's mantra of students having to "Say it, think it, read it, and then write it," based on student levels, however these tasks are not always created to allow additional Universal Design for Learning (UDL) supports for English language learners and Students with disabilities or to challenge advanced learners, as appropriate and needed.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Proficient</b>
---------------------------	---------------------	----------------	-------------------

### Findings

Across classrooms teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by Danielson Framework for Teaching. In addition, across classrooms student work products and discussions reflect high levels of student thinking and participation.

### Impact

As a result, teachers work with students in small groups based on their needs through explicit modeling for students of the expectations for the lesson and the integrated use of technology tools across most classrooms. In addition, students are able to have conversations about their work and cite evidence from the text to support their thinking and justify their explanations.

### Supporting Evidence

- Most teachers identify and generate prioritized learning objectives and teach lessons to support those objectives to whole and small groups of students. For example, in one classroom, students were asked to come up with different ways to add three numbers, while in another class, students were asked to form and state an opinion and support the opinion with reasons from text based evidence.
- There are structures and routines which include collaborative protocols for students to have conversations and discussions in small groups based on questions posed by the teacher. In some classes, groups were assigned group leaders who facilitated team conversations. For example, students were asked in a Science class to discuss life cycles of plants and animals and also to contribute to the important of life cycles to their own lives to create meaning and aid in understanding.
- Students were engaged in most classes with their conversations reflecting the use of accountable talk stems, agreeing and disagreeing with claims presented by classmates, however this was not evident in the vast majority of classrooms.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Proficient</b>
---------------------------	-----------------------	----------------	-------------------

### **Findings**

Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula, thus providing actionable feedback to students and teachers. The school uses common assessments to determine student progress towards goals across grades and most subject areas.

### **Impact**

As a result, almost all assignments are created with student friendly checklists given to students, prior to the commencement of projects or tasks, so they know the expectations of quality work and are informed of what is required of them. In addition, the school's use of CAFÉ (Comprehension, Accuracy/awareness, Fluency, and Expand Vocabulary) for reading and VOICES (Voice, Organization, Information, Conventions, Excellent word choice, and Sentence fluency) for writing, helps teachers to create structured lesson plans, and adjust instruction as needed based on the results of both aforementioned tools.

### **Supporting Evidence**

- Students and teachers alike have a common understanding and can explain the use of Glows and Grows, as well the purpose for self-reflection based on the use of CAFÉ and VOICES for reading and writing assignments in English language arts, Science, and Social Studies. Additional work is being done for similar assessments in Mathematics.
- Rubrics and checklists are used throughout all grades across classrooms and most subject areas in 1<sup>st</sup> through 5<sup>th</sup> grades, in which students understood the use of these tools to inform their learning and next steps.
- While teachers conference with students based on the use of these common assessment tools, including formal and informal tools, the school is in the process of creating a clear picture of student progress towards goals and supports to increase mastery for English language learners, Students with Disabilities and advanced students across classrooms.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
---------------------------	---	----------------	-------------------

**Findings**

The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of the school goals. Teacher teams consistently analyze data and student work which typically result in improved teacher practice and progress towards school goals for groups of students.

**Impact**

As a result, teams of teachers use established protocols to note trends and patterns in performance, which help them to revise and update unit and teaching plans and exchange ideas about promising practices which will help students make improvements. Teacher teams have noticed the improvement of students from September to December based on a compilation of data including conference notes, performance tasks, curriculum assessments, teacher created tasks, and pre and post tests in Literacy and Mathematics.

**Supporting Evidence**

- The school’s schedule was recreated to afford sufficient planning time for teachers and teams to utilize the ORID (Objective, Reflective, Interpretive, and Decisional) protocol to address the rationale for refining and revising units of study and adjust plans for the attainment of school wide goals.
- The Professional Development committee, which includes teachers and administration, share information from walkthroughs and observations to help teachers improve their practice as well as adjust unit plans.
- While teacher teams meet regularly to plan and revise units and while in the process of building and increasing teacher capacity, additional work needs to be more systematic in the analysis of these data sources for the mastery of goals for groups of students, including English language learners and Special Education students.