



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

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2015-2016

**The East Village Community School**

**Elementary School M315**

**610 East 12 Street  
Manhattan  
NY 10009**

**Principal: Bradley Goodman**

**Date of review: May 5, 2016  
Lead Reviewer: Michele Ashley**

## The School Context

The East Village Community School is an elementary school with 299 students from pre-kindergarten through grade 5. In 2015-2016, the school population comprises 10% Asian, 9% Black, 21% Hispanic, and 55% White students. The student body includes 1% English Language Learners and 19% students with disabilities. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-2015 was 94.7%.

## 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 <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	<b>Focus</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>Celebration</b>	<b>Well Developed</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>Additional Findings</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

**Quality Indicator:**

**2.2 Assessment**

**Rating:**

**Well Developed**

### Findings

The vast majority of teachers use and create assessments and rubrics that are aligned to the schools curricula and offer a clear portrait of student mastery. Teachers' assessment practices reflect the use of ongoing checks for understanding and student self-assessment.

### Impact

Assessment practices provide meaningful feedback so that teachers make effective adjustments to instruction and students are aware of their next learning steps.

### Supporting Evidence

- Teachers create assessments and rubrics across all content areas that are aligned to the Common Core Learning Standards, assess students on a four point scale and provide clear explanations of the expectations of performance at each level. Student work portfolios provide evidence of teacher feedback on draft assignments and pre-published writing that results in increased performance on the final products. Teachers also provide students with mid-unit letters that identify students' areas of strength and provide content specific goals for instructional next steps. One mid-unit letter sets three goals for a student: Continue to use historical information that teaches the reader, include dialogue that describes what people are feeling, saying and doing and proofread for missing words or repeated ideas.
- Students interviewed clearly articulated their next steps for learning based on feedback provided on the work samples in their portfolios. Students provided clear explanations of their teachers' expectations for performance, where they performed well and how they would improve on future tasks. One student shared that she is working on her personal narrative writing. She shared that she tends to "step outside the moment" and is working on staying focused in one moment of the story by sharing more sensory details. Another student shared that she is working on providing more character information for the reader by including dialogue in her writing.
- The vast majority of classroom teachers use ongoing checks for understanding to assess student comprehension and push student thinking. In a math lesson on polygons one group of students was having difficulty placing a shape into a category because it appeared to have "no sides." The teacher responded by allowing the students to temporarily place it in its own category and then returned to the group after they had a chance to think about the characteristics of the shape. The teacher asked "What does it mean when we say a shape has a side? Where does the side start and end?" Students discussed their responses and determined that the shape had one side which started and ended at the same point. In the vast majority of classrooms, students use self-assessment checklists adapted from content rubrics to assess their own learning and identify their next learning steps. Student portfolios demonstrate consistent use of content specific student checklists. A grade 2 portfolio includes published work accompanied by student drafts with teacher and student notes, as well as, realistic fiction editing and revision checklists.

## Area of Focus

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

Across classrooms teaching practices and strategies reflect an articulated set of beliefs about how students learn best and consistently provide multiple entry points into the curricula.

### Impact

Alignment to the Danielson *Framework for Teaching* ensures that students are engaged at high levels in most classrooms, however, some teachers have yet to strategically provide high quality supports and extensions so that all learners are engaged in appropriately challenging tasks.

### Supporting Evidence

- School leadership shared beliefs around how students learn best that include a collaborative learning community, students engagement with content and tasks, and teacher differentiation of tasks based on learning needs. Across classrooms visited, students engaged with learning tasks and teachers differentiated learning to meet the needs of their students through purposeful grouping, guiding questions, materials and teacher support. In a math classroom students worked in groups based on performance levels. The teacher completed guided practice questions with a high needs group on the rug. High need students completed guided practice questions using dry erase materials to shade in base ten blocks and counted using a fraction/decimal number line. Students then completed questions independently, selecting either the number line or base ten blocks as a support.
- Across classrooms teachers provide multiple entry points for students by providing scaffolded questions, tasks and graphic organizers. In a fourth grade classroom the teachers varied math problem sets for level 1, 2 and 3 students. Level one students received a completed example, fewer questions, larger scale problems and more space to show their work. Level 2 students received a worked example with additional problems. Level 3 students completed problems directly from the *EngageNY* workbook with no additional supports. In addition to the varied tasks, the teacher also provided varied levels of support to each group, reviewing as needed with a large-scale number line so that all students were able to complete the assigned problems.
- Across classrooms, teachers used high level questions, a variety of presentation modes and supports to push student thinking and engage them in challenging tasks. In a grade 2 classroom the teacher conducted a shared reading and read-aloud with high needs students and asked them to put up a quiet thumb if they see or hear similes, metaphors or alliteration. One student shared a simile, “a shadow passes like a dark cloud.” The teacher then asked the student why it was a simile, the student pointed to a class chart and shared that it was comparing using the word “like”. The teacher supported student work with charts around the classroom that defined poetic devices and included sample text and visual images. The high level of supports present in this classroom were present across most classrooms, however, a few teachers have yet to provide high quality supports and extensions for all learners. In a grade 1 classroom the teacher sent students to work independently on their writing and add new writing strategies to their writing pieces. In this classroom, there was no model of how to add new strategies to existing writing pieces, students were not clear on what to do when they returned to their seats.

## Additional Findings

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

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards. Curricula and academic tasks are planned and refined using student work and data

### Impact

Purposeful decisions build coherence across curricula and provide access for a diversity of learners resulting in cognitive engagement for all students.

### Supporting Evidence

- School leaders and staff utilize Common Core aligned curricula in the core content areas. From kindergarten to grade 5, teachers use *Teachers College Reading and Writing Project* for English Language Arts (ELA), *EngageNY* for mathematics and locally developed science and social studies curriculum maps aligned to the New York State Scope and Sequence for science and social studies. School leaders and faculty have made purposeful decisions to revise and supplement curricula to more closely align to the Common Core and build coherence across the grades. Teachers in kindergarten through grade 3 incorporate the *Wilson Foundations* curriculum to support phonics instruction in the early grades. Teachers have also developed curriculum maps for the core content areas that follow an agreed upon format which includes themes, essential questions, Common Core Learning Standards, assessments, a unit overview, teaching points, differentiation techniques and resources for each unit of study. A grade 3 writing map includes plans to teach informational writing with teaching points on note taking and report writing. Based on this unit grade 3 students will structure writing into categories and subcategories with topics and subtopics that are signaled with headings and subheadings.
- Curriculum maps, lesson plans and flexible grouping charts provide evidence of adjustments to curricula and tasks based on student needs. Teachers adjusted curriculum maps to include empty slots for re-teaching and mini-lessons based on student performance data. Based on writing performance task data, grade 3 teachers used the empty slots to include additional lessons on the writing process and grade 1 teachers added lessons on sentence structure. Teachers have also made adjustments to pacing, moving more difficult lessons to later points in the year. For example: a non-fiction writing unit has been moved to later in the school year, replaced by a “how to” unit to allow students to build their skills in non-fiction writing.
- Math teachers from kindergarten to grade 5 have also worked closely with a math coach to analyze the *EngageNY* math curriculum. With coach support, teachers participate in lesson studies, analyze student work and make adjustments to lesson plans. Teachers revised a grade 1 math lesson on collecting, sorting and organizing data to develop big ideas, increase conceptual understanding and computational fluency, as well as, align it to the grade level science curriculum. Revisions include the addition of science content and tasks that require students to collect data on the numbers of larva, pupa and adult beetles. Teachers also revised student data collection templates to provide greater access for English Language Learners (ELLs) and students with disabilities; revised templates include visual images and additional space for student work.

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

School leaders provide training and consistently communicate high expectations to the entire staff. School leaders and staff effectively communicate learning expectations to families.

### Impact

Effective communication results in a culture of mutual accountability. School leaders and staff successfully partner with families to support student progress toward expectations.

### Supporting Evidence

- School leaders communicate high expectations to all staff via the staff handbook, faculty meetings and School-wide Morning Meetings (SWMM) every Monday morning. The staff handbook clearly articulates the school mission and outlines expectations for teachers regarding yearlong committee participation, homework policies, family engagement, progress reports, student promotion and student data tracking. The staff handbook is a living document that is updated and revised with teacher input throughout the school year. School leadership also holds faculty meetings in classrooms several times a year to highlight best practices in a particular classroom or on a particular grade. School leadership shared expectations for teaching and learning, which included student engagement with content and tasks and differentiation of learning to meet student-learning needs. Teachers interviewed shared the school leader's expectations for learning and discussed ways in which they hold themselves and their colleagues accountable. Teachers conduct lesson studies and structured inter-visitations to enhance their teaching practice and provide feedback during vertical team meetings regarding expectations for students at each grade level. One teacher stated, "We strive to make classes equitable. As a community we do not want parents to compare classrooms."
- School leaders and staff communicate expectation to families throughout the school year. School leaders and teachers invite families to grade level meetings at the beginning of the year where teachers share learning expectations for students and ways that parents can support their children's learning at home. During November parent teacher conferences parents receive narrative reports on their child's academic progress and instructional needs. After a review of student portfolios teachers engage parents as partners to create two instructional goals for their child. In January, parents receive narrative reports about their child's progress in all content areas and feedback on the student's progress toward the goals set in November. At the March parent teacher conference, parents, teachers and students assess progress and revise or create new goals for the remainder of the school year.
- Parents are active participants in The East Village Community School, they attend meetings, parent workshops and Parent Teacher Association (PTA) meetings regularly, as well as, lead school committees. Parents visit classrooms monthly on "Family Fridays" to observe instruction and participate in lessons. Parents are active members of the PTA leadership and School Leadership Team. Parents present for the parent interview are members of the Read-a-thon and Reading Olympics Committee, Green Committee, Arts and Building Committee and the Fundraising Committee. One parent shared that when parents come up with ideas for school improvement at East Village Community School they have to be ready to lead a committee and make it happen.

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

The majority of teachers are engaged in structured, inquiry-based collaborations and teacher teams consistently analyze assessment data and student work.

### Impact

Professional collaboration strengthens the instructional capacity of teachers and results in student progress toward goals.

### Supporting Evidence

- The majority of teachers at The East Village Community School meet on grade level teams to conduct inquiry-based collaborations. Grade teams have a minimum of three days per week for common preparation and each grade meets with the curriculum coach weekly to analyze student work. School leadership schedules grade level inquiry team meetings each week for a 90-minute block to allow structured time for looking at student work and assessment data, sharing noticings and planning for instruction. Inquiry meetings have a structured agenda and result in the identification of grade level, class and small group needs.
- Teachers interviewed shared that they believe that the work they complete on teams has improved their instructional capacity. Teachers shared that they are more reflective on their teaching practice based on feedback from colleagues and they are better at analyzing student work to determine what students learned and what learning did not take place. Teachers also shared that the work on their grade teams has improved vertical planning and led to coherent planning across the grades. One teacher stated, “You can see what is being taught in reading and writing from pre-kindergarten to grade 5. There is an organized progression that did not exist two years ago.”
- Teacher teams analyze assessment data and student work during grade team meetings. The results of teacher analysis are recorded in teacher google drive accounts where teachers track individual student progress and note instructional next steps. Teachers use noticings from inquiry analysis to organize students for small group instruction. Google accounts provide evidence of student groupings based on instructional next steps. The kindergarten grade team organized student writing pieces by student performance levels 1, 2, 3 and 4 and then assessed each piece using an on-demand writing rubric. Teachers noted which skills were underdeveloped, developing or fully developed and made plans for whole class, small group and individual support. Based on analysis the kindergarten team made plans to embed whole class lessons on writing mechanics into the non-fiction unit and to provide individual support for the level 4 students to develop more sophisticated sentences with a variety of punctuation. Teachers shared that inquiry work has led to progress in student writing skills across the grades as evidenced in student portfolio writing pieces. One teacher noted that writing has particularly improved for students with disabilities when comparing April writing samples to September pieces.