



The New York City Department of Education



Quality Review Report

Horace E Greene School

Elementary School 45

**84 Schaefer Street
Brooklyn
NY 11207**

Principal: Tracey Lott-Davis

Dates of review: May 20 - 21, 2008

Lead Reviewer: Diane Sharett

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Part 1: The school context

Information about the school

Horace E Greene is an elementary school with 753 students from pre-kindergarten through grade 5. The school population comprises 61.8% Black, 37.0% Hispanic, 0.1% White, 0.6% Asian and 0.5 % American Indian or Alaskan students. The student body includes 1% English language learners and 1% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2006-2007 was 89.4%. The school is in receipt of Title 1 funding with 95% eligibility.

Part 2: Overview

What the school does well

- The principal's high quality leadership provides the vision and drive for the school's continuous improvement.
- The principal and the instructional cabinet are highly visible in classrooms and provide focused and frequent support to new and experienced staff.
- Respect between staff and students is clearly evident and results in a safe, cooperative environment.
- There is a strong emphasis on professional development, which is well focused on building the capacity of new teachers.
- Parents speak highly of the school, the information they receive, and opportunities afforded them to be part of the educational process.
- Strategic innovative and effective partnerships with a range of outside entities lead to enhanced opportunities for students with a high focus on improving academic achievement.
- The school uses data from a range of assessments and from regular monitoring which improves student achievement.
- Students have very positive attitudes toward their learning, which are promoted by teachers' ability to provide interesting and stimulating lessons.
- There are strong systems in place for supporting students in greatest need of improvement.
- New teachers have mentors and buddies, each providing a support role with procedures in place to recognize success and record advice/next steps.

What the school needs to improve

- Improve teachers' capacity through a differentiated strategy to improve each teacher's instruction to plan lessons to meet the needs of all students.
- Extend the work on developing rubrics for consistency of expectations across subjects and for self-assessment by students.
- Expand the progress made in differentiating instruction to include opportunities for extension and challenge of the highest-achieving students.
- Further extend the good strategic planning to set interim quantifiable goals and time frames to see if groups of students, across classes, grades and curriculum areas are on track to meet end-of-year goals.

Part 3: Main Findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is well developed.

Horace E Greene is a well-run school with a child-centered environment focused on the “whole child” with a drive toward continuous improvement. Each student is known and valued. Students behave extremely well and feel that the school is “safe” and “people care about them”. They enjoy learning and are engaged in interesting lessons to improve their performance. Effective partnerships with outside organizations support the school’s goals and focus on improving students’ academic achievement. Daily classroom visits by the administration support the staff and student learning to take the school to a higher level of achievement. The principal spent her early years and adult life at the school, first as a student, and then as teacher and assistant principal and thoroughly understands the school community. Parents appreciate her commitment and feel welcomed in the school. The school has worked well to address the identified areas for improvement since the last review. There is now an efficient school-wide data reporting system and staff receive training on using Acuity. Data is collected from a wide range of sources including Acuity, conference notes and the school’s own assessments. This is analyzed carefully and trends are noted. This process is systematic and is good at spotting those students in need of extra help. It also maximizes the progress of English language learners and special education students. Targeted interventions are identified for self-contained special education students and English language learners as well as their being mainstreamed into classes.

Coaches and staff developers assist teachers and engage students in well-varied instruction to improve student outcomes. There is a focus on differentiating instruction by implementing flexible groups. However, there is a need for teachers to provide challenging work for higher-performing students and to develop rubrics so students know what they are responsible for learning. The dedicated work of the principal has effected change through excellent teamwork with administrators and staff. However, the school does not yet set interim measurable goals to monitor progress of classes, grades and instructional objectives toward meeting end-of-year goals. Teachers have many opportunities to participate in professional development to enhance their skills. They agree that there’s “lots of professional development” to provide for student achievement. New staff members receive a high level of support to ensure their success. The inquiry team’s selection of the bottom third students focuses on the academic and social needs of English language learners, special education and students repeating a grade. The inquiry team continually analyzes data and instructional strategies to monitor student performance and successful practices.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.

This area of the school's work is well developed.

The school collects a significant amount of data regarding student progress and is very conscientious in training staff in the use of the dynamic inventory of basic elementary literacy skills (DIBELS) and Acuity predictive and interim assessments to monitor student progress. State, diagnostic assessments, conference notes, running records, early childhood literacy assessment, and the school's own ongoing assessments are used to identify whether students are on track to meet their goals and pinpoint specific needs. Many students enter early childhood with little or no formal reading experience and immediate action is taken, such as through individual instruction to provide needed support. Teacher-maintained data binders are collected by the principal with an eye to ensuring that students are progressing in their reading levels and if not, identifying what needs to be done to support growth. Data is reviewed at grade meetings and during common preparation periods to track trends and identify student needs.

Application of the new assessments has resulted in a better understanding of students' individual English language arts and math performance. The school is effective in gathering data to respond to the needs of the six self-contained special education classes and English as a second language class. The English language teacher loops from grade 3 to grade 4 to provide continuity of instruction and facilitate competence. The school has begun to disaggregate the data for other subgroups, such as gender, ethnicity and higher achieving students, yet analysis and action for these groups does not receive close attention. The school is moving toward closing the gender gap with careful attention on initiatives for grade 5 males, including more nonfiction literature to support boys' interests. The school is aware of their past performance, continuous growth and makes comparisons with similar schools.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is well developed.

The staff is highly collaborative and refers to itself as a "family". Teachers use data well to understand students' learning needs. They use the data to improve the performance of individual students who are in greatest need of improvement. These students receive excellent support from a range of services within and beyond the school curriculum, such as individual or small group instruction during the school day. Although many special education students meet individualized education planning goals, they do yet not perform on grade level and this expectation is communicated to students and parents. The school is working on establishing more measurable goals, developing plans and timeframes for reaching those goals. Staff members are strengthening students' capacity to articulate and understand their needs and goals. Rubrics are being developed so students know what they are responsible to learn and own their work.

High expectations set by the principal play a key part in raising student achievement and they are articulated clearly to all stakeholders. Whole school goals and progress is shared with members of the community at school leadership meetings and through the principal's monthly newsletter. Parents say that the curriculum, goals and school vision are communicated to them. They are involved in supporting their child at home by taking mock tests so they know what to expect, and they participate in parent workshops offered by the parent coordinator. Parents and students give high praise to the principal and teachers for their exceptional dedication. A student commented that, "Teachers help and encourage us."

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school's work is well developed.

The school's academic goals are supported by strategic administrative decisions. A rich curriculum addresses all core subjects, as well as arts instruction, math, balanced literacy, hands-on science and social studies and offers an exciting range of activities for art and music. All students play one or two instruments. An extended day enrichment program offers activities such as physical education and the violin, which positively impact on student learning. Goal setting and differentiated instruction, through flexible groupings, are built into the curriculum and allow for differences in instructional material and adult support. The school purchased consultant services to ensure all teachers develop strategies to differentiate instruction. Currently, the administration and staff are working to ensure that high performing students have opportunities to strengthen their talents through differentiated instruction. A grade 4 class worked in four different small groups on partial quotient method. While the teacher assisted a group of students using an Everyday Math book, manipulatives and a white board, the other groups partnered or worked individually with the text. The school recognizes the value of using technology as a tool across the curriculum. It is working on building capacity through computers, laptops and smart boards. Technology is used effectively to provide interesting and stimulating instruction. Students in the early grades, English language learners and special education students enjoy using Headsprout, a computer-based program, to strengthen their instruction in phonics. A literacy rich lending resource room is equipped with extensive leveled narrative and expository literature across genres for Teachers College units of study to support learning.

The principal and staff create a very calm and caring culture to support students' academic learning and social development. Absenteeism, lateness and a high rate of student mobility, due to students residing in temporary housing, are serious concerns and monitored carefully. Initiatives that include perfect attendance displays and student incentives motivate the community. Attendance has been maintained over the past 4 years and the school is focused on further improvement.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

The principal and the instructional cabinet provide excellent leadership and support for new and experienced teachers through formal and informal observations. Walkthroughs and daily visits to classrooms give them a clear understanding of the staff's general and individual needs. Non-negotiables are visible in classrooms such as meeting areas and word walls. Teachers are held accountable for student progress. The principal holds frequent one-on-one conversations with teachers to discuss the data and student growth. Teachers highly commend professional development, which links well with the drive to identify the needs of students and support their progress through differentiation of instruction. There is a strong culture of collaboration and a variety of professional development structures to support teachers. After school workshops, faculty and grade conferences and study groups is effectively used to strengthen teachers' competence. Newer teachers enjoy close relationships with a mentor and buddy teacher. Intervisitation is encouraged within the building and at neighboring schools.

The school offers social services support for students, and teachers would like to see additional services. They commented that, "Students in crisis situations at home go hungry and it would be helpful to have more support." There are effective partnerships with outside organizations to support academic achievement and personal growth of students. The Jackie Robinson Cultural Program is an after school program that immerses students in academic, physical and cultural activities. They collaborate with the school on Family Math and Father's Night.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is proficient.

All constituents are committed to a shared set of values and take their lead from the principal who clearly articulates her vision for school improvement. Long-term goals are aligned with standards for grade level performance and the administration and staff through formal and informal assessments of learning carefully monitor these. Careful analysis of early class literacy assessment provides specific identified requirements and instructional strategies for implementation. The school is developing interim quantifiable goals and defined timeframes for differing groups of students in all content areas. Daily teaching practices and individual goal setting is not given the same priority. Running records are implemented school-wide and maintained by staff to monitor growth in comprehension. Evidence from daily formal and informal observations and walkthroughs enable the administration to ascertain the impact of professional development on the quality of instruction and teacher competence, which will further extend with interim goals. Administrators monitor lesson plans and look for correlation with assessments and goals. All data sources including Acuity predictive and instructionally targeted assessments are used well to monitor actively student performance outcomes. Support staff effectively collaborate with the teachers to see if student needs are met. The principal has the ability to redirect resources as needed and

reviews instructional strategies to address the newly identified goals to improve student-learning outcomes. The principal anticipates programs, interventions, personnel and material to address the needs of all students as budgeting is done now for next year through each plan's interim and final outcomes to advance to the next goal setting.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Horace E Greene	Δ	▷	✓	+	◇
Quality Score				X	

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?			X		
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
Overall score for Quality Statement 1				X	

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?			X		
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?				X	
2.3 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
Overall score for Quality Statement 2				X	

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?			X		
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X		
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?				X	
Overall score for Quality Statement 3				X	

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.

To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4					X

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?			X		
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?			X		
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?			X		
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped