



The New York City Department of Education



Quality Review Report

Goldie Maple Academy

Public School 333

**3-65 Beach 56 Street
Queens
NY 11692**

Principal: Mrs. Angela Logan

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Reviewer: David Scott

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Part 1: The school context

Information about the school

The Goldie Maple Academy is a new elementary school which opened in 2006 to replace the middle school on the same site. The new intake of students is being phased in gradually, a process which started three years ago. The school currently has 274 students enrolled from pre-kindergarten through grade 4. Next year this will rise to 360 and include grade 5, and at full capacity in 2009 the academy will admit through to the 8th grade.

Admission is by selection as zoning does not apply; the academy also has gifted classes in most grades, with the region determining the entry criteria and selection.

The school's population is made up of 81% Black, 15% Hispanic, 2.5% Asian and other and 1% White. At present, there are 20 (7%) special education students and less than 1% are English language learners. Attendance this year is averaging 93% which is in line with City schools, with more recent higher weekly averages confirming an upward trend.

Part 2: Overview

What the school does well

- The principal, ably supported by the assistant principal, gives clear educational direction and adopts a leadership style which empowers the staff while promoting accountability, trust and respect.
- Staff work together very effectively as a team, share the school's vision and have the full confidence of the students and parents.
- The curriculum is very broad, carefully sequenced and enriched by the Core Knowledge program which is supported by an extensive range of practical resources and first hand experiences.
- Considerable emphasis is given to improving the quality of teaching and learning through professional development and the regular monitoring of classroom practice.
- Students are extremely well behaved, conscientious and intelligent learners who respond positively to the challenging work presented by their teachers.
- Students in general know and understand the grade levels they are working at and what they need to do to reach the next steps in their learning.
- Students with special educational needs mainly exceed the rate of progress expected of them in relation to previous performance, with many achieving at level 3.
- Partnership with parents and the wider community is emerging as a significant strength.

What the school needs to improve

- Develop systems to demonstrate the impact of school strategies through the use of a range of data.
- Ensure that teachers show evidence of students' placements in the various instructional groupings.
- Through professional development and support structures, facilitate teachers to receive additional support for differentiated and interdisciplinary instruction.
- Continue to provide targeted assistance to all parents and students.

Part 3: Main findings

Overall Evaluation

This is a proficient school with well-developed features.

In less than 12 months as an elementary school in its own right, Goldie Maple Academy is successfully meeting its main goals of achieving educational excellence and equity for all of its students. At present, insufficient historical and comparative data is available at State and City level to quantify the impact of this new school's strategies on raising performance and accelerating students' progress over time. However, the 2007 grade test results for English language arts were excellent, with 90% of grade 4 students achieving level 3 and level 4, an improvement of 7% from last year's grade 3.

Individual student data is used effectively to inform instructional planning and to support students' progress. The principal and assistant principal are relentless in their pursuit of maximizing student achievement at all levels, from those in the gifted classes through special education students. This is due to individualized programs, small class sizes and that each student is shown how to progress to the next step of learning. Extensive professional development opportunities enable teachers to improve their pedagogical skills and to develop a consistent approach within classrooms. The students are extremely well behaved, curious and conscientious learners who respond positively to the rich and stimulating curriculum. Partnership with parents and the wider community is emerging as a significant strength, with a focus on helping parents to support their children's learning in addition to preparing them for future employment.

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 student progress over time.

This area of the school's work is proficient.

New York City and State test results are too recent to demonstrate the sustainability of year-on-year progress. Also, because of the school's new status, computerized results have not been available from the Princeton Review. However, very good systems of formal and informal assessments have been introduced such as those relating to an effective reading program and early childhood language development. Teachers maintain meticulous and detailed assessment files, the information from which they use to target areas of the curriculum and to help plan instruction when students experience difficulties. Analysis of the information also provides the leadership team with constantly updated understanding of the performance and progress of each class and grade level. The data also shows that most special education students are making exceptional progress, with level 3 the predominant goal set and achieved. Ethnicity and English language learners are not categories which the school monitors at this time due to the composition of the student ethnic population and the current low proportion of English language learners. A major category of interest to the school is the gifted student, given the selective nature of the intake and the location of gifted classes in most grades. Data is used extensively to ensure that challenging targets are set for these students. As a new school it has not been possible to access the same range of data as established schools to enable

comparisons with similar schools, analysis by gender and ethnic groups compared with other City and State schools and with the school's past performance.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.

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

Data, derived from a variety of sources, is reviewed at faculty and grade levels and in study groups. Collaborative planning by the teachers strongly emphasizes the close monitoring of students as individuals and of groups. Teachers maintain records of predictions of achievement and identify pre-test and post-test skills in order to understand each student's next learning step. The development of rubrics for specific assignments, which are shared with the students, encourages self-assessment and personal goal setting. The displays of rubrics and State standards alongside examples of annotated students' work are consistently good across the school. Demanding goals are set for immediate and long-range improvement by students, grade and subject which are articulated in the school's key planning document, the Comprehensive Education Plan.

Two self-contained classes have been established for special education students and there is a further collaborative team teaching class of general and special education students to promote inclusion. Individualized education plans set specific targets and give an entitlement to a range of activities and services linked to a careful diagnosis of need. An additional intervention support teacher works with students in general education classes who have specific learning needs and there are also additional lunchtime sessions for students at risk of falling behind. Teachers consider the learning styles of students and make sure that visual and kinesthetic learners have appropriate programs which motivate and engage them.

A culture of high expectations permeates the school at all levels; Goldie Maple Academy works hard to avoid students under-achieving. Potential barriers to success are quickly removed as staff, parents and students are all focused on success. This exceptional ethos stems from the principal and is shared across the learning community and sustained by the supportive relationships which have developed over the past three years. Parents support the school's ambitions in respect of student behavior, appearance, attendance and punctuality as much as they do its rigorous, academic objectives. A regular dialogue occurs between teachers and parents about their children's progress which extends far beyond the formal conferences and report cards. However, the school is not complacent in this area and recognizes the need to continue to promote this aspect of its role. The parents can contact the school at any time about matters of concern, knowing that they will be taken seriously and treated with respect.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

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

The school offers a balanced and rich curriculum underpinned by a strong Core Knowledge program which is resourced to a very high level to ensure real and secure

understanding based on practical experiences. The following are good examples: in learning about life cycles of butterflies the kindergarten pupils keep and observe live caterpillars in their classrooms, work on American symbols includes a visit to the Statue of Liberty and the study of continents involves Japanese dance and art. Spanish is taught by a licensed Spanish teacher for grades kindergarten to 4, and other specialisms include performing arts, physical education, speech and reading. A music cluster is to be appointed for next academic year. Considerable emphasis is given to promoting Afro-American cultural achievements in this program, reflecting the school's ethnic diversity. Teachers are accountable for improving instruction and make good use of data to differentiate provision, usually for three main group activities in each lesson. However, teachers do not always evidence student placements in these groups. Data analysis also influences program planning and contributes to decisions about the effective deployment of staff, for example, through the reading program in which the grade teacher works alongside a specialist who is skilled in guided reading and promoting higher order skills such as inference. The school has invested heavily in resources to support classroom instruction which includes a wide range of literature, visual materials, technology and musical instruments. These resources are used extensively by staff to promote practical learning and to improve outcomes.

Students are curious, conscientious and highly motivated and engaged learners who feel valued and respected by the staff. They work hard and are proud of their achievements. Staff respond positively to the academic and personal needs of their students. Attendance is monitored rigorously, with absences followed up and incentives for perfect attendance and punctuality. The school has set a target of 95% attendance which it hopes to reach by the end of the year.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around 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 has placed teaching and learning at the heart of school improvement and the selection of expert practitioners is a key factor in the school's success in accelerating the learning of each student. Prospective teachers have to give a demonstration lesson and fulfill the criteria of being committed, enthusiastic, innovative and engaging professionals who are prepared to share ideas and plans with others. Professional development is designed around data, specifically item data which determines students' strengths and weaknesses. This has focused teachers on differentiation strategies which are planned into most lessons. Additional support is identified as required in this area. The implementation of Core Knowledge has involved teachers in attending national conferences and visiting other schools to observe good practice. Formal classroom observations by the principal and her assistant, both respected practitioners, are supplemented by a daily focus. Feedback is given and accepted in a way which has promoted consistency in the setting of learning objectives, classroom organization and displays of work. The school plans to extend its team structure with an instructional team, Core Knowledge advisory committee and supervisory team.

The principal has the energy, vision and leadership skills to take the school forward. She is respected by staff, students and parents because of her belief in her mission and her willingness to consult and to accept ideas. The principal's knowledge of each student reflects her genuine interest, concern and dedication. She empowers all of her staff to lead in their area of responsibility, including leadership of learning in the classroom. The

school is very orderly, with routines well established and understood by all. Local community groups play a crucial role, with the parent coordinator actively involved. A local recording artist and producer donated a grant towards the extension of the library and media facilities.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is proficient.

The Comprehensive Education Plan is a concise, working document which is used to review the school's progress and achievements and identify where further improvements can be made. Limitations in available external data have made it difficult to compare progress with similar schools and schools City and State-wide resulting in limited opportunity to measure the impact of the school's strategies for improvement. However, this data is now coming into the school. The plan is devised and reviewed collaboratively, with evidence of progress throughout the year in relation to stated goals presented sequentially.

Comparisons of student progress within and across grades are used in making interim diagnostic assessments and in measuring the progress of the various interventions. Where necessary, resources are re-aligned to improve student outcomes further such as the provision of both a music teacher and Core Knowledge facilitator next academic year. Class visits by the principal and the assistant principal provide the bulk of the evidence for determining what is working well and what improvements are needed to ensure that every goal is reached. The school leadership team meets monthly to review the curriculum and instruction during which all relevant data is scrutinized. Parents are active in this group and include the president of the parent-teacher association. A student group is to be formed to encourage and empower student decision making.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Goldie Maple Academy (PS 333)	∅	✓	+
Quality Score		X	

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 student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 			X
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English language learners, special education students* 		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
Overall score for Quality Statement 1		X	

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			X
2.2 Goals and plans focus on the school as a whole and 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 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			X
Overall score for Quality Statement 2			X

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.			X
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.			X
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
Overall score for Quality Statement 3			X
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.			X
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
Overall score for Quality Statement 5		X	