



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

The Graniteville School

Public School 022

**1860 Forest Avenue
Staten Island
NY 10310**

Principal: Karina Costantino

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Reviewer: Kathleen Yates

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Part 1: The school context

Information about the school

The Graniteville School is an elementary school which serves an ethnically diverse population in Staten Island. It is the largest school in the district and caters for 1192 students from pre kindergarten to grade 5. The greatest proportion of pupils, 40%, comes from Hispanic families. In addition, 24% are Black, 24% are White and a further 12% are from a wide range of ethnicities, some of whom have newly arrived in the country. The proportion of students who have special educational needs is 11% and 10% of students are English language learners. The proportion of students known to be Title 1 eligible is 62%. Attendance at around 93%, is average when compared with similar and City schools.

In September 2005 Graniteville School became a School Enrichment Model, celebrating the diverse gifts and talents of the multicultural population. There are residences in art, drama, music and science. Students from every grade who are gifted participate in Socrates Café. The school has valuable partnerships with a number of academic and cultural institutions and community organizations. Graniteville School benefits from a number of grants; including some which facilitate additional after school programs.

Part 2: Overview

What the school does well

- The principal has a high profile around the school and provides excellent leadership and support for the staff and students.
- Leadership is effective at all levels so that students meet the school's high expectations and achieve well.
- The school cares deeply for all its students, who trust adults implicitly.
- Teachers collect a wide range of data that they analyze systematically to ensure that no student is left behind.
- There is a sense of unity and collegiality among all staff with clear commitment to the school's future success.
- Teachers' instruction is carefully planned to engage and interest learners.
- There is a wide range of enrichment activities that provide all around development for students.
- The school collaborates closely with parents who are actively involved in their children's learning.
- The school's high focus on students' development of self directed skills is helping them to become confident learners with high self esteem.
- The school's partnerships with a range of organizations and institutions bring many benefits to students' learning.

What the school needs to improve

- Extend the close collaboration within grade teams by developing closer partnership between grades.
- Refine the school's tracking system so that data is readily accessible for all staff to monitor the progress made by individual students.

Part 3: Main findings

Overall Evaluation

This is a well developed school.

This elementary school gives students an excellent start to their education. The principal and her staff are full of enthusiasm and tireless in their commitment and determination to ensure that every student does their very best. Staff value and celebrate students' achievements in all fields of learning. The school vision is to create a community of lifelong learners and to recognize the special gifts and talents of all students and staff. Students learn in a bright and stimulating environment where diversity is celebrated. The school is successful in promoting a curriculum for all students that nurtures self confidence and independence so that even the most challenged students have the opportunity to achieve well. They leave the school as self assured individuals with high self directed skills. Relationships are excellent, instruction is carefully planned, learning is fun, and students are happy, engaged and well behaved.

The principal has been in her position for 15 years and provides excellent leadership and management for this very popular school, which is undergoing major restructuring to accommodate increasing numbers. All staff are conscientious, dedicated and loyal so that the school runs very smoothly. Parents are very satisfied with the school; they feel well involved and informed about the progress their children make. The school responds well to challenging circumstances, such as the teaching of students in large classes, and works very hard to attract extra funds in its drive for continual improvement for students' learning.

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 well developed.

The school collects detailed data to reflect the performance and progress of each student. All teachers monitor their students' achievements in a range of ways. These include formal systems, such as the Princeton Review, ongoing observations of students in class by the principal, her assistants and coaches as well as teachers' own systems to check on specific skills. In this way the school builds a comprehensive understanding of the performance and progress of each student which is constantly updated for each classroom and grade level. This also applies to students from ethnic groups, English language learners and those with special educational needs. As a result of the careful analysis of the data, the school determines the progress made by different groups of students across all grades. This data is used well in decision making at all levels.

As well as compiling a detailed record of progress made by each individual student, the information gathered in portfolios facilitates teachers working in the same grade to attune the different levels of student achievement within the context of the curriculum and shared lesson plans. Strengths and weaknesses identified in reading, writing and mathematics lead to targeted intervention strategies to meet the individual needs of the lower achieving students. The school's attention to the differentiation of activities also ensures that more

able students are well provided for through activities in flexible groupings which are regularly assessed and reformed according to individual needs.

Students' performance on Princeton Review tests provides data that enables the school to measure and compare the performance and progress of its own students with that of similar schools. The current system for tracking students' progress does not however provide easy, at a glance, access for all staff of how well students are doing and the school is presently considering a variety of options for improvement.

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.

A strong infrastructure for communication where teachers consistently use the available data to understand each student's next learning step ensures that students make good progress. The school has a rigorous approach in its use of goals and plans to focus on the whole school, each student, classroom, grade level, academic subject and groups of students. The progress of English language learners continues to be a big challenge and the school is working hard to increase motivation and to involve their parents more in their learning.

Targeted academic intervention strategies ensure that pupils with additional needs, including those who have interruptions in their learning, are well supported so that their performance and progress do not suffer. Students benefit greatly from after school academic and enrichment programs.

The school has high expectations for students and information regarding performance and improvement strategies is shared regularly with them and their parents. Strategies such as frequent dialogue, constructive checking of work and conferencing are features that the school has successfully put in place to improve writing skills. Facilities such as parents' workshops assist caregivers in increasing their knowledge and encourage their involvement in their children's learning to help their children improve. Staff are expected to make good use of the assessment information gathered to set challenging goals and to develop, evaluate and revise their plans to improve their teaching practice.

The school is very inclusive and consults the community widely when important decisions are made. Those involved include the School Leadership and Professional Development teams, the cabinet, the academic intervention support committee, the parents, parent coordinator and the student council so that decisions are made in the best interests of students. All are well informed of the goals and plans for improving student performance and progress.

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's curriculum choices are firmly based on high expectations for students' performance and ongoing review of their progress. Teachers are very clear that they are held accountable for improving instruction and student outcomes. They are particularly successful in planning instruction which engages students and involves them in active learning. For example, in mathematics, students learn how to use calculators and money in real life situations and in English language arts they write for a variety of purposes. Teachers carefully differentiate instruction so that higher achieving students and those who have specific educational needs receive appropriate instruction. The school enrichment model and the use of Arts as a universal language, weaves its threads through the curriculum and ensures that students enjoy a wealth of additional opportunities. These include journalism and the media, arts, crafts and music, where the school has won many awards. The Wall Street stock market club is particularly popular among the students.

Budgeting decisions, and the principal's entrepreneurial skills, ensure that all resources are used wisely to promote students' progress. For example, the school has invested in smart boards and teachers are skilled in using these as an instructional tool to enhance learning. Staffing and scheduling decisions, including looping and the involvement of students from local colleges, are all firmly based on documented student needs. Careful attention is given to using staff talents and strengths across the school to the best advantage. Arrangements for push-in and pull-out interventions ensure that all students are appropriately challenged.

Teachers know and respect students and there are warm trusting relationships so that students have positive attitudes to learning and behave very well. Teachers really enjoy their roles and are encouraged to use a range of teaching strategies which make learning meaningful and memorable. As a result, students are well prepared to apply their learning in test situations. The school's care of the students extends to guiding them in their choice of an intermediate school.

There are well defined procedures in place to promote and encourage good attendance.

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 school uses a wide range of criteria when selecting new staff to ensure that they have the capacity and commitment to work collaboratively. They are also required to fit in with the school's established procedures for improving students' performance and progress. Decisions about professional development are made in response to the needs identified by student data. They are also designed to help all staff to use data, peer and self assessment effectively to improve instructional practices and student outcomes. The professional development team conducts regular focused walkthroughs and assesses and monitors the needs of staff and students, the results of which are used to identify themes for future professional development workshops.

Regular common planning periods are allocated so that staff work in teams to plan what, how and why they will teach the curricula according to identified student needs. They frequently evaluate data about student progress and revise their planning accordingly. This level of collaboration and candid evaluation of each other's instruction has helped to

bring about improvement in instruction. The school intends to extend this process to scheduling collaborative planning sessions between grades.

The principal is held in high regard by all members of the school community. She has been instrumental in bringing about much improvement, and the school is a shining example of her success. She is relentless in her drive to bring about further changes. Daily routines are clearly understood and applied throughout the school so that it runs smoothly and efficiently and so that students are provided with a calm and orderly environment which provides the best conditions for positive attitudes to learning.

Partnerships with outside bodies, staff developers and coaches ensure specific groups of teachers across grades receive professional development in the modeling of lessons. They are also given frequent debriefings on the lessons delivered so that they are clear as to how they may improve their teaching to enhance student outcomes.

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 provides a good framework for the school to monitor and evaluate its work at the end of the year. There are clear goals and targets, although these do not presently have identified checkpoints at regular intervals for progress review, realignment and adaptation.

The school regularly makes comparisons of student progress within grades and makes good use of the information gained. Teachers are skilled in analysis of data in order to revise their planning to align instructional activity and to refine their teaching practices. They look carefully at the results of information gained from assessments and revise their plans in order to reach stated goals. Interim and final goals are modified when data demonstrate that revision is required.

The present focus is however on moving individual students from one level of proficiency to the next and the procedures for sharing information between grades has not yet been fully established. The school is committed to continuous improvement and has the capacity to effectively implement any change required.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Graniteville School (PS 022)	∅	✓	+
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	