



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Corporal Allan F. Kivlehan School

Elementary School 006

**555 Page Avenue
Staten Island
NY 10307**

Principal: Erminia Claudio

Dates of review: September 24 - 25, 2007

Lead Reviewer: Ken Bryan

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Part 1: The school context

Information about the school

Corporal Allan F Kivlehan is an elementary school with 896 students from pre-kindergarten through grade 5. The school population comprises 1% Black, 8% Hispanic, 89% White and 2% Asian students. The student body includes 3.5% English language learners and 12.8% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average monthly attendance for the school year 2006- 2007 was 94%. The school does not receive Title 1 funding.

Part 2: Overview

What the school does well

- The principal and her cabinet provide excellent instructional and operational leadership.
- Intelligent use of data, to identify students' learning needs, lies at the heart of the school community.
- The school is a very effective and collaborate learning community.
- Differentiated professional development opportunities are well planned and executed, and are focused upon raising student achievement.
- The high quality of instruction has ensured that levels of achievement and progress continue to rise across the school.
- Instruction is very well differentiated and is consistently based upon a clear understanding of the assessment data.
- Students have excellent attitudes, behave extremely well and are fully engaged in learning.
- The school sets clear and measurable goals for improvement which are effectively communicated to all stakeholders.
- Plans and goals are continually modified and updated for all individuals and groups.
- The school runs very smoothly on a day-to-day basis and provides an extremely secure and stimulating learning environment.

What the school needs to improve

- Develop the use of technology to include professional development to enable teachers to store and analyze data more easily.
- Within the constraints of time and space, further develop a broader curriculum for all students, both during and outside of the school day.

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.

Very high expectations and exemplary collaboration lie at the heart of this outstanding school. The levels of student performance and progress are high as a result of rigor, excellent organization and the meticulous personal and academic guidance provided by the faculty. The outstanding leadership provided by the school's dynamic principal is fundamental to this success. The cabinet members, who ensure that the quality of instruction is consistently high across the school, provide extremely effective leadership. Highly differentiated professional development responds expertly to data and so meets the needs of all staff extremely well. All issues from the previous Quality Review report have been fully addressed.

The management of data is a particularly strong feature as the faculty has a very clear and frequently updated understanding of the achievement and progress of all students. Goals and plans are continually modified in response to data and the school's self-evaluation is very rigorous. The recently established inquiry team has already begun to develop protocols and its planning process. Its members have received professional development in data analysis in order to support their work. The school has identified the need to further develop the use of technology to augment teaching and management processes in the tracking of student data.

Student attitudes are excellent and the school runs very smoothly on a day-to-day basis. Behavior is exemplary. Within the school, there is a clear atmosphere of purpose and engagement. The stimulating classrooms and hallways are havens of calm, rigor and above all enjoyment. The school recognizes the need to expand the curriculum and extend the learning opportunities for students both during lessons and outside the school day.

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 outstanding.

The school gathers and interprets State and Citywide data for individual students, classes and grades very effectively. Consequently, all of the teachers know their students extremely well. For younger students, the rigorous analysis of the ECLAS and ECAM (Early Childhood Assessment in Mathematics) enables the teachers to monitor the performance and progress of each individual at frequent intervals. As a result of this

robust analysis, effective intervention programs are immediately implemented. An excellent example of this response has been the introduction of a reading recovery program, focused on raising the knowledge of letters and sounds of students in kindergarten and grade 1. Through the use of highly effective differentiated professional development and common preparation periods, teachers have become very adept at analyzing formal and informal data to inform effective planning and instruction. Further support is still required to develop the faculty's competence in using technology for data storage and analysis. Data and curriculum binders reflect consistency and rigor in the school's collegial approach to planning. Teacher-designed interim assessments, running records, observations and conference notes augment the citywide assessments very well. Monitoring for Results materials and Teachers College writing continuum guidance give teachers further robust support for their assessments.

The principal, cabinet and faculty analyze disaggregated data extremely carefully and competently to facilitate well-targeted intervention programs. A longitudinal analysis of the data on gender has revealed that there are no differences in the progress of girls and boys. The analysis of the Princeton Review and the Gains Report determines the relative performance of the various subgroups that are important for the school. Subsequently, the academic intervention services support team provides immediate instructional support for identified students. As a consequence, there have been significant gains in English language arts and math scores and in the relative progress of English language learner and special education students. The use of collaborative team teaching classes has been particularly successful. Longitudinal studies to compare relative performance are ongoing and an intrinsic aspect of the school's response to data. The principal and her cabinet frequently compare valid current and past data and the school's performance with that of other local and peer horizon 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 teachers have a very clear understanding of the achievements of their students from data provided by the cabinet and from their own formative and diagnostic assessments. They assign individual goals to all students that are tailored to their specific needs. This is an excellent feature of the school's goal-setting process. The school has expertly used the disaggregated data to identify students performing below or at the bottom of grade level, English language learners and students with individual education plans. As a result, rigorous goals have been assigned to these groups. Those students identified as in greatest need of improvement are constantly tracked and have been given additional support and guidance. The proactive academic intervention services support team has been central to the provision of extra special education support, the use of extended day classes and classes at summer school.

The school has recently formed its inquiry team and professional development has been undertaken. The school is ready to identify the target student population and teachers have already discussed data and additional collaborative approaches to instruction. The principal and her cabinet have rigorously analyzed the annual yearly gains made by grade and by content area. As a result, well-formulated goals have been produced which are objective, measurable and time related. Exceptional levels of collaboration lie at the heart of the goal-setting process. Teachers and students have on-going conversations about progress. The principal and her cabinet frequently disseminate the results of tracking

school and content area goals. The school continuously communicates progress towards goals with parent and caregivers. The Comprehensive Education Plan is constantly updated in light of the current data and modifications are made to short- and medium-term goals. The principal's performance review also drives the goal setting agenda. "From good to great" or "achieve, believe, create your dream" are mantras commonly heard around the school.

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 plans its curriculum within an excellent interdisciplinary framework. The curriculum maps are extremely thorough and well organized and they reflect integration and consistency of approach. While the curriculum is enriched well by visual and performing arts through chorus, band, dance and drama, the school is continually striving to enhance its arts-related offerings. French is also offered as an additional language.

Teachers are held extremely accountable for the progress and learning of the students. The consistently high quality of instruction is reflected in a very good understanding of the needs of every student and the planning of engaging, stimulating classes. Instruction is extremely well differentiated to meet the needs of all students. Resources are frequently adapted. Informal testing, running records and on-going conversations provide a constant record of progress for the teacher and the student.

Budgetary decisions are constantly being made in light of the available data. There is a very progressive and open culture of reflection and support among the faculty and information and pedagogic strategies are frequently turn-keyed. Strategic scheduling and staffing decisions are also underpinned by rigorous surveys and conferences which are both authentic and intrinsic.

An outstanding feature of the school is the level of mutual respect and support provided by all members of the school community. Academic and personal guidance is exemplary. The students feel safe and valued and within the learning environment, they feel fully involved in the learning process. Students commented upon the very positive levels of interaction between all members of the school's learning community. The attitudes and behavior of the students are excellent both inside and outside the classroom. They are highly engaged in class and have real enthusiasm for learning.

The school has robust strategies to challenge student absences and to celebrate good attendance. An attendance aide makes frequent communications with parents and caregivers.

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 outstanding.

The school's administration places the provision of high-quality differentiated professional development as a high priority for the faculty. The type and level of professional

development are determined by the analysis of the data, staff surveys and by the frequent observations conducted by the administration. There exists an excellent and vibrant culture of self-reflection among the teachers, who continually embrace the notion of pedagogic improvement. Guided by the excellent assistant principals who also act as coaches, the teachers receive thoughtfully differentiated professional development opportunities provided by in-house sessions and by external providers (which have included work on literacy, math, reading among others). The level of commitment to professional development is evidenced by the additional funding provided by the parents' association.

There are numerous opportunities for peer observations and inter-visitations. The faculty frequently meets during common planning times and during grade and instructional team meetings to reflect on and evaluate the effectiveness of their work. There is a palpable willingness to provide mutual support and guidance to all staff members including those who are new to the school and/or the profession.

The school has an effective team of specialists who help to deliver the wide range of well-matched interventions and support to students who most need help to learn. With the assistance of the parent coordinator, the school effectively involves the parent body in the life of the school. Community-based organizations enhance the learning of the students and significantly augment students' personal development by acting as role models, audiences and sources of knowledge and different perspectives within society. There are robust systems to ensure the school runs extremely smoothly on a day-to-day basis.

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 well developed.

Through her outstanding instructional leadership, the principal has engendered an excellent climate for learning and has developed an extremely reflective staff. The school accelerates student progress because of the constant re-evaluation of its goals. The administration is particularly proactive when working with faculty to assess the effectiveness of teaching, curriculum maps and interventions to accelerate student learning. Individual student goals are constantly revised and updated based upon informal and formal data. The analysis of formal State test data and the tracking of other assessments, enables the administration to adjust the curriculum maps in a timely fashion. Very good examples of this are the recent data-driven adjustments to the English language arts calendar in accordance with the State standards and mandates.

The Comprehensive Education Plan is an insightful and living document, which is constantly informed by work of the school leadership team. The school diligently analyzes the outcomes from State tests and other periodic assessments to evaluate progress towards meeting its goals. Excellent collaboration lies at the heart of the school. Through grade and faculty discussions and within instructional and inquiry team meetings, teachers and the administration constantly determine priorities and implement modifications. Individual student goals are constantly modified and whole school priorities are adjusted in response to data.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Corporal Allan F. Kivlehan School (PS006)	△	▶	✓	+	◇
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 . . .	△	▶	✓	+	◇
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 . . .	△	▶	✓	+	◇
2.1 engage in collaborative processes to set demanding, 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?				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?					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 make 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