

Quality Review Report 2010-2011

The Hammond School

Elementary School 82

**88-02 144th Street
Queens
NY 11435**

Principal: Dr. Angela Boykin

Dates of review: December 13-14, 2010

Lead Reviewer: Jeannette Reed

Part 1: The school context

Information about the school

The Hammond School is an elementary school with 633 students from pre-kindergarten through grade 5. The school population comprises 10% Black, 53% Hispanic, 2% White, and 35% Asian students. The student body includes 30% English language learners and 12% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009 - 2010 was 94.2%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Parents have opportunities to be involved in their children’s learning and monitor their progress through regular and open communication with the school administrators and staff resulting in active parental involvement.
 - The school offers a wide range of valuable information to parents, including newly designed progress reports, opportunities to speak with teachers whenever the need arises, and monthly parent workshops. Additionally, school leaders and faculty engage parents and students in ongoing one-on-one conferences resulting in shared clear expectations and opportunities to participate in planning for next learning steps.
 - The school-home connection is strengthened by monthly parent workshops at school and at the monthly Parent Teacher Association meeting. The workshops involved test sophistication strategies, English language arts and math curriculum as well as how to use ARIS Parent Link. The workshops provide comprehensive and timely information that serves to enhance the home and school connection.
- The principal and staff convey high expectations to students and families, thus impacting positively on student outcomes.
 - Parents are continuously involved in school policy and expectations through collaborative sessions such as curriculum workshops, meetings with the principal, workshops and various celebrations. Parents have stated “the school has high expectations for my child and I am always involved with key decisions regarding my child.” This collaboration has led to a high functioning team that effectively communicates the school’s high expectation for all children.
 - The Parent Teacher Association and School Leadership Team meetings provide opportunities for parents to provide input in developing the Comprehensive Educational Plan and school-wide data driven goals. As a result, parents are partners in their child’s education. As a result, parents feel the principal values their opinions and sees them as a key component of the school community.
- Curricular modifications and extensions meet the very diverse learning needs of students which promotes student engagement.
 - Yearly and monthly curriculum calendars in English language arts, math, science and social studies, developed for the year by the grade team, include the Common Core Standards, unit goals and assessments. These promote clear expectations between what students know and how teachers will assess progress.
 - Teacher teams are studying student work and assessing the effectiveness of their instruction. They share lessons and strategies and have revised lessons to meet the needs of students in sub-groups. In order to more effectively assess special education and English language learners, different assessments were used. This more accurate information has led to a clear action plan to address student learning needs.

- School leaders make informed and effective organizational decisions across all aspects of the school in order to support improvements in learning.
 - The time for teacher teams to meet has increased. Teams meet every two weeks. The principal has also allotted designated days for teacher teams to meet to address the learning needs of targeted students and focus on data for the purpose of identifying areas in need of improvement. This has resulted in adjustments to curriculum, instruction and student assessments.
 - The strategic use of the budget has re-deployed the coach so that every teacher is programmed to receive in classroom support. Now all teachers are supported in setting and meeting their goals applicable to their classrooms for improved student learning, which has resulted in increased strategies to enhance learning.
- Through regular use of a wide range of relevant data, leaders and faculty have an understanding of the performance and progress of individuals, which informs instruction and organizational adjustments.
 - Teachers consistently gather data, such as DIBLES, running records, Early Childhood Assessment in Mathematics, conference notes and student work to determine the strengths and areas in need of improvement. School leaders use this information to focus instruction strategies and determine those who require academic intervention services in addition to classroom instruction.
 - Teachers use their own assessments in addition to ARIS, Acuity, and Harcourt standardized assessments to help develop student goals. School leaders analyze data to gain further knowledge of students' abilities, improve instructional strategies, and provide materials and training for teachers to ensure their effectiveness.

What the school needs to improve

- Enhance the rigor in setting and implementing whole school, subject, grade and classroom goals based on achievement outcomes to ensure that goals drive academic progress.
 - Currently, the school's goals are stated in the CEP and in their action plans. However, these goals are not being consistently implemented throughout the school. This results in limiting efforts to accelerate student learning.
 - Although the school's goals are based on data, the action planning has not resulted in effective implementation. The result is that goal setting has not impacted the school in ways that are meaningful to academic achievement.
- Initiate a collaborative approach across all subjects to help in setting student improvement goals based on benchmark data with an eye to raising student achievement.
 - Although the majority of teachers are using data, not all teachers are using formative data assessments on an on-going basis to help them understand what students know and are able to do as they work on class assignments. As a result, students' next steps are not clearly defined, preventing them from moving to the next step in their mastery of a given skill or concept.

- While goal-setting is evident throughout the school, the quality of next steps and authentic feedback is not consistently provided for all students, which results in limited opportunities for high performing students as well as students in sub-groups.
- Expand professional inquiry opportunities for teachers to enable staff to learn a wide range of strategies to successfully identify the needs of students and to evaluate patterns and trends to improve student progress and performance.
 - A vast majority of teachers are engaged in structured collaboration on teams, initiating the inquiry approach to design instructional strategies aimed at solving individual learning problems. The teams plan to revise and set goals on a four to six week cycle and to develop strategies that can be shared with entire school community. Impact of this process cannot be measured as it has not started.
 - All teachers are involved in team structures designed to improve learning outcomes; however, the existing professional collaborations do not fully promote shared leadership and professional growth. As a result, impact is limited and restricts the opportunity to build teacher leadership capacity.
- Establish consistent procedures that enable all teachers to be engaged in school-wide decision-making which will result in a shared commitment to school goals and expectations.
 - Teachers receive generic professional development opportunities provided to entire staff at monthly grade and faculty conferences. While these sessions are aligned to the school's goals, there is no structure in place to meet the unique improvement of performance needs of individual teachers. As a result, the opportunities for professional growth are limited.
 - Teachers are encouraged to participate in inquiry teams. However, they do not have sufficient input into the development of the school's Comprehensive Education Plan as well as the selection of materials and programs. As a result, some teachers feel they have limited participation in school leadership and decision making, which limits their ability to develop leadership.
- Refine action-planning by further developing interim goals and benchmarks for all plans so that progress can be achieved, measured and evaluated.
 - The school uses the Comprehensive Education Plan and Principal Performance Review for annual planning. However, it has yet to formalize systems to set interim goals and benchmarks throughout the year to target effective instruction and meet the needs of all students, which limits impact on teacher practice.
 - Precise goal setting for identified students is not yet embedded in all classrooms. Analysis of student learning outcomes does not consistently drive the setting of differentiated goals. As a result, timely supports to accelerate individual student learning cannot consistently be planned.

Part 3: School Quality Criteria 2010-2011

School name: The Hammond School	UD	D	P	WD
Overall QR Score		X		
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				X

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	UD	D	P	WD			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?		X					
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?		X					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X				
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X			
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	UD	D	P	WD			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		X					
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?		X					
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?		X					
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	UD	D	P	WD			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?		X					
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed