

# Quality Review Report 2010-2011

**William H. Carr Junior High School**

**Intermediate School Q194**

**154-60 17<sup>th</sup> Avenue**

**Queens**

**NY 11357**

**Principal: Richard Garino**

**Dates of review: January 6-7, 2011**

**Lead Reviewer: Elyse Doti**

## Part 1: The school context

### Information about the school

William H. Carr is a junior high school with 1128 students from 6 through grade 8. The school population comprises 1% Black, 23% Hispanic, 43% White, and 30% Asian students. The student body includes 7% English language learners and 7% special education students. Boys account for 53% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2009 - 2010 was 95%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school administration has made recent informed and effective organizational decisions across various aspects of the school to support improvements in learning.
  - This year the science classes were programmed to allow one double period a week for lab work. As a result students have been able to engage in hands on performance based tasks that allow them demonstrate their understanding of scientific concepts.
  - Rather than meeting as a separate department, special education teachers now meet with the content areas teachers for the classes they teach. This change has expanded the instructional conversations to include specific strategies to meet the needs of students with different abilities. As a result teachers are producing differentiated tasks for students and more students are successful at completing tasks that are better aligned to their learning styles and abilities.
- The new principal is working hard to develop relationships and change the school climate in order to create a warm, supportive and inclusive environment so that all community members can learn and grow.
  - The new administration is successfully shifting the climate of the school to one that provides a safe, supportive environment for teachers to develop and learn from each other. Teachers appreciate the time that is now built into their schedule to collaborate and learn with other members of their department.
  - Students are eager to learn and have a strong desire to succeed and go to college. Students shared that they regularly log onto Snap Grades, an online grading program to monitor their progress. A newly formed student government has eight graders excited to plan dances, activities and get involved more in their school.
- The principal has established a clear vision for future development for the school that is starting to take hold and is supported by the school community.
  - Prior to the start of the school year, the new principal met with teachers and parents in order to introduce himself and conduct a needs' assessment of the school. Through his extensive conversations and investigation into the data, the principal developed a clear three year roll out plan grounded in a five pillar belief system. Most members of the school community are able to articulate the goals for year one and understand the new direction that the school is moving in.
- The school has recently developed systems for monitoring and supporting teachers with a clear focus on improving instructional practices.
  - Under the new administration, the observation process has shifted from a disciplinary tool to a learning tool. Through the observation process the supervisor and teacher set SMART goals to address each of the deficiencies within the observed lesson. The administration has created a

safer environment for teachers to grow and learn with the support of the assistant principals, coaches and principal. Teachers say they feel much more comfortable trying new strategies in their classrooms to address more students' needs.

- The school is developing the use of professional collaborations across grades and departments in order to provide staff with valuable opportunities to share key insights and best practices focused on improving instruction and student outcomes.
  - The school adjusted the teacher programs this year in order to incorporate Common Planning Time into the school day. Teachers meet once a week with the department and once a week with their grade team. Half of these meetings are facilitated by assistant principals and half by teacher leaders. Through this structure teachers are being empowered to take on some leadership roles, share best practices and their learning from outside professional development opportunities.
  - Teachers explained that this year there are more opportunities for professional growth including outside PD and classroom visitations both inside the school and outside the school. As a result they are able to see and learn new teaching strategies that they can adapt for use in their classrooms.

### **Areas for improvement**

- Expand the analysis of student data to better align the curriculum across content areas to identify key standards and concepts in order to accelerate learning toward the school-wide goals.
  - The school has done a great deal of work to change the school culture this year. It has not yet organized to strategically focus on any particular identified need or key standard. As a result the work of each department is not necessarily aligned to accelerate learning in focused areas and there are missed opportunities to address trends that exist throughout the school.
- Promote greater consistency in data informed differentiation so that lesson planning reflects purposeful grouping, tasks accommodate different learning styles and questioning elicits higher order thinking, in order to maximize learning.
  - The school has recently engaged in conversations about who they are and who they want to be. They are working to establish a collective belief system about how their students learn best. By not yet having a shared understanding of the teaching methodologies that work best in their school, they have not been able to strategically align teacher pedagogy with curriculum that is reflective of a consistent belief system. Therefore they have not been able to accelerate student learning and provide a structure to ensure deep differentiation and higher order thinking skills to challenge all students to their highest ability.
- Continue to strengthen new collaborative teams to share good practice, develop tools to analyze data, revise curriculum and provide instruction that is differentiated to meet the needs of all students
  - Teacher teams use on-going formative assessment data to understand the needs of individual students. The examination of this data to identify

the needs and progress of students in particular skills areas is inconsistent among teams. Teacher teams do not use data to identify overall trends, strengths or needs of particular subgroups. As a result they lose the opportunity to collectively identify particular skills to address and share teaching strategies for addressing and monitoring these skills across the department or grade level.

- Provide more opportunities to engage students and families in decision making, leadership opportunities and involvement in the school community. (
  - Recently the school has made efforts to provide opportunities for students to get involved in the school decision making process. The 8<sup>th</sup> grade has a newly formed student government that worked hard to host a dance in the fall. At this point however, neither parents nor students are able to speak to any change or development in the school as a result of their input. The school has not yet provided enough opportunities for ongoing communication and engagement to allow students and parents to deepen their connection with the school community.
  - Parents are active partners in the education of their children and have a presence in the school through a parent volunteer program. Parents agreed that they would take a more active role in helping students succeed if they knew more about the specific academic strengths and areas for improvement for their child.
- Refine action planning by developing interim goals and benchmarks for school wide plans, teacher team plans, and student subgroups so that progress can be measured, readjustments made and success evaluated.
  - There are clear short term and long term goals for the school. The CEP documents goals to reach by June and the self-evaluation speaks to a three year plan. None of these goals have interim goals or benchmarks to measure progress. There is no clear structure or system for regularly evaluating progress towards school wide, teacher team or student subgroup goals in order to track progress and make necessary adjustments to practice along the way.

## Part 3: School Quality Criteria 2010-2011

<b>School name: William H. Carr</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>		<b>X</b>		
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?		<b>X</b>		
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?		<b>X</b>		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?		<b>X</b>		
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?		<b>X</b>		
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?		<b>X</b>		
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		<b>X</b>		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?		<b>X</b>		
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		<b>X</b>		

<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?		<b>X</b>		
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?		<b>X</b>		
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?		<b>X</b>		
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?	<b>X</b>			
<b>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.</b>				
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?		<b>X</b>		
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		<b>X</b>		
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?		<b>X</b>		

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					
<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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					
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>