

Quality Review Report 2010-2011

Goldie Maple Academy

Elementary-Middle School Q333

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

Principal: Angela Logan

**Dates of review: March 1-2, 2011
Lead Reviewer: Michele Lloyd-Bey**

Part 1: The school context

Information about the school

Goldie Maple Academy is an elementary-middle school with 543 students from pre-kindergarten through grade 8. The school population comprises 74% Black, 20% Hispanic, 2% White, and 3% Asian students. The student body includes 1% English language learners and 8% special education students. Boys account for 44% of the students enrolled and girls account for 56%. The average attendance rate for the school year 2009 - 2010 was 95.7%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal makes effective organizational decisions that result in sufficient use of resources that align with the goals of the school to provide students with optimal learning experiences.
 - Students utilize a well equipped computer lab, classroom computers, SMART boards, and successful literacy and math software products that support them in meeting goals. Laptops for grade 8 students enable them to create power point presentations on topics such as the Age of Enlightenment and complete science and social studies research projects at home. As a result, students are adept in how to use various forms of technology and writing assessments show improvement specifically in the area of organization and structure.
 - A full time librarian in a state of the art library enable students to become fully engrossed in a multi-media center with a reading room and a plethora of leveled high interest books that support content area instruction. Intervention teachers and a guidance counselor push in to classrooms and provide individualized support to struggling learners. As a result, students receive a multitude of favorable support that promotes critical thinking and the production of rigorous work products.
- The school maintains a safe, nurturing and orderly environment where students are deeply respected by adults and peers and they exude excitement and motivation to learn.
 - Small class registers guarantee that students have ample opportunities to interact positively in an inclusive environment of small respectful groups and student-teacher conferences. Students engage in student council and community service activities and as one 8th grade student shared, “I like the way the teachers teach and listen. I think that I am smarter than other kids in other schools. There is no other school that helps you like this school.” Students say that teachers make learning enjoyable and they excited to come to school. Consequently, student attendance has reached a high of 95.7% and social emotional and academic needs are met.
- Individual teachers and teacher teams’ effective instructional planning reflect ongoing assessment analysis to make sound and informed adjustments that result in positive student outcomes.
 - Teachers create customized assessments that are aligned to the core knowledge curriculum, and core subjects. They reflect a progression of key skills taught, resulting in their ability to precisely articulate students’ strengths and weaknesses. Assessment analysis and feedback from the Core Knowledge Pilot Reading program confirm the principal’s decision to maintain the program, based on continuous improvement in students’ oral comprehension.

- Teachers consistently use a wide range of assessments to identify students in need of additional support, and explore effective strategies, such as peer editing that help students achieve improved learning outcomes. Their analysis of students' unit assessments and writing samples provide them with the ability to employ targeted intervention services and differentiated support in a grade 6 collaborative team math class. As a result, teachers meet students' instructional needs in an informed and precise way.
- The school offers an extensive range of positive and enriching learning experiences that align to key standards to sufficiently engage students and result in improved student performance.
 - Curriculum maps are frequently reviewed and modified based on the analysis of data. Maps include a skill and genre focus along with key standards in writing, such as grammar. They present a clear and comprehensive scope and sequence of themes within the school's literacy program and enable suitable adjustments to be made. As a result, students use customized rubrics and show improvements in their work.
 - The Core Knowledge program is embedded into the instructional center of the building. Students complete essays and projects depicting relevant readings by significant African American authors. Literature circles encourage them to work in small groups to analyze and evaluate provocative readings. As a result, students receive rigorous and challenging lessons that enable them to produce meaningful standards-based work products, such as poems, essays and research reports.
- The leadership and faculty have a common instructional focus and a purposeful approach to professional development that has strengthened teacher practices.
 - The principal uses classroom observations, learning walks, snapshots and individual teacher conferences to monitor instructional practice and support teachers in a variety of ways to improve their professional growth. The results of routine observations helps generate professional development that align with the goals of the school and students' needs. As a result, teachers receive a range of supports from the leadership and the administrative intern who provide targeted professional development to both experienced and new teachers. The network provides professional development in the Common Core State Standards that support the school's goals and help improve teacher practice and student achievement. As a result, teachers are supported with training that promotes better teacher practices.
- Teacher teams are highly collaborative as they consistently engage in inquiry work that focuses on various instructional strategies to improve student performance.
 - Teachers meet weekly and analyze a wide range of relevant data, create customized rubrics, identify and share effective instructional strategies and make adjustments to their instruction as needed. Based on the previous year's data, teachers noted that students had not

performed well in math. Therefore, the school implemented a new math program in kindergarten through grade 2. Teachers comment that the new program provide structured units of study, high quality technological resources and assessments, resulting in improved student performance on recent math assessments.

What the school needs to improve

- Promote greater consistency in teaching practices to ensure that all teachers create lessons that extend students' learning in order to accelerate their academic growth.
 - Across classrooms, teaching practices are aligned to the curriculum and reflect a set of beliefs about how students learn best, such as through flexible grouping and learning styles. However, some teachers do not consistently differentiate students' instruction. This lack of consistency does not enable all students to benefit from continuous supports and extensions into the curricular so that learning is accelerate.
- Strengthen goal setting to include more precise measurable and differentiated learning goals for all groups of students so further suitable adjustments can be implemented to advance student learning.
 - Teachers use data to set interim goals and make adjustments, such as providing supplemental grammar books to improve students' writing. However, the goals are not sufficiently differentiated to accelerate the learning path for all students.
- Extend opportunities for teachers to engage in professional learning that includes shared reflection so there is clear understanding between practice and student outcomes.
 - Teachers engage in professional learning opportunities that are consistently aligned with the school's goals and curricular, such technology, and the Common Core State Standards. However, teachers do not regularly engage in shared reflection regarding the coherence of practice and student outcomes based on assessment data. As a result, they cannot fully determine which methodologies or aspect of their work have the most impact on improving instruction.
- Strengthen systems that enable regular evaluation of the effectiveness of teacher teams engaged in professional collaborations and provide suitable adjustments that support student performance.
 - Various kinds of collaborations enabled teachers to identify student writing deficiencies in grammar, math, and reading comprehension. However, the leadership and faculty do not have a proficient system for regularly evaluating the effectiveness of their work. Consequently, they are hindered by their inability to regularly identify effective instructional strategies that work best and make adjustments in order to achieve better student outcomes.

Part 3: School Quality Criteria 2010-2011

School name: Goldie Maple Academy	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