

Quality Review Report 2010-2011

Maurice Wollin

31R004

**200 Nedra Lane
Staten Island
NY 10312**

Principal: Marc Harris

Dates of review: January 5 – 6, 2011

Lead Reviewer: Erminia Claudio

Part 1: The school context

Information about the school

Maurice Wollin is an elementary school with 811 students from kindergarten through grade 5. The school population comprises 1% Black, 12% Hispanic, 77% White, 6% Asian and 4% not reported. The student body includes 3% English language learners and 15% special education students. Boys account for 55% of the students enrolled and girls account for 45%. 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 principal makes practical and effective use of resources in making organizational decisions that support student achievement and school wide goals.
 - In alignment with the school wide data driven goals, the principal uses his resources to sustain literacy and math coaches. This affords the school the opportunity to provide targeted staff development to improve student achievement. The literacy and math coaches have a split program that enables them to provide instruction for students in need of academic support in ELA and math. The principal has hired a reading consultant to support professional development for the large ASD program. This targeted professional development has lead to increased levels of support for successful student outcomes.
 - All teachers benefit from the allocation of two common preparation periods within grades and across grades. As a result, this has lead to collaborative opportunities for teachers to meet and disaggregate data to assess student progress, and plan next steps for individual and cohorts of students.
- The principal and his cabinet utilize specific formal and informal observational protocols and reflection of student data to implement targeted professional support that improves pedagogy and is beginning to build teacher capacity.
 - Through a triad model of observation, the administration effectively monitors instruction, giving constructive feedback to help teachers further develop their skills and set goals to improve student achievement. As a result, this observational approach has lead to the identification of model classrooms where teacher can go to observe best practice in both ELA and math.
 - School leaders use formal and informal observation sand student data to plan next steps for teachers and make tenure decisions. The ELA and math coaches provide targeted professional development as directed by the administration.
- The school leadership collects and disaggregates a wide variety of data from summative, formative and student work samples in order to adjust school wide goals to the needs of students.
 - The administration uses assessment data to inform goal setting for cohorts of students. This is evident in the newly initiated departmentalized reading program for grades two through five, in which students are grouped by their independent reading levels. This decision which was aligned to the school's goals has resulted in already shown increased levels of student achievement.
 - Reflecting on the data defined need for more academic support for the Autism Spectrum Disorder program (ASD), the principal has created a three teacher model to provide support for small group instruction. Consequently, differentiation is supported and students are more successful both academically and socially.
- The school has developed progress reports that provide feedback to students and their families on students' progress and individualized goals. Consequently, parents are fully informed of their children's progress and what their next steps are.

- The school provides workshops and ongoing support for parents on the use of ARIS parent link. Parents are extremely pleased that they receive progress reports that indicate targeted goals for their children. As a result, students can articulate what their goals are and parents feel informed
- At the Parent Meeting, parents voiced that they hold the school in high regard and are very pleased with the education their children are receiving. They feel the opportunities their children have being in inclusion and collaborative team teaching classes, has resulted in greater student empathy.
- The school has established effective student support services and collaboration with community and cultural organizations that provide students with a wide range of opportunities, thereby fostering growth academically and socially.
 - To support academic and personal growth of students, the school has created a *Caught Being Kind Program* that awards individual and class certificates to students and classes that exhibit kindness to others. Students, parents and staff all commented that this program has led to an increased tolerance of others and credited the program for reason they do not have bullies in their school.
 - The school community including the Parent Teacher Association, administration and parent coordinator plan numerous activities to promote student achievement. Through the diligence of the parent coordinator, the school received a *Parent as Art Partners Grant*. The goal of the grant is to raise parent awareness of the need to continue arts in the school. This has created many opportunities for parents, student and teachers to be involved in cultural and aesthetic activities that promote school and community spirit.

What the school needs to improve

- Utilize a careful analysis of student needs at teacher team meetings to prioritize key standards, which will focus curriculum and deepens the level of academic rigor in all content areas.
 - Teachers analyze various forms of summative and formative data to identify the strengths and needs of students. However, differentiation and varied level of entry points are not being applied consistently. As a result, the individual learning needs of students are not consistently targeted and higher achievers are not always challenged.
 - The school has a large number of SMARTboards and computers. The use of these technological resources varies from class to class. This limits the ability of teachers to promote tasks that accommodate and support different learning styles.
- Deepen differentiation of instruction so that all lessons engage students and offer suitable challenges at their level thereby eliciting higher order thinking and extending learning.
 - While individual teachers and teacher teams plan differentiated lessons using students' reading levels, there is a need to deepen the level of instruction to provide appropriate challenge aligned to the students' achievement levels, including effective questioning that facilitates higher order thinking and extends learning experiences for all students.

- Construct a uniform standards based protocol to analyze student work and determine trends in order to plan interim and long term goals of students and individual students.
 - Teacher teams utilize a wide range of assessments to evaluate student work, but the lack of a universal rubric limits the reliability of the data and the ability of teachers to identify best practice in order to promote successful strategies.
 - An across level writing inquiry team meets once a week to examine and discuss student work and next steps. However, there is not a specified school protocol in place to uniformly organize trends and share findings with grade level colleagues to improve student writing.

- Refine action planning by developing interim goals and benchmarks to enable the principal and faculty to modify goals and objectives in a timely manner in order to optimize the impact of actions.
 - The school is beginning to align the evolving Common Core State Standards into curriculum planning through teacher teams. Consequently, there is a need to revise curriculum maps to develop academic task that are differentiated and rigorous to meet the needs of all learners.
 - School leaders recognize the need to evaluate the effectiveness of school based assessments. However, there is no structure in place to align the Common Core State Standards to school based assessment to ensure that students are making significant gains in progress.

- Establish a comprehensive plan that includes measurable long-term outcomes with interim checkpoints in all goals across the school in order to monitor progress and growth.
 - Inquiry teams on each grade level meet regularly to discuss and plan for targeted students. However, there is a need for planning short term and long term goals for students, and a structure in place for school leaders in order to monitor and effectively track students' progress in meeting these goals.
 - While the administration uses various data sources and tools during cabinet meetings to assess all learners, those tools are not fully aligned with a focus on building alignment and coherence between what students need to know and be able to. As a result, there is a need to align what is taught and how teachers assess what students have learned.

Part 3: School Quality Criteria 2010-2011

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| School name: Maurice Wollin | UD | D | P | WD |
| Overall QR Score | | | | |
| 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 |