

Quality Review Report 2010-2011

**The Michael J. Petrides School
Elementary-High School R080
715 Ocean Terrace
Staten Island
NY 10301**

Principal: Joanne Buckheit

**Dates of review: February 7 – 8, 2011
Lead Reviewer: Sheryl L. Watkins**

Part 1: The school context

Information about the school

The Michael J. Petrides School is an elementary-high school with 1315 students from kindergarten through grade 12. The school population comprises 18.3% Black, 16.3% Hispanic, 56.9% White, and 8.5% Asian students. The student body includes 1% English language learners and 3% special education students. Boys account for 49.2% of the students enrolled and girls account for 50.8%. The average attendance rate for the school year 2009 - 2010 was 93%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school has a warm and inclusive environment that promotes high levels of student academic, social and emotional growth.
 - In addition to the instructional programs for students to demonstrate their learning, the school offers many opportunities to participate in performing and visual arts, sports teams, and student government. In response to school surveys, additions to arts programs such as frequent productions, and cross grade activities allow students to showcase their talents. Students report that the school supports them and they “feel safe taking chances” demonstrating their abilities.
 - The principal knows every student by name. Assistant principals serve as grade advisors focused on students’ academic success. Teachers are keenly invested in each child’s progress. There is an overwhelming belief by parents and students that the school is well-focused on “meeting the needs of the whole child” in order to support performance and progress.
- The principal makes very informed and strategic organizational decisions across all aspects of the school to support improvements in learning.
 - The school is collaborating with nationally recognized professionals to support literacy and writing, as well as consistently participating in Network professional development. In addition to dedicated professional learning days, structured time during the school day assures teachers who share manageable cohorts of students, engage in accountable collaborations in order to share this work with their colleagues. For example, greater numbers of students are utilizing additional strategies and producing work products that demonstrate gains on school wide measures of progress.
- The school has established strong systems for monitoring teacher practice with a clear focus on improving pedagogy in order to promote greater levels of student progress.
 - The school’s investment in adult learning is evident in the commitments made to teacher team meetings. All teachers participate in inquiry work focused on improving student outcomes, and embrace the culture of collaboration with administrators and their peers. The new initiative of “Instructional Rounds” is embraced by staff, as it drives individual professional development and provides teachers with feedback from administration and their peers that makes them comfortable “changing their practice” and motivates them to further develop their skills.
- Parents are kept well-informed of high expectations, school programs and ways to enrich and support their child’s learning so that they are supported at home.
 - In addition to an on-line grading system that is available for parental review, post cards related to student progress and challenges are sent

home that also foreshadow upcoming learning experiences. Parent newsletters inform families of school events and websites to support their child. Frequently offered parent workshops, in collaboration with the parent association, are designed to coach elementary school parents in extending literacy skills at home.

- Professional collaboration is highly valued and supported so that faculty embraces opportunities to share practices and develop strengths in an effort to accelerate student learning.
 - In an effort to support the school's focus on non-fiction texts in reading and writing, which reflects their emerging work with the evolving State standards, leadership ensures that teachers and staff engage in strategic professional development opportunities, including intervisitations within and outside of the school. This work is heavily focused on reaching the school's goals. Consulting with literacy experts in the field of writing, student work products now demonstrate improvement in content and process.
- Administration regularly evaluates the effectiveness of organizational decisions, interventions, professional development and teacher assignments, and makes adjustments as necessary to assure continued student progress.
 - Instructional team meetings provide the leadership with opportunities to participate in, and reflect on, the effectiveness of professional development offerings, practices and extensions. Teacher self-assessments, along with one-on-one conversations with administrators assure that teacher team collaborations result in coherent instructional and assessment practices.
 - Cabinet and instructional team meetings serve as the structure for administrators to evaluate the impact of leadership opportunities offered to individual and groups of teachers. For example, teachers have chosen professional literature to explore in order to take responsibility for, and further, their learning. In addition, teachers are encouraged to develop innovations to course offerings, which frequently result in implementation of new avenues of study, such as expanded advance placement courses for eligible juniors and seniors.

What the school needs to improve

- Continue to tune curricula to more finely address the schools key standards and deepen the rigor of tasks to provide students with opportunities to engage in higher levels of thinking.
 - The school's focus on building students understanding of informational text and writing is embedded across all grades. This serves as the foundation for instruction and drives the development of learning tasks. Nonetheless, there is inconsistency in the rigor of learning experiences, particularly, in the upper elementary and early middle grades. Therefore, opportunities for all students to be appropriately challenged are limited, preventing higher levels of student achievement.
 - Item analysis of state and periodic assessments support the design of academic tasks for students. However, these tasks do not always reflect

the diverse learning needs of key sub-groups of students, including those that fall into the lowest and highest achieving, preventing full student engagement and from reaching their individual potential.

- Promote greater consistency in differentiated instruction so that lesson planning and delivery provides appropriate challenge, addresses different learning styles and tasks extend thinking to maximize learning.
 - The school's child-centered philosophy is apparent in classroom instruction. There is evidence of the study and implementation of differentiated instruction at varying levels. However, there are limited entry points into learning experiences, and tasks do not always provide rigor and challenge for all students. This restricts high levels of engagement to extend student thinking.
- Refine the data gathering and analysis systems to ensure that all teachers know individual students achievements, needs and strengths in order to provide more targeted instruction.
 - Teachers, individually and in teams, routinely gather and analyze student data, including formal and interim assessment information. This provides them with overarching accomplishments and struggles of their students with a view towards knowing what students know and are able to do. However, this analysis has not yet extended to targeted subgroups of students, including those with high socio-economic challenges. This limits teacher's ability to appropriately target instruction and adjust instructional decisions that will meet the learning need of all students.
- Refine the goal setting process at the team and classroom level to include rigorous measurable long- and short-term outcomes to effectively monitor student progress.
 - Administrators and teams of teachers use student performance data to track progress. For example, teacher teams identify skill gap areas that surface from periodic assessments, and design strategies to address these learning needs. However, instructional plans and interim goals, with specific short term objectives are not clearly articulated, thus limiting data informed adjustments to ensure positive impact on student achievement.
 - Overarching grade level learning goals are set for students. However, key sub-groups, including those who are consistently low achieving or performing at very high levels, especially in the lower grades, are not sufficiently targeted to meet their needs. As a result, curricular adjustments based on the needs of these specific students is limited.

Part 3: School Quality Criteria 2010-2011

School name: The Michael J. Petrides 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