



# **Quality Review Report 2011-2012**

**Beekman Hill International  
Elementary School 059**

**213 EAST 63RD STREET  
NEW YORK  
NY 10065**

**Principal: ADELE SCHROETER**

**Dates of review: February 03 - 4, 2012**

**Lead Reviewer: Mariano Guzman**

## Part 1: The school context

### Information about the school

Beekman Hill International is an elementary school with 502 students from kindergarten through grade 5. The school population comprises 5% Black, 16% Hispanic, 60% White, 12% Asian students, and 2% other students. The student body includes 6% English language learners and 16% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2010 - 2011 was 95.9%.

### Overall Evaluation

**This school is well-developed.**

## Part 2: Overview

### What the school does well

- The school's culture of ongoing learning for all students is typified by a rigorous curriculum filled with experiential opportunities for student inquiry in all content areas. (1.1)
  - An intensive focus on student writing and the use of accountable talk, consistent with Citywide Expectations for college readiness, is infused in all aspects of instruction school wide. This priority, supported by extensive teacher conferencing, promotes student growth, and aligns to the rigorous demands of the Common Core Standards. Students self-correct and peer conference, using defined checklists and rubrics, and take ownership of their work thus achieving their personal goals. On-demand assessments and student work samples reflect students' increased ability to explain mathematical reasoning and solutions and higher levels of inferential thinking in literacy. The school's 2011 Progress Report Grade shows a 41 point increase in percentile rank from the previous year and an A in Closing the Achievement Gap.
  - Teaching is consistently informed by a common set of beliefs of how students learn best, including teacher questioning aimed at extending thinking, groupings, and challenging tasks for all students. (1.2)
    - Anchored in the Teachers College Reader and Writer workshop with a unique focus on accountable talk, the school has consistently embedded this curricular strategy school wide. Additionally, regular ongoing collaborative inquiry work of teacher teams is underpinned by this curricular focus, with the purposeful mission of ensuring that instruction is assessment driven and differentiated to meet the needs of all students. The results of this longstanding work are evidenced in the school's continuous academic success.
    - The use of the workshop model and the school's mission of high academic success for all students are evident via the highly individualized differentiated instruction with a range of entry points, thus meeting the needs of all students. Teachers review work during daily student conferences in every content area. Consequently, teachers are able to adjust instruction, providing challenges that address needs, and support progress for every child. Students proudly describe their growth as writers and learners.
- School leaders focus all organizational and instructional decisions on the achievement of student success for all populations. (1.3)
  - With a distinct focus on its population of students with special needs, almost all teachers at the school are dual certified in Special Education as well as Common Branches. It is also common practice for teachers to rotate their assignment every several years between and among grades to gain a fuller understanding of child development and sequential curricula. Support staff is wholly integrated in classroom and out-of-classroom student experiences, frequently coaching students to apply what they have learned independently while offering teachers tips and resources that refine their practice. As a result of the staff's dual certification, scheduling flexibility and push-in support, the school has incorporated programming in line with the imminent Special Education Reform requirement that is specific to students with disabilities, thus targeting identified needs and improving student achievement. Consequently, there was substantial growth in Level 3 and 4 in both English language arts and math from 2010 to 2011.

- In addition to three common planning periods per week across grade levels, teachers have formed cross-grade study groups facilitated by members of the professional development committee. Each six-week cycle of study culminates with teachers poised to continue the designated change in practice between cycles. Student growth is monitored during the subsequent five weeks and during whole staff seminars results are shared with detailed descriptions of promising practices and the artifacts created in the study. As a result, students benefit from lessons that are filtered at multiples levels for alignment to the curriculum, instructional methods, and the incorporation of strategies that develop critical thinking skills.
- The inquiry work of teacher team planning and classroom practice is informed by ongoing assessment and analysis of student data, supporting modifications in instructional decisions at the team and classroom level. (2.2)
  - In 2008, summative assessment data and inquiry questions on students in the lowest third suggested a trend for lower achievement among students with limited language backgrounds, particularly in comprehension of informational text. Throughout the years, units of study have been adjusted and classrooms have become literacy rich centers of study with robust classroom libraries that provide increased opportunity for reading informational text. These enhancements have been driven by the continuous review of formative student progress data including TC assessments, running records, and predictives in literacy and math, by grade teams and individual teachers. Progress has become visible in standardized test scores, with Black and Hispanic boys in third and fourth grade averaging 73.1% correct on multiple-choice questions responding to informational texts, scores that are equivalent to the citywide average for all students.
- School leadership employs research-based observation techniques to closely monitor, assess, and support teacher growth in building a shared understanding of instructional excellence, leading to increased student achievement. (4.1)
  - School leadership promotes high expectations and ownership for every member of the school community, adults, and students alike. Its consistent success in creating and executing this vision is in large part due to the collaborative nature by which new concepts are introduced. The Danielson Framework, introduced to staff last June 2011, was central to the first two days of professional development this school year. All staff members were invited to goal-setting meetings with administrators and were asked to identify one of the six City-selected components, and one component from domain 4, *Professional Responsibilities* on which they were going to reflect and focus collaborative efforts and frame informal feedback. With this foundation set, school leadership employed low inference observations as a catalyst for specific suggestions for improvement, combined with differentiated professional development. Supported by a literacy coach and math consultant, teachers have taken the lead in developing updated anecdotal recording formats that reflect both unit goals and the Common Core, and support differentiated whole-class, small group, and individual instruction.
- The school has developed a set of clear goals that drive planning efforts to improve instruction and promote accelerated student growth. (3.1)
  - Embodied in a vision of creating a community dedicated to reflective teaching and learning, the school has consistently aligned its yearly goals to a strategic and longstanding commitment to collaborative inquiry. This practice seeks to advance student independence by individualized social emotional support aimed

at maximizing the educational experience and differentiated instruction aimed at guaranteeing improved outcomes. This year's instructional goals, with a focus on vulnerable populations, are aligned to Common Core Learning Standards and are borne out of intensive reviews of student data by teacher teams and school leaders. The aim was to further improve accountable talk in all subject areas, and continue to improve non-fiction reading and writing skills. Throughout the year, on demand open-ended benchmark assessment tasks, and pre- and post-key units, have guided the modification of entry points and differentiated instruction. While the school's philosophy focuses on the whole child, for students who may be in need of individualized social emotional support there are a myriad support groups, sensory-motor breaks during class, and special activities, often guided by specialized therapist working in collaboration with the classroom teacher. The positive results of the school Learning Survey illustrate the support of the entire school community, teachers, students, and parents; while the school's continued high performance is evidence of its efforts to close the achievement gap.

- The school regularly utilizes systems to evaluate and adjust organizational and instructional decisions aligning resources to support goals and collaborations that improve academic outcomes. (5.1)
  - Grade level teams are carefully configured to ensure a balance of new and experienced teachers with varying perspectives and experiences. Teams of teachers meet regularly, often with school leadership to discuss the integration of the Common Core Learning Standards (CCLS) in their planning. Ongoing collaborative inquiry work is focused on student work that in tandem with classroom observations guides adjustments in classroom practice aligning to the CCLS and differentiated instruction aimed at meeting the needs of all learners. A long-standing consultant provides professional development aimed at preparing teachers to be highly effective by building greater skill and confidence in their practice. As a visionary school leader, the principal realized that this professional development while initially aimed at integrating co-teaching staff and teams should be expanded to serve all teachers, thereby impacting all students from the highest achieving to those at risk. This ongoing review and adjustment of the school's practices and structures has provided opportunities to accelerate student learning as evidenced by consistent notable success on standardized State exams.

### **What the school needs to improve**

- Further enhance communication and collaboration with families to increase their capacity to assist in their children's learning and enable them to track progress towards attaining goals. (2.4)
  - Parents speak of the school with the highest of praise and are actively involved in many school activities including a wide range of forums and workshops conducted by school leadership that provide information about the school, curriculum, and short- and long-term goals. The school continues however to seek ways of enhancing its efforts to keep families and students engaged in ongoing conversations regarding student progress. Parents on the school leadership team are involved in developing the school's Comprehensive Education Plan, and many interested parents avail himself or herself of the principal's open door policy and as such are quite informed and involved in the school's strategic planning. However, outreach to the greater parent community is not yet maximized, thus limiting a full complement of parents participating in decision-making.

- Ensure that all student goals include precise short- and long-term learning targets that are understood, clearly include next steps, and are shared with staff and parents. (3.3)
  - School leadership provides families with information on the school's yearly goals, Citywide Expectations, and curricular shifts, including alignment to CCLS. While teachers provide feedback to students and families on students' progress with opportunities for support and enrichment, it is not uniformly practiced across teachers and for some parents the curricular shifts and the accompanying student work expectations are not understood, inhibiting some students from doing their best to improve their outcomes at home. In addition, although school leaders and inquiry grade teams track progress by looking at assessments and make necessary adjustments, classroom teachers are not gathering or reviewing formative data in a consistent organized way, thus limiting teachers in consistently making the best-informed decisions on instructional practices to support further student growth.
- Deepen the sharing of student performance data with students and families in order to further enrich student learning. (5.2)
  - Ongoing grade team meetings attended by school leadership provide ample forums for evaluating and adjusting assessment and grading practices to reflect and integrate the expectations of the CCLS. The systematic gathering and organization of these data sets at the classroom level however are not universal. The school has developed a comprehensive report card integrating the CCLS with very specific student progress information across subject areas. Between marking periods, teachers provide families with student progress information as well as information regarding students' social emotional needs. However, the school is still building upon this informal practice by defining the process and format so that regular sharing data with students and families is achieved.

## Part 3: School Quality Criteria 2011-2012

School name: <b>Beekman Hill International</b>	UD	D	P	WD
<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>	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?				<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 as evidenced by meaningful student work products?				<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>	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?				<b>X</b>
2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?				<b>X</b>
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?				<b>X</b>
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			<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>	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?				<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 staff, students and families, and support students and families to achieve them?				<b>X</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.**

<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>
1..4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				<b>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.**

<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, with particular attention to the CCLS?				<b>X</b>
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?			<b>X</b>	
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?				<b>X</b>
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?				<b>X</b>

<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>