

# Quality Review Report 2011-2012

**The William Hallet School**

**Elementary School 076**

**36-36 10<sup>th</sup> Street**

**Queens**

**NY 11106**

**Principal: M. Carole Schafenberg**

**Dates of review: May 8 - 9, 2012**

**Lead Reviewer: Dr. Philip A. Composto**

## Part 1: The school context

### Information about the school

The William Hallet School is an elementary school with 589 students from pre-kindergarten through grade 5. The school population comprises 28% Black, 52% Hispanic, 12% White, 7% Asian and 1% other students. The student body includes 15% English language learners and 31% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2010 - 2011 was 93.1%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- Parents and students deeply appreciate the safe, respectful and orderly school environment that supports learning, encourages attendance and enhances personal growth of students and adults. (1.4)
  - The school has a point teacher responsible for maintaining a safe, supportive and inclusive environment that is appreciated by all students and staff. Each month, teachers implement lessons which focus on a designated value. For example, based on the chosen value of perseverance students engage in hands on activities such as scavenger hunts that require students to practice perseverance and reflect on their strengths and weaknesses. Furthermore, character development sessions are conducted by all teachers to disseminate and reinforce information with respect to positive social, emotional and academic growth. As a result of this pointed focus on the academic and personal development of all students and adults, suspensions have decreased from 28 suspensions last year to 11 suspensions this year.
  - The school attendance team monitors and determines effective next steps to improve the attendance of chronically absent students. Guidance counselors meet with parents of students who have attendance issues to review the expectations and importance of coming to school every day. Incentives such as awards received at assembly programs motivate students to meet their goals for attendance. As a result, attendance has increased from 92% last year to 94% this year, as noted in the Automate the Schools (ATS) data.
- The school effectively uses a wide range of assessment data that guides student grouping decisions and informs planning, resulting in a clear understanding of the performance of learners. (2.2)
  - Individual teachers and teacher teams effectively use reading indicator assessments, unit tests, Early Childhood Literacy Assessment System (ECLAS), Early Performance Assessment in Language Arts (EPAL), conference notes, running records and rubrics for writing performance tasks that are aligned with the school's key standards and curricula. All subjects include a comprehensive assessment component which guides teachers' instruction and curricular decisions. Teachers use the assessment data to surface common misconceptions and identify strengths and learning needs of individual and student subgroups across grades and subjects. For example, teachers identified higher order skills such as interpretation, analysis and inferences that needed to be prioritized in their lessons for higher performing students. This led to revisions and adjustments in curricular maps, grade level planning and student groupings that address students' learning needs and academic deficits by grade, subject and student subgroup.

- School leaders make purposeful organizational decisions that are well aligned to the school's instructional goals so that all students' needs are met, resulting in improved learning outcomes. (1.3)
  - The school uses its resources successfully to improve learning outcomes for all students. For example, school leaders have aligned this year's instructional schedule to provide time for teacher teams to meet by grade once a week. A second guidance counselor works with the Autistic Spectrum Disorder Nest (ASD Nest) program to build and maintain relationships with families and support student needs. This facilitates communication between individual parents and the team, which in turn helps to understand each child through their parent's eyes. The school uses magnet grant resources to offer high quality comprehensive instruction on health and wellness. Interdisciplinary instructional programs incorporate literacy, math, science, social studies, physical education and technology. The school utilizes its cultural and environmental resources to foster a healthy lifestyle, emphasizing education on subjects such as nutrition, using a greenhouse, gardening, composting, fitness and planting. These organizational structures and appropriate use of resources are well aligned to the school's goals and lead to improved learning outcomes evidenced in a 22% increase in the number of students meeting proficiency as noted on the reading indicator assessment data.
- Teaching practices and lessons across classrooms are consistently differentiated so that students have multiple opportunities to meet their learning needs, resulting in improved learning outcomes. (1.2)
  - Teachers across the school use data and their personal understanding of students' strengths, interests and needs to group students for learning. Data generated from state and city assessments and reading indicator assessments (RIA) are analyzed frequently so that learning activities and student groups are adjusted based on learning outcomes. Lessons engage students across grades in advanced, on level and intervention groups that provide ample scaffolds to improve their learning. For example, during visits to classrooms, students worked in groups according to their need on project based activities, graphic organizers and venn diagrams that offered various entry points for all students and resulted in active student thinking and participation. As a result, classroom data indicates improved achievement in reading and math evident in student portfolios, unit tests and Instructional Targeted Assessments (ITA).
- The school informs parents of student progress, using a variety of tools, and involves them in school activities resulting in a concerted effort that support student growth. (2.4)
  - Monthly newsletters update families on upcoming school activities and events. In addition, each month, goal sheets with the overview of the curriculum in each subject across all grades are distributed so parents can help improve their child's learning. A parent handbook outlines the activities parents can do to help their child be successful in school. To increase communication with parents about students' outcomes, the school offers continuous assistance with the Achievement Reporting and

Innovative System (ARIS) Parent Link. A parent room has been established with a computer so parents have access all day. Thus, these efforts support families in utilizing tools to access and understand their child's performance, resulting in an open exchange of information that promotes learning.

- The school conveys high expectations that promote parent involvement and support learning so that school, students and families work together toward achieving school's goals. (3.4)
  - Teacher teams and staff communicate high expectations through parent workshops on attendance, school discipline, state assessments and promotional criteria. Students participate in conferences and small group activities with the guidance counselors and the values clarification teacher to improve their self-confidence and enhance their social skills so that they achieve their goals. Parents report that they appreciate the school's efforts in communicating high expectations for students' academic, attendance and personal success. Students and families participate in trainings that provide important information regarding promotion and middle school selection. For example, the school held a meeting for grade 5 parents and students to explain the articulation process and to distribute information regarding the Middle School Fair. As a result, students are eager to attend middle school and parents feel that their children are well prepared for their next level of learning.

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

- Improve the alignment of feedback from teacher observation cycles to the school's chosen research-based framework in order to make informed staff development and personnel decisions. (4.1)
  - The school has adopted Danielson's research based rubric to articulate clear expectations for teacher practice and use that framework during informal observations. Recommendations for improvements to instructional practices are based on the analysis of student work products. However, school leader's feedback to teachers does not fully capture the chosen framework as the agreed upon, common instructional lens through the use of the Danielson rubric. This lack of full alignment in the feedback process and language limits school leader's ability to identify teachers' specific areas for improvement and professional growth, hindering positive impact on student outcomes.
- Expand systems to evaluate the effectiveness of teacher teams and teacher leadership development to support continuous student learning. (5.4)
  - School leaders are developing systems to regularly evaluate the effectiveness of teacher teams and leadership opportunities. They use tools such as Teacher Team Meeting excel sheets to gather information related to the focus, facilitator skills and next steps of the respective teams. However, limited feedback to teams regarding the effectiveness of their work restricts the enhancement of the work of professional collaborations and structures. Consequently, the school's ability to

provide feedback on target improvements in the work of teacher teams and capacity building is emerging. (5.4a,c)

- Increase the coherence of curricular modifications so that academic tasks promote higher levels of thinking and cognitive engagement for all students. (1.1)
  - The school uses pacing calendars that support rigorous habits and higher order skills and implement standards-based lessons. However, modifications to meet the needs of English language learners and special needs students are not fully coherent and aligned across grades and subjects. Consequently, lessons and academic tasks do not always cognitively engage highest and lowest achieving students, limiting the achievement of subgroups of students as evident in the school's Progress Report and State accountability achievement status.
- Ensure consistency in goal setting by identifying precise short-term goals targeted to meet the identified needs of subgroups of students in order to increase learning outcomes for all students. (3.2)
  - Teachers use data regularly to set students' learning goals across grades and subjects to improve learning. However, some of these goals are broad and lack specific interim benchmarks. Consequently, the use of specific academic interim benchmarks, to enhance instruction through appropriately targeted classroom supports and extensions is not consistent across all grades and core subjects, resulting in some subgroups not meeting their projected benchmarks.

## Part 3: School Quality Criteria 2011-2012

<b>School name: The William Hallet School</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 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>	<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, 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>	<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 staff, students and families, and support students and families to achieve them?			<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, 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>				
<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, 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>