

Quality Review Report 2011-2012

Huguenot
Elementary School 005

348 DEISIUS STREET
STATEN ISLAND
NY 10312

Principal: Lisa Arcuri

Dates of review: March 08 - 09, 2012

Lead Reviewer: Teresa Caccavale

Part 1: The school context

Information about the school

P.S. 005 Huguenot is an Elementary school with 206 students from kindergarten through grade 5. The school population comprises 0% Black, 6% Hispanic, 88% White, 3% Asian students and 0% other students. The student body includes 1% English language learners and 13% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2010 - 2011 was 94.9%.

Overall Evaluation

This school is well-developed.

Part 2: Overview

What the school does well

- The school has created highly coherent curricula that connect across grades and subject areas, supporting student learning. (1.1)
 - o In literacy, the incorporation of Common Core Learning Standards' non-fiction units into the reading and writing curriculum units of study on each grade, increased time spent reading and writing in the genre of non-fiction to 40% for grades kindergarten through grade 5. This has resulted in students' frequent engagement in the reading of texts at greater levels of complexity and subject matter. The genre of opinion writing, added to the curriculum maps on each grade, emphasizes real world writing, including public service announcements in third grade, feature articles in fourth grade and speeches in fifth grade. According to on-demand writing data from September to January there has been a significant upward trend across all grades with an average of 29%-38% growth in students meeting or exceeding the standards in reading and writing as evidenced by summative data results.
 - o The principal implementation of a sustainable structure provides time for staff to engage in developing rigorous curricula and academic tasks aligned to key standards and to use data and student work products to develop differentiated tasks with multiple entry points for a variety of learners. In math, standards addressing problem solving/constructed response were identified after collecting data from the NYC 2011 math exam as well as 2010-2011 formative math data. Overall it was determined that students showed weakness in problem solving/constructed response. All teachers worked with the instructional team to revise all units and assessments to include opportunities for students to explain their thinking, adding additional problem solving components to all math units of study grades K-5 and implementing the use of math exemplars. In addition, students write math reflections at least three times a week. According to the January 2012 Acuity Predictive; students in grades 3-5 showed significant growth in meeting and exceeding grade level expectations, specifically, in measurement, (up 28 %), place value (up 51.5 %) and geometry (up 48%).
- Across the school differentiated teaching practices aligned with key standards reflect a common teaching framework with appropriate supports and challenges resulting in meaningful work products and deep thinking. (1.2)
 - o The comprehensive collection of differentiated strategies in all subject areas allows students to explore text complexity, access standards-based essential questions and big ideas, and produce meaningful work products that reflect high levels of rigor, quality, and critical thinking. Through a balanced approach to learning inclusive of the arts, in technology and infused through the science and social studies curricular, teachers plan and use a wide range of strategies including modeling, guided practice, application and feedback to engage students in a thinking curriculum. Lessons, implemented through the workshop model, include mini-lessons delivered in a variety of modalities, including the use of technology and Smart Boards, followed by guided work in small groups and one-on-one support, allowing for individualized, targeted instruction.

- The principal effectively uses resources to make organizational decisions that support the instructional goals of the school to meet the pedagogical needs of the staff and increase student outcomes. (1.3)
 - o The school's mission statement, "Everyone Learns Every Day", is evidenced in a data room where you can see and hear teachers sharing best practices, and/or discussing inter-visitation or professional development experiences. The principal and staff who meet together several times a week share ideas, develop curriculum, and analyze student work and data, and scheduling allows each grade to have a minimum of two common preps per week. Teams of teachers are focusing on what students need, to be successful, and support them towards mastery as evidenced in teacher-to-student feedback and student work products. In addition, a teacher from the Absence Teacher Reserve (ATR) is utilized so that teachers have one-on-one meetings with the principal, resulting in timely, formative feedback to improve instruction and open lines of communication regarding student performance in individual classes. Small class size allows teachers to have flexible targeted groups and quickly identify students' needs to make adjustments and supports. The extended day program was evaluated mid-year and reconfigured according to formative interim assessments. As a result, teachers are focusing on what students need to be successful and support them towards mastery as evidenced in teacher to student feedback and student work products.
- The school uses 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. (4.1)
 - o The principal strengthens teacher effectiveness in curriculum and the delivery of instruction using components of the Danielson framework to provide staff with actionable feedback and to structure further professional development opportunities. This year's focus is on Using Questioning and Discussion Techniques and Engaging Students in Learning. This focus is supporting teachers in improving the quality of the questions they ask as well as the quality of students' conversations, and has increased student performing at level 3 and 4 on rubrics, teacher made assessments and State assessments. In addition the focus on 3c has increased teachers' ability to provide all students with activities and assignments that are cognitively engaging and allowing for reflection and closure in lessons as evidenced in teachers' formal lesson plans. Consequently, the professional development plan shows a coherent and systematic approach to teacher support to leverage their pedagogical skills in order to improve student outcomes.
 - o The principal identifies teachers' strengths and highlight these best practices to other teachers in the school as a means to build capacity. A structure and protocol that includes the principal and a group of teachers allows for the implementation of inter-class visitations consisting of a one period visit and a one period "glow and grow" feedback session between colleagues. Teachers use the inter-visitations to enhance their practices, using new strategies and adjustment of present practices to effectively meet the needs of their students. Feedback to teachers accurately captures strengths, challenges, and next steps using the Danielson framework that aligns with teachers' professional goals.
- School leaders and staff communicate high expectations to parents and students in academics, behavior, and provide supports that help students achieve their best. (3.4)

- o This year the school has created a school website at www.ps5si.org, which provides parents with a monthly curriculum overview, goals for each unit of study, and parent letters, which explain genres. In addition to the curriculum resources, the CCLS organized by grade, access to ARIS, Acuity, school policies notices, and attendance incentives, provides parents with ample resources around school expectations. Students also are provided with clear and high expectations and are provided with ample access to educational resources to support them in the work they do in their classrooms. Results from the Learning Environment survey showed that 95% of parents are satisfied or very satisfied with the education their children receive and feel the school clearly communicates its expectations to parents and students.
- School leaders maintain a culture of mutual trust and positive attitudes towards learning that support the academic and personal growth of students and adults. (1.4)
 - o Conversations with students and parents conveyed a message of vested interest and respect for each other by emphasizing the open communication and easy accessibility of teachers and principal to resolve any issues. The Learning Environment Survey results indicate above average overall satisfaction scores by teachers and parents. One hundred percent of staff and parents agree or strongly agree with the following statements; the principal is an effective manager who makes the school run smoothly and trust the principal at her word and she communicates a clear vision for the school.
 - o In several classes each student has his/her personal academic goals for the year in reading, writing, and math posted on their desks. During the large group student meeting one student stated; "Our school is a great place to learn, because we are a small community everybody knows each other and helps each other. I like the way we work and learn together." Other students agreed that they enjoy working in groups, and "when you are in challenging groups you get to learn more." Several students said they enjoyed being challenged by the 'Math Exemplars'. In addition, students stated that the principal and teachers encourage them to try their best everyday and give them verbal and written feedback using rubrics so they know the next learning steps in order to achieve their goals. Students have also influenced school wide decisions as evidenced in the "Children's Choice Lunch Menu." As a result of a student survey, the weekly lunch menu was selected by the students to include their favorite meals.
- School leaders and teachers use common grading policies and tools to gather student performance trends that inform instruction and curricula. (2.3)
 - o The school designed CCLS aligned ELA and math pre-assessments, unit tests, checklists, and rubrics, evaluate students understandings of essential questions and big ideas. An item skills analysis template facilitates school wide dissemination of unit test data so all teachers can track growth of students and focus on achievement of specific subgroups in their class. The principal, individual teachers, and teacher teams, are able to articulate how aggregated data is used to identify student achievement trends and reflect on implications to determine next steps for individuals and cohorts of students as evidenced by revisions to artifacts, rubrics, assessments, and units of study.
 - o The school's cohesive grading policy uses several resources such as the Depth of Knowledge Framework and the Seven Attributes of Rigorous Learning Experiences to norm tasks so that teacher expectation of student work and outcomes are consistent. Additionally, all students know and understand the

school wide expectations and grading policy which includes the completion of class assignments (25%), participation in class discussions (25%), and rubric based projects (50%), equaling the 100% for their grade. All students and parents sign off on these policies for each unit enabling teachers, parents, and students, to have an accurate and consistent assessment of performance.

What the school needs to improve

- Further support teachers in developing a variety of ways to check for understanding during lesson delivery so that immediate adjustments to the lesson can be made to meet learners' needs. (2.2)
 - o Teams of teachers create tasks, specific rubrics, and have crafted reading, writing, and math checklists to identify student's ongoing understandings of literacy and math instruction, and make over-arching adjustments to their teaching based on the information they gather during lesson delivery. However, these adjustments are mostly utilized during follow-up small group work time. The lack of varied checks for on-the-spot understanding during whole group lesson delivery results in missed opportunities to identify students' misconceptions and minimizes the ability for teachers to troubleshoot throughout the lesson and make timely changes so that all students are able to show mastery during guided or independent practice of the lesson.
- Use collaborative and data informed processes to set measurable and differentiated learning goals for all relevant student subgroups to provide suitable support. (3.2)
 - o Across classrooms teachers use data to set annual and interim goals for groups of students and differentiate student instruction increasing student outcomes. Currently, teachers do not sufficiently analyze data of higher achieving students to identify additional supports and extensions' to further their learning.
- Ensure that the achievement of learning goals at the classroom level are evaluated, tracked, and revised consistently so all students show improved learning outcomes. (3.3)
 - o Teachers regularly use common Periodic Assessments and classroom formative assessments to track progress and adjust plans and goals for student subgroups. However, the specific targeting of higher-performing individual students during the course of the year is not yet a fully embedded practice, thus limiting some students from even further growth.
 - o The practice of providing feedback to students and families on student's progress and opportunities for support or enrichment is consistent across teachers and is specific enough to support students in mastering learning expectations. However, the information is not always fully understood by all students and families, thus missing out on enabling parents to help their children perform at a higher level.

Part 3: School Quality Criteria 2011-2012

School name: Huguenot	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 as evidenced by meaningful student work products?				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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
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?				X
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?				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 staff, students and families, and support students and families to achieve them?				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
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?				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, with particular attention to the CCLS?				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