

# Quality Review Report 2011-2012

**The Graniteville School**

**School designation 31R022**

**1860 Forest Avenue  
Staten Island  
NY 10303**

**Principal: Melissa Donath**

**November 29 - 30, 2011  
Lead Reviewer: Erminia Claudio**

## Part 1: The school context

### Information about the school

P.S. 022 Graniteville is an Elementary school with 1141 students from pre-kindergarten through grade 5. The school population comprises 25% Black, 42% Hispanic, 16% White, 11% Asian students and 3% other students. The student body includes 6% English language learners and 17% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2010 - 2011 was 92.6%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- School leaders make tactical organizational decisions that support the school's instructional goals and pedagogical practice. (1.3)
  - The principal has programmed two common periods a week for teachers to do planning and inquiry work. Teachers are planning lessons aligned to the Common Core Learning Standards (CCLS) and are making important decisions around instruction based on student data. The principal was able to sustain Teachers College coaches to continue to support the school's goal of increased literacy. The school credits the work they are doing around balanced literacy, for the 3.6% increase of students scoring levels 3 and 4 on the 2011 New York State English Language exam.
  - Grades 4 and 5 teachers departmentalize for literacy, math and science. This has enabled individual teachers to deepen their content knowledge and has increased instructional time on task with students. Both the 4<sup>th</sup> grade literacy teacher team and the 5<sup>th</sup> grade math teacher team cite their work around teacher created pre-assessments, post-assessments and planning rigorous differentiated tasks as having a positive impact on student work as evidenced by post-assessments and end of unit exams.
- The school maintains a culture of mutual trust and positive attitude toward learning that supports the academic and personal growth of students and adults. (1.4)
  - This year the school has chosen Charlotte Danielson's research based framework to support pedagogy and to continue making purposeful differentiated professional development opportunities. School leaders and teachers looked at the Danielson framework to develop an understanding of the rubric and to prioritize which domain would be the first to implement to support pedagogical practice and improve student achievement. The school chose 2D, *Managing Student Behavior* as the first area of focus and reflection to support the school's positive behavior goal. As a result of the school's data driven improvement efforts, the incidents occurrence declined by 50% percent as evidenced by the Online Occurrence Reports (OORS).
  - Students voice that they had many opportunities to make decisions and take leadership roles. The school *Gifted Enrichment Program* affords students the opportunity to take an interest survey and play an important role in choosing two enrichment activities to participate in throughout the school year. All enrichment activities are designed to foster critical thinking through inquiry, based on Bloom's Taxonomy. Such enrichment includes, but not limited to, chorus, technology, community projects, stock market, environmental issues and play writing. Consequently, students are empowered to take part in an activity that they have an interest in which promotes high levels of engagement as evidenced in students' culminating work products and activities.

- The school engages families in a collaborative and consistent open exchange as partners, resulting in informed parental support for student achievement. (2.4)
  - At the beginning of the school year parents are invited to curriculum conferences to discuss the long term goals for each core subject. Understanding the needs of the large Spanish speaking parent population, the school has facilitated workshops in both English and Spanish around understanding the Common Core Learning Standards (CCLS), homework help, using the Department of Education's parent tools, such as ARIS. For parents that do not have computers, the school provides access to laptop computers. The school has a website and a phone messenger system to inform parents of workshops, school activities and absences and lateness. The school's efforts have resulted in parents feeling that the school provides them with information about the school's educational goals and offers appropriate feedback on student learning and outcomes as overwhelmingly indicated on the School's Environment Survey.
- Data driven school level goals and theory of action link to adult and student learning needs and action plans resulting in accelerated student progress. (3.1)
  - The school has established a clear vision for what all students need to know and engage in to improve academic growth. The school disaggregates a wealth of summative and formative assessment to formulate the school's overarching goals of strengthening student work through teacher practice, collaborative inquiry teams across grades and core subject areas, and aligning literacy and math tasks to the Common Core Learning Standards (CCLS). Teacher teams and individual teachers use pre-assessments to set interim benchmarks and to formulate action plans. Math for all students has also been identified by the school as an area where the school needs improvement. As a result, teachers are planning rigorous differentiated lessons and student assessments and artifacts show an increase in the number of students meeting benchmarks and individual student goals as evidenced by end of unit assessments in Math.
- The school uses 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)
  - Administrators provide consistent and frequent feedback to all teachers with next steps for improvement using monthly classroom observation cycles and student work analysis. This year the school has chosen Charlotte Danielson's research based framework to support pedagogy and to continue making purposeful differentiated professional development opportunities. Collaboratively, in the beginning of the school year, school leaders and teachers looked at the Danielson framework to develop an understanding of the rubric and to prioritize which domain would be the first to implement to support pedagogical practice and improve student achievement. Teacher feedback artifacts clearly reflect what the teacher does well and what he/she needs to do specifically to improve in the areas that have been indicated as challenges. The teachers then work with Teachers College coaches, to receive support in their areas of

development through professional development opportunities that support them at the various stages of teacher effectiveness. At the teacher team meetings, teachers shared feedback they received from school leaders and found the reciprocal dialogue between school leaders and teachers extremely helpful.

- The school integrates child/youth development, guidance/advisement support services with school-wide goals, and partnerships with families and organizations, to provide students with a wide range of opportunities to accelerate their academic and personal growth. (4.4)
  - In response to the Learning Environment Survey, and the high rate of students' suspension, an inquiry team consisting of a cross section of teachers spent the 2010-2011 school year focused on student discipline and behavior, and attended training to support a Positive Behavior Intervention Support program (PBIS). Both teachers and students were given surveys that resulted in the identification of areas for concentration. Negative behaviors that lead to suspense and "hot spots" where most incidents occurred were identified. As result, the school initiated the Prepared, Respectful, Responsible (PRR) incentive program that gives individual students and classes an opportunity to earn "paws" (paw stamps) for positive behavior that can be traded in for privileges and prizes from the student operated business. As a result, student suspension is down by 50% from last year as reported by the Department of Education's Online Reporting Occurrence System (OORS).
  - The school has sustained a grant through the YMCA and the Department of Youth Services that provides free after school programs that support project based learning and assistance in homework. The YMCA also provides English as a Second Language classes for parents. Staten Island Mental Health is housed in the school and sustains a full time social worker that provides additional counseling for both students and families. As a result of these partnerships, families and students have resources within their own school to support academic, social and emotional needs of their children.

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

- Increase consistency in developing coherence and alignment in curricula and academic tasks that emphasize rigorous habits and critical thinking skills that foster postsecondary readiness. (1.1)
  - While individual teachers and teacher teams have begun to develop literacy and math tasks that engage students in challenging curricula aligned to the Common Core Learning Standards (CCLS), this practice is not yet embedded across grades and in all subject areas. Consequently, students do not have the opportunity to experience tasks that promote critical thinking and postsecondary readiness in a coherent manner across the grades and subject areas.
- Strengthen differentiated teacher practice across all curricula to ensure that students have opportunities to engage in activities that promote critical thinking and result in meaningful student work. (1.2)

- Although there is evidence that many teachers plan lessons using formative and summative data in literacy and math that allow for differentiation and appropriate student groupings, the quality of differentiation is not consistent across grades and content areas. Consequently, not all students experience effective instruction that is specifically targeted to their learning needs to support high levels of thinking, participation and work products in all core subject areas.
- Increase the number of teachers aligning assessments to curriculum and using on-going assessment practices to adjust instructional decisions at the team and classroom level. (2.2)
  - While most teacher teams and individual teachers use summative and formative assessments and rubrics to inform lesson planning, there is not a cohesive and consistent approach across all content area classrooms to evaluate each lesson to check for understanding in order to make on the moment purposeful fix up strategies to instruction that support all students. As a result, in some classes the lack of checks for understanding leads to some students not having a clear understanding of concepts and skills necessary to support their learning needs.
- Refine the present protocol used by the school leaders to regularly evaluate the effectiveness of teacher teams engaged in structures professional collaborations that support distributed leadership. (5.4)
  - The principal and her cabinet periodically attend teacher team meetings to support teacher collaborations and review artifacts, such as agendas, minutes, curriculum maps, teacher made assessments, and student work. However, strategic adjustments have yet to be made to support professional collaborations, resulting in missed opportunities to maximize the impact of this work.
  - A core team of teachers consisting of one representative from each grade and academic cluster meet with the principal and her cabinet biweekly to support the work of the teams. The principal and her cabinet are beginning to formalize a rubric to assess the leadership development of this core team. However, the absence of a finalized rubric inhibits meaningful assessment of leadership development practices.

## Part 3: School Quality Criteria 2011-2012

School name:	UD	D	P	WD
Overall QR Score			X	
<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?			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
<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?			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
<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?				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	
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**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, 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