

Quality Review Report 2011-2012

The Eltingville School

31R042

**380 Genesee Avenue
Staten Island, New York
10312**

Principal: Brian Sharkey

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Lead Reviewer: Erminia Claudio

Part 1: The school context

Information about the school

The Eltingville School is an elementary school with 999 students from Pre-K through Grade 5. The school population comprises 1% Black, 11% Hispanic, 83% White, 4% Asian students and 1% other. The student body includes 2% English language learners and 19.9% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2010 - 2011 was 95.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal's effective organizational decisions are clearly aligned to the school's instructional goals for improvement of pedagogy and student work. (1.3)
 - The principal has used his budget to sustain a full time data specialist/achievement coach to support teachers in using data to achieve the school's overarching goals of increasing the number of students performing at or above level 3 in English language arts (ELA) and math State exams. The programming of common preparation periods for classroom and cluster teachers to update curriculum maps supports the alignment of the Common Core State standards. A weekly fifty minute block for professional learning communities, inclusive of the English as a second language (ESL) teacher and the SETSS teacher, focuses on analyzing student work. A vertical team consisting of teachers in grades K-5 identifies trends across grades to support the building of instructional coherence, for example, an analysis of ELA summative data surfaced a trend across grades 3-5 reflecting that students have difficulty "sequencing story events". In response to this data, teachers designed lessons that use graphic organizers to facilitate the organization of information. As a result of the strategic use of resources, talent and time, teachers are working together to engage in a collaborative approach towards building consistency and coherency within and across grades, which has lead to increased student outcomes as evidenced by a 10% increase on end of unit exams.
- The school's data specialist/achievement coach develops tools to aggregate and organize data so that trends in student performance are accessible and functional for making school level decisions to improve student performance. (2.3)
 - The judicious work of the data specialist/achievement coach has raised the level of looking at data across grades. Each grade and all learning communities work with the coach to evaluate the results of summative and formative assessments and plan next steps. Extensive spreadsheets created to illustrate student's proficiency levels on the New York State English language arts and math exams determined eligibility for academic intervention services (AIS) and extended day small group work. A monitoring for results tracking sheet was revised this school year to chart students' progress based on the Teachers College Reading and Writing Project assessments. All teachers have data binders that immortalize results of formative and summative assessment data. This data includes but is not limited to charts, graphs and spreadsheets to track progress in English language arts and math. All data inquiry work is posted on ARIS. Using these data tools, teachers identify trends within a grade and across grades. For example, measurement was identified by the school as an area for improvement. As a result of these data findings, the school purchased a math skills program with a heavy concentration in measurement and teachers are adjusting their teaching to support

increased student outcomes as evidenced in curriculum maps and pacing calendars.

- The school is committed to maintaining a collaborative relationship with families to ensure that they understand their child's needs and are involved in school wide decision making in order to partner in their children's education. (2.4)
 - In supporting the school's belief that students do best when parents and the school work as partners, the principal crafted a questionnaire designed to glean information from the lens of a parent about their child's work and study habits, learning successes, challenges, and the academic and social experiences they are having at school. This survey is shared with teachers and adults that work with each student. The parent coordinator facilitates *A Parent Advisory Focus Panel* that meets monthly and consists of parents, teachers and students to discuss areas of concern, primarily focusing on academic and social-emotional growth and needs. As a result, parents' state that the school goes above and beyond to engage them in their children's learning and values the uniqueness of every child.
 - School leaders and faculty facilitate workshops to support parents in using performance data tools to track progress and the alignment to the Common Core Standards. These tools include; ARIS, Acuity, Think Central, and the school website's "Month at a Glance" feature. Parents have also received training around the school's new standards based report card. The school tracks the utilization of these tools and engages in parental outreach to support the home school connection. Consequently, parents state that they are aware of their children's academic progress and understand what is needed for their children to succeed.
- School leaders and teachers use Periodic Assessment and content specific data to track the progress of individual and student groups which has lead to increased attainment of learning goals for all students. (3.3)
 - At the beginning of the school year, customized Excel spreadsheets were developed to track fourth and fifth grade students' growth on the 2010-2011 New York State English language arts and math exams. The data was sorted by student performance level in descending order. A comparative analysis of the 2009-2010 proficiency levels was performed to indicate the gain or regression that each student made over the past year. This data set was used to identify students in need of academic intervention services (AIS), and was shared with the school community. As a result, action plans were developed to support individual student goals.
 - Teams of teachers worked with the data specialist to identify areas of weakness found on the New York State math and English language arts exam. The analysis of math skills by the third grade inquiry team found that 32% of 167 third grade students had difficulty with estimation. Teachers worked collaboratively to craft a pre-test on estimation. Students who scored in the lowest 2% were identified as the targeted population. Teachers reflected on their teaching practice and planned differentiated small group strategy lessons to support the targeted

students at their individual entry points. As a result, the comparative analysis of the pre-test and post test showed that the average gain for the targeted students was 29%.

- Schools leaders use a research-based framework that supports explicit feedback to elevate school wide instructional practices that promote professional growth and reflection. (4.1)
 - Schools leaders are engaged in short frequent cycles of classroom visits using the Charlotte Danielson Framework. A feedback form was designed to provide teachers with low inference evidence of the observation and actionable feedback that clearly reflects what the teacher does well, areas for improvement and next steps to support pedagogy in strengthening teacher practice. School leaders engage in conversation with teachers around feedback to refine and pinpoint the effectiveness of the feedback. Grant funding enabled the school to purchase a copy of Charlotte Danielson's book "Enhancing Professional Practice" for teachers to use as a resource. At grade conferences, school leaders share low inference observations, noting grade trends in instructional practices. These trends and outcomes drive the differentiated professional development opportunities that teachers are offered, such as the work that the school is doing around Webb's *Depth of Knowledge*. The principal meets with non tenured teachers to build data portfolios to support teacher tenure. New teachers are assigned "teacher buddies" to support lesson planning, time management and to model best practice using classroom inter-visitation. As a result, teachers state that the feedback they are receiving has helped their pedagogy and model classrooms are expanding with effective practices that drive student progress.
- School leaders promote distributed leadership through structured professional collaborations on teacher teams using inquiry work that focuses on improved student outcomes. (4.2)
 - All teachers, inclusive of cluster teachers, academic intervention teacher (AIS) and SETSS, are involved in professional learning communities that support inquiry through looking at student work using the Tuning Protocol. Teachers work collaboratively to analyze data, research best practice through professional readings, create pre and post assessments, align curricular to the Common Core Learning Standards (CCLS) and post their work on the ARIS professional communities. As a result, curriculum maps have begun to reflect this alignment and teachers are more reflective in their teaching practice.
 - Grade leaders meet with school leaders to maximize their individual teaching strengths to support colleagues in raising student achievement. The collegial sharing amongst grade leaders and teachers has supported the work of aligning tasks and assessments to the Common Core Learning Standards. As a result of this distributed leadership, teachers voice that they feel that they are encouraged by school leaders to make key decisions that support improved student outcomes. This is evidenced in the realigning of the new reading program purchased by the school, upon the recommendation of teachers, which is enhancing student progress.

What the school needs to improve

- Promote greater consistency across all classrooms in establishing alignment in curricula and rigorous academic tasks that supports critical thinking skills that are aligned to the Common Core Learning Standards for all students. (1.1)
 - The school is in the process of aligning curriculum maps to the Common Core Learning Standards and is conscious of the instructional moves that are needed to heighten learning. However, not all teachers are consistent in engaging students in higher order thinking questions that are challenging and support academic rigor. As a result, the level of questioning does not always lead to accelerated student learning for all subgroups.
- Ensure that curricula and academic tasks are suitably differentiated to support instruction that challenge students in their learning and promotes meaningful student work. (1.2)
 - While most teachers and teacher teams are planning lessons and use summative and formative data to organize literacy and math flexible groupings, the level of differentiation varies across other content areas. As a result, not all students are exposed to an array of differentiated questioning strategies and guided learning experiences across all subject areas, at their entry levels, to support on-going academic growth.
- Strengthen the use formative assessment to pinpoint areas of need to strategically make adjustments to instruction to support learning for all students. (2.2)
 - While most teachers use on-going checks for student understanding during the lesson, this is not a consistent practice across all classrooms. Consequently, the lack of some teachers' ability to conduct on-going comprehension checks limits synthesis of what is being taught. Although all teachers confer with students on their reading and writing, the time between conferencing with students is not consistent across classrooms and grades. As a result, not all students receive the same level of support to push them to the next level of achievement.
- Deepen the level of review of interim goals to include all content areas to ensure student progress is tracked accurately school wide in order to maximize student outcome. (5.3)
 - Although the school has established a consistent protocol for reviewing interim goals three times a year in English language arts and mathematics, the process does not include all content areas. Consequently, in subjects other than English language arts and mathematics, school leaders do not uniformly track students. This inhibits the school's ability to plan, monitor and revise based on evidence of student performance.

Part 3: School Quality Criteria 2011-2012

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|---|-----------|----------|----------|-----------|
| School name: The Eltingville 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 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 | |
| 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 |