

Quality Review Report 2011-2012

**P.S. 048 William C. Wilcox
Elementary School R048**

**1055 TARGEE STREET
STATEN ISLAND
NY 10304**

Principal: JACQUELINE MAMMOLITO

Dates of review: February 13 -14, 2012

Lead Reviewer: Teresa Caccavale

Part 1: The school context

Information about the school

P.S. 048 William C. Wilcox is an Elementary school with 506 students from pre-kindergarten through grade 5. The school population comprises 4% Black, 16% Hispanic, 60% White, 20% Asian students and 0% other students. The student body includes 5% English language learners and 11% 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 94.4%.

Overall Evaluation

This school is proficient.

What the school does well

- The school maintains a culture of mutual trust and positive attitudes towards learning that supports the academic and personal growth of students and adults. (1.4)
 - The principal and her staff have created a nurturing learning environment that is welcoming and supported by the entire school community. The principal stated; “I believe our school is unique because all members of the school community have a vested interest and respect for all children. My teachers feel valued as professionals and exemplify integrity for the profession of teaching.” that In addition, The Learning Environment Survey (LES) indicates that 96% of teachers feel that order and discipline are maintained in the school, an increase in 5% from 2010. The LES also reflects that 99% of parents feel that school leaders invite teachers to play a meaningful role in setting goals and making important decisions for the school. To foster a culture of community the birthday students of the day are chosen to lead the pledge and announcements over the public address system. The guidance counselor takes the lead in coordinating services related to attendance and social emotional needs of students to ensure that each student gets additional attention and related services when necessary. As a result there is a strong community and pleasant tone in the classroom and hallways that is conducive to learning.
 - “Respect for All” empowers students to make decisions that minimize disrespect for each other while supporting their social and emotional development. For example through the interactive read aloud all students have read and discussed a variety of texts in which they have the opportunity to combat bullying through literature. In addition, The School Enrichment Model offers students a variety of academic and non-academic activities during the school day as well as afterschool options to develop positive attitudes toward school and learning. Students also participate in the Penny Harvest, March of Dimes and a Veteran’s Day Breakfast which enables them to serve their community in real world ways. Consequently, all students are empowered to take part in activities they have an interest in which promotes their active participation.
- The school integrates youth development and guidance supports 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)
 - Each month the principal and guidance counselor facilitate workshops for staff to support the social/emotional needs of students and offer family support. Topics this year have included; Crisis Intervention, Anti-bullying initiatives, and Elementary Career Awareness. Through the use of high quality children’s literature, activities and follow-up the staff is able to communicate important character attributes and issues to students. Students are immersed in an awareness level of career development. They explore who they are as people, how to interact with others and why attending school is important to the world of work. As a result the students are acquiring basic skills and attitudes to deal effectively with daily life and to make the transition into middle/junior high school.
 - The school offers many supportive enrichment programs during the school day and afterschool. There are many arts residency programs including Learning through Art (Guggenheim). Arts Connection, Marquis Studios, Dancing

Classrooms and The New York State Historical Society. The school has an United Activities Unlimited (UAU) after school program as well as PTA sponsored after school clubs including Painting, Pottery, Fashion, Origami, Photography and Dance to name a few and students have many opportunities to explore their interests. As a result of these programs families have resources in the neighborhood, as well as in their own school to support the academic and social emotional needs of students.

- The principal communicates high expectations to staff and families, and supports students to achieve them. (3.4)
 - The principal has worked with faculty to write the goals of the CEP. In addition, she meets with teams of teachers bi-monthly in small groups and one-to-one check-ins with individual teachers to offer instructional support and feedback as well as to follow up with ongoing professional development provided by consultants. Teachers participate in cycles of professional development to continually refine and enhance their craft as well as learn new strategies to support a rigorous curriculum which has included the implementation of *The Workshop Model in Literacy and Mathematics*, *Enrichment Clusters* and the *Independent Investigation Model*. As a result 100% of teachers feel that the principal provides them with information about the schools educational goals and offers appropriate feedback on each student's learning outcomes and 95% of teachers feel engaged in an active and vibrant partnership to promote learning as evidenced on the 2010-2011 Learning Environment Survey.
 - The school has a website and a phone messenger system to inform parents of workshops, school activities and daily attendance. The parent coordinator provides many opportunities for parents to understand new initiatives so that they can support their children's' academic growth. Parents attend middle school transition meetings, and receive help from zoned middle school representatives, thus enabling them to make informed decisions about their children's next academic level. These efforts have resulted in a 3% increase of parents who responded to the 2010- 2011 LES feeling that the school provides them with information about the school's educational goals and offers appropriate feedback on their children's learning.
- Teachers engage in shared leadership through inquiry based collaboration resulting in reflections on instructional practices and improvements in student learning. (4.2)
 - All teachers collaborate on teacher teams across grades and consistently analyze student work and data to plan next steps for improvements. Collegial sharing of ideas, strategies and best practice is common and leads to strengthening instruction and teacher practice. The grade teams are led by the grade leader on each grade. The meetings are focused on student work and refining teachers' practices to build coherence across the school in alignment with the CCLS for effective instruction. As a result leadership capacity is developing across grades allowing teachers to take a more active role, leading to an improvement in teacher practice for creating tasks and units with revised instructional techniques as evidenced by adjusted curriculum maps and lessons to increase student performance.
- The school has created a coherent curriculum that aligns to the Common Core Learning Standards (CCLS) and connects across grades and subject areas, supporting high levels of learning for all students. (1.1)

- The principal and her staff have aligned the CCLS to curriculum maps and unit plans with opportunities for extended learning across grades and content areas. In literacy, students are completing tasks that ask them to read and analyze informational texts and write opinions and arguments in response. In math, students are engaging in a cognitively demanding mathematics tasks that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. Students work on an exemplar once a week and receive feedback from their teachers aligned to a rubric. Most students show evidence of progress in both literacy and mathematics based on teacher made assessments.
- Teams are working on refining the current end of unit assessments to reflect the DOE's instructional expectations and refining the curriculum to include multiple entry points for all learners. Specifically in reading and writing informational texts in literacy and operations and algebraic thinking in mathematics. This structure, supportive of the school's instructional goals, embeds the standards in core subject areas that promotes better student outcomes as evidenced by current formative assessment results.
- The principal makes organizational decisions that support the school's instructional goals and pedagogical practice to meet student learning needs that lead to meaningful student work products. (1.3)
 - To increase student progress and reduce class size, the principal allocated funds to hire F-status teachers who are providing small group targeted instruction using the push in model. Additional meeting time has been scheduled between general education, special education and English language learners (ELL) teachers. Clusters include science, technology, physical education and health. All teachers are studying the Depth of Knowledge (DOK), specifically in read aloud, focusing on comprehension, higher-order thinking and clarifying information. In addition, content area teachers have students use Excel spreadsheets to create their own forms, charts, and graphs; producing videos for presentations; and using tools including Google Earth and Google Earth Sketch Up to incorporate technology and science into the content objectives while producing DOK Level 4 activities. All students participate in an extensive school wide enrichment program that fosters critical thinking through student inquiry. As a result of strategic use of resources and programming, 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.

What the school needs to improve

- Formalize a transparent system for analyzing data on student learning outcomes to identify school wide trends, towards interim and long term goals in literacy and mathematics supported by all faculty members to support student progress. (2.1)
 - Although the principal collects a variety of summative data at interim checkpoints and gives the teachers feedback in informal ways including monthly grade meetings, meetings with individual teachers and post-its on student collected work samples, there is no formal system in place for analyzing information on student learning outcomes and trends across grades. The absence of system wide data analysis does not allow for effective identification of common achievement trends for all students, and hinders opportunities to make timely revisions towards school wide goals and action plans so that all students can attain growth toward meeting learning goals and achieving mastery.

- Increase the consistency of the grading policies in the school to capture meaningful student data and information about student performance trends to identify next learning steps for individual or groups of students. (2.3)
 - While all teachers use a grading policy to track student progress, inform report card grades and progress reports, these policies are not consistent across grades and subject areas. Grade and class level assessment tools used to track student progress are varied and do not allow for effective identification of common achievement trends for all students. For example, not all teachers have a grade book with clear assessment scores, and the use of conference notes vary across the school. Although teams of teachers meet regularly to share grade level trends in order to create adaptations to teaching points they do not have consistent systems for measuring progress towards student outcomes and identifying areas where improvement in plans or strategies are needed. Thus the absence of uniform use of assessment tools to organize data trends to monitor student progress lessens opportunities to inform adjustments to instructional practices for next steps to increase academic performance for all students.
- Refine the present protocol that school leaders use to regularly evaluate the effectiveness of teacher teams engaged in structured professional collaborations in order to support their work and build distributed leadership. (5.4)
 - The principal periodically attends teacher team meetings to support teacher collaboration and review artifacts, including 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 as evidenced by the lack of a formal rubric, or system of feedback to evaluate the teacher teams.
 - The principal meets with teachers on an individual basis to provide them with opportunities to develop distributive leadership. The principal is beginning to formalize a system to assess the leadership development of her staff to create a core team. However, the absence of a finalized system inhibits meaningful assessment of leadership effectiveness.
- Strengthen differentiated practices so that all students are engaged at their entry levels in activities that promote critical thinking for meaningful student work. (1.2)
 - Across classrooms teaching practices are becoming aligned to the curriculum and reflect a set of beliefs about how students learn best as evidenced by the workshop model approach. However, teaching strategies, questioning and routines inconsistently offer differentiated learning opportunities for all students, including students with disabilities and ELL's at their instructional levels. For example, during the read aloud in some classes only a few students participated in the conversation, while in other classes when students finished their work they did not have a plan to continue working independently. Although some teachers are using formative assessment data to integrate scaffolds including manipulatives, graphic organizers, small group instruction, and student choice to cognitively engage students of all levels in lessons, others lead teacher dominated lessons or inappropriate modified activities such as differentiated worksheets that do not challenge student thinking Hence, these uneven practices lessen critical thinking as evidenced in student work and class participation.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 048 William C. Wilcox	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