

# Quality Review Report 2012-2013

**Goldie Maple Academy**

**Elementary-Middle School Q333**

**3-65 Beach 56 Street  
Queens  
NY 11692**

**Principal: Angela Logan**

**Dates of review: May 2-3, 2013  
Lead Reviewer: Michele Lloyd-Bey**

## Part 1: The school context

### Information about the school

Goldie Maple Academy is an elementary-middle school with 550 students from pre-kindergarten through grade 8. The school population comprises 75% Black, 19% Hispanic, 3% White, and 3% Asian students. The student body includes 0% English language learners and 7% special education students. Boys account for 46% of the students enrolled and girls account for 54%. The average attendance rate for the school year 2011 - 2012 was 96.0%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- The leadership and staff strategically create a calm, safe and mutually respectful school environment that result in continuous improvement in attendance and enhanced personal development of students. (1.4)
  - Since the inception of the Goldie Maple Academy, the principal conscientiously explores various approaches to the continuous improvement of the school's culture. She meets with various constituent groups and engaging in ongoing conversation and planning to address the targeted needs of students, such as afterschool tutoring, and guidance needs. Relationships amongst students and adults are respectful, collegial and student needs are constantly addressed. Through regular conversations with students, and professional development for staff, parents and student state that there are no issues of bullying in the school. The principal carefully analyzed the school survey and strategically addressed all areas on the survey that scored less than 8.5. As a result, a homework club was created, and a full-time dean, guidance counselor and a college intern joined the staff and focus solely on supporting the academic, social-emotional needs of students. The school's inclusive culture ensures that every student and their families receive whatever materials and resources the school can provide. Parents shared that during Super Storm Sandy, the school provided a plethora of support, such as school supplies, uniforms, and parents in need were sent groceries to their home. One parent remarked, "This school is like a unique family". Hence, students say that they feel safe and parents comment, "I wish my child would be able to stay in this school forever."
  - The school implements a bronze, silver and gold honors program that addresses the needs of middle school students thus improving student engagement and motivation. Monthly assembly programs celebrate "student of the month" and most improved in each class. Students across the school share that they enjoy school, and know and understand what is expected of them. Structures, such as small class size ensure that each student is known well by at least one adult. The leadership, guidance, and teachers consistently support students' social- emotional development through respectful conversation, and allowing students to have a voice, such as school trips, that lead to the school's improvement efforts and result in excellent student attendance which is at 96%.
- School leaders consistently communicate high expectations regarding elements of the school's framework and successfully engage families so that the path to college and career readiness supports student achievement. (3.4)
  - School leaders consistently share information regarding the Danielson Framework through ongoing meetings, staff memos, email, and through the short visit, observation process. As a Teacher Effectiveness Program pilot school, professional development is provided monthly , and

substitute teachers enable classroom teachers to receive training around the six competencies from the Danielson framework that promote consistent focus and attention to high expectations regarding teacher practice and student outcomes. The school's common framework is discussed during faculty, grade and team meetings. Staff receives training in all competencies of the framework, and through consistent written and verbal communication, staff is well aware of the instructional and professional expectations established by the school. Consequently, a culture exists across the school where all constituents are mutually accountable to improve student learning outcomes.

- Parents share that the school does an exceptional job ensuring that they are fully aware of the expectations of the school, which is to improve student performance in English language arts and math as well as the progress their children make towards those expectations. Parents are well informed of the teaching and learning in the school based on ongoing meetings with the leadership. During a ceremony for the opening of school, parents turn in their previous year's Parent Core Knowledge Handbook to then receive a new copy of the. Parents are consistently apprised of the progress of their children through interim progress reports, the school's online grading system, and ARIS. Even though the school does not have any English language learners, translators are available at all meetings to ensure that not one parent is omitted from knowing the direction of the school. Parents say that teachers are extremely supportive and communicate the school's expectations with students and families through face-to-face conversations, email and written correspondence. Further, school leaders effectively communicate the expectations connected to a path for college and career readiness by providing monthly day and evening workshops for parents facilitated by the parent coordinator and external partners. Workshops ensure that parents receive relevant information related to instruction, nutrition, student social-emotional behavior, and the progress the school is making towards the expectations regarding the integration of Common Core Learning Standards (CCLS). As a result, a parent of a student with special needs commented, "There is so much support here. Each year they (students) learn more and more."
- The principal makes effective organizational and programmatic decisions that are aligned to the school's instructional goals and support improvement in learning. (1.3)
  - The principal is a creative organizational leader who has been able to effectively ensure that the school's limited budget provides resources that are used towards improving student achievement. Closets are well stocked with fiction and non-fiction books that support the expectation of the CCLS in all subjects and grades. Teacher teams meet weekly to analyze student data, review student work and plan lessons that are CCLS aligned and make adjustments to the curriculum to ensure students are on track to achieve their goals. Effective partnerships such as Police Athletic League (PAL) support students in the middle school, by providing academic and sports activities. Since 2013's Super Storm Sandy, another school partnership, Project Hope offers excellent support services such as counseling for students and families still experiencing

difficulty in the aftermath of the storm. Families engage in movie night, family dinners, and celebrations for parents of Honor Roll awardees. Based on the school's Progress Report data, there is a need to improve the progress of higher performing students. Therefore, the school's limited budget supports an afterschool tutoring program and students that require more intensive instructional support have additional academic support in the classroom. In 2011-2012, 2% of grade 4 students achieved level 4 on the New York State English Language Arts (NYSELA) exam. However, Acuity results this year for grade 4 have increased to 14%, and while only 5% of grade 5 students were at level 4 on the NYSELA exam, Acuity results indicate a 10.4% increase.

- School leaders and teacher teams cull and analyze a wide range of formative and summative assessment data that is used to determine student strengths, weaknesses, and adjust curriculum and instruction. (2.2)
  - Teacher teams and individual teachers routinely utilize a range of formative assessments that are administered weekly at the classroom level and offer timely information regarding student strengths and weaknesses in all content areas. Furthermore, rubrics are created by teachers, and analyzed at the team level, and effectively align with performance tasks, such as student informational writing. Grade 2 teachers analyzed rubrics in preparation for the upcoming writing project to ensure alignment to the CCLS and adjusted it to reflect improved formatting and rigorous language in order to challenge students, especially accelerated learners. Across the school, teachers use rubrics and make meaningful comments that are discussed during teacher-student one-to-one conferences and support students in understanding next steps thus students are making continuous progress. School leaders and teachers intentionally track the performance of all students, including students in the lowest third in each class to determine instructional planning. The leadership and teachers adjusted the English language arts and math curriculum to include all of the skills that students need to be taught by the time State tests are given. They then identified from the New York State Education Department's website, assessments that align to their instructional program. Consequently, there has been an increase in student performance across the year based on Acuity results.

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

- Deepen curricular planning across all grades and subjects and develop rigorous units of study that are aligned to key Common Core Standards that result in higher-order skills for all learners. 1.1
  - Goldie Maple Academy is a National Core Knowledge Visitation site and continues to implement the Core Knowledge program in all grades. The program places major emphasis on the integration of content area instruction across all grades and subjects. All teachers, including Spanish and music, use the Core Knowledge sequence book that is aligned with the school's curriculum maps. With support of the Core Knowledge Foundation, all English language arts and content areas

create lessons that are fully aligned to the Common Core Learning Standards (CCLS). The math program is also aligned to CCLS, and there are many opportunities for students to engage in multi-step problem solving math problems that are embedded in the program. After the school's close analysis of student writing on both summative and formative tests, teachers focus on key standards in reading and writing across the grades. In order to improve students' language development, the school utilizes the Core Knowledge reading program for primary grade students. Additionally, teachers engage students in modified performance tasks to reflect the school's curricula. However, instructional practices and academic tasks that require higher-order thinking are not consistently observed in all classes. As a result, students, including students with disabilities, are not routinely able to make real-life connections and develop critical thinking and rigorous habits in line with college and career readiness.

- Develop consistency in the implementation of instructional strategies and delivery of lessons that are scaffolded and challenge thinking in order to improve student learning. 1.2
  - The school utilizes a common framework that promotes teacher planning for rigorous instruction. Most teachers plan lessons that are content rich and students work in small skill-based groups. An essential question is posed for all lessons, and the school has given considerable attention and focus to “questioning” based on Webb’s Depth of Knowledge rubric in order to promote higher-order thinking skills in student work. In a social studies class, students study feudalism in Japan, and make connections between the codes of Bushido in Japan to the code of Chivalry in Medieval Europe. In another class, students delve into the Core Knowledge Reader, *Realm of Gold* to discuss figurative language in a famous speech by Dr. Martin Luther King, Jr., “I Have a Dream”, while in another class, students respond to open-ended questions about early century, tenement living. However, student grouping is varied across classrooms and is not always data-driven therefore limiting its effectiveness in providing support to the needs of targeted students, especially students with disabilities. As a result, instructional practices do not sufficiently provide multiple entry points that actively engage all learners.
  - Students are able to effectively recall facts about significant events in history and other content areas. A kindergartener proudly shares his knowledge about William Shakespeare based on a picture book he created in class. However, while students demonstrate their knowledge of various historical and scientific facts, there is an uneven demonstration of higher-order thinking skills that result in high levels of student participation in the classroom through student discussions initiated by challenging tasks that is reflected in all grades and classes across the school. Consequently, students’ work products do not always reflect high levels of student thinking that engage them in cognitively demanding assignments at their appropriate level.

## Part 3: School Quality Criteria 2012-2013

School name: Goldie Maple Academy	UD	D	P	WD			
<b>Overall QR Score</b>			X				
<b>Instructional Core</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, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		X					
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?			X				
<b>School Culture</b>							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?				X			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?				X			
<b>Systems for Improvement</b>							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?			X				
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?			X				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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 <b>inquiry approach</b> that promotes shared leadership and focuses on improved student learning?			X				
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X				
<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>