

Quality Review Report 2012-2013

The Henry M. Boehm School

31R055

**54 Osborne Street
Staten Island
NY 10312**

Principal: Sharon Fishman

Dates of review: November 28-29, 2012

Lead Reviewer: Erminia Claudio

Part 1: The school context

Information about the school

Henry M. Boehm is an elementary school with 693 students from kindergarten through grade five. The school population comprises 1% Black, 9% Hispanic, 85% White, 4% Asian students and 1% other. The student body includes 2% English language learners and 19% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2011 - 2012 was 95.9%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school is a nurturing environment that supports personal and academic development of all students. (1.4)
 - The principal has programmed a thirty minute block each day to provide *Response to Intervention* (RTI) to support targeted interventions for students who are experiencing challenges with learning or who are struggling to make progress on certain skills or concepts. Students are given a baseline assessment and continually are monitored for progress. Data from the first cycle of RTI indicates that 90% of students receiving RTI have made gains. The school has implemented a “Buddy Teacher” concept to support at risk students with an adult that they can reach out to for assistance. To prepare students for middle school, grade 5 is departmentalized. Students voiced that they love changing classes and feel that they are learning more in each subject by doing so. The school has a comprehensive performing arts and visual arts program. A newly created dance room provides students with an opportunity to participate in creative movement. Prior to school opening, incoming kindergarten students are invited to a carnival that takes place in August. Grade 5 students serve as a buddy to help new students with the adjustment of coming to school. In an effort to promote increased attendance, the school plans event days before three day weekends and holidays, such as pajama day, sports day and crazy hat day. This has led to an overall increase in attendance, from 94% to 95%. A school-wide character education initiative inclusive of a link on the school’s website to “Character Counts” and “Boehm Bucks” given to students for positive behaviors has impacted the decrease in reportable behavioral occurrences. Collectively, these initiatives support students in their quest for personal and academic success.
 - School leaders and the parent coordinator provide workshops to promote effective academic and personal behaviors. These workshops include but are not limited to; the instructional shifts that support the rigor of the Common Core Learning Standards (CCLS), what it mean to be college and career ready and character education through interactive read aloud. The school created new report cards that are aligned to the Common Core State Standards. The school website provides parents academic resources and links to other websites, such as, Engage NY and ARIS. To foster a positive home school connection, teachers post unit goals for all subject areas so that parents are aware of what their children are learning and what is expected of them. During the parent meeting, parents voiced they feel valued and believe they have a say in their children’s education. For example, parents said at their request, the school implemented a third curriculum conference so that they would have the opportunity to meet their child’s next grade teacher. As a result of positive, collaborative and open communication, parents feel supported by the school and are well informed about their children’s academic and social growth.

- School leaders support the development of teachers, including those new to the profession, with effective feedback and next steps to assure continued growth in pedagogical practices. (4.1)
 - School leaders use the Danielson research-based framework to promote improved teacher practice and student learning through short cycles of classrooms observations. To promote teachers' responsiveness to feedback, teachers were asked to indicate their preference on how they wish to receive feedback from school leaders. In response, school leaders created a written feedback form that provides teachers with low inference observations and actionable feedback that clearly reflects what the teacher does well, areas for improvement and next steps to support pedagogy in strengthening teacher practice. At grade conferences and teacher team meetings, 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. For example, school leaders identified academic language as an area that teachers needed to enhance. School leaders and network support staff provided professional development around capturing academic language in context using various strategies, such as charting, highlighting and personal word walls. As a result, the level of academic language has increased as evidenced by classroom visits, artifacts, student work products and student responses. Teachers state that the feedback they are receiving as well as the professional development provided has helped their pedagogy by expanding their knowledge base and use of resources.

- Teachers are engaged in structured professional collaborations on teams that promote achievement and strengthen the instructional capacity of teachers to support all learners. (4.2)
 - The school uses ARIS Connect step-by-step guide to inquiry to support professional collaboration amongst teacher teams that are schedule to meet three times a week. These collaborations give teachers the opportunity to use student work samples as a guide for their learning. Teachers research effective instructional strategies and plan next steps for individual and cohorts of students. For example, the second grade team inclusive of the special education teacher designed differentiated graphic organizers to support students with communicating their thoughts and scaffolding their understanding of big ideas in sequence. Teachers adjusted their lessons to support a deeper understanding around using linking words and phrases. Over the course of the unit teachers documented the growth students achieved in planning and revising their work. In an effort to increase the level of rigor in special education classrooms, a special education team was created. Each member on the team also is programmed to meet with a grade level team. This team focuses on using whole brain strategies such as, touch, recite and singing. A vertical instructional team is working with a network literacy facilitator to support using the *Cognitive Apprenticeship Model*, which supports learning from a more experienced person by way of modeling, coaching, reflection,

articulation and exploration. This team is researching different methodologies such as reciprocal teaching, close read, read aloud–think aloud and ra-ta-ta. At the team meeting teachers voiced that they chose one of the aforementioned and are sharing the results of these methodologies so that teachers school-wide will have a variety of instructional tools to support all learners. 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.

What the school needs to improve

- Strengthen curricula and academic tasks to consistently emphasize rigorous habits and higher order thinking skills across all grades and subject areas in order to promote higher levels of achievement. (1.1)
 - The school is aligning curricula inclusive of the arts to the Common Core Learning Standards (CCLS) and has begun to develop literacy tasks that incorporate nonfiction social studies and science text in order to engage students in comprehending complex text. While most teachers use student work and data to plan lessons, this practice is not yet embedded across grades and in all subject areas. Consequently, not all students have the opportunity to consistently experience tasks that promote cognitive engagement.
- Deepen teacher questioning techniques to maximize learning and provide multiple entry points for all learners, so that they are engaged in high quality instruction. (1.2)
 - Although there is evidence that most teachers and teacher teams look collaboratively at student work to evaluate instruction and adjust plans, and have developed a common understanding and practices around targeting instruction to meet the needs of individual and groups of students, the level of teacher questioning is not consistently differentiated across classrooms and content areas. Consequently, not all students, including English Language Learners (ELL) and Students with Disabilities (SWD) are exposed to an array of differentiated questioning strategies and guided learning experiences at their entry levels, thus limiting on-going academic growth.
- Enhance the school's practice of using common assessments, rubrics and student self-assessment to make effective instructional adjustments to meet all students' learning needs. (2.2)
 - While the school is developing their use of common assessments to measure student progress, the use of rubrics, student feedback and student self reflection is not yet cohesive and consistent across grades and content area classrooms. As a result, in some classes the inconsistency of rubrics and feedback to students leads to some students not having a clear understanding of the concepts and skills necessary to support what they are learning in order to achieve higher level of performance.

Part 3: School Quality Criteria 2012-2013

School name: The Henry Boehm School	UD	D	P	WD			
Overall QR Score		X					
Instructional Core							
<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					
School Culture							
<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				
Systems for Improvement							
<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 inquiry approach 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					
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed