



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Naples Street Elementary School

31R009

**1055 Targee Street
Staten Island
NY 10304**

Principal: Deanna Marco

**Date of review: October 27, 2014
Lead Reviewer: Jessica Jenkins**

The School Context

Naples Street Elementary School is an elementary school with 150 students from Pre-kindergarten through grade 1. The school population comprises 19% Black, 26% Hispanic, 46% White, 8% Asian and 1% other students. The student body includes 2% English language learners and 23% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2014-2015 was 96.8%

School Quality Criteria

| Instructional Core | | |
|--|----------------------------|-----------------------|
| <i>To what extent does the school...</i> | Area of: | Rating: |
| 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards | Celebration | Well Developed |
| 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products | Focus | Proficient |
| 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 | Additional Findings | Well Developed |
| School Culture | | |
| <i>To what extent does the school...</i> | Area of: | Rating: |
| 3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations | Additional Findings | Well Developed |
| Systems for Improvement | | |
| <i>To what extent does the school...</i> | Area of: | Rating: |
| 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning | Additional Findings | Well Developed |

Area of Celebration

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

Across grades and content areas, teachers and school leaders tactically plan in depth units of study reflective of the instructional shifts and aligned to Common Core Learning Standards. Rigorous habits for all students are coherently and strategically embedded into each task and unit of study across grades.

Impact

Carefully constructed units of study have resulted in coherence across grades and student demonstration of learning in a rigorous learning environment that emphasizes higher-order thinking and college and career readiness for all learners, including English language learners and students with disabilities.

Supporting Evidence

- The school has utilized Google Docs to share curriculum maps with all members of the learning community, resulting in a distinct level of consistency and coherence across the school as evidenced by academic tasks across grades. Furthermore, teachers and school leaders utilize this system to provide feedback to each other around embedded higher-order thinking skills.
- To ensure alignment to the Common Core Learning Standards and integration of instructional shifts, teachers strategically include opportunities for students to question and pose problems, think interdependently, and be innovative. In all classrooms, students engaged in peer discussion, including kindergarten, where students engaged in peer discussion about their reading.
- To improve higher-order thinking skills, an additional template that promotes close reading has been added to unit plans across subjects, including Dance and the Arts.
- Teachers of the arts and science have integrated the instructional shifts into their unit plans. For example, the Kindergarten Superpower Reading unit was adapted in Science and Art as well as a literacy “how to” writing unit to support a force and motion unit of study. Students with disabilities and English language learners are supported with necessary scaffolds for these units, which include the use of a variety of graphic organizers and targeted small group instruction.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

While pedagogy across classrooms reflects a school-wide set of beliefs about how student learn best and reflects the incorporation of the instructional shifts, in some classrooms, high levels of student thinking, engagement, and student ownership of learning varied.

Impact

Across classrooms, teaching practices focus on the school's core values. However, in some classrooms visited, due to a lack of challenging tasks, there were uneven levels of student thinking, engagement and ownership by all students.

Supporting Evidence

- School leaders and teachers have embedded the school's core values of vision, opportunity, independence, collaboration and expression (VOICE) into their planning through a commitment to the workshop model, a clear teaching point, opportunities to foster independence, and planning for multiple entry points. These core values were reflected across classrooms, including the Autistic Spectrum Disorder Horizon classrooms, where student independence was fostered and the workshop model supported multiple entry points.
- Across classrooms, students were provided with opportunities to think independently and work in groups to create meaning. However, in a science lesson observed, all students engaged in the same workstation activity to sort and discuss solids, liquids, and gasses, limiting opportunities for students who had already mastered the material to extend and take ownership of their learning.
- In a literacy lesson observed, teachers conferred with students while the remainder of the class worked in partner reading groups to retell their story and discuss their favorite parts of the book. These discussions limited high levels of student thinking and ownership of learning.

Additional Findings

Quality Indicator:

2.2 Assessment

Rating:

Well Developed

Findings

A variety of precise and thorough feedback to students promotes a reflective culture focused on progress for all students. Pre- and post- assessment data, checklists, and benchmarking cycles determine student groupings and provide a clear portrait of student mastery.

Impact

Ongoing collection and strategic use of formative and summative assessment data across classrooms has resulted in concise tracking of student progress and prescriptive next steps, effective instructional adjustments at teacher team and classroom levels demonstrated increased mastery for all learners.

Supporting Evidence

- In reading, students are assessed formally four times yearly through benchmarking cycles using Fountas and Pinnell to measure progress toward grade level reading standards. Running records are also utilized between these cycles to monitor progress and challenge students who are ready to move to the next level. Both sets of data inform small group work as well as grouping of students during the workshop model. Consequently, the most recent data analysis suggests that 84% of Kindergarten students have advanced at least one level.
- Across classrooms, flexible writing groups are formed utilizing pre-assessment data according to skills and strategies specific to that writing genre. Unit checklists assess writing behaviors as do student work folders which are further analyzed by teams of teachers to assess progress and mastery.
- To scaffold assessment practices for pre-kindergarten and kindergarten students, teachers focus on a goal from a developmentally appropriate writing checklist which is unpacked for individual and groups of students based on their needs. Each student references this goal throughout the day and receives frequent daily feedback to ensure movement toward mastery.

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| Quality Indicator: | 3.4 High Expectations | Rating: | Well Developed |
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Findings

School leaders consistently convey high expectations to faculty focused on the school's goals and provide supports to achieve those expectations.

Impact

High expectations result in a culture of mutual accountability, collaboration, and buy-in on the part of teachers, leaders, and families, thus creating an atmosphere conducive to the developmental needs of all students supporting student independence and providing the next steps to encourage ownership of learning.

Supporting Evidence

- School leaders support teachers in the creation and modification of unit plans through weekly team meetings and through the use of Google Docs.
- After each unit of study, parents receive progress reports regarding their child's advancement toward mastery of goals for that unit. These informative reports take into account formative assessment practices including conferences and interviews, teacher observation, and performance tasks. Additionally, they include student-friendly "I can" statements and indicate whether the student has mastered the standard, is starting to, or has yet to master that standard. Teachers provide additional resources such as content-specific websites, to families to work with their child on skills not yet mastered.
- In addition to parent-teacher conferences and ongoing communication between families and teachers, open portfolio viewing has been scheduled three times per year, providing parents with access to student performance portfolios, which capture academic and social/emotional growth over time. Viewing sessions allow the parent to visit their child's classrooms to review these individualized portfolios inclusive of work from reading, writing, math, social studies, science, physical education, visual arts, dance, and musical theater.
- A comprehensive professional development plan is aligned to the school's Comprehensive Education Plan (CEP) goals, Quality Review indicators, and the Danielson rubric and includes multiple opportunities for teachers to design and plan rigorous tasks and units of study. The professional development plan is also driven by professional goals set by teachers and monitored throughout the year through three benchmark conversations that are memorialized and reflected upon.

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| Quality Indicator: | 4.2 Teacher teams and leadership development | Rating: | Well Developed |
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Findings

School leaders and teachers have nurtured an environment whereby professional collaborations remain focused on improved teacher pedagogy, shared leadership and advancing student achievement.

Impact

All staff members collaborate on structured teams, strategically use protocols to create, analyze and revise curricula, and engage in focused inter-visitation. This has resulted in coherence across grades and subjects, improved pedagogy, and the effective integration of the instructional shifts and Common Core Learning Standards into all subjects including the Arts ensuring increased achievement and mastery by all students.

Supporting Evidence

- Focused inter-visitation across subjects and grades provide teachers with an opportunity to reflect on their own teaching practice in relation to the Danielson Framework as well as adjust their practice based on specific feedback received through these structured peer feedback sessions.
- Across subjects, all content curriculum maps are living documents that are regularly revised during focused professional collaboration and shared school wide to elicit feedback and to build coherence across grades and subjects.
- In grade-level teams, teachers plan utilizing a common planning debrief form that includes a focused agenda, captures next steps, and includes a timeline for the work to be completed. Follow-up meetings begin with a discussion of next steps from the prior meeting, resulting in modifications to mapping and lesson delivery.
- A child study team meets monthly to create action plans for struggling students, which includes an action plan and follow-up supports to ensure the proper supports are implemented.