



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

The Fiorello H. LaGuardia School

10X205

**2475 Southern Blvd
Bronx, NY 10458**

Principal: Ms. Carol Ann Rosado

Date of review: November 17, 2014

Lead Reviewer: Melodie Mashel

The School Context

The Fiorello H. LaGuardia Academy is an elementary school with 1043 students from grade kindergarten through grade 5. The school population comprises 16% Black, 79% Hispanic, 4% White, and 1% Asian students. The student body includes 22% English language learners and 19% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2013-2014 was 94.4%.

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 | Additional Findings | Proficient |
| 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 | Celebration | 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 | Focus | Proficient |
| 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 | Proficient |
| 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 | Proficient |

Area of Celebration

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

School leaders and staff believe students learn best when students receive teacher supports, and engage in partner work. Teachers consistently provide students with a variety of entry points.

Impact

The school's belief that scaffolding student learning experiences supports student achievement and is reflective in teacher practice resulting in meaningful student work that promotes thinking.

Supporting Evidence

- Informed by Danielson's competencies, structures and protocols reflective of the school's philosophy are evident across classrooms. Students engage in partnership turn and talks and think, pair, share strategies to exchange thoughts and ideas. For example, students in a fifth grade class shared their thinking when discussing why they described the character in a text as "determined."
- Aligned to the instructional shifts, students read informational texts and engaged in conversations facilitated by the teacher. For example, in a fourth grade class, after reading numerous texts, students participated in sharing information they researched about qualities of the brooding frog, a unique amphibian.
- Teachers employed a variety of entry points to engage all students in learning. In a third grade class, teachers provided students with leveled texts about the same topic. In a second grade, students worked with Unifix mathematics manipulative materials, while others worked collaboratively in solving mathematic problems.
- Supports for English language learners and special education students ensured students participate in the same challenging assignments through the addition of entry points such as guided small group instruction.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

The school's grading policies and use of common assessments provide all stakeholders with feedback around student progress. Assessment results are used to make curricula modifications.

Impact

The school uses common assessments and the analysis of data to track student progress and inform adjustments in units and lesson plans.

Supporting Evidence

- Students and teachers use checklists and generic rubrics to monitor student achievement. For example, in a second grade class, students used checklist to peer review their written response to literature.
- Teachers use curricula aligned assessments in writing to provide students with actionable feedback. Feedback provided informs students of needed areas for improvement. For example, a review of student work reveals feedback provided to students that addresses key areas of writing such as: spelling, punctuation, use of capital letters, elaboration, development and word choice.
- Teachers, students and families use information gathered from common assessments such as: Developmental Reading Assessment (DRA), baselines and end of unit tests to gain a clear picture of student progress. The analysis of data informs adjustments to written curricula and is evident in written units.

Additional Findings

| | | | |
|---------------------------|-----------------------|----------------|-------------------|
| Quality Indicator: | 1.1 Curriculum | Rating: | Proficient |
|---------------------------|-----------------------|----------------|-------------------|

Findings

The school leader and staff adopt common core aligned curricula across subjects. The curriculum is tailored to provide access to all learners.

Impact

The school leader's decisions, builds curricula coherence across grades and subjects and engages students in challenging tasks that promote thinking and prepares students for college and career.

Supporting Evidence

- The school selected Ready Gen as the curricula resource for English language arts, and Go Math as the common core aligned resource for mathematics. New York City scope and sequence serve as the school's curricula for science and social studies.
- Written units in reading and writing provide evidence that students engage in challenging tasks in writing and are required to support their written arguments with evidence from texts read. In addition, to further align to the demands of Common Core Learning Standards (CCLS) and instructional shifts, students are expected to follow the writing process and produce on demand writing.
- Teachers are provided with common planning time to look at student work and revise units to meet student needs, embedding tiered questions into units and guided reading lessons.
- Teacher lesson plans provide evidence of planning of the use of a variety of short texts. For example, teacher lesson plans reveal that teachers use leveled text material to support the needs of the English Language Learner and special education students.

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| Quality Indicator: | 3.4 High Expectations | Rating: | Proficient |
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Findings

School leaders consistently communicate high expectations to all staff using Danielson's Framework for Teaching. Feedback provided through a variety of venues keep families updated of student progress.

Impact

Structures that highlight the school's high expectations ensure that all constituents are accountable, thus preparing students for college and career and higher levels of learning and achievement.

Supporting Evidence

- Frequent classroom observations using Danielson's Framework competencies, and leadership conversations with staff hold staff accountable for meeting expectations that elevate teachers' practice.
- Weekly professional learning sessions around selected topics of teacher interest and challenges, and a consultancy with Learner Centered Initiatives (LCI) provide teachers with ongoing support that further raises the level of their craft.
- Parent meetings with the school's guidance counselor and parent workshops provide parents with preparation about the middle school application process and information that supports students' transition to middle school.
- The school's use of written progress reports, iReady data, and the school's most current use of *Remind*, an application system that sends parents text messages about student progress, serves as communication streams that support both parents and students in monitoring student movement toward standards.

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|---------------------------|---|----------------|-------------------|
| Quality Indicator: | 4.2 Teacher teams and leadership development | Rating: | Proficient |
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Findings

Teacher teams engage in structured professional collaborations and meet regularly to examine students' work.

Impact

Teacher team collaborations have resulted in improved teacher practice and progress for groups of students performing in the lowest third on New York State English language arts assessments.

Supporting Evidence

- School leaders and teachers teams further align English language arts common core curricula to Common Core Learning Standards. For example, teachers embed additional writing opportunities into the Ready Gen English language arts curriculum units and determine the need to strengthen the use of the writing process.
- Teacher teams meet with a Learner Centered Initiative consultant to support them in elevating the level of their English language arts practice. A review of the school's professional development plan reveals a recent focus on building teacher practices that support strategic small group instruction during the literacy block.
- Teacher teams analyze student work using the Santa Cruz protocol, identify student strengths and challenges and make adjustments to practices. For example, during an observed team meeting, members of a teacher team reviewing student math work, determined to embed additional student partner work and add lesson extensions.
- Teacher teams review student progress and adjust curricula while embedding leveled texts and complex texts and the use of graphic organizers into units of study. In addition, as a result of assessment outcomes, teachers group students accordingly to further support student progress.