



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Joseph P. Addabbo School

Elementary School 064

**82-01 101 Avenue
Queens
NY 11416**

Principal: Laura Kalser

Dates of review: May 21 – 22, 2008

Lead Reviewer: Michele Lloyd-Bey

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Part 1: The school context

Information about the school

The Joseph Addabbo School is an elementary school with 704 students from kindergarten through grade 5. The school population comprises 8% Black, 48% Hispanic, 3% White, and 40% Asian students. The student body includes 23% English language learners and 1% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2006-2007 was 93.5%. The school is in receipt of Title 1 funding with 70% eligibility.

Part 2: Overview

What the school does well

- The school is exceptional in its established structure to gather and analyze performance data in order to plan more strategically.
- The principal has excellent systemic processes in place to continually measure the performance and progress of all students across the school.
- The school is exceptional in the collaborative manner in which students in greatest need are identified and monitored to ensure success.
- The school offers a broad and creative curriculum, including the arts, to extend learning and challenge students.
- The administrative and instructional teams are adept in literacy and math and provide continuous opportunities for teachers to grow professionally.
- The principal has infused the love of reading and writing into all aspects of the school and rich books and student writing permeates the building.
- The principal sets high expectations for all constituents, and workshops are offered to parents to enrich their capacity to help their children at home.
- The school has established exciting partnerships that promote academic and personal development for students.
- The school effectively uses assessment data to continuously monitor student performance, revise goals and set next-steps decisions in teaching.
- There is a good feeling of nurturing, respect and collegiality in the school and as a result, staff and student attendance is excellent.

What the school needs to improve

- Ensure the analysis of content-area data is part of the continuous assessment process beyond literacy and math.
- Develop further professional development in differentiated instruction in order to ensure student progress.
- Ensure the Core Knowledge program is enhanced in the primary grades by enabling teachers to participate in extended professional development.
- Develop a more structured process for teachers to engage in inter-visitations to enhance teacher professional growth.

Part 3: Main Findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is well developed.

Joseph Addabbo School is a welcoming, nurturing, and safe community school where parents state they love to send their children. The principal is well respected and sets high standards for staff and students. Her passion and expertise in literacy has resulted in quality student reading and writing across the school. The school has made good progress in addressing the issues identified in the previous year's Quality Review report and as a result, regular informative statistical data is generated regarding students' academic achievement since this year's collaboration with Teacher's College. Teachers in grades 2 through 5 have been trained and are implementing the methodology, approaches and techniques of the writing process. The reading and writing assessments generated from this program have strengthened the school's balanced literacy program. The benchmarks are aligned and help the school analyze and assess students' progress and growth in literacy. The school effectively uses periodic assessments to increase its capacity to monitor their progress incrementally. The principal purchased a wealth of leveled genre-rich books for all classrooms and a well-stocked professional literacy library was created for teachers. Teachers engage in professional development opportunities in differentiating instruction. However, differentiation across all subject areas is not common practice. The school recognizes that refinement in this area must be deepened to reflect students' learning needs across all subject areas. The school has been exceptional in broadening the variety of interventions available for students in greatest need of improvement and for those needing acceleration. The implementation of interventions has improved students' performance and significantly addressed the needs of all students. The school offers teachers the opportunity to visit other classes within and outside of the school. However, inter-visitations within the school is not yet a structured systemic practice. The administration and staff view the school as a community whereby all students are celebrated and individual needs are enthusiastically addressed. The inquiry team has been pivotal in effectively and aggressively working to identify strategies and resources as they carefully monitor grade 3 and 4 English language learners' progress.

How well the school meets New York City's evaluation criteria.

Quality Statement 1- Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.

This area of the school's work is well developed.

The school has established a regular and rigorous systemic process for collecting, and analyzing student assessment data from a variety of sources to strategically track

students' performance levels. Teachers gather data on students each day through individual reading and writing conference note-taking, writing notebooks and running records. Math unit test data is collected at regular intervals and carefully analyzed by the administration and teachers alongside the math coach, during common planning time and weekly cabinet meetings. English language learners' progress is scrutinized by the school's review of NYSELAT exam results. Student portfolios are well maintained in all classes to reflect students' progress in literacy and math on a monthly basis. Based on the results of the school's thorough analysis of performance data, students are provided with targeted academic support and assistance. The leadership is highly effective in the manner performance and progress is measured based on the school's own past performance. The principal creates well-documented slippage spreadsheets which highlight all students on the peripheral of increasing or decreasing in performance levels. Additional academic interventions are provided to students whose performance may easily slip in any direction. Analysis of student assessment data indicates that the implementation of this strategy has produced excellent results in school performance.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is well developed.

The school is highly effective in using data to establish measurable, time-sensitive goals for improvement for all students. It is also very effective in its collaborative identification and support of students in greatest need of improvement. Continual data collection and analysis revealed additional support was needed for English language learners. As a result, classroom teachers serving English language learners use guided reading, independent reading and writing conference notes, and running records to plan future lessons based on student's needs. Time is provided by the administration for teachers to share effective strategies and discuss patterns and trends identified in the data. Extended day programs address students' individual needs by engaging them in small, differentiated instruction groups. In an effort to better serve English language learners, the principal and English as a second language teachers participate in ongoing professional development outside school. The parent coordinator facilitates weekly English classes for parents, in order to improve their ability to help their children at home. Parents are enthusiastic about the program as well as other parent workshops that have increased their instructional capacity. The work of the school's inquiry team has been highly effective in addressing the weaknesses of English language learners in grades 3 and 4. The team collaborates with teachers to identify strategies and resources to support students, based on assessment data results. Instruction is adjusted according to the attainment of student's goals. Visual and auditory aides support the instructional program and regular progress monitoring reveals that English language learners are making consistent progress. Teachers comment that they never stop working to find ways to improve students not making progress. The school has strengthened the instructional support of its accelerated learners. Differentiated social studies projects address the needs of the school's higher achieving students, and Readers Theater increases students' fluency and introduces challenging skills and concepts. The incorporation of literature circles has developed students' evaluative and critical thinking skills through the use of higher level questioning strategies, and students comment that they enjoy the challenging books and projects.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school’s work is well developed.

The school offers a rich and compelling curriculum. Classrooms are organized to enable students to engage in experiential activities that promote high levels of socialization and produce positive learning outcomes. Teachers’ continuous professional development in literacy is reflected in students’ work displayed in all classrooms across the school. On-going professional development enables teachers to develop students’ writing skills through the use of the writing process and effective questioning techniques. Arts programs are theme based, promote academic achievement, and culminate in a grade performance. The principal is adept at budgeting and scheduling in order to effectively align student assessment data to the school’s program and instructional needs. Based on assessment of the data, funds were used to purchase additional academic intervention teachers to support English language learners. In order to support the school’s literacy goals, eight hundred leveled books were purchased for every classroom in the school. The school is highly collaborative and daily schedules reflect engagement in relevant conversations related to students’ performance and progress. Thoughtful and consequential scheduling is designed to enable adults to collaborate to address students’ needs. The school has improved in its ability to differentiate instruction in literacy and math to meet the specific needs for students. The school does not use students’ goals to differentiate instruction in content areas. This year, the school implemented a content-based interdisciplinary program in its kindergarten classes. The level of implementation varies from class to class. While teachers were trained outside of school, the school acknowledges its plans to have teachers participate in enhanced professional development within the school. There is a strong culture of mutual trust and respect throughout the school. The school provides many opportunities for students to participate in activities that foster generosity and brotherhood, such as the Penny Harvest and Make a Wish Foundation. Based on the schools’ successful fund raising efforts, students are able to donate funds to their favorite charity organization. The school addresses student absences immediately and attendance data is excellent. Students’ exemplary attendance efforts are recognized by displaying perfect attendance awards on classroom doors. Students indicated that they like to come to school and feel deeply supported by adults in the building.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.

This area of the school’s work is well developed.

The principal provides excellent leadership and has created a learning community to ensure that the school aligns professional development with the needs of the staff and students. Professional development opportunities for teachers include a wide range of topics related to assessments and to the new instructional programs in the school. The administration and highly skilled instructional team facilitate continuous group and differentiated professional development. The principal has been well trained by Teachers College and is a recognized facilitator of the reading and writing process. Her

extensive literacy training, coupled with her open-door policy promotes reflective two-way feedback that supports teacher professional growth. The school is a place where everyone learns together, and as a result, the school has improved its capacity for teachers to enhance their pedagogy and share new knowledge and skills with their peers. Intervisitation of classrooms amongst teachers is not as systematized as other initiatives for professional development. The school is extremely well organized and there is a strong principle of clear expectations that is embedded in the school. Binders containing school regulations, a whiteboard delineating the daily schedule with the morning announcements are highly visible in the office. The school places a strong focus on exemplary teaching, which is supported by a cohesive guidance staff. As a result, there are very few discipline issues in the school. The school has a highly impressive range of partnerships designed to augment the school's already existing visual arts, dance and music programs. Students participate in Carnegie Hall, LEAP ballroom dancing, Columbia and Cornell University, and several community organizations. Each partnership has resulted in enrichment of students' academic, talent, or personal development.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is well developed.

The school has effective structures to continually reassess and revise its goals based on continuous performance data results. Frequent examination of assessment data is highly collaborative and collegial, and the administration places significant emphasis on the process. The implementation of the Teachers College reading assessments has greatly enhanced the school's ability to track students' progress throughout the year. Classroom teachers compare students' data results in order to make instructional decisions based on analysis of the grade, class and individual student data. The administration's meetings with the instructional team and grade conferences provide strong collaborative platforms to monitor and revise planning. Continuous data analysis and adjustments made based on assessment results has enabled the school to effectively plan for students to ensure their academic success. The school effectively uses periodic and other diagnostic assessments to measure the plans and interventions for individual and groups of students in key areas. The school has highly skilled academic-intervention teachers, who track students with ongoing extreme precision to ensure student progress. Assessment data on every student is well documented and monitored routinely for analysis of students' strengths and weaknesses. The implementation of the 37.5 minutes of instruction has been critical to the intervention program to support students in greatest need. As a result of effective plans and interventions for students in key areas, teachers indicate that they have been able to effectively plan instruction by creating flexible groups or recommending additional intervention support services for students demonstrating need..

Part 4: School Quality Criteria Summary

SCHOOL NAME: Joseph P. Addabbo School	Δ	▷	✓	+	◇
Quality Score				X	

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?					X
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?				X	
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?					X
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
Overall score for Quality Statement 1				X	

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?					X
2.3 identify and improve the performance and progress of those students in greatest need of improvement?					X
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
Overall score for Quality Statement 2				X	

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?			X		
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X		
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?					X
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?					X
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?				X	
Overall score for Quality Statement 3				X	

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.					
To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?			X		
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4					X

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.					
To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped