



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

State Street School

25Q032

171-11 35 Avenue

Flushing, New York 11358

Principal: Debra Errico

Dates of review: April 11 - 12, 2011

Lead Reviewer: Danielle DiMango

Part 1: The school context

Information about the school

State Street School is an elementary school with 693 students from pre-kindergarten through grade five. The school population comprises 1% Black, 19% Hispanic, 17% White, and 63% Asian students. The student body includes 15% English language learners and 11% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2009 - 2010 was 97%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal makes positive organizational decisions that support the school's instructional goals and address the needs of diverse learners.
 - Currently, the school has a dual language program, self contained special education and gifted and talented classes in addition to heterogeneously grouped classes within the school. Teacher's college staff developers, literacy coaches for upper and lower grades, an f- status gifted and talented coordinator and an English as a second language (ESL) lead teacher support the staff, students and instructional goals of the school. Teacher scheduling allows for common preparation and additional common planning time during the school day to provide teachers with opportunities to meet with each other and staff developers to address the learning needs of all students in the school and improve student outcomes.
 - The school has a plan of action in place to address the learning needs of student sub groups, particularly English language learners and special needs students. Parallel scheduling allows for mainstreaming of special education students where data reveals strength in particular subject areas. Additionally, English language learners who recently tested out of mandated programs continue to receive intervention supports through push in and pull out services. This organization of time allows the school to monitor student progress in these areas more effectively and revise support plans in a timely manner to maximize student potential.
- The school community is committed to supporting a respectful and nurturing learning environment where students feel safe and can thrive emotionally and academically.
 - Programs such as multi age partnerships and language buddies, where students within the upper grades support younger learners, are organized by the staff throughout the building. Additionally, classroom teachers actively promote the school wide book of the month and the "caring/ being" words initiative which fosters an atmosphere where students and adults are respectful and learning is a priority.
- The principal and staff foster a community that promotes parent involvement by encouraging leadership opportunities and including families in decisions that focus on raising student achievement.
 - Parents are active members of the school environment and participate in building a strong home/school connection through involvement in curricular and cultural plans developed within the school. As a subcommittee of the school leadership team, parents and teachers formed an active grant writing committee to seek out and write grants that support the school's goals. Currently, they are working on writing grants to increase arts residencies and have received art and classroom supplies through Donors Choose. Through the Korean committee, the school works to increase parent involvement by providing support for parents in the community who speak languages other than English. Parents on this committee volunteer their time to meet with

parents to translate and explain information, support teachers with cultural concerns and plan school wide cultural events with staff and students.

- The principal and her team have a clear instructional vision based on relevant student data that has been communicated to the school community and targets the needs of all students.
 - The principal and instructional cabinet, comprised of teachers and staff developers, consistently analyze data and have developed strategic goals that focus on student needs aligned to key standards. For example, after various classroom walkthroughs, analysis of predicative assessments and Teacher's College data, the school is focused on increasing volume in writing and building reading stamina. A calendar was developed with a menu of teaching points that address these skills within the curriculum to strengthen student work in these areas.
- School leaders and teachers have effective methods of communication so parents can understand and support the learning needs of their children.
 - Parents expressed an appreciation in the way the school targets the needs of their students through goal setting within the "hearts and footprints" model. The format is meaningful to them, the assessment of skills are found to be on target and it also provides them with next steps and tools to support their child's learning.
 - The parent coordinator supports the parents in understanding the curriculum and the data systems available to keep current track of their child's progress. Workshops are offered around ARIS, Acuity, the emerging common core standards and elements of writing within the Teachers College program. These workshops are well attended and parents find them useful in understanding curricular expectations and the needs of their children.

What the school needs to improve

- Build on the work in curriculum development to enhance the rigor of academic tasks and work products to create higher levels of challenging work for all students
 - Within first grade classrooms there was clear evidence of instructional coherence, teacher collaboration and planning of rigorous tasks aligned to key standards in writing and reading skills centered on non-fiction. However, this consistency of common language and curricula alignment was not embedded in other grades within the school limiting efforts to scaffold student learning.
 - In some classrooms, students were working in learning centers with evidence of rigorous task expectations and higher level thinking skills. Other classrooms had teacher centered instruction with low level questioning and basic, entry level tasks where all students were asked to complete the same assignments in the same way limiting student opportunities to construct knowledge and engage in higher order thinking.
- Improve engagement by ensuring that classroom learning activities are differentiated to meet the appropriate level of challenge for all learners.

- Student participation in lessons and the learning process varied among classrooms throughout the school. Although many teachers use the turn and talk strategy as part of classroom rituals and routines, in most classrooms students did not play an active role in designing class discussions or assignments. Students were more compliant than involved in lessons and topics, leading to uneven levels of student engagement in their learning.
- While some teachers used elements of differentiated instructional strategies such as writing centers and leveled reading activities aligned to particular skills, student tasks were not planned using data and were not geared to include interventions or extensions for different learning opportunities. As a result, work tasks and products for struggling learners and advanced students do not look significantly different limiting opportunities for students to work within the range of their potential.
- Deepen the practice of analyzing data and aligning assessments to school wide instructional goals so teachers can evaluate the effectiveness of their curricular decisions to more effectively target the needs of students.
 - Teachers and teacher teams analyze summative data and supplement this work by tracking Acuity results. However, the staff is not consistent in the use of data binders and student work products to measure student outcomes relating to the curriculum, to make instructional modifications, to clarify next steps and to document student progress. This impedes the process of making timely and targeted instructional decisions geared towards narrowing gaps in teaching and learning to effectively differentiate instruction and improve student performance.
- Promote greater instructional coherence through targeted support and clear next steps for teachers to elevate school wide instructional practices.
 - Although the principal uses the “hearts and footprints” feedback model for both students and staff to develop a culture of reflection and revision, teacher feedback from observations and walkthroughs does not include supports or next steps for teachers, especially those new to the profession or school. This limits professional growth and alignment of instruction to school wide goals and hinders changes to the instructional culture of the school.
- Monitor the work of teacher teams and provide supports to ensure that inquiry work results in leadership opportunities for staff as well as instructional improvements aimed at increasing student outcomes.
 - Systems where the administration and teacher teams evaluate the effectiveness of the inquiry work posted on ARIS community is at an emergent stage. As a result, there are inconsistencies throughout the school in the alignment of inquiry work to the school’s goals and student progress.
 - The school depends on the instructional cabinet to drive professional development and facilitate teacher team agendas limiting the growth of teacher leaders and teacher ownership of the school’s instructional initiatives.

Part 3: School Quality Criteria 2010-2011

School name:	UD	D	P	WD
Overall QR Score		X		
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, 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, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?		X		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?		X		
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?		X		
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.

<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?		X		
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?		X		
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching 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		
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?		X		
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X	

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

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?		X		
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?		X		
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?		X		
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		X		

Quality Review Scoring Key

UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed
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