

Quality Review Report 2010-2011

The Joseph Abbaddo School

Elementary School Q064

82-01 Avenue Ozone Park

Queens

NY 11416

Principal: Nina Auster

Dates of review: April 4 - 5, 2011

Lead Reviewer: Michele Lloyd-Bey

Part 1: The school context

Information about the school

The Joseph P. Addabbo School is an elementary school with 639 students from kindergarten through grade 5. The school population comprises 7% Black, 39% Hispanic, 2% White, and 52% Asian students. The student body includes 25% English language learners and 7% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009 - 2010 was 93.3%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal makes purposeful organizational and instructional decisions across all domains of the school that aligns with the instructional goals and promote positive student outcomes.
 - The principal creatively uses the limited budget to purchase technology such as projectors and document readers for every class as well as shared laptops. In a grade 3 literacy lesson, the document reader is used to model a reading strategy. Teachers comment that lessons are more interactive, as they come alive and enable them to individualize lessons that support students in meeting their goals.
 - A full time science teacher was programmed to provide hands-on science learning with students in grades 3 and 4. The math coach transitioned into a math cluster position, thereby expanding efforts to provide targeted direct instruction to more students. Consequently, unit test results show that students in grades 3 through 5, including English language learners and students with special needs, are making continuous progress in math and science.
- The leadership and faculty gather and analyze multiple sources of relevant data that offers actionable feedback and explicitly captures a precise and clear picture of performance for all students.
 - The leadership and faculty expertly analyze summative, safety and attendance data looking for patterns and trends in students' performance. In response to the decline in the previous year's math scores, a math enrichment teacher provides academic intervention support to individual and small groups of students. As a result, students in grades 3 through 5, including subgroups, show growth in the area of numeration as indicated on the math predictive and formative assessment test results and there is a .7% increase in student attendance data over the previous year's results.
 - At the end of each benchmark assessment period, special attention is given to subgroups and students in the lowest third. Students failing to master basic skills are given tier II intervention of double dose literacy instruction in primary grades and targeted intervention in English language arts and math twice a week for 75 minutes in the upper grades. The principal's data wall reveals that while all students are making progress, grade 1 students, as well as subgroups are making the most progress in literacy since October of this school year.
- Teachers use and create a wide range of assessments that guide them to make instructional decisions about students, including subgroups, and adjust their teaching to improve student performance.
 - Skill of the week assessments provide consistent information about the skill performance of all students in grades 3 through 5. Students who fail to meet their goals are given immediate interventions, such as differentiated resources, additional time, and a change in strategy. Teachers collaborate and select optimal resource materials, such as

independent software programs that offer individualized support for students. As a result, 64% of English language learners moved up at least one level on the independent reading inventory.

- The curriculum is aligned to key standards and provides challenging and engaging learning opportunities that fully support all learners.
 - Curriculum maps were revised to include more structure and rigor by incorporating the Common Core State Standards in reading and writing, a monthly writing genre, weekly skill focus, and weekly benchmark assessments. Grade 5 students read themes, such as war, in literature and produce provocative historical fiction essays that align with customized rubrics. Teachers comment that curriculum maps ensure that they include rigorous essential questions that focus on Bloom's Taxonomy and result in improved higher order thinking during guided reading groups in all grades and classes across the school.
- The school has articulated a clear set of beliefs about best practices in instructional strategies so that teaching strategies lead to improved student performance.
 - Across the school, all lessons are differentiated based on weekly skill assessment data, Acuity and unit tests results. English language learners, students with special needs, and struggling students receive targeted intervention services, such as extended day support. Based on predictive assessment results, students receive differentiated instructional plans that are highly specific and offer rigorous instruction. Accelerated learners engage in literature circles and participate in evaluative and analytical text conversations. As a result, graphic organizers, visual aids and rigorous rubrics support all learners and students show improvement in vocabulary development that is evident in content are writing.
- The leadership has developed an effective professional development system that provides sufficient support for all teachers to strengthen pedagogy and improve student learning outcomes.
 - Professional development is an integral component of the school's instructional core and based on teacher surveys and classroom observations, professional development options are generated. Teachers have multiple opportunities to engage in professional development that is aligned to the goals of the school, such as curriculum mapping, higher order thinking, data analysis, crafting essential questions, and writing support. Consequently, teacher practice result in improved formative assessment results in literacy and math.
 - Experienced teachers and teachers new to the profession receive differentiated support by the leadership, coaches and mentors through lunch and learn sessions, study groups and classroom observations. They read professional books to enhance their craft and participate in workshops facilitated by the network team. The varied support for teachers has deepened the manner in which differentiated instruction is delivered in all classrooms. As a result, customized activities and resources, such as technology tools, homework assignments and excellent individualized instructional plans that are created for students

proceeding assessment benchmarks, support the individualized needs of each student.

What the school needs to improve

- Improve the manner in which teachers provide feedback to students and their families to sufficiently include next steps in order to achieve improvement.
 - The school provides opportunities for parents to learn about students' progress through parent teacher conferences and progress reports. However, progress reports only indicate grades students receive on unit tests. There are no progress reports shared with parents that offer a comprehensive view of students' progress with next steps for students and their families so that they have a clear understanding on what they need to do to advance to the next level in order to improve their performance.
- Extend professional development to include opportunities for teachers to engage in self reflection in order to improve student learning outcomes.
 - The school enables teachers to participate in a wide range of professional learning experiences, such as study groups and small group training on and off site, with the school support network team. However, intervisitations are mostly conducted as a way for teachers to observe colleagues pedagogy and do not reflect on specific practice that is linked to student achievement. As a result, teachers do not benefit from reciprocal discussion related to improving student outcomes.
- Extend partnerships to provide support that aligns with school-wide goals to accelerate the academic, social and emotional needs of students.
 - The school has various collaborations with external partnerships and professional development opportunities for teachers, such as Positive Behavior Intervention Support, that works to improve students' social emotional and academic performance. However, given the large student population, the limited number of students who engage in partnerships does not enable all students to participate, resulting in some students' social emotional needs not being addressed.
- Develop clear systems to evaluate the effectiveness of teacher teams in order that successful practices can be shared in a structured way.
 - Teacher teams engage in meaningful conversations with the leadership regarding their work such as the analysis of student data and identifying effective strategies that address individual student's skill deficiencies. However, teams do not have a system to share their work so that all staff members own a strategy that has been selected to improve instruction, such as graphic organizers. As a result, the lack of alignment hinders the effectiveness of the teams' work to know exactly which strategies work best for students in which grades and classes in order to improve instruction.

Part 3: School Quality Criteria 2010-2011

School name: The Joseph P. Addabbo School	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