

Quality Review Report 2010-2011

The Frank Sansivieri Intermediate School

Middle School Q073

**70-02 54 Avenue
Queens
NY 11378**

Principal: Camillo Turriciano

Dates of review: June 1, 2 & 3, 2011

Lead Reviewer: Madelene Chan

Part 1: The school context

Information about the school

The Frank Sansivieri Intermediate School is a middle school with 1547 students from grade 6 through grade 8. The school population comprises 2% Black, 63% Hispanic, 10% White, and 25% Asian students. The student body includes 18% English language learners and 14% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2009 - 2010 was 94.9%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Teachers provide differentiated learning that enable students to work towards their identified strengths and begin to engage in critical thinking opportunities.
 - Teaching practices are aligned to the curriculum of each content area and reflect the way teachers differentiate learning. In literacy, teachers have tiered activities during readers' workshop independent work time. These activities have identified students' learning strengths and have led to higher results on Acuity exams.
 - An inquiry team utilizes diverse strategies in vocabulary so that students learn to identify unknown words and better understand reading content. As a result, the work products and decoding skills of English language learners (ELLs) has shown improvement on informal and formal assessments.
- Instructional goals are supported by the school community and have resulted in a coherent vision towards action plans which foster academic and social emotional growth of students.
 - There is an awareness of school goals that are clearly stated in a variety of planning documents for each content area. The goals have driven the efforts to address student learning. The goals are working to help ELLs and students with disabilities become more proficient in reading and writing. Based on assessments, ELLs have increased their proficiency range in reading and writing.
 - School leaders meet regularly to plan, review and revise goal setting theories that have been deemed necessary, through data analysis. A comprehensive needs assessment is used to drive activities like tiered instruction, thus meeting the needs of long term ELLs by providing individualized projects.
- An instructional vision among most staff creates a culture that embraces learning and elevates students' academic achievements.
 - School leaders regularly consult a myriad of data to determine progress that is being made academically and socially. Constituency groups are in agreement that this school is safe, educationally progressive, and maintains a healthy environment for students and staff. Evidence of these facts was presented in a report indicating greater student involvement and lower behavioral incidents.
 - The school's four academies are supported by a dean and a guidance counselor. Students agree that there are many staff members they can go to if they are having a problem. The principal facilitates the Student Council which has given students a voice and allowed students make decisions about activities promoting respect.
- The principal's well-thought out decisions around the innovative use of resources, including budget, teacher assignments, and purposeful schedules has allowed for innovative programs to enhance instruction.

- Organizational decisions around the budget distribution of support staff led to additional funding for instructional purposes. The adoption of a computer enhanced reading program purchased for ELLs had a significant increase in reading scores between November and March.
- Programming and staff assignments are well aligned to the school's instructional goals. Students' programs offer interventions in reading and math. Staff who support this instruction have regular meetings with the students' classroom teachers resulting in collaborative planning that enhances students' learning needs.
- The school has diligently integrated support services and partnerships with families and external organizations by linking school-wide goals to the needs of students to accelerate their academic and personal growth.
 - The school adopted the Don't Laugh at Me program which focuses on solutions to bullying. The staff receives instruction regarding the curriculum so that the program can be instituted on a school and classroom level. As a result, behavioral occurrences connected to bullying have decreased throughout the year.
 - Youth development partnerships are an integral part of the after-school programs. Parents appreciate diversified activities that are available five days a week with a 45% participation rate. Students obtain community service and create future career paths by participating in intergenerational programs at local nursing homes and community centers.

What the school needs to improve

- Develop differentiated student learning goals that are measurable and data driven so that remediation and enrichment support are provided.
 - Teachers have various types of data available for analysis and review. However, the school needs to revisit the way they look at data to determine differentiated learning goals for students during interim checkpoints throughout the year so that instructional plans are focused and aligned to the ongoing needs of students.
 - Teachers work hard to determine which students need instructional extensions. Currently goals do not define measurable outcomes that are connected to the data and related to the curriculum. As a result, students struggle to make consistent yearly progress.
- Enhance the curriculum and deepen the rigor of instruction so that all lessons offer suitable challenge and effective questioning elicits higher order thinking, resulting in the consistent production of high quality work products.
 - School leaders and staff work hard to align curricula to the standards. They meet in teams to determine the most beneficial standards to focus on. At this time, leaders are determining how to strengthen the alignment between the decisions they are making in connection with their reading and writing goals.

- Evidence of academic tasks utilizing higher order thinking skills and rigorous habits is apparent in some classrooms, but this practice is not consistent throughout the school. As a result, some students are using textbooks as their main source of reference, rather than a more creative approach to learning, hampering the quality of student work products.
- Expand the school's use of a range of observation structures to identify and share best teaching practices to ensure continued improvement of pedagogy in all classes.
 - School leaders and most staff share similar ideas about focused, instructional tasks and the need to personalize instruction. Currently a coherent school culture is supported by the staff, but most lessons do not reflect a cohesiveness of philosophies because data is used and understood at different levels throughout the school.
 - The administrative team observes teachers and provides feedback as part of the tenure and performance process. However, without a clear focus on prior recommendations, next steps are vague and struggle to enforce pedagogical improvement.
- Deepen methods of aligning assessments to the curriculum and analyze information on student learning to modify instruction at the team and classroom level.
 - Teachers use assessments that support the school's instructional goals. There is some evidence of alignment between the assessments and the effectiveness of classroom level decisions. Currently there is a limited amount of feedback between assessments and decisions made around instruction making it difficult to know if planning is as purposeful as possible.
 - Teachers work hard to collect data to determine the needs of their students. Although data is being reviewed, teachers are not yet identifying strengths and needs of all subgroups, especially the students who are exceeding the standards. As a result, instruction is not regularly adjusted to meet all students' needs.
- Continue to develop systems that regularly evaluate the effectiveness of capacity building through data collection to support the work of teachers.
 - School leaders are working towards creating a collaborative evaluation system to determine each team's strengths and areas of needs. At this time, without a proficient evaluation practice in place, the school struggles to show evidence of the teams meeting their intended goals.
 - School leaders realize the value of data and have collected a myriad of information reflecting students' needs. School leaders are developing practices to regularly evaluate the effectiveness of teacher hiring, retention, and mentoring by using performance driven data to support their efforts.

Part 3: School Quality Criteria 2010-2011

School name: The Frank Sansivieri Intermediate 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