

# Quality Review Report 2010-2011

**Judge Charles J. Vallone**

**Elementary School 085**

**23-70 31<sup>st</sup> Street  
Queens  
NY 11105**

**Principal: Ann Gordon-Chang**

**Dates of review: November 3 - 4, 2010  
Lead Reviewer: Dr. Philip A. Composto**

## Part 1: The school context

### Information about the school

The Judge Charles J. Vallone School is an elementary school with 520 students from pre-kindergarten through grade 5. The school population comprises 4% Black, 34% Hispanic, 36% White, and 24% Asian students, 1% Native American Students and 1% multiracial students. The student body includes 14% English language learners and 13% 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 95.3%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- Parents and students deeply appreciate the safe, respectful and orderly environment and the high level of support students receive for their personal and academic development.
  - Students feel strongly supported by the staff and express great interest in wanting to succeed in the nurturing environment the school offers. They appreciate the instructional support that teachers offer, such as, Saturday Academy, Extended Day Enrichment and individual attention that has a positive impact on their academic success. One student stated, “Our teacher makes lessons fun because she makes it exciting.”
  - The students feel strongly supported by their teachers who provide them with individual attention. Consequently, the school effectively fosters students’ social and emotional development. One student commented, “I like to talk to my teacher, he is like my best friend. I can tell him anything and he will help me.”
- The school’s curriculum emphasizes State standards and offers a wide range of rich, integrated learning experiences, to fully engage students and support their learning.
  - The school’s detailed curriculum maps across all subjects ensure uniformity in the delivery of focused lessons that align with State standards. These curriculum maps are posted on the web, for all faculty to use and add comments. This has enabled the school to hold students to the same high expectations, align instruction with the standards, and improve student achievement across all subjects.
  - The school is part of the I-Zone pilot, which involves students in technological instructional programs. The instructional software provides students with adaptive, personalized paths for mastery of essential reading and math concepts and provides outcome-based data to inform educational decision making. The formative and summative data helps to align individual instruction to the student’s unique needs.
- The principal’s comprehensive and effective organizational decisions support the school’s instructional goals and enhance learning needs of students.
  - Technology plays a central role in the school across grades and subject areas. All classrooms in kindergarten through grade 5 have a smartboard which is used to facilitate lessons and engage the students. In grades 3 through 5, each student has a laptop to support individualized digital learning. The science lab allows students to cooperatively work on problem solving and use the web to share projects that enhance their critical thinking skills and maximize their learning to meet State standards.
  - Identifying math as a school-wide need, the school supplements the Everyday Math Program with components from the Gathering Organizing Analyzing Linking (GPS) Program. During the extended day, teachers pair up to implement the GPS program to meet the needs of students in math. The GPS program engages the students

through explicit teacher directed instruction followed by independent learning. As a result, teachers work together to accelerate the learning of students who have math deficits. Weekly computerized reports have shown that assigned groups of students have achieved their learning targets.

- School leaders and teachers effectively use a comprehensive range of relevant data across subject areas that results in a good understanding of the performance of individuals and groups of students.
  - School leaders analyze data generated from various sources such as ARIS, customized periodic and computerized assessments, unit tests, teacher data reports, attendance summaries, and safety reports in order to acquire a good picture of their students. A series of charts, graphs and tables summarize the relevant data, which is displayed on a bulletin board, in the principal's office, and provide a very good understanding of the strengths and needs of students. As a result, the school focuses attention on high level three and four students, students in the lowest third in math, English Language learners and Special Education youngsters to accelerate student learning.
  - The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used to help teachers maximize the use of assessment data to group students, identify response patterns and communicate with parents about their child's performance. School leaders and staff use the class and student level reports to make school-wide decisions, plan whole-class, small group and individualized instruction. The use of this assessment has led to improved instructional decisions and effective adjustments to lessons that meet the needs of students.
- The school has established effective systems for monitoring classroom instruction with a clear focus that has resulted in improving instructional practices.
  - School leaders encourage tenured teachers to follow the Teacher Performance Review Option (TPR). This option enables the supervisory teams to link a teacher's performance to school goals and related professional development activities. The reviews are based on the agreed characteristics of good teaching. This has led to effective classroom practice and targeted feedback to inform performance evaluation decisions.
  - The school provides a wide range of professional development support for teachers, which are derived from surveys and the review of data. For example, teachers work with the math coach to improve their content knowledge and instructional skills, aligned with the needs of individual students. Additionally, an extensive teacher mentoring program is a critical component that supports the professional development of new teachers. As a result, the school effectively meets the specific needs of all teachers.
- The school uses effective systems to review and modify curricular, instructional and organizational practices that improve student learning.
  - School leaders engage in regular walkthroughs to monitor what teachers need to learn. Immediate feedback is provided to the teachers via email. Teachers use the Renzulli Learning Differentiation Engine to monitor progress and provide feedback in

response to students' individual learning needs. Teachers monitor students' progress and give feedback which responds to individual students' learning needs and aligns learning to the State standards.

### **What the school needs to improve**

- Refine differentiation of instruction and learning activities so that lessons constantly challenge all students at their level, to maximize their learning.
  - Teachers plan lessons and use appropriate scaffolds to differentiate instruction in response to students' performance and interests. However, this is not always done at the most effective level. As a result, lessons do not always challenge some students, particularly high performers, to their full potential and instruction does not always fully address their learning needs.
- Improve the use of teacher feedback on student work so that all students and families can reflect on guiding comments and follow up on clear next learning steps for improvement.
  - Teachers use rubrics to grade student work. However, in-class feedback does not consistently provide detailed reasons why students were successful or next steps for improvement in their learning. Consequently, students cannot always clearly articulate what they need to do to guide their improvement and accelerate their learning. Additionally, parents do not have sufficient concrete information about their children's specific learning targets to support academic work at home and to fully participate in the improvement of student outcomes.
- Refine goal setting and expand the use of multiple data sources to set interim goals for all plans, to accelerate the learning of all students.
  - Teacher teams use data to track student performance in meeting school goals. However, the frequent use of ELA and math item analysis to identify gaps in skills, and in-depth analysis of student work to set interim goals, is not a fully embedded school practice. Consequently, the use of specific academic interim benchmarks to enhance differentiation through appropriately targeted classroom supports and extensions is not consistent across all grades and core subjects. This is particularly apparent in classes of English language learners and Special Education students, and within math classes.
- Enhance the work of teacher teams to ensure that all professional collaborations establish a clear instructional focus and result in the adjustment of classroom practice that improve student-learning outcomes.
  - The majority of teachers participate in collaborative teams. The teams meet regularly to analyze student data, share effective instructional strategies, and ensure recommending appropriate interventions and resources to accelerate the learning of high needs students. However, some of the teams are just beginning to hone their skills in closely analyzing student data to solve particular student learning problems and improve the school's identified areas of need.

## Part 3: School Quality Criteria 2010-2011

<b>School name: The Judge Charles J. Vallone School</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			<b>X</b>	
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?			<b>X</b>	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			<b>X</b>	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				<b>X</b>
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			<b>X</b>	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			<b>X</b>	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			<b>X</b>	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			<b>X</b>	

**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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?			<b>X</b>	
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?			<b>X</b>	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			<b>X</b>	
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			<b>X</b>	

**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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?			<b>X</b>	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			<b>X</b>	
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?			<b>X</b>	
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?			<b>X</b>	

**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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?			<b>X</b>	
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?			<b>X</b>	
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?			<b>X</b>	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			<b>X</b>	

**Quality Review Scoring Key**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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