



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

William Sidney Mount

Elementary School Q174

**65-10 Dieterle Crescent
Rego Park, N.Y. 11374**

Principal: Karin Kelly

Dates of review: April 11 - 12, 2011

Lead Reviewer: Beverly Ffolkes-Bryant, Ed.D

Part 1: The school context

Information about the school

William Sidney Mount School is an elementary school with 614 students from Pre-Kindergarten through grade 6. The school population comprises 4% Black, 20% Hispanic, 38% White, and 36% Asian students. The student body includes 19% English language learners and 11% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2009 - 2010 was 95.5%.

Overall Evaluation

This school is well-developed.

Part 2: Overview

What the school does well

- Curricular modifications and extensions effectively meet the very diverse learning needs of students.
 - The school's distribution to teachers of the "*Common Core Strands ELA and Math with Sample Texts*" serves as a required planning tool against which they need to align units of study. Teachers' receipt of additional documents relative to the Common Core Standards enables staff to see the State's vertical grade expectation. As a result, curriculum planning is highly supportive of accelerating progress towards learning targets.
 - As a result of analyzing student-writing samples and finding that grammar was an issue, led to the writing and receipt of a grant allowing for the implementation of the "simple solutions" program. This program has resulted in much-improved students' writing.
- Leaders make informed and effective organizational decisions across all aspects of the school to support improvements in learning.
 - Using Fair Student Funding resulting from increased registers, the principal hired a part-time math staff developer to work two days a week. As part of the core inquiry team, she also serves as the data specialist, plans math projects for students, and provides assistance and does workshops for parents and teachers, deepening the level of instruction and positively impacting teacher practice and student achievement.
 - The principal's scheduling of at least three common prep periods per week enables each grade to have common planning and engage in inquiry work. Through a school based option (SBO) vote, teachers' additional 37 ½ minutes on Thursday morning provides ample time for meetings that promote accountability and enhances school-wide goal attainment.
- Ongoing use of a wide range of relevant data, allows leaders and faculty to have an understanding of the performance and progress of individuals, by group and by subject, which effectively informs instruction and organizational adjustments.
 - During the core inquiry team meeting, members analyze the ACUITY grade 4 writing results relative to the Common Core strands to identify students' weaknesses. Using the standards, team members plan next steps and create suitable goals, resulting in instructional decisions geared to improve performance.
 - The core inquiry team's analysis of ACUITY enabled them to identify students' weaknesses. A document distributed to teachers listed the skills, instructional strategies, websites for additional help, and provided teachers a basis for engaging in purposeful brainstorming of instructional strategies.
- Teachers, coaches, and administrators, use collaborative data-informed processes for suitable and timely planning and goal setting across the grades, subjects, and for individuals and groups of students.

- After looking at the declining student population trends for the past four years, the principal created a three-year plan. The strategic opening of integrated co-teaching (ICT) classes on every grade, and the establishment of grade-wide talented and gifted (TAG) classes, have already impacted student achievement.
- The principal, in addition to sending letters home, created, with assistance of the parent coordinator, a parent email list for weekly updates. The inclusion of school-wide goals, student's individualized learning goals in reading, writing, math, social studies, and science, as well as cluster teachers' units of study, contributes to the improvement the school makes with student progress.
- Parents are key partners in their children's education and are kept well informed of school programs and their children's needs.
 - Using results from the 2009-2010 Learning Environment Survey (LES), the school identified a lack of communication regarding student achievement and school information. The implementation of a website that includes a calendar of events, contacts, calendar, routines, back to school tips, grade-level projects, grants, community service projects and parent links to school and student data, provides for a consistent message to families on expectations and their role in assisting their children.
 - The principal has developed a class parent structure to support teachers in communicating information and activities and to create parental leadership opportunities. The establishment of school committees to improve school climate, school safety, and plan for school improvement, enhances parent participation and fosters pride in student achievement.
- Professional collaboration is a high priority and faculty profit from varied opportunities to share and develop strengths as individuals and members of the teaching community.
 - All staff participate on teams that aggregate and review multiple forms of data in order to target and track students that are either low performing or not showing adequate academic progress. Team members who set long- and short-term goals for these students use the Department of Education's (DOE) inquiry space as a conduit to share ideas to further boost student performance.
 - One member of the core inquiry team facilitates every teacher inquiry team so that there is coherent sharing of information. The support for teams with various resources, data, and research, leads to staff establishing a school-wide structure of identifying, targeting, and assessing students.
- The principal has established very effective systems for school self-evaluation, review, and modification of practice with a clear focus on improving student learning.
 - The school's establishment of data shares, occurring three times a year, allows each teacher team to share their inquiry work. Teams highlight best practices connected to the school goals allowing staff to learn from each other and build confidences that the work they are doing is impacting student achievement.
 - The school's practice of individualized student data binders, which travels with them each year, enables teachers across the grades to access classroom and

assessment information. This process clearly identifies students' strengths and deficiencies and guides improvement plans.

What the school needs to improve

- Develop and strengthen partnerships and community links to support students' personal and academic growth.
 - The principal's purchase of "*Creating Schools That Heal*" was provided to selected teachers as a targeted professional learning study for a possible school wide positive behavior program. However, there is still no program in place for the current year resulting in limited impact to support the personal growth of students.
 - In response to a low rating on the most recent LES relative to student social-emotional needs, the principal assigns the school assessment team to meet with grade 4 students for counseling. However, currently the school has not yet brought this to the rest of the grades, therefore minimizing the impact of this work on decreasing incidences relative to student behavior.
- Deepen differentiation of instruction so that all lessons engage students and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning.
 - Although differentiation of instruction exists in most classrooms and provides students with multiple entry points into the curricula, there are inconsistencies on how teachers use access points to scaffold instruction to ensure students reach their learning targets. Thus, it is unclear if the current strategies are setting a path towards mastery of skill and content for all groups of students.
 - Opportunities for student engagement and interaction during instruction vary from classroom to classroom. This inconsistency hinders peer monitoring and reflection, limiting student ownership of learning.
- Expand the use of the school's observation tool to identify good teaching practices to ensure continued improvement.
 - Administration engages in walkthroughs as a team and as individuals and the principal provides written feedback via email. However, individual one-to-one conferences for lower performing teachers are inconsistent resulting in the lack of a clear focus to elevate rigor, inhibiting both professional growth and student achievement.
 - Staffs' choice to be observed or develop a professional learning project with artifacts was implemented as a professional development plan in January. This lack of timeliness resulted in the missed opportunities to elevate school wide instructional practices.

Part 3: School Quality Criteria 2010-2011

School name: William Sidney Mount	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

