

Quality Review Report 2010-2011

Public School 37

(75R037)

**15 Fairfield Street
Staten Island
NY 10308**

Principal: William J. Fiorelli

**Dates of review: May 12-13, 2011
Lead Reviewer: Khalek Kirkland, Ed.D**

Part 1: The school context

Information about the school

The Public School 37 is a Pre-K to high school with 326 students from Pre-K through grade 12. The school population comprises 10% Black, 20% Hispanic, 63% White, and 3% Asian students. The student body includes 6% English language learners and 100% special education students. Boys account for 74% of the students enrolled and girls account for 26%. The average attendance rate for the school year 2009 - 2010 was 87.8%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The administration and staff work as a dynamic team to create an orderly, structured and calm environment for learning to take place.
 - The school has put forth protocols that are now embedded within the entire school community that help support the social-emotional learning goals of the students. Parents are made aware of these procedures, such as rules for exiting and entering the building and separate lunch periods by grade, through the use of a parent handbook. The policies have resulted in more time on task for students and in turn improved academic performance.
 - Each Assistant Principal is responsible for a different grade and teachers and paraprofessionals from each class report to an Assistant Principal. This structure allows every student to be well known by multiple adults in the building, which leads to improved child development supports.
- The school works closely and shares important information with parents in order to successfully meet both the learning and behavior goals with a focus on post-secondary options.
 - Parents have come to expect progress reports at least 4 times per year combined with the two conferences per year. This communication between the school and home allows parents to be engaged in the progress of the student beyond the mandatory Individual Education Plan meeting. Consequently, students are meeting their goals prior to the annual due date. These goals are also met with the partnership that is evident between the PTA and Parent Coordinator in which parents take part in workshops based on feedback from surveys. These workshops include sexuality, toileting, feeding and behavior modification.
- Teachers use collaborative, data informed processes for suitable and timely planning and goal setting across the classroom ratios for individual students.
 - Teacher teams which are comprised of paraprofessionals, service providers and counselors use a wide variety of assessment data to set annual and interim goals for every child. These goals are not only reflected in each child's Individualized Educational Plan but are also reflected in the student work product. Both sets of goals are communicated to parents, which in turn, help to increase the academic achievement and strengthen the social-emotional capabilities of each student.
 - Teacher teams create opportunities to track independence and students are put into situations where they are forced to use language at their level. This progress is monitored for both subgroups and individual students and, consequently, the students in the lower grades are approaching grade level standards for students with severe disabilities.
- Students demonstrate high levels of engagement in well-matched lessons, good behavior and enthusiasm for learning to reach their potential.

- The school community has a set of beliefs in which they feel their students learn best. These include a very structured learning environment with a variety of adult support combined with visual supports tailored for the individual student. Consequently, the students have multiple opportunities to communicate and are able to regulate their own behavior. All teachers show evidence of differentiation with the use of Smartboard technology and other augmentative devices, which allow students to match words with pictures. Data sheets, which are evident in all classrooms, show student progress both academically and socially.
- The school has established effective systems for monitoring teacher practice with a clear focus on ensuring that all students meet their Individual Educational Goals.
 - Teachers are each assigned to an assistant principal based on their groupings and are assisted in creating a self-assessment form. These forms are combined with a collection of observations when deciding to make a recommendation for tenure. This process has allowed the school to retain a high number of teachers and helps the administration to tailor professional development. Examples of this differentiation include training given to teachers on ABLLS with younger students and Brigance for teachers with older students. In addition, all new teachers are assigned a seasoned veteran as a coach.
- Through regular use of a wide range of relevant data, administrators have an understanding of the performance and progress of individuals by grade and ratio, which informs instructional and organizational adjustments.
 - All teacher teams use ABLL and Brigance to supplement summative data analysis. These assessments allow teachers to develop and modify goals throughout the school year. In addition, teacher teams use informal classroom assessments, which provide immediate and actionable feedback that is discussed and modified in teacher teams. The teams use data sheets to track progress that each child is making as well as highlight the child's areas of improvement. This data has not only allowed for increased student mastery, it has also allowed for the sharing of best practices amongst the grades.

What the school needs to improve

- Deepen coherence and alignment in the school's curriculum with State standards to ensure that all students make progress in their learning and support better analysis of accountability measures.
 - The school has evolved from a curriculum that was different for every class to now developing curriculum maps that are common across grades. However, because the curriculum maps are a novice idea, many have not been thoroughly developed and are lacking alignment to the State standards. In addition, teachers are forced to find their own materials to

match the maps. This leads to an inconsistency of rigorous habits and higher order thinking skills across the classrooms.

- Extend the tracking system used by inquiry teams to monitor outcomes for all students across the school, which will enable teachers to identify strategies across different grades.
 - Administrators review data from Brigance and ABLLS by class and subject area. However there is no evidence of data aggregated or organized by sub-groups. Consequently, teachers are not able to compare strategies and/or best practices leading to lower math scores in the upper grades.
 - Teachers collect data for individual students with the use of binders. These binders include a cross section of student work to show progress. However, there is no data collected to show trends for students with similar disabilities. Consequently, some classes repeatedly showed limited progress with learning and behavior modification goals.
- Design a uniform protocol for teacher teams to analyze student progress that evaluates the strategies and identifies next steps.
 - Teacher teams are organized by ratio category and age level of students. However, there is little evidence of protocols for teachers to share these strategies with other teachers outside their category. Within these groups, there appears to be a lack of opportunities for leadership. Consequently, most decisions are expected to be made by the principal and or assistant principal. In addition, teachers are limited in their ability to adjust instruction to assure academic successes for all students.
- Refine action planning by developing interim goals and benchmarks for all plans to enable the principal and faculty to modify goals and objectives in a timely manner.
 - The administration implemented teacher evaluations of professional development and found a need for writing to be expanded beyond mechanics. However, there was limited evidence of interim goals to determine if improvements in plans were needed. In addition, there is no evidence of an evaluation system of goals from one year to the next. Consequently, the administration was forced to rely on the end of year Alternative Assessment to determine if improvements had taken place in grade 6.

Part 3: School Quality Criteria 2010-2011

School name: Public School 37	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