



Quality Review Report

2014-2015

The Joseph Addabbo School

PS 64Q

**82-10 101 Avenue
Queens
NY 11416**

Principal: Elizabeth Mitchell, I.A.

**Date of review: December 5, 2014
Lead Reviewer: Dr. Marion Wilson**

The School Context

The Joseph Addabbo School is a/an elementary school with 655 students from Kindergarten through grade 5. The school population comprises 6% Black, 36% Hispanic, 3% White, and 53% Asian students. The student body includes 18% English language learners and 11% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2013-2014 was 94%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	Additional Findings	Proficient
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Additional Findings	Proficient
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	Focus	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Celebration	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Proficient

Area of Celebration

Quality Indicator:

**3.4 High
Expectations**

Rating:

Well Developed

Findings

The school has a culture of learning that communicates high expectations to staff, students, and their families and provide supports to achieve those expectations.

Impact

As a result, school leaders consistently communicate high expectations to staff which results in improved effective teaching practices as measured by Danielson; sharing of best practices, and a frequent cycle of observations. In addition, parents are an integral part of the school community and partner with the school to help students, teachers, and the school community increase student progress.

Supporting Evidence

- PS 64's principal sends out Monday messages to staff communicating teaching "Glows and Grows," for staff members who were observed utilizing effective teaching practices. This has resulted in improved ratings on ADVANCE and teachers are aware of the expectations from administration.
- School leaders provide opportunities during Marvelous Mondays for teachers to share best practices and have opportunities to participate in inter-visitations with colleagues. These focused walkthroughs are conducted with a one on one feedback session for expectations for improvement set by both administration and teachers.
- The Parent Coordinator and teachers provide homework help to families who are non-English speakers who are then enabled to help their children complete Common Core related homework assignments.
- School leaders work with the Parent Association, Parent Coordinator and parents to translate documents and coordinate frequent communication to parents through weekly and monthly progress reports which are sent home to parents with a sample of student work attached with the next steps for meeting grade level expectations.
- Parents are invited to come in on Terrific Tuesdays to meet with teachers to learn about the Common Core Learning Standards. Strategies and Resources are provided to parents so that they can work with their children. During Open School Week, parents are invited to visit classrooms and learn side by side with their children.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

The school aligns assessments to the curricula, and use ongoing common assessments and grading practices to analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Impact

As a result, across classrooms, students are presented with student friendly rubrics for each subject area and know the expectations of grade level appropriate work. In addition, curriculum teams have made ongoing adjustments to curriculum to address differences systematically within grades for both English Language Arts and Mathematics using teacher-designed Common Core Aligned Units of Study materials. However, teachers are only beginning to meet as a vertical team to adjust instruction at the point of the lesson.

Supporting Evidence

- Students are presented with rubrics and sample anchor papers for each level and have to decide the rubric score before being asked to complete tasks.
- Teachers highlight strengths and areas of growth for each assignment as noted in student work folders, portfolios, and bulletin board displays.
- Feedback to students across grades is situated in “Glows and Goals,” for students in Kindergarten through 5th grade, however, the feedback is not always consistent across all classrooms.
- Teacher teams notice and analyze trends across grades on New York State exams for English language arts and Mathematics as well as their in house Teacher’s College Writing Reading Program assessments; however the formative data results from running records and conference notes are analyzed inconsistently for the lower grades.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

All curricula are aligned to Common Core Learning Standards (CCLS). Higher-order thinking skills are consistently emphasized for all learners across most grades and content areas.

Impact

As a result of these findings, the school attempts to ensure that the instructional shifts are woven throughout curriculum maps, units of studies and lesson plans addressing priority standards in core subject areas integrated with Science and Social Studies. In addition, rigorous and challenging academic tasks are incorporated into lessons where students have opportunities to demonstrate their thinking and understanding.

Supporting Evidence

- Teacher teams revamped the curriculum to put more complicated texts latter in the year and increase reading proficiency levels across grades.
- Curriculum tasks and lesson plans include text dependent questions and students must cite their evidence to prove their thinking and support their answers, however in a few classes, the lesson plans did not demonstrate a clear plan to support their various learners, including students performing at or above grade level.
- Lessons include teacher created materials and other resources to provide support to students in learning the content as well as skills and strategies which encourage higher order thinking such as synthesizing two texts, comparing and contrasting texts, and making inferences.

Findings

Teacher pedagogy center around a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson's Framework for Teaching. Teacher Pedagogy is aligned to the curricula and meets the needs of most learners so that students produce meaningful work products.

Impact

As a result, teaching practices support instruction for students through small groups, differentiated activities, and active student conversations, with discussion protocols where students can be active participants in their own learning.

Supporting Evidence

- Most classrooms had students questioning each other or responding to prompts from the teacher. The discussions included multiple entry points for English language learners and Students with Disabilities, with differentiated question stems, so that they could complete graphic organizers based on their learning targets.
- Teachers used technology such as Smart boards, document cameras, and laptops to provide visual aids to students to present content in various forms.
- Students in most classrooms had assigned roles, which they were accustomed to using, such as Asker, Clarifier, Recorder, and Moderator to help facilitate group/table assignments. Students were consistently asked to justify their answers and support their thinking, however in some classes visited, classrooms were teacher centered and students were not given authentic opportunities to share with each other or participate in the conversation.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

There are structured professional team collaborations using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Impact

As a result there is improved teacher practice and the progress of small groups of students have been noted since September with teachers being able to contribute their ideas and make decisions to affect student learning.

Supporting Evidence

- The 4th grade team used a protocol to look at student work from a 4th grade performance task using actual versus estimated money when a family goes on a trip. Teachers highlighted glows and goals for the sample student work and shared noticings across grades and classes. With the help of the English as a Second Language teacher, teachers were able to generate additional shades of mathematics vocabulary to support English language learners and struggling students with understanding mathematics terms in word problems. For examples, a tool was created to help students understand the relationship between sum, addition, subtraction, total, and their connection to other mathematical concepts, etc.; however more work is needed to expand this work to other grades across the school.
- Teachers use common planning periods to meet and plan to include cluster teachers, the English as a Second Language teacher and other teachers as needed to make decisions affecting individual and groups of students, however teachers have not yet begun to work across grades to collaborate and plan units.
- As a result of planning and collaboration, administration for example, allowed teachers to make the decision to continue to utilize teacher-designed Common Core Aligned Units of Study as the main literacy program, with the support of materials from ReadyGen as needed. Teachers were supported in making this key decision that affected student learning across the school.