

Fact Sheet: Proposed Phase-out and Replacement of P.S. 019 Roberto Clemente (14K019)

Overview

In a concerted effort to ensure that all students have high-quality educational programs, the Department of Education (DOE) annually reviews the performance of all schools Citywide. Over the past several years, despite the best efforts of the community and the DOE to support P.S. 019, the school has struggled to meet basic requirements for student success.

On October 12, 2011, District 14 Community Superintendent James Quail held a School Leadership Team and parent meeting at the school to discuss what is working at P.S. 019, what needs to be improved, and how the community can work together to serve students better.

Based on an extensive review of qualitative and quantitative data and community feedback, the DOE has determined that P.S. 019 does not have the capacity to improve quickly and is proposing that the school be phased out.

Proposing to phase out a school is the most difficult decision we make. We are proposing to phase out P.S. 019 because it is the right action for current and future students in this community. If the proposal to phase out P.S. 019 is approved, the school would phase out gradually over the next several years. The school would close in June 2015 after its phase-out is complete. A new elementary school will be proposed to open in September 2012 in the building where P.S. 019 is located.

We hope you share our view that we can—and must—do better for students. The DOE will continue to work closely with P.S. 019 staff and families to ensure that all students receive the support they need to succeed.

Performance Summary

Proficiency: % of Students on Grade Level		Progress Report Grade			Quality Review Rating
English	Math	2008-09	2009-10	2010-11	2010-2011
22%	22%	B	D	F	“Developing”

- The overwhelming majority of P.S. 019 students remain below grade level in English and Math. Last year, only 22% of students were performing on grade level in English – putting the school in the bottom 3% of elementary schools Citywide in terms of English proficiency. Only 22% of students were performing on grade level in Math – putting the school among the lowest-performing elementary schools Citywide in terms of Math proficiency.
- P.S. 019 is not adequately helping students to make progress. P.S. 019 is in the bottom 1% of elementary schools Citywide in terms of learning growth in English and the bottom 7% of elementary schools Citywide in terms of learning growth in Math. Learning growth measures annual student growth on State ELA and Math tests relative to similar students. If these conditions persist, P.S. 019 students will fall further behind their peers in other schools.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. On the 2010-2011 Progress Report, P.S. 019 Roberto Clemente received the lowest overall Progress Report score of any elementary school in the City. The school received an overall F grade, including F grades for Student Performance and Student Progress and a B for School Environment.
- The Quality Review uses a four-tiered rubric (well-developed, proficient, developing, and underdeveloped) to measure how well a school is organized to support student achievement. P.S. 019 Roberto Clemente was

rated “Developing” on its most recent Quality Review 2010-2011, indicating deficiencies in the way the school is organized to support student learning.

Overview of Past Strategic Improvement Efforts at P.S 019

Staff members have worked hard to improve P.S. 019 Roberto Clemente Elementary School, but even with support the school has not produced adequate outcomes for students. To help the school’s efforts to improve performance, the DOE offered numerous supports including:

Leadership Support:

- Provided extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school’s Comprehensive Education Plan and Language Allocation Plan.
- Offered continuous leadership support in creating systems and tools to evaluate and support teacher practice.
- Coached and trained leadership on implementing plans in support of Citywide instructional initiatives and teacher effectiveness.

Instructional Support:

- Provided extensive teacher workshops on curriculum mapping, standards-based lesson planning through data analysis, and improvement strategies for teacher practice.
- Offered on-site support to help teacher teams use data to improve instruction for English Language Learner students, students with disabilities, and students performing below grade level.
- Coached teachers on the use of periodic assessments as an instructional tool, as a way to combine classroom-friendly assessments, instructional resources, and reporting.
- Trained teacher teams on Citywide instructional initiatives and various intervention supports for struggling students.

Operational Support:

- Assisted with the school’s application and implementation of a Federal Magnet Grant targeted at building the school’s capacity for recruiting and supporting diverse populations.
- Supported school staff on budgeting, human resources issues, teacher recruitment, and building management.
- Advised on scheduling improvements, including re-configured classroom time, aimed at better serving the needs of all students.

Student Support:

- Assisted in developing strategies to reach out to various community stakeholders and organizations in order to improve enrichment opportunities for students.
- Provided workshops on community engagement to support the strengthening of the School Leadership Team and Parent Teacher Association in order to build stronger community relations.
- Trained the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.

What would the proposal mean for current students?

If this proposal is approved, P.S. 019 would be phased out gradually over the next several years and would no longer admit new kindergarten students after the end of this school year.

Below are the enrollment plans for current P.S. 019 students, if the school were to phase out.

- Current kindergarten and first-grade students would remain at P.S. 019 until the end of the 2011-12 school year and then would be assigned to the new school that would open in September 2012 in the P.S. 019 building.
- Current second, third, and fourth-grade students would remain at P.S. 019 and would continue on to the next grade level at P.S. 019 in September 2012; these students would remain at P.S. 019 through graduation.
- Current fifth-grade students would have the opportunity to graduate from P.S. 019 Roberto Clemente at the end of this school year and will participate in the Middle School Choice process. These students will enroll in sixth grade at a choice middle school or their zoned middle school.

Next school year, P.S. 019 would serve students in grades three, four and five. Then, during the following school year, P.S. 019 would serve students in grades four and five. Finally, during the 2014-2015 school year, P.S. 019 would only serve students in grade five. P.S. 019 would close in June 2015 after its phase out is complete.

Supporting Current Students

The DOE remains focused on helping P.S. 019 students to succeed. If this proposal is approved, P.S. 019 would be provided targeted, customized and intensive supports aimed at the unique needs of the school and its students. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement, and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

Plans for New Schools for the P.S. 019 Community

As we work together to create better options for the P.S. 019 community, we will keep in mind what has worked at P.S. 019 and do our best to incorporate those positive elements into plans for a replacement school. For example:

- We will work with the community to retain partnerships with community organizations that are offering valuable services to the school; and
- We will consider what elements of the school structure are working and do our best to include those features in a replacement school.

Next Steps and What You Can Expect

In January, the DOE will invite the P.S. 019 community to participate in a joint public hearing co-hosted by the DOE, the District 14 Community Education Council, and P.S. 019's School Leadership Team. As soon as the hearing has been scheduled, we will notify you of the date and also share with you the formal proposal to phase out P.S. 019. During the joint public hearing, community members, including parents and students, will be able to share their thoughts on the phase-out proposal.

The proposal to phase out P.S. 019 will be voted on by the Panel for Educational Policy, which is composed of members appointed by Mayor Bloomberg and the five Borough Presidents, during a public meeting scheduled for **February 9, 2012**. During this meeting, the public will have another opportunity to comment on the proposal. If the

PEP approves the proposal, P.S. 019 would not accept new students next school year. If the proposal to open a new school in the building where K019 is located is approved, the new school would open in September 2012.

Sharing Your Concerns and Questions

The DOE is seeking your feedback on the proposal. We will record your comments and include them in our Analysis of Public Comment, which is presented to the PEP prior to the vote on the proposal. Please submit your comments at:

Phone: 212-374-0208

Online: <http://schools.nyc.gov/community/planning/changes/brooklyn/proposal?id=69>