



The New York City Department of Education



Quality Review Report

The Oliver H. Perry School

Public School 034

**131 Norman Avenue
Brooklyn
NY 11222**

Principal: Alicja Winnicki

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Reviewer: Corinne Brown

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Part 1: The school context

Information about the school

The Oliver H. Perry School, Public School 34, is located in the Greenpoint area of Brooklyn. The building is a landmark that was built in 1867 as a hospital. The school serves 466 students in grades pre-kindergarten through 5. The population comprises approximately 72% White students, 22% Hispanic students, 5% Asian students and 1% Black students. There are approximately 8% who are special education students and approximately 23% who are English language learners. The school has two collaborative team teaching classes, in first and second grade. The proportion of students who have recently arrived in this country is higher than in similar and City schools and they are largely from Poland, Mexico and Asian countries. Approximately 70% of students are Title 1 eligible. Attendance at this school, last year at over 96%, is consistently higher than in similar and City schools. The principal is in her second year at this school.

Part 2: Overview

What the school does well

- The visionary principal is accessible, has high expectations and models a commitment to lifelong learning.
- The principal is most ably supported by a quality cabinet that represents all staff constituents.
- High quality English language learner and academic intervention service expertise from specialists is a significant feature in this school where all teachers are English language learner and academic intervention deliverers.
- The staff shows a commitment to reflective practice and continued professional improvement through collaboration, planning and sharing.
- The school is an environment where all are valued and respected.
- The school makes exceedingly creative use of limited space to provide a stimulating, print-rich environment.
- The school reaches out to embrace the community and enjoys the support of very committed parents.
- The excellent conduct and engagement of students is celebrated through constantly evolving displays and reward systems.
- The school continues to maintain excellent attendance.
- The school carefully customizes the curriculum and makes considered budget decisions to improve student outcomes through data analysis and monitoring.

What the school needs to improve

- Further refine the use of data through the introduction of SMART targets for students (Specific Measurable Achievable Realistic Time referenced).
- Further integrate community involvement with the student learning cycle and curriculum maps, such as through first language poetry and 'School Spirit Week'.
- Introduce cross-curriculum mapping to aid cross-fertilization of ideas and enhance student opportunities for success.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

Under the strong leadership provided by the principal, the school has built on already good practice, teamwork and planning to establish a community of learners among all stakeholders. In the community almost 75% of households speak English as a second language, the majority being of Polish background. Many of the staff speak other languages as well as English, which contributes to greater involvement of parents in the learning partnership. There are adult English language learner classes held at school in the evening. Parents now feel “welcomed, noticed and needed” in this school where relationships are high priority. In turn, the individual attention given to each child through consideration of all their needs based on data analysis, including social and emotional, results in an enhanced curriculum that reaches out to embrace all students at each stage of their development. Attendance is assured as students want to participate in this vibrant community of learners.

The building itself presents a challenge due to its age and history. From very limited space open classrooms are created and hallways do not exist. The basement is commandeered to provide areas for lunch and workshops, office and resource access areas. Bright decoration and evolving display mean the available space is harnessed to contribute to the dynamic of learning within a safe and secure framework.

How well the school meets New York City’s evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.

This area of the school’s work is well developed.

The principal and assistant principal have a thorough overview of the school’s performance. They work within teams to collect and scrutinize data in order to seek improvement in instruction and so impact upon student performance. There is a calendar for assessment linked to standardized and instructional programs in use in the school. Meetings are held daily, weekly or monthly according to team. Both hard assessment data and soft data gathered in classrooms, particularly assessed student work, are considered regularly and systematically. Although the school shows steady growth in high standardized assessment results, it is not complacent. It uses collected data to establish a good picture of the performance of its students as individuals and by various groupings over time. Performance by class and grade is noted. Attention is paid to analysis by gender, ethnic groups and subgroups, as well as special education students and those with other needs, such as social and emotional and higher achievers. Deeper data analysis, for example, has resulted in a greater emphasis on addressing English language learner needs within the general classroom, as well as through specialist services, and has consequently shown a high rate of gaining proficiency.

Early identification of need and appropriate action is seen as crucial in this early phase of education. For example the pupil personnel team, academic intervention service and

English language learner teams regularly review student progress, discuss concerns and develop action plans, with all relevant staff involved. In this school children come first and collaboration is the norm. The school is reflective and evaluates its performance in meeting needs. Consistent methods of recording assessments and gathering data, with deeper analysis, are established so cohesive action to meet individual or group need can be easily realized, monitored and revised.

The school compares its own performance with that of similar schools, shares expertise with them, and analyzes results over time to learn from trends. The principal's commitment to drive improved instruction through data analysis is shared by all staff. The school openly seeks to become more sophisticated in data use, such as through further collation and deeper analysis using technology to enable quicker comparisons.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.

This area of the school's work is well developed.

The high expectations of the principal and staff in realistic goal setting to improve student outcomes are evident in the Comprehensive Education Plan, principal's performance review and professional development plan, which are all aligned. As such they are the working blueprints which drive school practice, and which are adapted as required. The school uses a critical lens to see what it can add to its already effective practice. Collaborative goal setting for individuals, groups and subgroups is ongoing formally and informally. Meetings and common preparation times facilitate this exchange of information. Consistent methods of record keeping and tracking enable shared understanding. Skills analysis informs the creation of small groups for targeted instruction. Higher achieving students, for example, are particularly identified to develop higher order thinking skills. High quality English language learner and additional intervention services expertise from specialists is a significant feature in this school where all teachers are English language learner and additional intervention service deliverers. Students also have their own mentors. Students currently assess their own progress and set general learning goals. The school is working towards each student setting quantifiable goals when conferring, with further refinement through the introduction of SMART targets for students (Specific Measurable Achievable Realistic Time referenced).

The school is an environment where all are valued, respected and have high aspirations. Parents feel that communication with the school is excellent, helped by the number of staff who speak languages in addition to English. Channels of communication are always open, both paper based, by telephone and, most importantly, in this family school, by personal contact. Data is shared with parents to enable them to become partners in the learning process. They strongly support the work of the school through homework and by PTA (parent teacher association) events and fundraising. The principal involves parents in the daily learning life of the school, such as through recruiting learning leaders and resident artists. The school works hard to embrace the community and enjoys the support of very committed parents.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is well developed.

Although exempt from the mandated curriculum, the school has adopted the Teachers’ College model. This is supplemented and customized to align with the school’s culture, to reflect close data analysis and to fit with changing student need. As a result the carefully planned and mapped curriculum allows for differentiation and personalization to take account of different learning and teaching styles. The collaboration and willingness of the dedicated staff to learn new academic and intervention programs enriches instruction. Teachers feel empowered and want their students to do well so use data regularly to monitor the impact of instruction. The print-rich environment is stimulating within creatively used limited space. Technology is used to deliver individualized learning programs, both in pull out and within classrooms and supplements other interventions. Opportunities are used before and after school, as well on Saturdays, to extend individualized education and meet student needs.

Although the school budget is restricted, it is creatively used to support instruction and provide necessary resources at the level that individual students require. For example, careful budgetary, scheduling and staffing decisions mean that lead teachers can be freed up to attend meetings and share good practice, with each grade also having common preparation time. The school also reduced class sizes in kindergarten and buys in an external coach. Equal access is important, so all students have a cyclical enhanced enrichment program, including arts, computer technology and physical activities.

The school continues to maintain excellent attendance which is rigorously monitored. Students want to be in this school where they feel safe, secure and are offered exciting opportunities for learning by caring and nurturing staff. The whole development of the student is considered and the school knows its families well. The excellent conduct and engagement of students is celebrated through constantly evolving displays and reward systems.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school’s collaboratively established goals for accelerating the learning of each student.

This area of the school’s work is well developed.

The principal is respected by the whole school community for her vision, accessibility and her commitment to creating a community of lifelong learners. Her capacity to effect change, for example, is seen in driving the rigorous use of data, the commitment to reflective practice and continued professional improvement. The principle is mindful of the experience within her staff and is most ably supported by a quality cabinet that represents all staff constituents.

A strong professional development program underpins the good practice and impacts on student performance in the school. Professional development dovetails with whole school initiatives and is rooted in curriculum plans, as well as through teacher surveys. It is outlined at the beginning of the year, but evolves to take account of student need as revealed by data. Staff are enthusiastic. They collaborate and share, reflecting on their own practice to improve student outcomes. Strong teamwork for quality planning and

instruction are significant features of this school. Cross-curriculum mapping is not currently used to aid cross-fertilization of ideas and enhance student opportunities for success. The layout of the building facilitates easy exchange of ideas and practice. In collaborative team teaching, different levels of experience and expertise among teachers and paraprofessionals work seamlessly together to deliver individualized instruction. The principal knows her staff well, regularly and supportively observes teaching and has instituted mid-year reflections for new teachers. The school runs very smoothly.

The school has established excellent partnerships with outside bodies, such as the Brooklyn Conservatory of Music and City Aquatics, as well as bringing the community into the school. It is constantly seeking new ways to enhance the programs it offers. The school is looking to further align parental involvement with the student learning cycle and curriculum maps, such as during poetry month. 'School Spirit' week provides another opportunity to deepen community cultural involvement in school.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is well developed.

The Comprehensive Education Plan, along with the principal's performance review and professional development plan are aligned and based on thorough analysis of data. As such, they drive the school forward, but are working documents which are revisited in order to refine and revise goal setting. They inform the next cycle of planning as the school seeks to build on and consolidate its strengths, particularly in more sophisticated use of data. The school is continually examining its practice and is aware of its strengths and weaknesses. As such, it is a community of learners, shares and understands the overarching aims of the plans and contributes not only to their formulation, but their implementation, evaluation and revision. A comprehensive meeting structure enables the school goals to be continually monitored. The small size and close professional working practices mean that evaluation is not limited to formal opportunities. Staff and parents regularly share information and ideas with each other and the principal.

Within this framework, interim information is gathered from periodic assessments and measures of progress to revise plans or goals immediately. For example, three times a year the early morning academic program is formally reviewed based on surveys, but student membership of groups is continually revised according to need.

This close-knit nature of the school community means that the needs of each student and each group of students are at the forefront of all activities and planning. Open communication and free exchange of ideas and information among all stakeholders, means that this is a school where no child is left behind and all students are encouraged to aim higher.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Oliver H. Perry (PS 34)	∅	✓	+
Quality Score			X

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> each student, classroom, grade level, 			X
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> ethnic groups, English language learners, special education students* 			X
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> all other categories of interest to the school* 			X
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.			X
Overall score for Quality Statement 1			X

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			X
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.			X
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			X
Overall score for Quality Statement 2			X

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.			X
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.			X
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
Overall score for Quality Statement 3			X
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.			X
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.			X
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.			X
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.			X
Overall score for Quality Statement 5			X