



The New York City Department of Education



Quality Review Report

Parkside School

Public School 130

**70 Ocean Parkway
Brooklyn
NY 11218**

Principal: Maria Nunziata

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Reviewer: Donald Conyers

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Part 1: The school context

Information about the school

Public School 130, Parkside School, is a diverse multicultural elementary school with approximately 522 students enrolled from pre-kindergarten through grade 5. The school's population is made up of 29% Asian students, 19% White, 32% Hispanic and 20% Black students. Ten percent of the students receive special education services. Of these 8%, receive special education services as part-time participants. This participation rate is higher than similar and City schools. There is a newly formed collaborative team teaching class on kindergarten.

At 11%, there are fewer English language learners than typically found in similar and City schools. Of the families enrolled, 70% speak a language other than English in the home. About 25 different languages are spoken in the homes of the students. The student population comes from at least 20 different countries.

The school receives Title I funding and data reveals that the percentage of eligible students exceeds that of similar and City schools. The 93% attendance rate represents progressive improvement for the school and this rate is higher than both similar and City schools.

Part 2: Overview

What the school does well

- The principal is a dedicated instructional leader with a positive attitude and high expectations that all students will receive meaningful learning experiences.
- The school community is cohesive and supports the principal's aspirational learning vision.
- The school's vibrant arts program and noteworthy enrichment activities add positive interest to learning.
- The school collects, generates and uses an extensive range of student data to make relevant, accurate and purposeful decisions about student progress and to differentiate instruction effectively.
- The good use of budget and the school schedule effectively supports the opportunities for improved teaching and learning conditions.
- The school recognizes the social-emotional needs and cultural sensibilities of all students as major components that lead to increased student understanding and achievement.
- A major focus on multiculturalism, student independence and student interdependence infiltrates the school and nurtures self- confidence and high levels of self-esteem.
- All school procedures are clearly documented and communicated so all representatives of the school community know and follow them diligently.
- Parents are eager participants in the school's work because they are welcomed and enabled to contribute to their children's education.
- The curricula are broad and inviting, thereby engaging students' interests very well.

What the school needs to improve

- Provide additional professional development in the area of data analysis.
- Refine goal setting and planning by expanding specific and measurable class, grade and subject goals that target actual and projected achievement.
- Deepen the use of data to develop questions and answers about what the data reveals relative to student progress and so strengthen monitoring of the school's progress towards meeting its goals.

Part 3: Main findings

Overall Evaluation

This is a proficient school with well developed features.

The school is an exciting place where students, staff and parents express satisfaction with the on-going activities, the principal and the sense of family that has been created. The school recognizes that the academic health of the students is underpinned by their social and emotional development. The school therefore provides critical exposure to many different things that stimulate and evoke curiosity among the students, and also parents and staff, as learners. Accordingly, the school has created partnerships to ensure that its goals of providing the best instructional services and maximizing resources to improve student learning are being addressed.

The principal is a major part of the school's success and continued desire to improve. She provides clear leadership on how to improve student performance and family involvement in learning. Her knowledge of the students and their abilities helps them to feel valued and supported within the school. The instructional team and grade teams meet regularly to discuss student progress and plan activities for continued learning at classroom levels and school-wide. The school's evaluation that it is well-developed is largely accurate. There is still some work to do in setting more specifically measurable goals in response to data that guide the school's monitoring activities with absolute rigor.

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 school collects an extensive range of data to identify and measure the progress of students in reading, writing and mathematics. The data includes test scores and assessments generated by teachers over scheduled periods of time which enable the school to continually understand how well the students are doing. Teachers do many hours of 'kid watching' and meet to convey what they are noticing and to create ways to improve noted areas of difficulty. The school gathers and generates data that enables it to note how well different ethnic groups and the boys and girls perform and make progress. For example, it recognizes that Latino students need additional support in English language arts and girls do less well than boys in science. However, it has not looked in depth within and across the classes to investigate why the same students in the same class during the same year perform differently from one subject to the next. Therefore, it does not have a clearly informed view to pinpoint the reasons why. The school collects additional data about students' social and emotional health, their language acquisition and other interests and the staff discuss the information to determine how one teacher can help another to ensure that all students do even better.

The school analyzes its data closely and so identifies students in each class and in every grade who need extra support to help them meet the standards in tested subjects.

Comparisons of individual student's performance and progress are made from class to class and across grades to measure progress and needed growth in areas of concern to the school. The school compares its overall performance against its own past performance and with similar schools to ensure that it is improving each year in tested subjects and different levels of achievement. Teachers meet regularly to examine and compare information in conferring notes, running records, class profiles, the progress records and charts in math and reading, to set bottom lines for student progress.

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 proficient.

The school community works together to develop whole school goals for each learning discipline and meets regularly to discuss these goals. School goals written in the Comprehensive Education Plan address broad expectations aligned with standards, with incremental measures of success each year. They address long range improvement and suggest a time frame for reaching them. This has enabled the school to plan activities and to create units of study that meet the standards. However, the school has not used the data so effectively to create specific goals and targets with precisely measurable outcomes for individual students, different groupings, classes and grades in all tested subjects. The school is poised to rely on their collected data to create specific and measurable goals with time frames for reaching those goals pointing to actual and projected achievement.

The school has created a detailed intervention plan for students in greatest need of improvement, resulting in an effective range of services before, during and after school and on week ends. School specialists attend child study meetings along with classroom teachers to discuss and plan for student progress. Common planning time is used well to discuss student progress, to look at exemplars and to create rubrics that identify each student's next learning steps.

Students are very aware of the expectation for their academic success. They share in the responsibility of achievement along with their parents. The parents' attendance at workshops about student learning and regular meetings with staff to discuss their children's performance helps them in giving good support at home. The school also provides English as a second language services for the parents of English language learners. These help to improve the chances of greater student achievement and parental success. Each represented group of the school community is driven by the school's learning goals. Consequently, there are ongoing efforts from everyone to improve student achievement and performance.

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.

The school carefully selects and makes very good use of its curricula. While using mandated curricula and other supplemented programs determined to be congruent with school goals, many different enrichment, developmental and inquiry based opportunities

are offered. Students are eager to come to school and really don't want to be absent. They enjoy hands on activity in science and an engineering project with students from Cooper Union College. This has helped to support student interest and engagement in learning, and a close partnership between students and staff. Students clearly express the need to be in school to take advantage of the wonderful things that are constantly presented and so to learn. This promotes good attendance. The school's comprehensive attendance systems are rigorous, with any absence triggering immediate action and good attendance rewarded and celebrated.

The school places special emphasis on students' social and emotional development and so knows students' personal and academic needs very well. As a result, students are confident to talk about their work and have high self-esteem about their personal worth. Students want to please their teachers and the principal and are confident to ask for help and advice if they have any concerns.

Beginning with the June planning efforts as well as monthly meetings held by the various instructional committees, staff share in the task of improving student outcomes by knowing the knowledge and skills students will learn for all subjects. Teachers use this information to plan units and lessons. Subsequent delivery of instruction and assessment inform teachers about the status of student knowledge, skills and understanding. Teachers feel a real sense of responsibility for increasing student achievement and use gathered data to generate discussions around improving instruction. They use conferences, exemplars, progress charts and 'kid watching' to monitor results. Results also help teachers to organize groupings based on the skills, concepts or knowledge students need to learn.

Teachers and other staff approve of the way budget decisions support the work of the school in alignment with school goals. Schedules support time needed for teaching and meetings well. Within the schedule, staff are appropriately placed to provide assistance. Paraprofessionals support academic intervention efforts while two English as Second Language teachers work with the English language learners. The school's mind set and determination concerning providing the best instructional services and maximizing resources to improve student learning engender an abundance of meaningful activities, programs, initiatives and partnerships supported by the budget. In particular, students love the many activities facilitated by Arts Connection, to include puppetry residencies, percussion ensemble, field trips to Broadway musicals, family events and student performances.

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.

Several staff have been at the school for many years. New, prospective teachers are presented before a school level panel for interview and demonstration lessons. Newly hired teachers are expected to consult student data with the expectation of generating new learning opportunities. The assistant principal was hired to excel the performance of teacher learning in the areas of literacy development and assessment. Professional development is readily accepted by staff as a non-negotiable. Teachers also meet on their own time to share and support one another. The principal and assistant principal regularly visit classes to monitor the instruction. Teachers report that they have the benefit of intervisitations as well as visitation to other schools and professional courses to improve technical skills and classroom instruction. The staff are open and honest about how they

want and need to get better. The school leadership team takes the lead when evaluating the Comprehensive Education Plan. Teachers and the instructional committees meet regularly to discuss the plans that they have made and to check on the 'bottom lines' that they have established.

The principal has dedicated a great deal of time and energy to ensuring that the school runs smoothly. Parents report that the "school feels like home." One of the school's enduring strengths is its ability to acknowledge the social-emotional needs of its members, particularly the students. The budget and staff set in place to support this acknowledgement are contributory factors to the tone, respect, tolerance and cultural sensibilities found throughout the school. The principal is very capable of moving the school's agenda and putting even more advanced components in to place, as indicated by the teachers and parents. Mutual respect is witnessed through the principal, parents, students and staff interaction.

The social action students and the mediators, sessions to discuss bullying and bereavement care are some examples of the good support services that bolster and augment learning experiences and student achievement. Good partnerships, for example with Brooklyn Museum, exist to supplement the curriculum and to stimulate students' curiosity.

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 proficient.

The school meets regularly to review how well it is doing relative to its long term goals as set out in its Comprehensive Education Plan. The school uses some interim assessment of progress for example, Developmental Reading Assessment, the writing continuum, science unit tests, and the 'check in progress' systems in mathematics. All of these document students' progress and help the school to evaluate its own progress toward realizing its goals. Each year's review is used as a basis for setting the following year's goals.

It is clear that the school works diligently to enable students to reach the intended long term goals. However, the school has not consistently created new immediate goals and plans with timeframes for reaching the goals once students have surpassed stated benchmarks. This means that important opportunities to focus on precise milestones towards success that would engender specific monitoring and evaluating and realignment of programs and interventions are diminished.

The school has strategies that help with making comparisons of student achievement and progress across classes and grades. The school is prepared and ready to make additional comparisons of achievement within classes across disciplines and in other subgroups of interest to the school with overall consistency. It recognizes the value of adjusting improvement plans, practices and resources to improve student academic outcomes.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Parkside School (Public School 130)	∅	✓	+
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	