



The New York City Department of Education



Quality Review Report

The Chelsea Preparatory School

Public School 033

**281 9th Avenue
New York
NY 10001**

Principal: Linore Lindy

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Part 1: The school context

Information about the school

The Chelsea Preparatory School, Public School 33, is an elementary school located in the Chelsea area of Manhattan. There are 326 students enrolled in grades pre-kindergarten through to grade 5. The student population comprises 49% Hispanic, 26% African American, 17% Asian and nine percent White students. Approximately 14% are special education students and 16% are English language learners. This is a Title 1 school. One of its aims is to prepare students for college. The school has an auditorium, special resource rooms, a 'Garden of Inspiration' and a cafeteria, the Chelsea Café.

Average attendance, at 93%, is approximately the same as similar schools and slightly higher than City schools.

The building is shared with Public School 138, a District 75 school. Some of the students from this school are mainstreamed into art and some inclusion students are included in general education classes in PS 33.

When the principal was appointed three years ago, the school was in evolution. It served students through to grade 8, but the intermediary grades are now phased out.

Part 2: Overview

What the school does well

- The school benefits from a visionary principal who leads by example.
- The hard working, dedicated staff use the City as a learning laboratory to provide authentic experiences for students and parents.
- High quality and varied art, in a variety of media, and music, enhance learning and provide further opportunities for success for students.
- The visual and experiential approach to learning ensures engagement of all students.
- The school is preparing the students for globalization through integrated use of technology and the introduction of languages in the early grades.
- Partnerships with community organizations, such as the 'I Have A Dream' Foundation, support the college preparation theme and impact on later life.
- The school makes strenuous efforts to reach out to parents and involve them in their child's learning.
- The school has developed integrated units of study, which support student achievement.
- The stimulating environment reflects the commitment to develop and nourish the whole child.

What the school needs to improve

- Continue the development of a systematic uniform school-wide assessment program in literacy and mathematics.
- Continue efforts to increase attendance and improve punctuality.
- Continue the community values initiative, which is framed in student-friendly language and accessible to all.
- Continue to develop the rooftop garden as a further extension of enriched learning.

Part 3: Main findings

Overall Evaluation

This is a well developed school

The Chelsea Preparatory School is a vibrant and beautiful school which is nurturing and supportive, so that students become empowered and feel comfortable to take risks. This small school environment is welcoming and students, parents and staff feel valued and that their voices are heard.

There has been a significant change in the school since the appointment of the principal, to a positive inviting institution where 'thinking outside the box' is encouraged and students flourish. The principal is dynamic and communicates her clear vision for the school, so that others share her passion. As a result, the perception of the school in the neighborhood has changed for the better, with many parents moving their children from other schools to PS 33. A varied enrichment program dovetails with, and extends, the core curriculum, so that individuals have a greater chance to succeed in their own way. The holistic development of the whole person through envisioning prepares students for globalization and the future and broadens their outlook.

High expectations are communicated and a rigorous standards based curriculum fosters analytical thinking, creativity and independence. This is modeled by the principal and all staff who see themselves as lifelong learners. The school uses data methodically to enable early identification of individual need and to tailor instruction and intervention accordingly. As a reflective community, the school is interested in 'next steps', refining plans to ensure student progress. Because of this, achievement has significantly improved in general across the school, with a rising trend reflected in data.

Parents and community organizations are seen as active partners in the learning process with student achievement as the goal. Sharing the building with a school for special education students is seen in a positive light. It enables students to empathize and understand the way in which 'everyone is the same under their skin'.

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.

All teachers in the school are skilled in the use of assessment tools and organize data they collect in binders provided for the purpose. This ensures a consistent data collection presentation format and makes it easy to use in the classroom. School wide assessment tools have been adopted across the school. The process of refining the use of these is continuing towards a systematic uniform school-wide assessment program in literacy and mathematics. Regular interim assessments and ongoing monitoring in class enables the analysis and comparison of whole class, group and individual student data. The school is frequently comparing the performance of its students to that of similar schools as another way of ensuring accountability. Data is presented in varied formats, including graphically,

which is particularly useful for visual learners and aids internalization of growth trends and patterns.

A wide variety of assessment tools is utilized to measure student performance. Interim Assessments, and other standardized reports, through to running records and portfolio assessments are also used to good effect. Other objective hard and evaluative soft data, including State and City tests as well as assessments devised by teachers, give evidence and mean teachers carefully check progress and achievement. For example, each teacher assesses individual reading levels every month, which enables tracking of progress. The school works in a collaborative way so that performance of all groups, including by ethnicity, special education students, English language learners and others is tracked, shared and compared in teams, as well as by the administration. Teams meet regularly, which enables early effective identification of students who need additional support. Teachers are supported in analysis by the expertise provided by coaches and specialists, who are essential team members and add additional suggestions or insight.

An example of effective analysis of data has resulted in research being undertaken as part of a professional development plan into the performance of boys. This indicates so far that boys need to feel ownership in the learning process and that an element of competitiveness can enhance their performance.

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.

Student ‘next steps’ are decided based on their performance as indicated by data. Regular grade meetings and common preparation time are used purposefully to analyze, plan and set goals, which are time referenced. Teachers are collaboratively involved in this process with administration, class support staff and external consultants. The teachers’ comprehensive knowledge of their students guides the planning of daily, weekly and unit of study. Differentiation of instruction and intervention strategies are also planned to meet student need, with the aim of reducing referrals to support services.

The school believes that early intervention is the best model to support student achievement and maintain self-esteem, so reading recovery programs are intensively implemented in 1st grade on an individual basis to good effect. Students who require continued support receive this through the most appropriate ways, such as small group lessons, push- and pull-out instruction or other interventions. English language learners and special education students are, again, supported according to their level of need. The school has established flourishing small bi-lingual, bi-lingual special education and special education classes.

High expectations of individual performance are clearly communicated by the principal and shared by the school community. The parent coordinator, principal and teachers make strenuous efforts to reach out to parents and involve them in their child’s learning through relevant workshops, free social and other events, as well as personal contact. Parents and students feel welcomed in school and able to talk freely to the principal and teachers, so there is ongoing exchange of information about individual circumstances and progress. This is also used to inform individual programs. In the classroom teachers confer sensitively with students and identify how they can improve their performance, in line with

grade levels and individual profile. This is contextualized in a building where positive optimism is the norm and student achievement is celebrated according to their strengths.

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 has incorporated the balanced literacy model across the standards based curriculum, with a research based design to the curriculum framework. The Columbia University Teachers’ College workshop model is used, but modified to vary differentiation, such as by groupings or task, and allow personalization by teachers. Integrated units of study, which help student achievement, have also been developed. This gives students structure for progress and the vocabulary to articulate ideas. All teachers are seen as teachers of literacy. Careful scheduling means, for example, that the physical education teacher pushes into the 3rd grade for literacy, has a word wall in the gym and is integrating movement with literacy.

The budget has been skilfully allocated to make class sizes smaller and provide three reading recovery teachers, for example, which impacts positively on individual progress. The colorful environment reflects the commitment to develop and nourish the whole child. The school budgets to provide an enriched curriculum which engages students. Music and high quality art, in a variety of media which is visible throughout the school, provide enjoyment for all and alternative ways of achieving. Through the integration of technology and introduction of languages in the early grades, such as Mandarin Chinese, the school is preparing students for the global world of the future and also actively engaging students. The teachers work hard to facilitate visual and experiential learning to capture the students’ imaginations. One excellent example of this is a stimulating general classroom where fish, reptiles, mammals and insects provide stimulus for wide ranging discovery learning including ecology, mathematics and genetics. The school has also begun to develop the rooftop as another garden where students will be able to broaden their education through artistic, scientific and other explorations. Staff are dedicated to provide the best for students. Students feel very safe, able to trust adults in the school and able to share any concerns.

Attendance and punctuality are given high priority and the school makes every effort to attain its goal of 100%. At present it is achieving a creditable 94% average and has a system of procedures, rewards and personal contact to ensure that parents and students are equally committed.

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.

Staff are selected who are able to work teams, who have good content knowledge and feel it is a privilege to work with children. The school has a support net of strategies to integrate new staff, to share ideas and develop professional expertise within the staff. All professional development is aligned with the school’s goals and objectives developed collaboratively and reflectively, with individual achievement underpinning the overall plan.

The school has been very successful in improving student outcomes over the recent past but continues to strive to improve further in the spirit of lifelong learning.

Team meetings, study groups, strategic inter-visitations, professional improvement plans and other development opportunities are purposefully used to ensure all staff are able to use data to improve student outcomes. Teachers freely share ideas, supporting each other, and so build capacity. They feel empowered because their areas of expertise are acknowledged. Teachers and teams also benefit from the Australian United States Services in Education consultants and other specialists, who support both individuals and teams in line with the school goals of improving student outcomes.

The atmosphere in the building is calm and peaceful with a positive, optimistic outlook. The visionary principal looks to the future and leads by example. She is the catalyst that has effected a marked change in the school, with one parent saying, "She creates miracles here". The principal knows her teachers well and visits classrooms frequently in a professionally supportive manner.

The school is fortunate in having many partnerships with community organizations, such as the 'I Have A Dream' Foundation, Principal for a Day and Virtual Y programs, which all support the school goals, college preparation theme and impact positively on student achievement now and in the future.

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 school uses data to inform current practice overall and to help provide the best opportunities for individuals to achieve. In line with the Comprehensive Education Plan, comparisons within the school, across other schools and over time are examined to assess the impact of instruction and intervention. The school is continually reflective, critically examining its practice through both objective measures and other performance indicators, such as surveys and parent feedback. Positive feedback is evidenced through some parents choosing PS 33, instead of sending their child to a school for the 'gifted and talented'. The school tries to project the future needs of students and equip them accordingly; it turns objectives and goals into realities. Envisioning is a powerful tool used throughout the school to set no limits on the possible.

The teachers work hard to accommodate different learning styles, to maximize opportunities for students and are creative in their delivery. They are flexible and responsive to changing needs and try to identify opportunities for success. The school sees the City as a learning lab and it is used to provide authentic learning experiences for students and parents, such as visits to the Circle Line. The principal's ultimate aim is to have an individual education plan for every child, which shows the focus on individuals and planning for the future that is a feature of this small stimulating school.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Chelsea Prep. School (PS33M)	∅	✓	+
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