

Kingsbury Public School

KINGSBURY Public SCHOOL

**Public School 188
218-12 Hartland Ave
Queens
NY, 11364**

Principal: Janet Caraisco

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Part 1: The School Context

Information About The School

Kingsbury is a very popular school serving 480 students of ages between kindergarten and 5th grade. Girls substantially outnumber boys. Many students come from socially and economically advantaged families. Parents are very supportive of their children's education. A high proportion of students are from Asian backgrounds, mainly Chinese, although very few are English language learners. Few students need Special Education programs. Attendance is good.

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Part 2: Overview

What the school does well

- The school is a vibrant place of learning. Attractive displays value children's work and give them a sense of achievement and pride in their efforts.
- Students reach good standards in the district tests. Many are above grade level especially in English Language Arts and mathematics.
- There is a clear vision and direction for the school's work; there is a firm focus on achievement and on improving aspects of school provision so that individual students can realize their potential.
- Parents play a considerable part in supporting the school and their children's education.
- Students are enthusiastic and willing learners; they concentrate well in lessons and show high levels of respect for one another and their teachers.
- Students have a real voice in the running of their school; there are good structures to involve them and encourage their initiative.
- The curriculum is well organized with a heavy emphasis on literacy; students also receive good opportunities to extend their creative talents within music and art.

What the school needs to improve

- The tracking procedures for individual students needs to be more consistent across classes, grades and subjects to ensure that weaknesses are quickly identified and addressed.
- Data should be used to set clear, measurable goals for individual, class and grade performance in different subjects.
- A more rigorous program of lesson observation needs to be established so that teachers' strengths are recognized and clear guidance given about any improvements necessary to ensure that students meet pre-determined goals.

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Part 3: Main Findings

Overall Evaluation

This school is proficient with many well-developed aspects.

Leadership is calm and considered and firmly focused on children's learning. There are some examples of excellent teaching across the school. Students are well supported at home and at school and make steady progress, many reaching high standards in the annual tests.

How well the school meets New York City's evaluation criteria.

Quality Statement 1: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor and facilitate the student's progress over time.

This area of the school's work is overall proficient.

The school is careful to monitor its performance against other similar schools. Test results are consistently among the highest in the city and teachers work hard to maintain these high standards.

A positive feature of the school's work is for teachers to hold individual conferences with students to find out about their growing skills, knowledge and understanding. The conferences enable individual teachers to monitor each student's development over the year. They are well established in reading and writing although less so in mathematics. The format of these assessments is inconsistent between teachers and grades and makes it difficult for the principal to maintain a clear overview of individual students' ongoing progress.

Students' progress over the year in other subjects for example, computer studies, is not tracked so efficiently. This makes it difficult for teachers to plan lessons which meet students' different skills and move them all on rapidly enough. Consequently, students do not reach as high standards as they do in other subjects.

Students on Special Education programs are monitored closely. The resources teacher assesses progress carefully against goals set at the beginning of each year. In some classes this information is used particularly well to adjust teaching strategies so that these students make the best possible practice, but this is not the case in all classes.

Quality Statement 2: 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 with some well-developed features.

Students achieve high standards. By grade 5, about 86% of students are above grade

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level in mathematics and about 70% in English Language Arts (ELA). Careful analysis of test data by the principal has revealed that many students who have failed to make enough progress in ELA are English Language Learners. Work is ongoing to help these students extend their subject specific vocabulary which has been identified as the weakest area of their performance.

There is a great partnership between parents and teachers. Parents feel comfortable to talk to teachers about any concerns. Teachers are always on hand to offer advice and support. A particularly effective partnership between the resource teacher, class teacher and parents has led to one young student making significant gains in his learning over a short space of time.

Students on Special Education programs receive good support outside the normal class situation. This helps them to consolidate skills which they have found difficult in the past and catch up with their classmates.

Data from students' past performance could be used even more effectively to set goals for overall class, grade and school achievement. School improvement plans with timeframes need to be in place to drive forward developments, and there should be regular checks made of progress toward overall goals.

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

This area of the school's work is proficient with some well-developed aspects.

The curriculum is well organized and includes art and music so that students can develop their creative talents alongside their academic skills. Parents value this highly and support the school financially so their children can enjoy this advantage. A well resourced computer suite allows students to practice their skills within subjects such as social studies and English. Classrooms are bright and stimulating and students' work is displayed well. This gives them a sense of pride in their achievements.

The principal maintains an overview of the teaching through a series of formal and informal observations. By working alongside individual teachers, the principal is helping them to improve elements of their practice. However, the lack of a rigorous monitoring program means that some weak areas have been overlooked. A clearer program of lesson monitoring needs to be established so that teachers are fully aware of the improvements needed to ensure that students reach the goals set for them.

Conferencing notes are a useful tool in tracking students' progress and identifying the next steps in their learning. Following the school's program of professional development, some of the teachers have cultivated their conferencing skills to a very high level. A grade 3 teacher for example, keeps very clear and coherent records of her students' developing writing skills. A simple visual format enables her to quickly identify any areas in which individuals, groups or even the whole class need further consolidation. This example of excellent practice could usefully be shared with other classes and grades.

Attendance levels are very high and demonstrate students' eagerness to come to school as well as parents' support for their children's education. The school is an exciting and stimulating place and students show excellent levels of motivation. They listen carefully in

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class and carry out their tasks diligently and with obvious enjoyment. They value the opportunities provided to give them a say in the running of their school. They can do this through the student council, the suggestion box and weekly lunches with the principal.

Quality Statement 4: 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 overall proficient with many well-developed aspects.

The school runs smoothly. Procedures are well established and are generally followed. Parents are extremely supportive of the principal and particularly appreciative of the way she has encouraged them to increase their involvement in school life. They value teachers' work and the opportunities they have to discuss their children's progress.

Teachers work well in teams to plan the curriculum. This is a very effective way of ensuring that ideas are shared and good practice extended. Some key staffing decisions have been made for next year to strengthen and develop particular teams.

Each grade contains two general education classes and a gifted class. The school's analysis of data has revealed a need to extend the learning of the gifted students even more effectively. Teachers have been encouraged to develop students' independence and encourage them to use a range of learning skills. This is being done by involving students in individual and group research projects in a range of subjects.

The school's leaders and teachers are not complacent. They value and take advantage of the wide range of opportunities for professional development to help them improve their own understanding and skills. Some improvements have already occurred as a result, for example the high level conferencing skills amongst some teachers. The time is now right for the school to set clearer goals for the achievement of individual students, classes and grades so that professional development can be targeted and evaluated even more effectively.

Quality Statement 5: 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.

Students' individual progress is tracked over the year. This is done particularly well in literacy, but less well in other subjects. Some teachers use the information well to inform their instructional plans, but this does not happen consistently well across the school.

The school leadership group works hard to identify areas in which the school could improve. The areas it identifies in its improvement plan are wide ranging and take account of the views of teachers and parents as well as those of the leadership. The plan is helpful in evaluating school effectiveness, but at present is less useful as a tool to drive the school forward in terms of students' achievement.

There needs to be firmer links between the outcomes of data analysis and the priorities set for school improvement. These priorities need to be clear to teachers so all are aware

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of the thrust of the school's work and the part they play in this. The leadership team, with its obvious enthusiasm and commitment might be usefully included in monitoring progress towards these goals and evaluating success.

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Part 4: Evaluation Criteria Grade Summary

Quality Statement 1: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor and facilitate the student's progress over time.	o	✓	+
<p>1.1 The school uses available data (e.g., diagnostic, formative, and summative assessments, students work products, standards-based portfolios, attendance, descriptive review, security data, etc.) and generates its own to provide an objective, constantly updated understanding of how well each student, classroom, grade level, and other important categories of students and the school are:</p> <p>(1) currently performing, and (2) progressing over time, on English Language Arts, mathematics, and other important academic subjects.</p> <p>Criteria for measuring student progress are "objective" when they are</p> <ul style="list-style-type: none"> • standards-based, • consistent across students, • capable of revealing progress or a lack of it over time and ways to close the gap between current and expected practice, <p>and when they allow</p> <ul style="list-style-type: none"> • the performance of different students to be compared, and • learning activity to be broken down into component parts so strengths and weaknesses on each sub-activity may be identified. 		X	
<p>1.2 The school makes effective use of the data to assess the performance and progress of students by racial and ethnic groups, English Language Learners and special education students, and all other categories of interest to the school.</p> <p>{This criterion and the next are partially aspirational as of now. City and State Report Cards and Division of Accountability and Assessment reports provide only some of the necessary data. The NYC DOE will soon provide schools with fuller access to better data.}</p>		X	
<p>1.3 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, racial and ethnic groups, and other groupings of interest within the school.</p>		X	
Quality Statement 2: 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.	o	✓	+
<p>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 it develops plans and timeframes for reaching those goals.</p>		X	
<p>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 warranting attention.</p>		X	
<p>2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.</p>			X
<p>2.4 High expectations are conveyed to students and parents. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. That information is central to setting reasonably challenging goals and developing, evaluating, and revising plans.</p>			X
<p>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</p>		X	

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Quality Statement 3: The school aligns its instructional activity and resources around its focused plans for accelerating learning for each student.	0	✓	+
3.1 The school selects the curriculum based on how well it aligns with the school's high expectations and improvement plans and on the curriculum's capacity to generate meaningful interim data about progress towards goals.		X	
3.2 Decisions about the use of teacher and student time are based on the organization of the day and week needed to inform teachers about each student's performance and next learning steps, set goals and plans for improved student learning, and implement and continuously improve plans for reaching stated goals.		X	
3.3 Staffing decisions are driven by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.4 Budgeting decisions are driven by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.5 Teachers are accountable for student outcomes. 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	
3.6 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	
3.7 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
3.8 Instructional programs actively engage students.			X
3.9 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.		X	

Quality Statement 4: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	0	✓	+
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 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 Leaders, faculty, and staff share the same goals and frequently evaluate themselves, their interventions and each other's plans and interventions, including, when possible, by comparing outcomes across classrooms and schools. The school monitors its performance and tackles weaknesses. Even in areas where the school is successful, leadership is not complacent, but aims to improve further. The goal in all cases is to improve student and school performance and progress.		X	
4.4 Planning, evaluation of results and revision of plans takes place in teams.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear and are generally followed.			X

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Quality Statement 5: 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.	o	✓	+
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 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 interim 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 each successive phase of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve students' academic outcomes.		X	