



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Public School 004

Elementary School 004

**530 Stanley Avenue
Brooklyn
NY 11207**

Principal: Eleanor Greenberg

Dates of review: November 13 - 14, 2007

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Part 1: The school context

Information about the school

Public School 004, P4K, is an elementary school with 275 students from pre-kindergarten through grade 6. The school population comprises 70.2% Black, 19.6% Hispanic, 6.5% White, and 3.6% Asian students. The student body includes 5.1% English language learners and 100% special education students. Boys account for 78% of the students enrolled and girls account for 22%. The average attendance rate for the school year 2006-2007 was 88.8%. The school is not in receipt of Title 1 funding.

The school currently extends across five sites in Brooklyn. A new early childhood site with four classes was due to be opened in October. There are three instructional teams, each led by an assistant principal, to align instruction with student disabilities. The instructional teams focus around autism, alternate assessment and standardized instruction.

Students are taught in classes with varying staff ratios according to need and as identified on their individual education plan. The school has classes for students with autism and pervasive developmental delay, students who are cognitively challenged and exhibit behavior disorders, students with hearing impairment and those with emotional and behavioral difficulties.

There is one 8:1:4 inclusion class. The pre-kindergarten class provides an 8:1:2 program. After the age of five students are taught 6:1:1. The 8:1:1 program serves students whose needs require intensive supervision with a significant degree of individualized attention. The 12:1:1 classes serve students whose academic or behavior needs interfere with instruction. These classes also provide for students who are deaf or have hearing impairment. The 12:1:4 classes serve students with severe and multiple disabilities who have limited language, academic and independent functioning. All classes work to generalize beyond the classroom, address personal behavior skills, communication and functional academics.

Part 2: Overview

What the school does well

- The principal leads effectively and models respectful open communication for the school community.
- The assistant principals work cohesively with the principal to share the school vision and ensure consistency across the school.
- Strong, established instructional routines and structures throughout the day are clearly understood by students and allow them to succeed.
- The staff are highly dedicated and embrace new staff and initiatives such as Teachers' College collaboratively.
- The school carefully analyzes a wide range of data to improve school and student performance continually.
- The school is greatly valued by parents for the high expectations, care and education towards independence it provides for its students.
- The school strives to develop the child holistically through partnership with parents and thorough assessment for individualized programs.
- The curriculum is relevant, carefully adapted to student needs and offers integral opportunities for engagement and enjoyment through activities such as swimming and music.
- The behavior strategies and interventions program is exemplary and supports students effectively in self-management.
- The Paradise Garden exemplifies cross-curricular kinesthetic learning and true community involvement.

What the school needs to improve

- Extend the meaningful integration of technology into all aspects of the school's work to motivate students further.
- Ensure consistency and rigor in assessment and recording across the school.
- Explore opportunities for common planning time to include cluster teachers and paraprofessionals.
- Share graphic representation of data with students to assist in self-assessment and in self-management of behaviors.

Part 3: Main findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is well developed.

This school is characterized by supportive teamwork. It continually strives to meet the challenging and diverse needs of its students through detailed assessment and individualized programs. All staff model the respectful school-wide expectations of behavior. These principles are embedded into the daily life of the school and are reinforced throughout. The school involves parents, service providers and other partners in guiding the student toward independence through engagement. Carefully structured instructional programs develop the whole child and prepare them for the future. Opportunities are currently missed to involve the students further in their learning through self-assessment and to motivate them through greater use of technology. Central to the success of the school is data analysis, which has long enabled the school to understand each student's learning style, performance and progress. Refinement of assessment procedures is an ongoing process.

The school works hard to maintain good communication and general consistency across all sites. However, cluster teachers and paraprofessionals are not included in some meetings. The three assistant principals have both site and instructional responsibilities which means there is a blending uniformity of practice across all sites. Staff collaborate and share expertise and ideas as a natural extension of the formal planned differentiated professional development program.

Since the last Quality Review the school has evaluated its facilities and resources. This resulted in space being freed to allow for the integration of sensory and motor education at the main site. Further data is now captured to show extra evidence of student success. Due to the highly individual nature of the students, it is not relevant for the school to consider data in terms of ethnicity nor, particularly, by gender. Parent workshops are held to address concerns about transition to other schools.

Instructional teams are in their third year of existence at this school. The four teams function as inquiry teams and each has developed their focus and target student groups to examine reasons for progress or lack of progress. For example, the autism team is examining the acting out behaviors of a group of students, devising and evaluating interventions.

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 the student's progress over time.

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

As a school for special education students, there is established practice of utilizing detailed assessment data for individual students. A raft of individual data is collected that gives the school a very thorough understanding of the performance and progress of each student. The student's individual education plan is the key to all work with the student. Specialist observations from psychologists and assessments from service providers, speech and occupational therapists all contribute to an understanding of the student. From this baseline, ongoing assessments feed into the battery of information held on each child. These include information from parents, who are seen as crucial to the success of these students. Photography and video recording provide alternative methods of recording progress. Data from the Edmark and SRA programs determine whether a student has mastered a lesson or requires reinforcement.

The school carefully analyzes a wide range of data to continually understand and improve school and student performance. Teachers use assessment tools corresponding to the disabilities of their student population. The Assessment of Basic Language Skills (ABLS) is a significant addition to the assessment of the skills of autistic students. Standardized assessment for English language arts and math and NYSAA portfolios are similarly used with the relevant groups. The school does not examine data by ethnicity nor particularly by gender, as these are not directly relevant to this highly individual population. Rather it compares individual progress, that of groups, classes and subjects and over time. The variety of data available means the school is working to ensure consistency and rigor in its refinement of assessment and recording across the school.

The data collection calendar clearly outlines methods, schedules, sources and staff responsibilities for gathering data. The pacing calendar is modified in light of new information or sources. Scantron now extends the available sources of information about individual student performance and progress.

Data from SWIS and OORS is central to measuring the positive impact of the behavior program. Data is used to inform all aspects of the school. For English language learners there is a free standing program. A bilingual paraprofessional supports these students in alternative assessment classes. Since these students have limited verbal skills, the picture exchange communication system is routinely used to excellent effect.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

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

As a result of highly detailed assessment, careful plans are devised with responsibilities outlined. Ensuing information is shared accordingly and so students make excellent progress. Planning for students involves all relevant professionals. Paraprofessionals, parents and service providers contribute to a holistic understanding of the individual's development. Meaningful, challenging yet realistic goals are set and reviewed in line with the mandated requirements of the individual education plan. Student work and data rigorously informs this process. Targeted academic intervention is provided based on data. Instructional teams are drilling down into data to improve student outcomes. The school is rightly pleased with the improvement in results for both standardized and alternative assessment students.

The school has high expectations for its students and provides care and education towards independence. This is greatly valued by parents. Information is gathered from parents, such as a menu of reinforcers to which the child responds, which is utilized to help instruction and support. The school is looking to share graphic representation of data with students to assist in self-assessment and in self-management of behaviors.

The parent-school communication binder gives a good daily update on successes, behaviors, tasks completed and skills mastered. The school works effectively and strongly in partnership with parents to set high expectations and to reinforce and maintain skills acquisition. Parents are encouraged to continue programs at home, using communication symbols as appropriate. They greatly appreciate this dialogue and the accessibility of school staff. The behavior management program is also being extended to the school buses to consolidate the progress seen in school.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

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

The school is careful to adopt and adapt the curriculum to best meet the students' needs. It uses summative and formative data to inform instruction. Rubrics are used to assess student and staff performance. Daily walkthroughs by assistant principals and lead teachers hold teachers accountable and ensure that differentiated groups for instruction, portfolios and other strategies are uniformly in use. The school budget is carefully used to provide adaptive technology and other resources to support implementation of best practices. The school uses email to communicate effectively and efficiently between sites, in addition to the daily memos.

Experiences such as swimming and music are integral to the curriculum and result in enjoyment, engagement and skill acquisition. Older students are given responsibility to escort younger students to the bus alongside staff. The school is careful to ensure physical education for all students, despite considerable space limitations. Music and song is evident in many classrooms as a motivational tool. Students sing the student affirmation with obvious pleasure. Activities for daily living are incorporated into alternate assessment classes and real life generalizations occur in all classes so that learning is functional. The school intends to develop the integration of technology further as an instructional and motivational tool.

The school customizes instructional programs to fit the student population. The Teachers' College writing program is now being used in an adapted form with both standardized and alternate assessment students to excellent effect. The skilled coach models mini-lessons and provides ongoing support and training for teachers. The school has formed a strong working partnership with a general education school to share expertise in the use of the Teachers' College model. The school's has adapted the narrative writing guide from the Teachers' College continuum, to benchmark and assess writing three times a year has significantly improved writing quality. Effective reinforcement occurs through school themes which unify instructional and behavioral systems and practices. Higher achieving students also benefit from programs such as the computer link with other schools

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to 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 an excellent leader who delegates responsibilities to utilize existing strengths and build capacity. She has a thorough knowledge of the teachers and all staff as a result of liaison with assistant principals and direct observation. Informal and formal walkthroughs with

rubrics are conducted daily. Lead teachers and coaches are also in classrooms daily. As a result, differentiated professional development is conducted. Both ongoing and strategic training programs are designed to meet teacher needs. The arrival of new teachers each year means that the induction program is comprehensive.

Collaborative planning and evaluation of programs occurs in common planning sessions. These are also used to share good practice by lead teachers. Staff are highly dedicated and welcome new teachers for their enthusiasm and fresh ideas. They support them effectively in making and evaluating plans based on student data. The school recognizes that common planning time does not include cluster teachers and paraprofessionals, which hinders lines of communication and professional development.

Strong, established routines and structures throughout the day are clearly understood by students and allow them to succeed. The use of communication symbols and puppets means that all students are involved and engaged. The behavior strategies and interventions program is exemplary, rigorously monitored and supports students in self-management. Analysis of data shows a 30% decrease in targeted behaviors over last year. This program now permeates the delivery of the curriculum and extends to outside school, with parents and the wider community being increasingly involved.

This school benefits from many high quality partnerships that support personal and academic growth for students and their families. The Paradise Garden exemplifies cross-curricular kinesthetic learning and true community involvement. Brooklyn Botanical Gardens and New York City Parks and Recreation are only two of the partners that are actively involved in this thriving collaborative venture. Within its rich environment students explore life cycles, food chains, music, and art while developing motor, social and other skills. The garden provides a myriad of opportunities for learning and enjoyment. It is a place of celebration and contemplation and has become dear to the community.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

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

The principal is accessible and respected for her leadership, warmth, sensitivity and experience by the school community. She leads the school with purpose and vision. All school goals are clear, concise and known to the school community. The assistant principals work cohesively with the principal to share the school vision and ensure consistency across the school. They formally meet with the principal weekly to share information. The School Comprehensive Education Plan is created by parents, teachers, paraprofessionals and support staff. It is used effectively to drive improvements for teachers and students. Systems are in place to ensure regular collection of assessment and other data, to analyze it and revise plans for particular groups or individuals as indicated. Whole school goals are clearly defined with professional development needs identified. The school monitors its goals, responds flexibly to new data and revises plans accordingly. It learns from feedback such as the Quality Review. It is well placed to build upon its successes year on year as the administration is particularly experienced in utilizing data to effect improvement.

The principal and school community share the mission to be a voice for the students, and to help them to be able to communicate their wishes, needs and hopes. Within the highly structured nurturing environment students learn and grow through effective teaching. The pervasive message to be "self-control, prepared, organized, respectful, try hard" or to "Be a Sport", is modeled by the staff. Students follow this example and so flourish.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 4K	△	▷	✓	+	◇
Quality Score				X	

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

To what extent do school leaders and faculty provide . . .	△	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?			X		
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
Overall score for Quality Statement 1				X	

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	△	▷	✓	+	◇
2.1 engage in collaborative processes to set demanding, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
Overall score for Quality Statement 2				X	

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance?				X	
Overall score for Quality Statement 3				X	

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.

To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment?			X		
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning?					X
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?					X
Overall score for Quality Statement 4				X	

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to make strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
Overall score for Quality Statement 5				X	