

Quality Review Report 2009-2010

The Ralph A Fabrizio School

Elementary K170

**7109 6th Avenue
Brooklyn
NY 11209**

Principal: Zhen Wu

Dates of review: December 2 - 3, 2009

Lead Reviewer: Karina Costantino

Part 1: The school context

Information about the school

The Ralph A Fabrizio School is an elementary school with 800 students from kindergarten through grade 5. The school population comprises 1% Black, 21% Hispanic, 42% White, and 34% Asian students. The student body includes 34% English language learners and 10% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2008 - 2009 was 95%.

Overall Evaluation

This school is proficient.

The principal is a warm, caring individual who creates an atmosphere of trust and mutual respect for all aspects of the school community. This enables teachers to feel free to make suggestions whether it is for overall school improvement or the use of a specific curriculum to better address a student's needs. Parents feel welcome and know that school leaders are committed to making them true partners in the education of their children. Partnerships with many outside agencies provide additional support for families.

The principal's expertise in the use of data makes him an invaluable resource to his staff. He has structured effective organizational changes to provide the staff with a collaborative environment. Leadership meets with each grade twice a month to discuss data, benchmarking and student progress, so grouping is flexible as students move closer to their goals. The school bases professional development on whole-school goals and on increasing teachers' skills in providing differentiated instruction for students. While some teachers differentiate instruction this is inconsistent across the school and does not provide the higher performing students with sufficient challenge. Targeting sub-groups, the school provides a Saturday academy for new English language learners and an enrichment program after-school to challenge students who are performing at Levels 3 and 4. The major focus of the school is to improve the overall performance level in English language arts where students remain at Level 3 and show little growth. To this end, the school is exploring the Renzulli model for integration next year. The thirty-seven and a half minutes before school, focuses on those students needing academic intervention and provides them with additional support. Teacher teams meet daily on each grade and the school is moving towards creating systems to empower teachers and distribute leadership to improve student outcomes.

An outstanding feature of the school is the integration of the arts and it is an exemplary arts education site. It meets all benchmarks in music, visual arts, drama, and dance through quality instruction and culminating activities in all disciplines. The school leadership team, along with the administration, offers opportunities for dance, drama, visual arts and music residencies, trips and assemblies to all students. Parents participate in all aspects of the arts with their children, continuing the home school connection. In addition, technology integrates classroom lessons, which support the engagement of all students. Teachers use it as an effective tool in the language development of English language learners.

Part 2: Overview

What the school does well

- The principal ensures relationships across the school are warm, supportive, and inclusive of students, teachers, and parents.
 - The principal conducts interactive faculty conferences each month to enable teachers to share best practices, creating an environment of collegial support among staff.
 - School leaders conduct an English language class for parents, which help them assist their children, as well as ensuring that they feel like valued members of the school community. The school's integration of the arts and the parental involvement in a wide range of activities strengthens relationships.
- School leaders and teachers effectively use a wide range of assessment to monitor school-level needs, student progress, plan instructional strategies and create successful intervention strategies where needed.
 - Teachers meet regularly with the principal twice a month on common preps to monitor student progress and adjust the curriculum where needed.
 - All teachers receive a CD highlighting the major trends from the item skills analysis of school wide assessments to assist them in creating learning strategies.
- Parents have numerous opportunities to be involved in their children's learning and monitor their progress through regular communication with the principal and staff that creates a positive tone throughout the school.
 - Every first Friday of the month parents read with their children creating a true learning partnership within the building.
 - School leaders and staff are developing a Fountas and Pinnell conversion chart for parents in all predominant languages to give parents a greater understanding of their child's goals.
- School leaders and teachers make effective use of collaborative, data informed processes for timely planning, setting goals, and monitoring student progress.
 - All tenured teachers select the teacher performance review as their observation tool, which gives them a practical application of the inquiry process. They select their targeted students and plan, benchmark and strategize for these children throughout the school year. They share this with the principal at the grade meetings.

- English language learners, new to the country, attend a special Saturday academy to target their needs based on their performance on the LAB. This provides them with additional support beyond the school day.
- Effective student support services and collaborations provide students with a wide range of opportunities to enable them to grow academically and socially.
 - The school enjoys successful collaborations with the CAMBA a TASC after school program, the Arabic American Association, and The Lutheran Program to establish crucial links to the community and provide support to families.
 - There are successful classes to provide students with the necessary strategies to deal with conflict resolution and ensure a safe learning environment for all students.
- School leaders establish very effective systems for school self evaluation, review and the modification of practice with a clear focus on improving student learning.
 - The English language learner teachers work in all classrooms to provide differentiation for English language learners. There are English as a second language teachers assigned to each grade to ensure consistency of instruction throughout the school.
 - The principal meets with each grade twice a month to discuss where students are in meeting their goals. The teachers reflect on practice and modify systems where necessary.

What the school needs to improve

- Promote greater consistency in differentiated lesson planning so that students receive effective challenge and tasks accommodate different learning styles to move all students at a good pace.
 - Although differentiation of instruction is present in some classrooms, high performing students receive the same activities as other students without the academic rigor necessary to move them swiftly to the next level of achievement.
- Ensure that all constituent groups set goals that include high levels of challenge and academic rigor to accelerate student progress.
 - The school provides suitable enrichment classes for higher performing students after school using, for example, book clubs. During the school day, however, the activities for these students do not emphasize the higher order thinking skills and they receive insufficient challenge.

- Implement a professional development plan that sets out goals for individual teachers and introduce rigorous monitoring procedures to evaluate the impact on student achievement.
 - The school has a plan to provide teachers with professional development driven by needs assessment administered in September. However, it does not yet differentiate the professional development for new teachers to meet their specific needs.
- Design and implement a targeted plan to develop and empower teachers to create systems for strong and purposeful distributive leadership and build capacity within the school.
 - During grade common preps, teachers currently do not have a structure with which to conduct the meeting. The discussion does not yet target the next steps for students or use protocols to manage time effectively.

Part 3: School Quality Criteria 2009-2010

School name: The Ralph A. Fabrizio School	Δ	▷	✓	+
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	Δ	▷	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Overall score for Quality Statement 1			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	Δ	▷	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				X
Overall score for Quality Statement 2			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	△	▷	✓	+			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X			
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X				
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				X			
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X			
Overall score for Quality Statement 3				X			
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	△	▷	✓	+			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X				
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X				
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				X			
Overall score for Quality Statement 4				X			
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	△	▷	✓	+			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?				X			
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?				X			
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?				X			
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X				
Overall score for Quality Statement 5				X			
Quality Review Scoring Key							
△	Underdeveloped	▷	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed