

Quality Review Report 2009-2010

The Brooklyn Brownstone School

**Elementary School 628
272 McDonough Street
Brooklyn
NY 11233**

Principal: Nakia Haskins

Dates of review: December 7 - 8, 2009

Lead Reviewer: Evelyn Santiago

Part 1: The school context

Information about the school

The Brooklyn Brownstone School is an elementary school with 114 students from pre-kindergarten through grade 2. The school population comprises 90% Black, 6% Hispanic, 1% White, and 3% other students. The student body includes 6% special education students. There are no English language learners. Boys account for 61% of the students enrolled and girls account for 39%. The average attendance rate for the school year 2008 - 2009 was 92.6%.

Overall Evaluation

This school is proficient.

The Brooklyn Brownstone Elementary School is in its second year of existence. The principal, parents, and staff hold very strong beliefs that all students should achieve performance at or above grade level. Consequently, the school uses rigorous standards-based curricula, including the arts, to provide instructional coherence and high levels of learning. The school has created a climate of trust that ensures open communication and promotes participation of all stakeholders in school decisions. The school uses student progress reports to inform families of their children's progress and their children's learning needs, based on assessment data. However, the school does not extend consistently the use of data collection to examine results and track performance trends in all subject areas. The principal and the school planning team use data effectively to develop the school's long term and interim goals to increase student levels aligned with the school's vision for student achievement. The school develops goals that are standards-based to ensure rigor. However, leaders do not use data in a consistent manner to determine goals for individual and groups of students to accommodate learning needs and maximize learning for all students.

In efforts to support teachers in their professional growth, the principal is highly committed to providing professional development opportunities that include attendance at workshops, professional plans, and inter-visitations to other schools to improve and refine instructional practices. There are collaborative teams in every grade level that meet several times during the week to review student assessment and make instructional adjustments to improve outcomes. However, the teams do not use an inquiry approach that focuses on a specific topic over time and leads to change strategies for improvement. Although there is evidence of differentiated instruction, this practice is not consistent throughout the school. As a result, some students do not receive the support or challenge to enable them to make sufficient progress.

The school has established numerous partnerships with outside agencies to support students and families. These organizations work to extend learning experiences and provide opportunities for students to apply their learning and skills and reinforce their academic and social growth.

Part 2: Overview

What the school does well

- The school delivers a coherent standards-based curriculum, including the arts, and makes strategic organizational decisions to promote rigor, support school goals, and address learning needs.
 - The school has created curriculum maps in all subject areas, including music and visual arts, to ensure alignment between State standards indicators and its numerous instructional programs for all grades.
 - The school has purchased many additional fiction and non-fiction books for the leveled classroom libraries to promote reading in varied genres and maximize literacy for all students.
- The school has created a safe and nurturing environment of mutual respect among all stakeholders that ensures open communication and promotes active involvement.
 - A consistent open door policy provides a high level of involvement and the active participation of parents and teachers in relevant planning teams to maximize engagement in the decision making process.
 - The weekly newsletter named “The Brownstoner” includes extensive information to parents on the school’s wide range of programs. The newsletter also adds information about specific grade curriculum topics and activities to enhance support for student learning.
- The school communicates with families effectively to inform them of student learning needs and outcomes.
 - The school has redesigned the quarterly school report cards to clearly reflect strand indicators in all grades and subject areas to inform parents of the progress their children are making relative to the State standards.
 - The principal and teachers regularly report student performance to parents through conversation, e-mail, wikis, and telephone to enlist support for the next steps to ensure student progress.
- The principal has a clear vision for using data and engaging teachers and parents to develop the school goals and raise student achievement.
 - Through the collaborative school-planning team, the school has developed data based school-wide goals. The Comprehensive Educational Plan reflects these goals, which the school community supports in order to improve student outcomes.
 - Standards-based interim and long-term goals developed by grade and across all subjects link to high expectations to maximize student learning.

- The principal is committed to providing extensive professional development and support for new and seasoned teachers to improve instructional practices.
 - There is consistent use of formal and informal lesson observations to provide differentiated feedback and support for teachers to enhance teaching and learning.
 - The principal has created individual professional development plans for teachers that include inter-visitations to other schools to provide multiple opportunities to build capacity and promote best practices in the classroom.
- The school has established excellent partnerships with outside agencies to support continual learning and social growth of students.
 - The school has formed extensive partnerships with outside organizations that include the Children’s Brooklyn Museum, the YMCA Swimming Club, New York Cares, the Stuyvesant Heights Parent Association, and Children for Children Service. These organizations work to extend the students’ learning experiences to meet their needs and advance their skills.
 - Sylvan Learning collaborated with the school to sponsor the school’s “Curriculum Night” event to invite parents and caregivers to become familiar with the school staff and their children’s grade level curriculum to support expected outcomes.

What the school needs to improve

- Improve the differentiation of Instruction and questioning so that lessons engage all students and offer suitable challenges to extend their learning.
 - Teachers do not consistently use differentiated instructional strategies to provide multiple entry points for students performing at varying levels. This has a negative impact on students’ understanding of the concepts integral in lessons and in their development of skills.
 - Lessons do not always accommodate the needs of individual students consistently, resulting in them not receiving the appropriate level of support needed to ensure success and achievement.
- Extend the use of tools to gather information on learning outcomes to organize and analyze student performance trends.
 - The school uses a variety of data sources to inform areas of strengths and areas in need of support. However, there is inconsistent use of available tools such as ARIS to analyze outcomes and track student progress to determine school-wide implications for teaching and learning for all students.

- The school uses pre and post assessment data to determine achievement levels of students in science and social studies. However, it has not developed tools in these subject areas to determine student progress and to make adjustments needed to ensure student learning.
- Provide systematic practices to set relevant goals and track the progress of student subgroups to maximize their learning.
 - The school uses data from student outcomes to create broad school and grade level goals based on expected standards. However, it does not always establish differentiated specific goals or monitor them to ensure they meet the needs of all groups of students to support their learning.
 - Expected outcomes based on student-specific needs for student subgroups have not been established to support the academic growth and achievement of all students.
- Extend professional collaboration on teams using an inquiry approach that focuses on student learning.
 - The school participates in professional collaboration on grade level teams to review student assessment results and discuss areas in need of additional reinforcement for learning. However, this activity limits an inquiry team focus or approach to investigate and discover new strategies to improve delivery of instruction and ensure learning for all students.
 - Grade level teams review student assessment results to determine areas of need. However, the review of student work products in subject areas for a granulated analysis of skill needs is not consistent. This diminishes the capacity to inform the next steps to maximize learning.

Part 3: School Quality Criteria 2009-2010

School name: The Brooklyn Brownstone Elementary 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>	Δ	➤	✓	+
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>	Δ	➤	✓	+
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>	Δ	➤	✓	+
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							
Δ	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed