

Quality Review Report 2010-2011

Bergen Beach School

Public School 312

**7130 Avenue T
Brooklyn
NY 11234**

Principal: Linda Beal Benigno

Dates of review: May 23 – 24, 2011

Lead Reviewer: Gwen Stephens

Part 1: The school context

Information about the school

Bergen Beach School is an elementary school with 934 students from Pre-Kindergarten through grade 5. The school population comprises 35% Black, 10% Hispanic, 51% White and 4% Asian students. The student body includes 2% English language learners and 3% special education students. Boys account for 51 % of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009 - 2010 was 96.1%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- The school has a rigorous curriculum aligned to State standards including art and technology, with multiple resources that increase performance outcomes.
 - Teachers collaborate to create horizontal and vertical curriculum maps and pacing calendars that provide content alignment infused with the Common Core State Standards. There is more emphasis on crafting writing skills and embedding vocabulary across grades and content areas that incorporates non-fiction text and is supported by classroom libraries and SMART boards. This has resulted in students scoring an average of 80% or above on the midyear ITA in English language arts in grades 4 and 5.
 - Students use technology and participate in a range of art and hands on science activities in connection with the Anthony Genovesi Environmental Studies Center. In science, students participate in tiered tasks for various levels that engage all students in rigorous activities. This School Wide Enrichment Model ensures experiences with a variety of clubs and teams which meets the needs of various learners and supports increased outcomes.
- Teaching practices are differentiated to provide academic rigor that extends learning across grades and ensures that students remain engaged and have multiple entry points.
 - Teachers collaborate to create a common language of learning and engagement using text such as “Teach Like a Champion.” Teachers incorporate data results and the Renzulli online enrichment model to plan differentiated groupings and problem solving activities that offer multiple entry points. Teacher teams engage in discussions to infuse high level reflective questioning as well as utilizing essential questions to drive rigor and engagement across content areas. As a result, student writing samples reflect high quality as evidenced in portfolios and student work products.
- School leaders make strategic organizational decisions aligned to instructional goals that have increased student achievement.
 - The scheduling of teacher teams to have an additional period of common planning time as well as time for inquiry teamwork is one of the school’s goals for professional collaboration across the school. This provides time to look at data, student work and support the growth of instructional practice as teachers hold themselves accountable in order to meet the learning needs of the students. Examples of the use of resources to align with instructional goals are the addition of classroom libraries throughout the school and the additional on-going professional development provided to teachers by consultants and coaches to support the school and ensure teachers are meeting adult learning goals as well as student goals.
 - The principal uses data to support specific resource allocations. The school maintains a math coach, two academic intervention service providers who support classes through push-in and pull- out programs, a full-time inclusion

special education program and English language learner push-in and pull out programs. This has increased the level of support provided to meet the needs of these learners.

- School leaders examine student data in order to identify school trends and develop a clear picture of students' needs and strengths to drive instructional decisions that accelerate student learning.
 - After analyzing formative and summative data, the leadership set English language Arts (ELA) goals to strengthen writing and vocabulary. Writing samples are evaluated twice monthly, with the focus on analyzing vocabulary use in order to improve comprehension. Consequently, growth in student writing is evident in benchmark assessments. In math, students use interactive notebooks to document their understanding of mathematics language. This has resulted in an increase in students' proficiency in 4th and 5th grade mathematics extended responses.
- A strong and proactive observation system allows for differentiated teacher support that builds teacher capacity leading to improved student outcomes.
 - Formal and informal classroom observations include a review of student work, teacher conference notes and class data summary sheets. Timely feedback provides specific recommendations for next steps toward implementing effective instructional practices along with follow-up observations to monitor progress. In addition, a common focus on developing writing skills through small group instruction is adhered to by all teachers. This promotes professional growth which is reflected in teacher plans and the implementation of effective lessons.
 - Coaches meet regularly with new teachers and teacher teams to provide individualized instructional support. Teachers do inter-visitations and observe demonstration lessons in Master teachers' classrooms. The leadership promotes professional growth and teacher investment via targeted professional development that impacts student outcomes and provides evidence for tenure and retention decisions.
- A cohesive vision through school-wide goals and action plans promote a broad base of support toward continual school progress and student achievement.
 - The principal includes a cross section of the school community in planning and setting data based school wide goals, which allows for transparency and significant buy in. A "theory of action" as evidenced in the Comprehensive Education Plan (CEP), aligns with the schools self-evaluation and the principal's performance goals. These goals include improving students' comprehension and writing ability along with detailed vocabulary work to support increased math performance in open ended responses. Administration collaborates on goal setting with the School Leadership Team (SLT) as they analyze data. This information is shared with the Parent Association at the beginning of the school year. In addition, E-mail and newsletters invite the larger community to share in workshops to understand targeted goals. As a result, there is a broad base of support for the school.
- The school ensures that it conveys high expectations for members of the school community and engages families as partners in the school's progress.

- High expectations are communicated to the entire school community through detailed newsletters, backpack notices and e-mail. Families and students identify that teachers support them and expect them to succeed. Multiple assemblies and celebrations highlight students' excellence and progress monthly. Parents take an active role in student performances and support the arts programs. The Parent Association (PA) provides regular meetings, parent workshops and fundraisers. The PA president serves as liaison to the Community District Council and the School Leadership Team to give parents a voice in decision making. A "drop-in" parent's room supports parents as volunteers' via Learning Leaders. Thus, parent involvement is high and parents are supported in meeting high expectations for all students.

What the school needs to improve

- Refine the use of assessments to provide feedback on the effectiveness of classroom and instructional decisions that create a picture of student mastery.
 - Teachers analyze and evaluate data to support instructional decisions. However, the data for all targeted subgroups is not consistently analyzed. Consequently, limiting opportunities to identify strengths and areas of need for students in African Americans subgroups, which inhibits timely interventions and prevents all students from making exemplary gains towards closing the achievement gap.
 - Teacher teams use Periodic Assessment results and authentic student work in identifying instructional and curricular needs. However differentiated strategies to support students who score levels 3 and 4 are not yet in place. As a result, accelerated students are not consistently provided with challenging activities to maintain their academic threshold.
- Strengthen protocols to track the learning goals for all students in order to identify strategies that accelerate achievement.
 - Data based goals are often set for students and the class. However, tracking specific goals for subgroups within the class is lacking. As a result, interventions for individual students within targeted subgroups are not in place to support consistent high levels of proficiency as evidenced in the data which reflects a lack of gains in level 4 on State performance assessments in literacy and math for these students.
- Extend systems for setting benchmarks to collect data on all students that will support tracking progress toward interim and long-term goals in order to make instructional and curricular adjustments for student growth.
 - While the school has outlined structures to assess growth toward school goals, there is no evidence of benchmarks for measuring progress for targeted populations. The lack of interim data on targeted populations hinders the school's ability to determine the effectiveness of instructional and organizational decisions in order to make timely adjustments to support next steps that improve outcomes for all students and align the school goals with year to year planning.

Part 3: School Quality Criteria 2010-2011

School name: Bergen Beach School	UD	D	P	WD
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>				
	UD	D	P	WD
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
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>				
	UD	D	P	WD
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 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, 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

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>				
	UD	D	P	WD
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
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>	UD	D	P	WD			
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			
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>	UD	D	P	WD			
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				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed