

# Quality Review Report 2011-2012

P.S. K004

K-6 K004

530 Stanley Avenue  
Brooklyn  
NY 11207

Principal: Deborah Evans

Dates of review: November 30, December 1-2, 2011

Lead Reviewer: Sheryl Watkins

## Part 1: The school context

### Information about the school

P.S. K004 is a K-6 school with 344 students from pre-kindergarten through grade 6. The school population comprises 65% Black, 22% Hispanic, 3% Asian students and 9% white students. The student body includes 15% English language learners and 100% special education students. Boys account for 73% of the students enrolled and girls account for 27%. The average attendance rate for the school year 2010 - 2011 was 87.0%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- Students' social/emotional is a result of the highly supportive and mutually respectful learning environment. (1.4)
  - A very strong and involved pupil support team is proactive in offsetting behavioral and instructional issues that might arise. A positive behavior support system clearly defines the expectations for student behavior and engagement in learning. Lead teachers from each site meet at least monthly so that there is a sharing of cohesive and consistent systems and strategies that assure students behaviors do not interfere with learning. As a result, there are very few behavioral incidents, 20 to date, and no high level Chancellor's code of conduct infractions for the past two years.
  - The reward component of the BE A SPORT (**S**elf Control, **B**e **P**repared, **O**rganized, **R**espectful and **T**ry hard) behavior/academic support system offers students opportunities to shop in the school store with the "Gotcha Bucks" they have earned. Students' input into availability of store purchases and school trips related to their studies provides them with opportunities for student voice and active participation school decisions. As a result, there are decreases in student occurrences, and increases in student progress.
- Effective information and consistent communications provide staff, students and families with clear expectations and support students' efforts to reach higher levels of achievement. (3.4)
  - The school's 'Teaching and Learning the P4K Way' document clearly sets high expectations for impact on student learning and for teacher practice, and includes a component of professional contributions to staff and the school. These expectations, in direct alignment to the common teaching framework that is currently in use, drives teachers' actions and practice as evidenced in administrative observations and feedback.
  - Teachers sending home monthly newsletters that include curriculum updates, school based events and upcoming celebrations provides families with information related to curriculum, school wide events and celebrations. Individual progress reports identifying performance relative to units of study and needed targeted skills keep parents well informed of their children's performance and share information to help them support their children at home.
- Coherent curricula across the school offer opportunities for all students to engage in learning experiences that promote high levels of engagement and supports ongoing progress. (1.1)
  - Across all sites, curricula in all content areas are aligned to State standards, and adaptations to curriculum maps in English language arts and math now include the integration of the CCLS expectations. This has led the staff to a direct emphasis on consistently asking higher order questions that challenge students to demonstrate their thinking. As a result, there is regular emphasis on pushing student thinking in order to ensure progress.
  - Coherent practices of center-based learning, where students rotate through three learning activities during each instructional period, assures multiple entry points for all

students. This is demonstrated in the high levels of student engagement, thus assuring opportunities for students to practice and apply their learning.

- Thoughtful and strategic organizational decisions ensure the school's programmatic focus is met, resulting in increased student outcomes. (1.3)
  - The principal has recently invested in and implemented a school-wide standards-based periodic assessment tool, the SANDI (Student Annual Needs Determination Inventory) that, when administered, identifies current levels of student performance, drives the creation of data-based Individual Education Plan goals, and impacts planning for instruction. As a result, teachers are planning instruction and designing learning center tasks to enhance learning opportunities for all students as evidenced by more targeted and appropriate IEP goals.
  - Teachers are programmed for collaborative meetings with various staff at least twice weekly and an additional period each week is typically spent with individual or very small groups of students to provide additional support. These collaborations have led to more focused planning and time for focused academic attention have contributed to significant increases: data from specific instructional programs demonstrate over 50% of the expected progress in skills related to social interaction as well as an additional 40% increase performance for students in math.
- The implementation of systems related to student achievement, including the monitoring of student progress, supports accelerated student success. (3.3)
  - Common unit assessment administered in core subject areas on every grade and daily data collection sheets for each student provide information related to instruction and proximity towards meeting IEP goals. The school uses a unified, two-pronged rubric system that measures performance and independence as well as levels of achievement to evaluate all student work. This allows a consistent focus on student progress. Review of this process data has helped teachers to refocus and adjust their pedagogy, leading to nearly 30% of students meeting their IEP goals in English language arts and 35% in math for the current school year to date.
- The principal has established strong systems for school evaluation reviews and modifications to teaching and learning with a direct focus on the expectations embedded in the Common Core Learning Standards. (5.1)
  - Administrators disaggregate data from summative assessments in all subject areas and use these findings to inform school-wide efforts that deepen their balanced literacy practice. The SANDI (Student Assessment Needs Determination Inventory), is now being administered across the school, and the data collected guides the creation of IEP goals and objectives. As it is aligned to the Common Core Learning Standards, SANDI's data has direct impact on the planning of instruction and tasks that will lead to meeting the city-wide expectations related to the full adoption of the Common Core Learning Standards.

## What the school needs to improve

- Deepen the practices of providing differentiated instruction to students so that questioning and tasks offer opportunities to extend thinking in order to expand rigor and maximize learning. (1.2)
  - Center-based learning allows for all students to experience multiple paths towards “engaging in and exploring” learning. While this encourages student engagement, the activities provided are not yet structured so that they meet the students at their instructional/cognitive level, nor do they provide challenge for those students that are more able, as demonstrated in the limited evidence of differentiated student work products. Thus, the lessons are not structured to support varied depth of thinking, preventing some students from attaining higher levels of progress.
- Expand the application of the school's research-based framework in the chosen competency areas so that expectations for teacher performance informs professional development and leads to student progress. (4.1)
  - The school has modified the previously used research-based framework to focus on questioning, engagement and the learning environment. A plan for short, frequent administrator observations to all staff is in place. Teachers are asked to reflect on their practice during these visits, which is followed up in discussions that include feedback and next steps. Due to the newness of these changed practices, the school cannot yet determine trends across teachers’ practices that would drive overall professional development, nor can the administration assure that all staff are supported in implementing the school’s shared educational philosophy related to student performance and progress. This limits the school’s ability to build greater consistency in shared improvements related to teacher practice across the school.
  - A tenure “celebration” plan is in the beginning stages of development that will identify criteria for staff and assist administrators in making performance and tenure decisions. Until this plan is fully developed, a collaborative approach, with input from teacher leaders, coaches, and those upon whom the process will impact, inhibits the school’s ability to develop a system that will support them in making informed decisions related to pedagogical performance and impact on student progress.
- Deepen the work of collaborative teams so that the examination of student work includes analyzing student performance and reviewing related teacher practice in order to strive for higher levels of student achievement. (4.2)
  - All teachers are programmed for structured collaborative teams meetings at least twice a week where they are currently focused on examining student work. Strategies to support instruction lead to implemented practice for individual teachers and students, as well as a reflection on the impact of this strategy on each student’s learning. Currently, there is not a practice of assessing the efficacy of strategies that promote overall student progress. Based on the two teams observed, teachers have not yet taken measures to expand the successes noted for individual students to larger numbers of students so that instruction is modified to include promising practices and gains, thus limiting progress for greater numbers of students with similar needs.
- Enhance the systems in place for organizing data at the classroom level so that teachers are better able to make informed instructional decisions and modifications to instruction to meet the needs of all children. (2.2)

- There are extensive data systems at the administrative level that provide the cabinet and extended cabinet with performance and progress information. Teachers have multiple sources of individual student performance data. Teachers, due to the vast amount of information, however, do not have an 'at-a-glance overview of the individual strengths and areas of need for the class at large, or for individual students. As a result, teachers are unable to design informed student groupings, specifically-focused on small group instruction or targeted instruction to close the gaps in learning that promote higher levels of progress.
- The school uniformly applies rubrics that identify circumstance of performance, level of performance and next steps, and uses age appropriate symbols to recognize levels of achievement. However, these tools do not yet include specific expectations for tasks, adequate feedback, or identified expectations for specific work products that demonstrate learning. This prevents students, based on their individual cognitive and performance levels, from knowing what is required of them, or how to improve their learning in order to achieve higher outcomes.

## Part 3: School Quality Criteria 2011-2012

School name: P.S. K004	UD	D	P	WD
Overall QR Score			X	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<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 as evidenced by meaningful student work products?			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
<b>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.</b>				
<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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			X	
<b>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.</b>				
<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 staff, students and families, and support students and families to achieve them?				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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?			<b>X</b>	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			<b>X</b>	
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?			<b>X</b>	
4.4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			<b>X</b>	

**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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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, with particular attention to the CCLS?			<b>X</b>	
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?			<b>X</b>	
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?			<b>X</b>	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			<b>X</b>	

**Quality Review Scoring Key**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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