

Quality Review Report 2011-2012

P.S. 012

Elementary School K012

**430 HOWARD AVENUE
BROOKLYN
NY 11233**

Principal: NYREE DIXON

Dates of review: February 29, 2012

Lead Reviewer: Buffie Simmons

Part 1: The school context

Information about the school

P.S. 012 is an Elementary school with 265 students from pre-kindergarten through grade 5. The school population comprises 80% Black, 18% Hispanic, and 2% other students. The student body includes 6% English Language Learners and 10% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2010 - 2011 was 88.1%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Relationships among students, teachers, and principal are warm and respectful, resulting in an environment that is conducive to learning and supports the growth of students and adults. (1.4)
 - o The school introduced Positive Behavior Intervention Support (PBIS) to the students, parents and faculty. The staff work together to establish priorities for positive behavior in specific areas gymnasium, cafeteria, schoolyard, hallways, classrooms and bathrooms. Students learn the school's mantra - Hope, Achievement, Nurturing, Determination and Success. As a result, level 1-3 incidences have decreased from 57% in 2010-2011 to 11% this school year to date. Similarly level 4-5 incidences have decreased from 24% in 2010-2011 to just 3% this school year to date. In addition, as a result of the PBIS implementation, students' voice has increased in school decision making. All students complete surveys and speak a common language based on PBIS. Students write to their principal. There is a class election and students select peers to represent their views to the school leadership at large.
- The school's strong partnerships with numerous outside organizations and families support students in continual learning and promote their academic and personal growth. (4.4)
 - o Staff works together to support one another. The school offers professional development to support teachers in creating a safe respectful culture through the Office and Family and Youth Development and Therapeutic Counseling Institute. All staff is trained on emotional intelligence which allows the school to consistently support students' social-emotional needs. As a result, this year a fifth grade student's father passed away and the staff was able to provide supports to the child and his family. In addition, the principal has enlisted collaboration of several community-based organizations. National Organization of Black Law Enforcement (NOBLE) participates in Career Day and provides learning opportunities to parents, staff and students. Out of School Time (OST) and Brownsville Recreation offers various extracurricular activities to the students. Such opportunities expose the students to real life experiences like bread making and swimming. As a result, parent involvement has improved as evidenced by 95% of the parents who responded on the NYC Learning Environment Survey are satisfied with the education their children receive and opportunities the school provide for their children.
- School provides consistent feedback to students and their families with detailed reasons for their success and clear next steps for improvement to help students achieve their goals. (2.4)
 - o School leaders and faculty engage families in discussion to help parents and students learn about student performance and the Common Core Learning Standards. The Parent Coordinator assists parents with the use of tools such as ARIS Parent Link, Progress Reports to understand their children's performance and trains parents to use computers through in-school workshops. In addition, the principal hosts informational seminars and communicates through newsletters and the school's website. The PTA President shares with her constituency the importance of the Common Core Learning Standards for the

- future and states “the Common Core is all around and the principal deconstructs it for all to understand.”
- o The parents are part of the decision-making in the school. Last year, parents took a petition to re-zone the school to increase student enrollment and halt the siphoning of students. This shared commitment is ingrained in the school culture. This year the parents rallied to give PS12 a name instead of just a number. They proposed and subsequently approved to name the school after the legendary Superintendent Dr. Jacqueline Peek-Davis, the formidable mentor of the principal and beloved educator in the school district.
 - The school’s coherent curriculum aligns well to the Common Core Learning Standards (CCLS), strategically supporting student learning. (1.1)
 - o The school's rich curriculum integrates the Common Core Learning Standards (CCLS) and reinforces expectations that all students can engage in purposeful activities and participate in a rigorous standard based learning process. Common Core Learning Mathematics performance tasks are given to students as early as Pre-Kindergarten. In addition, the principal targets the special needs population. All thirty three special needs students completed the task. As a result, there is improvement in Mathematics as demonstrated on the students’ Acuity assessments. To cognitively engage the English Language Learners and Special Need students, there are more reading opportunities with a variety of text and expository writing added to each unit. Staff makes sound decisions as they constantly modify and refine the curriculum. The school uses the McGraw-Hill’s Treasures English Language Arts program. The curriculum focuses in the early grades on developing students’ phonemic awareness and decoding skills, vocabulary development and beginning text comprehension skills. This is demonstrated by the increased reading levels in kindergarten, first, and second grades.
 - The administration, with input from teachers, strategically prioritizes its use of resources in order to make effective organizational decisions, which empower the teaching staff and support the schools instructional goals. (1.3)
 - o The budget is allocated utilizing input from a survey of the school community. This has resulted in the re-emergence of programs aligned to the school’s long-range instructional goals across all grades and classes. The school has strategically devised time in the schedule for individual teachers and team of teachers to meet and to provide requested professional development. Consequently, teachers support these programs and are expanding their ability to work on curricula evidenced by completed Common Core performance tasks for every grade in Mathematics. Vertical teams look closely at trends and target those areas. For example, by monitoring Acuity, teams noticed that students lack stamina to complete the multiple choice questions. To address this concern, team integrated a weekly assessment. Creative programming has allowed teacher teams to meet on a weekly basis to share best practices, co-plan lessons and conduct collaborative inquiry. The consistent frequency of these sessions has empowered teachers and is enabling them to learn from each other, which is especially helpful to new staff members.
 - School leaders effectively monitor pedagogy with a focus on deepening adult learning and improving instructional practices throughout the school. (4.1)
 - o Principal does constant walkthroughs and share glows and grows written narrative to support teachers. Teacher receives instant written feedback to

informal and formal observations. Observations are done through PD 360 based on Charlotte Danielson's framework. The observations capture the strengths and weakness of each pedagogue. Thereafter the principal meets with the cabinet to discuss and makes recommendations then concludes with next steps for each pedagogue. The principal uses PD 360 to send their formal and informal observation feedback. Observed staff responds and converses openly with their supervisor regarding the video or lesson taught based on the feedback. The coach and staff developer models a lesson based on deficiency for the pedagogue. The observed pedagogue models a lesson based on the practice and reflects on the pedagogy. When interviewed, teachers said "finally observation feedback is tangible and we see through videos how to improve our craft."

What the school needs to improve

- Strengthen the alignment between assessments and curricula by incorporating on-going checks for understanding in order to gather feedback and apply strategic curricular and instructional adjustments across classrooms. (2.2)
 - o Grade level teacher teams meet with their instructional team to analyze a comprehensive range of student data, including summative test scores, interim classroom performance and anecdotal observations of lower achieving students. However, assessment practices do not reflect a varied use of on-going checks for understanding for teachers and students. As such, students learning steps may not be articulated.
- Establish collaborative, data informed processes for timely planning and suitable goal setting in order to advance student progress across grades, subjects, and for individual and groups of students. (3.2)
 - o Although teams of teachers work together to analyze data, there is no appointed member of the staff to support the teams in this process. As a result, optimal time is lost to design effective lessons, create strategies based on student work and patterns of error. Individuals and teacher teams devise a range of tools to aggregate, disaggregate, and organize data to evaluate individual and subgroup goals. However, the school has not identified instructional changes to enable all students to reach short and long term goals.
- Increase the consistency in the use of summative and formative in order to acquire an accurate assessment of strengths and areas of need at the school and classroom level. (2.1)
 - o The school has utilized data tools to identify trends. The use of Periodic Assessments to measure students' learning against literacy prompts is a focus on vocabulary development to support student writing skills across the school. At the classroom level, school leaders generically analyze formative and diagnostic assessments, such as pre-assessments, behavior forms, student goal sheets, interim assessments, unit tests, and teacher-made tests. Although the school is gathering formative data, the lack of data gathered around student work products or open ended assessments result in limited identification of student trends and preclude instructional adjustment and student growth.
- Further develop consistency in teaching strategies ensure that questions and routines are differentiated enable all students produce meaningful work products. (1.2)

- o Through the use of the workshop model and essential questions, classroom practices reflected a clear set of beliefs around student centered learning. Although students are on task completing assigned work and the teachers are using data to group students for small group instruction with differentiated work assignments. It was not always clear how the work for each group strategically targets students' specific needs. Teachers used accountable talk to engage students in discussion. However, the questions raised did not promote high level of thinking. As a result, there are limited opportunities for students including students with disabilities to be challenged to their highest abilities and produce meaningful work products.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 012	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 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
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, 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
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 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>	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, 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?				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, with particular attention to the CCLS?			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
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