

Quality Review Report 2011-2012

P.S. 112 Jose Celso Barbosa
Early Childhood school M112

535 EAST 119 STREET
MANHATTAN
NY 10035

Principal: EILEEN REITER

Dates of review: January 27, 2012
Lead Reviewer: Luz Cortazzo

Part 1: The school context

Information about the school

P.S. 112 Jose Celso Barbosa is an Early Childhood school with 338 students from pre-kindergarten through grade 2. The school population comprises 26% Black, 62% Hispanic, 7% White, 3% Asian students and 2% other students. The student body includes 12% English language learners and 29% special education students. Boys account for 59% of the students enrolled and girls account for 41%. The average attendance rate for the school year 2010 - 2011 was 90.0%.

Overall Evaluation

This school is well-developed.

Part 2: Overview

What the school does well

- Teachers align curriculum to key Common Core Learning Standards (CCLS) and adapt the curriculum to offer a wide range of rigorous learning experiences that facilitate students' ownership of learning. (1.1)
 - o Higher order thinking is continually emphasized in all classes and content areas via questioning and inquiry-based learning embedded across curricula. As a result of rigorous and coherent instruction, academic tasks embedded across grades and subject areas, use of technology, interviews, surveys, hands-on projects and research, the school is closing the achievement gap for all students with disabilities and second language learners. Throughout the school year, teacher teams meet weekly to critically analyze the degree of challenge of performance tasks prior to a unit of study, projects, other common assessments and their alignment with the taught curricula. Based on the outcomes of authentic student work, staff consequently adjust their planning, practices, resources, interventions, and/or assessments, thus ensuring rigor for all student sub-groups, including those with individualized education plans, as evidenced during the second grade inquiry team meeting.
- The implementation of well-differentiated, inquiry-based learning gives students the opportunity to undertake suitably challenging research and be highly active, independent learners. (1.2)
 - o Strong beliefs about how students learn best are consistent across classrooms, with teachers implementing an inquiry-based approach to learning that allows, students to be actively involved, follow their interests, share their "wonderings" at the start of each unit of study and make connections with their own experiences. This enables the students to set their own goals in science and social studies, to want to find out things for themselves and to extend these inquiries outside the school. As a result, all students approach work in a multi-sensory way, feel safe, take risks and reflect on their progress. With inquiry projects as the base, teachers effectively differentiate strategies so that all students have choice, supports and extensions with each project. As a result, students are highly engaged, they interact with peers to analyze and synthesize information, improve higher order critical thinking skills as evidenced in projects which include research, concept skills, mapping and creating final products.
- Leaders make informed and effective organizational decisions across all aspects of the school to support optimal student learning. (1.3)
 - o The principal's strong belief in inclusion underpins the school's organizational structures and creative use of resources. In this way, the bulk of school funding is channeled toward high quality, direct services to students that result in consistent progress in reading levels as evidenced in Reading Assessment benchmark data. Additionally, the school has made a great investment in enhancing the use of technology. Across the school, every classroom is equipped with a SMART Board, computers, and iPads; and each second grade student has an XO laptop. As a result, students benefit from the consistent use of technology tools that include digital photographs, video-conferencing with NASA, Skype and collaborative projects created on laptops and iPads, supporting the school's goals around inquiry and language development.

- o Teacher assignments and student groupings are strategic as seen in the Asperger Syndrome Disorder (ASD) and Collaborative Team Teaching (CTT) classes on each grade. Two teachers co-teach the class thereby reducing the total teacher-student load. Consequently, students receive one-on-one interventions or enrichment in a superb learning environment and benefit from learning alongside positive role models and from the challenges to achieve at a high level. Staff grouped in a variety of collaborative teams holds substantial meetings 2-3 times per week to strengthen student work by examining curriculum, assessment and instruction, and refine academic tasks so that individual students and groups of students, including students with disabilities and English Language Learners, are challenged and engaged. As a result of these strategic decisions, time on task is optimized for the entire school community who share responsibility for cohorts of students, which has resulted in improved student outcomes as evidenced by Mid-Year Reading Assessment benchmark data that indicates that 64% of all students are near, at or above grade level.
- The school is a safe place where students are consistently engaged in learning and they appreciate the high level of support they receive for their personal and academic development. (1.4)
 - o The school excels at knowing each child well and capitalizes on staff expertise in employing inner resilient and social emotional strategies from the work and guidance of Linda Lantieri and the Inner Resilient Project to support the emotional growth of students and adults, consequently impacting on students' academic success. Students are interested and highly engaged in their learning; alongside their classmates, they engage in independent inquiry-based projects and feel supported by the adults in each classroom. High expectations result in students taking their inquiry and efforts to the next level. Students report a strong sense of pride as a result of their self-chosen projects, their active participation in school-wide decisions, such as collecting pennies for their "Penny Harvest" and having a voice as they vote to choose the benefiting charity for their collected funds. These practices impact students' academic and social-emotional growth positively.
- Leaders and faculty have an ongoing, solid understanding of the performance and progress of all students, by group and by subject, which effectively informs instructional revisions throughout the school year. (2.2)
 - o Team of teachers and individual teachers consistently demonstrate a comprehensive understanding of each student's changing needs, as demonstrated by their ongoing analysis of a wide range of data, including results from performance task, looking at student writing using the DIET protocol, examples of student projects, guided and independent reading levels, as well as the Early Childhood Assessment Mathematics (ECAM), examining and refining curriculum and unit test grades. As a result of supplementing summative data with these pieces, teachers are equipped to adjust their teaching resources and strategies to challenge students appropriately. In addition, teacher teams across the school meet continually as part of their work with Asperger Spectrum Disorder (ASD) and Inclusion Collaborative Team (ICT) to further analyze the rigor of performance tasks. This ensures their alignment with the taught curricula and allows for regular discussion of instructional and behavioral interventions to ensure that all students, including students with disabilities and English Language Learners, are challenged and engaged.

- Teachers benefit from frequent, informal cycles of feedback from school leaders, who validate the effectiveness of their practice and support their professional areas for growth, resulting in increased student achievement. (4.1)
 - The principal and assistant principal visit classrooms daily so that all teachers receive frequent feedback aligned to a research-based framework on the effectiveness of their teaching beyond the formal observation structure. Most of the feedback is communicated through informal, private meetings between the administrator and teacher where the two speak to the classroom snapshot coupled with student work. As a result, both novice and veteran teachers are strengthening their questioning and discussion techniques to deepen student understanding of complex material and oral language development. There is an anticipated understanding that each teacher can expect an estimated minimum of five written support reports aligned with the Danielson framework throughout the year. Several templates have been developed and utilized to validate each teacher's strengths and prompt clear next steps with regard to establishing an accessible learning environment, increasing the rigor and effectiveness of their instruction, and using questioning and discussion techniques effectively. Consequently, the principal has begun using this informal data, coupled with student work on CCLS aligned tasks and on challenges and successes related to all students including students with individualized education plans and English language learners, and develops targeted professional development plans for teachers in need of support.

- Teachers work effectively grouped in a variety of collaborative teams to share good practice, develop tools to analyze data, plan instruction, and create intervention strategies to meet the needs of a variety of learners. (4.2)
 - Teacher collaboration at the school is very strong with all teachers engaged in structured professional collaborative teams that use an inquiry approach. Multiple common planning periods allow teachers to meet regularly in a variety of teams to regularly examine student work using a protocol, assessment data, align curriculum and assessments to the CCLS, engage students in rigorous tasks, embedded in well-crafted instructional units of study with appropriate supports and subsequently develop and refine strategies and academic tasks to meet the needs of the large population of students, including students with individualized education plans and English language learners. Positive outcomes include improvements in literacy for the students "at risk" studied by each team. Grade level teachers take turns in facilitating these teacher teams as they are empowered to be the key decision makers regarding actions that affect student learning across the school.

What the school needs to improve

- Streamline the way by which individual teachers collect and organize rubric-driven and anecdotal data so that these may add value to a cohesive school-wide grading policy. (2.3)
 - Teachers across grades use a variety of data streams, including running records, conference notes, projects, unit tests, informal observational assessments and rubrics, to gauge individual student progress or mastery of content and skills in all subject areas. However, in some grades, teachers do not utilize this data effectively in identifying the overall student trends within their respective classrooms. Consequently, without administrative support, not all teacher teams

are equally adept in identifying grade-wide trends and addressing immediate needs.

- While some assessment methods are shared across the school, not all teachers share a common lens for weighing the various assessments methods to then consistently assign grades to student work. As a result, the absence of a grading policy does not fully support all families in authentically owning or understanding the performance trends of students.
- Augment opportunities for staff to reflect on the present data systems so that teacher teams evaluate and adjust their formats for aggregating and analyzing data to depict students' strengths and areas of need. (5.2)
 - Staff members convene multiple times during the week to engage in crosstalk about the trends identified in student interim assessment data, student work, and individual conferences. Additionally, teachers constantly discuss informal observational assessments and Inquiry Studies and make adjustments so that increased alignment between the taught curriculum and performance tasks occur. However, at this time, the school has not yet evaluated the efficacy by which assorted student data is organized with a focus to build alignment between the use of these data tools and teacher teams' structured professional collaboration.
- Increase parent voice in school-wide decision making and planning so that the school develops an additional branch of ambassadors that enlists the broader local community in supporting college and career readiness. (2.4)
 - School leadership and faculty engage students and families in conversations about student progress, school and class expectations, behavior and attendance trends in order to identify strengths and next learning steps. At this time, some parents shared that they participated in important school activities and some are members of the School's Leadership Team, but most are just beginning to join the school decision-making conversation during monthly meetings. As such, the extended school community cannot yet support the school in its efforts.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 112 Jose Celso Barbosa	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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