

# Quality Review Report 2012-2013

**The Ralph A. Fabrizio School**

**K170**

**7109 6<sup>th</sup> Avenue  
Brooklyn  
NY 12209**

**Principal: Zhen Wu**

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**Lead Reviewer: Karina Costantino**

## Part 1: The school context

### Information about the school

20K170 is an elementary school with 933 students from kindergarten through grade 5. The school population comprises 2% Black, 20% Hispanic, 38% White, and 40% Asian students. The student body includes 35% English language learners and 11% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2011 - 2012 was 96%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- Coherent assessment practices support ongoing adjustment of instruction to address the specific learning needs of all students, leading to the improvement of student performance. (2.2)
  - Specific class rubrics aligned to the CCLS units of study for all grades in English Language Arts and Math from kindergarten through five results in a consistency across grades to enable teachers and students to self assess work. Through a school wide excel sheet, all assessment data is collected and recorded from each grade and reviewed by leadership, instructional team members and teachers three times a year. This enables the school to benchmark and track the progress of all students for a clear mastery of chosen standards. The creation of a new report card on each grade aligns completely with the Common Core Learning Standards. The school also distributes a progress report between marking periods which provides meaningful feedback on student progress toward June goals to students.
  - Classroom assessments, such as running records, low inference observations and conferencing drives the adjustment of instructional practice during instruction. This is evidenced, for example, during a first grade interactive smart board lesson about three dimensional shapes. When the special needs child called upon was having difficulty identifying a cylinder, the teacher provided the child with manipulatives readily on hand to provide him with a more tactile approach. After mastery, this resulted in his returning to the smart board to identify the correct answer. Special needs teachers and English as a Second Language teachers push into all classrooms, providing entry points for all sub-groups. As a result, assessment practices are successfully aligned to curriculum and adjustments are continuously made to ensure gains in student progress.
- The principal makes strategic organizational decisions to support the schools instructional goals that consistently improve instruction and student outcomes. (1.3)
  - The principal provided each classroom with smart boards, laptops and professional development to support the use of technology in order to enable children to have additional entry points into lessons and support Universal Design for Learning. This was evidenced in a number of classrooms, where teachers used smart boards to provide English language learners with rich visuals to enable them to participate in the lesson. In addition, all students conduct research to enrich their informational writing according to rubrics aligned to this work. The use of laptops was evidenced during a social studies lesson where each student was given a different country in South America to research, resulting in an informational report. This use of technology provides students with additional entry points into the curriculum resulting in increased student outcomes.
  - Resulting from a study of teacher observations, teacher data reports and student performance outcomes, the principal made a number of changes

in grade assignments. This has resulted in vast improvements in student progress and performance as evidenced in the most recent progress report where the school went from 62% of an overall progress report score to 84%, receiving an A in progress and performance.

- The observation of classroom teaching and the continuous analysis of student learning outcomes elevate teacher practice school wide resulting in improved instruction. (4.1)
  - New teachers take part in a specifically designed program which includes meeting with the principal once a month. They receive training from the Assistant Principals in charge of the grade, as well as the math and literacy coach in their areas of need as noted from the observation process. In addition, the school has lab classrooms throughout the building on each grade. New teachers visit these classrooms to see first hand what best practice looks like. This results in improved teacher practice, as well as improved student performance.
  - The principal and leadership created a standardized template for observations focusing on the school's belief on how children learn best developed from the Danielson Framework. The areas of focus for the school this year are using questioning and discussion techniques to push children's thinking, as well as using assessment in instruction. Leadership visits each teacher twice a cycle, providing the teacher with a pre observation and post observation opportunity to discuss the lesson. Once the observation is completed, leadership identifies a variety of available supports, including assistance from the literacy or math coach, a visit to a lab-site which is a classroom identified on each grade and provides model lessons or required attendance at specifically designed professional development if a trend in practice is identified. Once teachers have been given support, the administration revisits the classroom to check for implementation. All professional development in the school is a result of teacher needs assessments and observations. There is a strong emphasis on accountability evidenced by school-wide benchmarks of all student progress three times during the year. The focused cycle of observation and supports for teacher development results in meaningful professional growth for every teacher.
- The school has established a culture of learning that maintains mutual trust and positive attitudes resulting in the academic and social growth of student and adults. (1.4)
  - The school has implemented the Positive Behavior Intervention System which provides students with a safe and nurturing learning environment and respect for all culture. Children are empowered to use the principles of the program throughout their school day. An example of their interaction with the principal was the recent visit to the principal by a third grader made to discuss the relocation of the kindergarten to their new location because a new wing to the school was planned. All students are comfortable in the school environment which is evident in the tone of the building. This results in an inclusive culture that improves achievement by validating the importance of student voice and actions in the success of their school.
  - P.S. 170 a high need school with a large immigrant population. Guidance and counseling supports are valued at the school. To that end the school

hired an additional guidance counselor to strengthen support to the families, especially for those students experiencing academic, emotional, attendance and/or behavioral issues. This is evidenced by a 1% suspension rate on the School Profile. The principal has set up protocols to address attendance and child neglect issues. The Guidance Counselor intervenes if trends in poor attendance are identified at the Pupil Personnel Meetings and works with the families. In addition, school aides follow up on parent requests and medical issues. The parent coordinator communicates school expectations in all areas at PTA meetings, parent workshops and first Friday events. Translations are provided for all notices and on the school website through I-Excel (IXL) and Reading from A-Z (RAZ) which is a website where children can access their libraries and parents are provided with effective learning resources for use at home. This results in a strong parent connection to school, as evidenced from attendance at various events and meetings with the parents. In addition 96% of the parents indicated on the Learning Environment Survey that they are given many opportunities to be involved in their child's education.

### **What the school needs to improve**

- Improve teacher pedagogy to promote strong levels of student engagement and meaningful student work products. (1.2)
  - The school has implemented Junior Great Books to encourage rich discussion in reading, while addressing text complexity; however, discussions among children reflect uneven levels of student thinking and participation and is inconsistent among classrooms. For example, in one kindergarten class during the mini-lesson the teacher did not allow enough time for the students to answer the question, but rather provided them with the answer. This resulted in an inability to gauge children's understanding of the concept presented before moving on to another activity. In addition, there is an uneven demonstration of higher order thinking skills in student work products, including the work of English language learners and students with disabilities. In one classroom, the English language learner student was working on a completely different subject rather than the mini lesson the teacher was providing for the class. The ELL learner was not able to connect to the classroom focus and the CCLS unit of study. Therefore, groups of students are excluded from accessing content which hinders cognitive engagement and the development of high levels of achievement.
- Align the integration of the CCLS units of study to the curriculum in all subject areas to enhance rigor and higher order thinking skills for a diversity of learners. (1.1)
  - School leaders and faculty are beginning to align curricula to state standards by developing two units in English language arts and two units in math. Most academic tasks emphasize rigor and higher order thinking skills in English language arts and math; however it is inconsistent across grades and all subject areas, resulting in the inability to develop school wide alignment to CCLS. In addition, units of study have not been developed in other content areas, such as the alignment the social studies and science curricula across grades to CCLS. As a result, the

curriculum does not expose a diversity of learners to rigorous content in all subject areas.

## Part 3: School Quality Criteria 2012-2013

| School name: The Ralph A. Fabrizio School   |                |   |            |   | UD         | D  | P              | WD |
|---|----------------|---|------------|---|------------|----|----------------|----|
| <b>Overall QR Score</b>   |                |   |            |   |            |    | X              |    |
| Instructional Core  |                |   |            |   |            |    |                |    |
| <i>To what extent does the school regularly...</i>  |                |   |            |   | UD         | D  | P              | WD |
| 1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?          |                |   |            |   |            | X  |                |    |
| 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?   |                |   |            |   |            |    |                | X  |
| School Culture  |                |   |            |   |            |    |                |    |
| <i>To what extent does the school ...</i>   |                |   |            |   | UD         | D  | P              | WD |
| 1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?   |                |   |            |   |            |    |                | X  |
| 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?   |                |   |            |   |            |    | X              |    |
| Systems for Improvement   |                |   |            |   |            |    |                |    |
| <i>To what extent does the school ...</i>   |                |   |            |   | UD         | D  | P              | WD |
| 1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?   |                |   |            |   |            |    |                | X  |
| 3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?   |                |   |            |   |            |    |                | X  |
| 4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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 <b>inquiry approach</b> that promotes shared leadership and focuses on improved student learning?  |                |   |            |   |            |    | X              |    |
| 5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?   |                |   |            |   |            |    | X              |    |
| Quality Review Scoring Key  |                |   |            |   |            |    |                |    |
| UD  | Underdeveloped | D | Developing | P | Proficient | WD | Well Developed |    |