



The New York City Department of Education



Quality Review Report

Florence Nightingale School

PS 110

**285 Delancy Street
New York
10002**

Principal: Irene Quvus

Dates of review: March 26 - 27, 2007.

Reviewer: Frank Jones

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Part 1: The school context

Information about the school

The Florence Nightingale School, Public School 110, has 475 students from kindergarten through grade 5. Fifty four percent of the students are Hispanic, 20% are Asian, 15% African American and the remaining 11% are White. Approximately 16% of the school population are special education students and 12% English language Learners. The remaining numbers are general education students. Attendance is above that of City and similar schools.

The school was kindergarten through 8 until September 2007 when it was re-designated to its present status.

Part 2: Overview

What the school does well

- The principal provides strong and caring leadership.
- The principal and assistant work well as a team to provide clear direction for the school.
- Staff are very committed to meeting the needs of the students.
- The school provides a broad, rich and exciting curriculum, which enhances student engagement and learning.
- Parents have total confidence in and respect for the principal and what the school is doing.
- The information the staff collects and the data they are given on each student provides a comprehensive picture of their potential.
- The quality and variety of student work displayed in the school is extremely good.
- The quality of the school evaluation statement is good and a useful tool for further school development.
- The thematic and hands on approach to certain curriculum areas enhances and involves students in their learning.

What the school needs to improve

- The long-term goals in the comprehensive education plan lack sufficient clarity, with measurable outcomes and timescales, to inform the future direction of the school.
- Targets are frequently set against benchmarks and do not necessarily reflect the analysis of data with specific target goals for each student.
- Increase the consistency of differentiation across the school so tasks more closely match individual learning needs.

Part 3: Main findings

Overall Evaluation

This is a proficient school with some well developed features.

The school is making significant progress during the tenure of the current principal. The school has been recognized by the New York State Education Department as a high performing/gap closing school for the past two years indicating that all students, irrespective of race or gender, are meeting State and grade standards.

The school is collegiate in its approach to decision making. Relationships at all levels are positive and support is asked for and given in an atmosphere of trust and understanding. The curriculum provided by the school is rich, varied and supports development of the whole student. Staff are highly committed, and this is recognized by students and their parents, who try hard to place their children in PS 110.

The principal is caring, well respected and passionate about providing for the students. She empowers the staff, particularly the recently appointed assistant principal. They form an extremely effective team and bring clear direction to the school. The school has undoubtedly got the capacity to sustain improvement and the leadership to ensure it succeeds. The well written evaluation statement identifies the areas for development well.

Parents state that The Florence Nightingale School, PS 110 has, 'high standards with warmth' and is, 'academically rigorous but nurturing'. Evidence from this review supports their evaluation.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.

This area of the school's work is well developed.

The school collection, intelligent analysis and use of data are well developed and are well integrated into the practice of the school. Good use of State and City data supplement that which the school generates, providing a useful picture of the progress and standards achieved by students, grades and subjects. The school carefully identifies which assessment systems provide the best quality information for teachers to enable them to focus on key development areas for all students.

The analyses of school assessments that takes place in September provides a baseline against which teachers' measure progress at their weekly grade meetings. The use of these outcomes to inform performance data clearly identifies progress and achievement. It is linked to social information to give a comprehensive picture of whole child development needs. Each teacher has a binder that contains a complete portfolio of students' progress with evidence that illustrates what they know and can do. High quality individual education programs are in place for special education students. Staff use them well to set goals, and plan successful strategies. Targeted support for special education students ensures they make good progress in relation to the goals indicated in their individual education plans.

Detailed analysis of data relating to ethnicity and gender takes place but no discernable patterns appear. There is a mixture of ethnicities and gender in all classes irrespective of whether they are gifted and talented, general education or special needs students. The progress made by English language learners is good with the majority reaching appropriate competence by the end of grade 2. Good quality additional support is provided for students identified as under achieving. Comparisons are made with similar schools and, where appropriate, staff visit them to gain further information to improve their own performance. The school uses data to compare grades and is able to explain why the third grade appears to be underperforming despite additional intervention. Trends over time are monitored but the school mainly focuses on individual students so the school is confident that it knows their abilities and is meeting their needs.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.

This area of the school’s work is proficient.

Grade teachers work together to reflect on the previous year and identify what worked well and what was not as successful. Curriculum goals are then devised. Suitable short-term goals are in place and the effectiveness of the curriculum and its impact on learning is measured on a regular basis at grade meetings. Individualized homework packets provided for the vacation support student learning and progress towards goals within a topic. The school monitors the curriculum and, as in grade 1, when it was found not to be engaging students, it is modified to meet learning needs. This evaluation is a developing feature of the school.

Teachers have plenty of information about their students with which to set realistic and challenging long term goals. This is successfully used in planning the reading program where students make appropriate and rapid progress, matched to their ability. However, targets are frequently set against benchmarks which do not always reflect the potential of the individual. The curriculum and what teachers want to deliver have a tendency to detract from looking first at student learning needs and then developing instructional programs to meet them.

Data is well used to identify learning needs and plan provision for individual students. Expertise from a number of external agencies is welcome and staff display a detailed knowledge of students. Information on the whole child is discussed in depth before decisions to increase or decrease support are taken. Staff are totally committed in their desire to do the best for all students and all concerned have high expectations. The rising trend of results in City-wide exams is testament to this and the success of the school in general. Grade level discussions monitor the progress of individual students and develop a strong sense of collegiality.

Parents speak positively of the communication with the principal and staff. They are kept well informed about progress and achievement at formal parents evenings and informally on a regular basis. The school also provides workshops on curriculum and cultural issues so parents can further support the learning process. Students express the view that the school has high expectations of them, feel supported and can contact staff at any time should they need to.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is well developed.

The school has a broad and stimulating curriculum that reflects the needs of the students and enriches their education. The basic programs of instruction are driven by the mandated curriculum and New York City standards. They are supplemented by a range of exciting additional opportunities. Students are taught Spanish as a foreign language and learn a musical instrument. The school adopts an investigatory approach to science that engages the students and provides hands on experience. The quality and range of the curriculum is evident in the well-presented student work that adorns the walls.

Teachers meet annually to map out instructional programs that reflect the demands of the standardized tests and utilize their own strengths. Programs allow for end of topic assessments and provide useful data to identify the next steps in learning and the progress made to date. The staff is not constrained by the curriculum and where a topic is proving to be particularly effective, as in the ‘Sea Life’ program, then the time frame is extended. This flexible approach to schedules and instruction adds considerably to the impact that the curriculum has on learning.

The weekly grade meetings with the principal and assistant are used to discuss the progress of individual students and to analyze work. The principals’ high expectations are made overt through these discussions. If a teacher is not meeting them, support follows. This developmental approach reflects the collegiate culture prevalent in the school and enhances teacher confidence and expertise.

Each teacher builds differentiation into the curriculum at the planning stage but there is inconsistency in its application across the school. When this occurs some students are not fully engaged with the task. In areas such as reading and spelling the level of text and complexity of word closely match student ability but this is less obvious in written activities and math. The principal recognizes this and is addressing the issue through professional development. Student need informs the Comprehensive Education Plan and the budget is aligned to it. This close connection enables the school to finance after school reading intervention programs or additional technology as required. Students listen attentively to the instruction and are able to speak coherently about their learning. The strategies employed to promote good attendance are very effective.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school’s collaboratively established goals for accelerating the learning of each student.

This area of the school’s work is well developed.

The principal provides strong and caring leadership and is committed to doing the best for all students and is successful providing them with enriching opportunities. She is extremely well respected and liked by staff, students and parents. The recently hired assistant principal has been empowered by the principal and their complimentary expertise enables them to work effectively as a team. There is a good balance between youth and experience amongst the staff. The principal deploys staff carefully. She pairs staff that will support each other and this fosters the collaboration evident in the school. She has clear criteria when hiring staff and uses them to make appropriate appointments that meet the

needs of the school. The school is committed to improving the abilities of all teachers through professional development. This is viewed as a key factor in the school's drive to raise standards. Each new teacher has a mentor who acts as an induction tutor and provides on going support. Professional development is provided for all staff but they feel it is most effective when classroom observations identify a development area and support follows. Staff also gain much from discussion and the inter-visitations they engage in.

The principal and assistant principal visit classrooms regularly and therefore have a good understanding of the quality of teaching and the impact it has on learning. Analysis of work and discussions with students adds to the knowledge they have. The senior leaders use this information to monitor achievement and provide advice and support for individual teachers, across grades, or to inform whole school developments if appropriate. The teachers welcome these observations, as they are keen to develop their instruction.

Grade and informal meetings take place on a regular basis and have a positive impact on both teaching and instructional programs. This close monitoring of students, resulting in intervention or enrichment strategies, reflects the collaboration that takes place and the shared expertise that informs all decision-making. The school works closely with several community based organizations to provide: science seminars, visual arts programs and bi-weekly architecture lessons. These compliment an already rich curriculum. The school has established routines that are quickly learned and understood by students.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is proficient.

The principal is very clear about the direction she wants the school to develop in and what needs to be done to get there but there is no statement to this effect. She recognizes that the goals in the comprehensive education plan lack rigor and are not quantifiable or time scaled. The school leadership team reflects on the past year and sets annual targets having identified the next steps. They meet regularly to monitor progress against them and instigate modifications or refinements as a result. The school is becoming more self-evaluative and teachers increasingly effective in their evaluation of planning for each subject. Programs of instruction are drawn up and identify clearly the content of what has to be taught and how long this will take. Teachers subsequently reflect on the impact the instruction has had on student learning and make modifications as appropriate. The connection between the content of the tasks and the learning needs of the student requires further development to accurately match the task to student abilities.

Short-term goals are more precise but tend to focus on the task rather than student learning requirements. Item analysis of test questions and end of unit assessments are used to inform changes to the instructional program to reflect the needs of the students. This diagnostic analysis is used well and the flexibility in the curriculum enables informed modifications or additional intervention to be introduced. This use of data to amend the instruction is a positive feature and is used to good effect on occasion. The school is data rich and analyzes the information well. The use of this information is more limited but the school realizes its potential, acknowledges that it can be used for a variety of purposes and intends to do so.

Part 4: School Quality Criteria Summar

SCHOOL NAME: Florence Nightingale School (PS 110)	∅	✓	+
Quality Score		X	

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 			X
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English language learners, special education students* 			X
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 			X
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.			X
Overall score for Quality Statement 1			X

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.		X	
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
Overall score for Quality Statement 2		X	

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.			X
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
Overall score for Quality Statement 3			X
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.		X	
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.			X
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
Overall score for Quality Statement 5		X	