



# **The New York City Department of Education**



# **Quality Review Report**

**The Bay School**

**Public School 105**

**420 Beach 51 Street  
Queens  
NY 11691**

**Principal: Laurie Shapiro**

**Dates of review: May 24 – 25 & 29, 2007**

**Reviewer: David King**

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## Part 1: The school context

### Information about the school

The Bay School is located in Far Rockaway. It has 858 students in grades kindergarten through 8. The ethnic breakdown is 66% Black, 30% Hispanic, 1% White and 3% Asian or others. The school receives Title 1 funding for 80% of its students, which is higher than similar schools and other City schools. Attendance is consistently around 92%, which is also higher than similar schools and other City schools. Fourteen percent of the population are special education students and 7% are English language learners.

## Part 2: Overview

### What the school does well

- The principal has led the school effectively over a sustained period of improvement and growth.
- The school uses data routinely to diagnose the performance and progress of all of the students in the school, including a wide range of sub groups.
- The teachers keep and use well maintained data portfolios and student portfolios in their classrooms to enable them to quickly identify strengths and weaknesses in students' progress.
- The school has a well established academic intervention team who confidently analyze data to diagnose programs of support for those students most in need.
- The teachers work effectively in teams to set challenging goals for all of the students.
- All members of the school community are able to talk confidently about school goals and plans.
- The school has implemented the mandated curriculum plan effectively, further augmenting with inter-disciplinary opportunities.
- Professional development decisions are well considered and their implementation is well monitored via observations.
- The school is creative about its budgeting and money is spent very well on meeting student needs.
- The cabinet is effective at evaluating overall school progress and has a clear strategy for improvement.

### What the school needs to improve

- Develop more systematic monitoring strategies for the Comprehensive Education Plan.
- Explore strategies to engage in more complex differentiation of instruction based on needs revealed by student data.

## Part 3: Main findings

### Overall Evaluation

#### **This is a well-developed school.**

The Bay School has made substantial progress every year since the principal was appointed nine years ago. This is a school which has become a beacon of excellence in the Rockaway area. The reputation of the school has grown considerably whilst the principal has been in post, along with the achievements of all the students who attend. The principal's strong leadership has provided them with a pathway to success. The entire school community is familiar with the schools goals and the staff is proactive in supporting students to high levels of achievement. The students are confident and articulate young people who feel safe and happy at school. The staff is a strong team and a highly valued workforce.

All of the teachers are secure in using data routinely to diagnose the performance and progress of all of the students and every classroom contains an up to date data portfolio. Parents and caregivers are heavily involved in the day-to-day operation of the school and they are included in many discussions about goals and targets. The principal knows her school extremely well and was very honest and reflective in the self-evaluation statement.

The school is creative in the delivery of its curriculum and there is a range of professional development opportunities made available to the staff. Money is spent carefully in the school and routines are clear, easily understood and followed by everyone and systems are applied consistently. The atmosphere in the school is purposeful and supportive, teachers and students are respectful towards each other and effective learning is at the heart of all activities.

### **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.**

All of the teachers are responsible for collecting data on their students. Every classroom contains an up to date data portfolio and a student portfolio which enables teachers to quickly identify strengths and weaknesses. These portfolios contain a range of assessment pieces including the Princeton review, teacher created tests, ECLAS data, running records, writing pieces and practice assessments. The whole school makes effective use of this data to analyze performance and progress closely and engage with any academic intervention required. The school has been very effective at tracking student progress across all grades and classes.

The English language learners are closely monitored by a full time second language teacher, who groups the students across the grades according to their listening or writing needs. Instruction is a mixture of pull-out provision and 'lunch and learns' during the school day. Students' acceleration towards acquiring proficiency in English is good in the lower grades but a little slower in the upper grades where many are new to the school.

The special education students receive well-targeted support and their progress is very good. All of the individual education plans are reviewed annually and the special education teachers are skilled at working in a collaborative environment. The school is adept at monitoring the progress of all of the ethnic groups in the school and data indicates that all ethnic groups make good progress

The academic intervention team is a well-established team who are confident at using data to support intervention decisions and put programs of support in place. The school carefully diagnoses the performance of a wide range of sub groups of students including holdovers, those receiving intervention services, those attending extended day classes and students who have been suspended. The school is fully aware of gender issues and has recognized that boys are making as much progress as girls until grade seven at which point the boys start to fall behind. As a response to this concern, the school has regular progress meetings with the boys in grades 7 and 8 as well as making use of a mentoring program for them called "Youth at Risk". This is effective in allowing the boys to meet positive role models and is improving their attitude towards school.

**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 well developed.**

Common preparation times allow grade teams to meet regularly and teams also make good use of lunchtime sessions to have meetings. At these sessions, the grade teams thoroughly review data and identify strengths and weaknesses in the work they are doing. Importantly, the focus is always on goal setting and any decisions from the meetings are then shared with relevant staff. At least once a month the team meetings involve a coach, which enables any new curriculum or assessment matters to be addressed. Cluster teachers meet during professional development time and the school has sensible plans to create more planning time so they can review school goals more frequently. Goal setting is a well-established part of the grade team’s routines. Goals focus on classes, grades and subjects and are set for each student. Each teacher is fully aware of where each student should be by the end of a grade. A series of benchmarks are collected which enables the school to track each student’s progress efficiently. Yearly progress monitoring is fully embedded and used effectively to assess every student’s skills. The data portfolios and student portfolios are very effective in assisting teachers with their planning.

At grade conferences teachers analyze a student portfolio alongside the previous year’s work to assess progress. Students in greatest need of support receive an after school program and Saturday school. Individual education plans contain clear goals and objectives. These have been very well used by teachers to regularly update provision and review groupings. As a result, students’ academic performance has significantly improved.

High expectations are clearly conveyed to the whole school community. Parents are mandated to collect student reports thus ensuring that there is good attendance at parent teacher conferences. The principal has high standards which she impresses upon her staff and students on a daily basis. The drive is for continual improvement for every student in both the academic and social aspects of school life.

Links with parents and caregivers are strong. They receive clear and up to date information about their child’s progress; goals and plans are discussed in detail and success is widely celebrated. A good example of this is inclusion on the honor roll which is

an aspiration for the students and is effective in helping to raise standards and self esteem.

**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 follows the mandated curriculum and the pacing chart shows that there are good interdisciplinary links, with all content areas expected to have a literacy focus, a mathematics focus and a grammar focus. The middle school students receive a statutory physical education program. The school is creative in its delivery of the curriculum, for example trying out science programs with a strong emphasis on investigation. The school is in the process of differentiating its curriculum based on the needs of its students, for example refining the choice of texts and novels to match with the abilities of the students. The mathematics coach is also producing supplementary materials to use with low achievers following the Impact Mathematics course.

Teachers generally differentiate instruction based on their knowledge of the students through groupings and pairings in class with varying centre activities. The teachers are receiving regular professional development and are building up more knowledge of individual learning styles within a class. The school is aware that the next step is to plan for more complex differentiation. The special education teachers helpfully advise on approaches to differentiation to grade teams and individual teachers.

Creative budgeting and staffing decisions are tightly focused on improving students’ learning opportunities. The school has invested wisely in laptops and smart board technology which is being widely used in grades 6 through 8. As the principal is aiming to reduce class sizes, appointments of extra staff are being made across the school. The staff’s strengths and styles are analyzed annually and this information is carefully used to place them into appropriate grades. Scheduling includes common planning time and literacy and mathematics blocks.

The students are eager to learn, well motivated and are provided with stimulating and enriching programs. As a result, student engagement is excellent and relationships between teachers and students are very good. The students talked favorably about their work and school: they emphasized that they felt safe and were always challenged to do well.

Student attendance is higher than the City and regional averages and the school has good procedures in place for contacting parents when students are absent.

**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 appoints only licensed staff into the middle school. She is looking for a staff that is prepared to work in a challenging environment, think about planning and motivation and be prepared to analyze the scenarios presented to them at interview. They are expected to be at ease with using data.

The school maintains a thorough professional development portfolio and the program covers a wide range of themes. The professional development is well differentiated to effectively match with the competencies of individual staff. For example, teachers have received training on maintaining portfolios, meeting the needs of at risk students and curriculum planning. The program is delivered throughout the year by a wide range of facilitators including the coaches, cabinet and the librarian. Importantly, the focus is always on helping teachers to develop the skills they need to achieve the school goals.

Lessons observations include short 'snapshots' with advice for improvement combined with a more formal procedure. Feedback is prompt and supportive with close reference made to the Professional Teaching Standards Handbook. The principal is fully aware of her team's individual strengths and weaknesses. Close collaboration and planning takes place in grade teams and administrators are well informed about goals.

The principal has led the school effectively for many years, she is well respected and she has the capacity to drive and manage its continuing improvement. Systems and procedures are very clear and consistently followed by all staff and students.

The education of the students is significantly enhanced by good relationships with external providers. These include the Rockaway museum, a program called "Families United With School Every Day" (FUSE) and Cornell University.

**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 well developed.**

The school is setting challenging goals and targets in its Comprehensive Education Plan which are securely based on data analysis. The school is fully aware of its strengths and weaknesses and has clear priorities for improvement. These include aiming for kindergarten through grade 2 students to move up to minimum performance level and for other grades to increase the numbers at levels 3 and 4. Goals are therefore established at all levels within the school and rigorously monitored within clearly defined time scales. The cabinet is well placed to become even more systematic in their monitoring strategies.

Goals are realigned and revised when new information becomes available. For example, groupings for services are constantly reviewed and the mathematics action plan has realigned its goals to include a 'mad minute' to cover basic skills in the classroom.

The whole of the school community are participating in establishing the school goals and in their monitoring. Each planning cycle includes a full evaluation of goals and plans and subsequent practice is modified where necessary.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The Bay School (PS 105)</b>	∅	✓	+
<b>Quality Score</b>			<b>X</b>

<b>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.</b>	∅	✓	+
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"> <li>• each student, classroom, grade level,</li> </ul>			<b>X</b>
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"> <li>• ethnic groups, English Language Learners, special education students*</li> </ul>			<b>X</b>
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"> <li>• all other categories of interest to the school*</li> </ul>			<b>X</b>
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.			<b>X</b>
<b>Overall score for Quality Statement 1</b>			<b>X</b>

\* 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.

<b>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.</b>	∅	✓	+
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.			<b>X</b>
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.			<b>X</b>
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			<b>X</b>
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.			<b>X</b>
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.			<b>X</b>
<b>Overall score for Quality Statement 2</b>			<b>X</b>

<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 3</b>			X
<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 4</b>			X
<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 5</b>			X