



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**William Haberle Elementary School**

**Public School 195**

**253-50 149<sup>th</sup> Avenue  
Rosedale  
NY 11422**

**Principal: Beryl Bailey**

**Dates of review: November 30 – December 4, 2006**

**Reviewer: Pam Taylor**

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## Part 1: The school context

### Information about the school

The William Haberle Elementary School, Public School 195, has classes from pre-kindergarten to grade 6. There are 670 students enrolled currently, of whom around 15% are special education students. The school received Title 1 funding for the first time this year. Eighty eight percent of the school population is Black, with small percentages of other ethnic groups: White, Hispanic, Asian and others. The main first language spoken is English but there is a small number (currently around 10) of English language learner students. The school's average attendance figures of 93.4% are close to the New York City mean figure of 93.6%.

The school's motto is that 'every person is gifted in some way'; there are four self-contained enrichment classes, one in each of grades 3-6, which serve students who have scored highly on the Otis-Lennon School Ability Test and have reached academic achievement levels 3 or 4. The school had a slight dip in results last year, when tests were brought forward from March to January. The principal was appointed five years ago and the school has a stable staff.

## Part 2: Overview

### What the school does well

- The principal is a very effective leader who commands the respect of staff, students and parents, and who has a strong vision for the school.
- Collection of data is extremely thorough, well organized and clearly presented.
- The school's analysis of its data is impressive in its attention to groups of students and individuals.
- The school works very closely with parents and has developed a good range of worthwhile activities and workshops to enable them to offer full support to their children.
- The school is positive and welcoming, with abundant and exciting displays of students' work.
- There is a constant drive for improvement for all groups of children, including a dedicated program for the gifted.
- All of the teaching staff are committed to enriching the students' experience.
- The principal, assistant principal and staff show great sensitivity in providing nurturing relationships with all students.
- The program of professional development for all staff is varied and coherent.

### What the school needs to improve

- Ensure consistent approaches in all classes to the use of data to inform the programs for all individual students.
- Maintain focus on raising achievement for students at all levels through continuing to achieve clear learning objectives.
- Continue to develop strategies for differentiation.
- Ensure, through further professional development, that all teaching is fully aligned to the school's goals and instruction.
- Involve all teachers throughout the school in more independent review and evaluation processes.

## Part 3: Main findings

### Overall Evaluation

**This is a proficient school with many well developed features.**

The principal has been very successful in making William Haberle Elementary School a strong family community with a clear focus on the whole child. She has instilled in all of her team the desire to make the school a place of learning, enjoyment and enrichment. The students' developmental needs have been identified clearly and thorough systems are in place to extend the range of data collection and analysis. What is collected currently includes what is termed 'up and down' data, to encourage teachers to look vertically as well as horizontally at students' progress. Effective software programs, with graphic presentations, help teachers to see trends and issues more clearly.

There has been a strong, concerted focus on ensuring that students acquire proficiency in reading and writing, and the newly introduced balanced literacy program has been helpful in developing students' interest in these areas. The school has underlined its commitment to the importance of reading by setting the ambitious target of encouraging students to read up to 100 books; the principal's book club plays an important role encouraging a love of reading. The school has, in general, already identified the areas needing improvement, but the principal acknowledges that they could be further developed, especially in relation to the analysis of data for the younger children in the school. In view of the teachers' dedication to raise the level of student performance in tests, the school shows a good capacity for continuing development.

### 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 principal and the instructional team gather data extremely thoroughly. It is systematically stored, well organized and clearly presented. Apart from amassing state and City results for all students in all grades tested, interim assessments and developmental reading assessment, the school generates supplementary information from internal examinations and analyses this carefully for each grade and class, using graphic representations and comparisons. The principal compiles for each teacher at the start of the year a comprehensive file with detailed information on each student. The assistant principal discusses the early childhood literacy assessment system results with lower grade teachers to assist with planning and instruction. Data informs the identification and provision of extra support for special education students, and the needs of individual students, for example those from different ethnic groups, are considered carefully. The principal wishes the staff to be more independent in collecting and using their own data. There are promising improvements arising from the efforts of the principal and assistant principal to ensure that teachers always use data fully to determine students' strengths and weaknesses.

The school has a strong interest in those who are seen as 'exceptionally gifted children'. The 'Renzulli' computer program is used to test all students, to identify strengths and areas for development, and to monitor individual students' progress thoroughly. The gifted class in each grade is established in September with the intention of offering a faster pace of learning. The special education students are included in general education classes rather than being separated, and are supported by the coordinated teaching teams. Data on students' performance is also collected by gender, although no clear findings have emerged. The case studies discussed during the review illustrate the school's capacity to utilize data, gathered over different grades, to detail tactics and methods used, to initiate programs and to support advancement.

**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.**

There is a strong link between the analysis of data and the instructional programs, but there are not fully consistent approaches in all classes to the use of data for all individual students. Using goals supported by New York City generated data, class teachers write out their own learning objectives. The quality of these however is inconsistent and the measurement of success is still being developed with the support of school leaders. Three times each week, the simultaneous scheduling of teachers from the same grade for common preparation time enables them to share data and good practice. Goals and plans are informed by the principal's and assistant principal's lesson observations, and by academic intervention services and special education support teachers in bi-weekly meetings, when school based support and the progress of those students in need are discussed.

High expectations are clearly conveyed to students and parents or caregivers, through the work of the school leadership team, by information letters going home every month and with personal letters concerned with individuals. One of the successful ways of informing the parents and encouraging support and high goals is through parent workshops, which have been moved from a weekday evening to Saturday morning. Special events have also included Grandparents' Day. These workshops are a great success for those who attend although the school is still hoping to encourage more parents to take an active role in these workshops and in the monthly parent association meetings, for which support is currently limited. The parent coordinator, who shows boundless energy in carrying out her work, plays an important role.

Teachers or coaches discuss with parents non promotion letters or issues of academic intervention. In these cases, parents see the principal in open school or in scheduled meetings to share views on students and to determine what course of action is to be taken. Students demonstrate that they are very conscious of and responsive to the school mission statement, which is displayed around the school. The student council, which is intended to encourage students to become more articulate in expressing their concerns and ideas, makes a valuable contribution to school life and students' development.

**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 proficient with some well developed areas.**

The school effectively aligns its instructional activity with the mandated curriculum, but supplements it to broaden the base of knowledge and to achieve its goals. For example, an enhancement of the literacy program is the use of additional phonics materials to strengthen students’ capacity to decode words efficiently. In addition to seeking to address specific needs by establishing a talented and gifted class, the school is developing the use of conferencing as a way of monitoring every child’s progress by the class teacher.

There is a clear focus in teachers’ preparation and planning on how to provide for students’ needs. However, group work is not used often enough to encourage collaborative working and to allow individual students to achieve personal targets. Tasks set within the classes do not always give scope for differentiated achievement and the opportunity for extending and challenging talented and gifted students is not always exploited fully.

The school makes sound use of the additional resources it obtains, especially through being a Title I school. Other funding has been well used to support the teaching of computerized modern science programs.

Teachers are committed to providing good opportunities to enrich students’ experience. Enrichment programs include art, dance and music, but clubs, workshops and pull-out programs are planned in order to supplement the timetable, and will be introduced after the state testing in January. In addition, the school has hired a certified gifted facilitator to further enrich talented and gifted students’ experience.

The principal, assistant principal and staff provide supportive, respectful and nurturing relationships which they see as an important foundation for students’ development. The students describe the value they place on this support and have confidence in the school’s staff. Parents are strong in their appreciation of the positive and protective environment which the school offers. The school is welcoming, with abundant and exciting displays of students’ work. Procedures and routines show the same careful and thoughtful approach to ensuring student well being and development. The school monitors attendance carefully and takes appropriate action. If weekly records show poor attendance the parent coordinator calls the parents and, in extreme cases, contacts the social worker.

**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 proficient with some well developed areas.**

Teaching staff are selected by thorough interview processes. Recent appointments are helping to strengthen the quality of the staff. The varied program of professional development was compiled after a survey of teachers’ and students’ needs, conducted by the assistant principal. This is having benefit as teachers are now much more comfortable in their use of data to focus on students’ needs. The targets on which the school is currently working within the area of professional development are conferencing and self assessment. The principal is conducting observations to see how well teachers are

implementing the skills which have been addressed. There is evidence of improvement in teachers' use of conferencing, but there remains room for further development.

The principal and assistant principal make good use of lesson observations. These are a mixture of formal and informal visits, together with walk-throughs, and lead to full discussion, a written record and agreed objectives. Teachers are very appreciative of the positive and constructive feedback. There is evidence that teachers wish to undertake more inter-visitation, an issue raised in the professional development survey.

The principal is a very effective leader, who commands the respect of staff, students and parents and has a strong vision of the school. Staff indicated that she is seen as inspiring and motivating: a 'hands-on' leader, always visible around the school.

The school, including its regular schedule of events and extra curricular activities, runs smoothly. Everyone works as a close team, from administrators to teachers and other staff.

There are effective links with the community, of which the school is seen as a key part. A partnership with the Scholastic book company provides visits by authors, books to increase classroom libraries and gives every child at least one book a year to take home. The Cross Island YMCA runs after school activities for 60 students five days a week, providing homework assistance, character education, art and recreation.

**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.**

In general, the school has effective systems for monitoring the impact of its policies on the learning of individual students and various student groupings. The Comprehensive Education Plan forms a sound basis for review and evaluation of the work of each group and class, and is developing a more independent role for teachers in these processes. Meetings to set interim goals and diagnostic assessments of progress are held every two weeks, as part of a regular cycle for reviewing and monitoring. Care is taken to gain full evidence of individual students' work where there is a question mark over their promotion. In such cases, the portfolio of this work is studied carefully before making a decision. The pupil personnel team adjusts plans and goals if they are not working well.

The school has shown the capacity to respond to change in order to achieve its goals, with the principal offering a good example of flexible and adaptable leadership, linked clearly to improving students' performance. These qualities are enabling the school to make good progress towards achieving its goal of raising the level of students' accelerated learning further and ensuring that they have a positive and enjoyable experience in school.

## Part 4: School Quality Criteria Summary

|  |   |   |   |
|--|---|---|---|
| <b>SCHOOL NAME: William Haberle School (PS195)</b> | ∅ | ✓ | + |
| <b>Quality Score</b>                               |   | X |   |

|   |   |   |   |
|---|---|---|---|
| <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>                                 |   |   | 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"> <li>ethnic groups, English Language Learners, special education students*</li> </ul> |   |   | 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"> <li>all other categories of interest to the school*</li> </ul>                       |   |   | 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 |
| <b>Overall score for Quality Statement 1</b>  |   |   | 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.

|  |   |   |   |
|--|---|---|---|
| <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.  |   |   | 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 |   |
| <b>Overall score for Quality Statement 2</b>   |   | X |   |

|  |   |   |   |
|--|---|---|---|
| <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 |   |