



The New York City Department of Education



Quality Review Report

Maurice Fitzgerald School

Public School 199

**39-20 48 Avenue
Queens
NY 11104**

Principal: Anthony Inzerillo

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Reviewer: Ted Solow

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Overall evaluation

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

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

Public School 199, The Maurice Fitzgerald Elementary School, is a kindergarten through grade 4 school that serves the Sunnyside neighborhood in Queens. The 968 students at the school are 60% Hispanic, 28% Asian, 11% White, and less than 1% Black or other ethnic groups. The male to female ratio is almost equal.

English language learners comprise 45% of the student body and receive services in bilingual classes or through a push-in or pull-out instructional program. Special education students comprise 8% of the population. The average daily attendance is 95% which is higher than similar and other schools throughout the City. Over 75% of the students in the school are eligible for Title 1 funding, which is comparable to similar schools.

Part 2: Overview

What the school does well

- The principal demonstrates strong leadership skills and is highly respected by staff, students, and parents.
- The principal and his administrative team are highly visible, caring, and supportive of classroom activities.
- Staffing, budgetary, and scheduling decisions support the educational needs of the students productively.
- The staff make good use of the information gathered from performance data to address teaching and learning practices.
- Procedures, policies, and school rules are well known and followed.
- The educational program actively engages the students.
- The pupil personnel team successfully uses available data to analyze and address the needs of struggling students.
- The halls and classrooms are richly decorated with examples of student work.
- The professional development program supports the needs of the staff and students.
- The staff are collegial and collaborative in their approach to their work.

What the school needs to improve

- Organize data sources in order to view individual and class performance information on a single spreadsheet.
- Expand strategies to further engage parents to become active partners in their child's education.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

The principal has been leading this school for the past three years. His administrative team is made up of two experienced assistant principals with pedagogical backgrounds in early childhood education, special education, literacy, and mathematics coupled with other subject area expertise. Together they have created a collaborative partnership with the staff that has resulted in a steady improvement on the English language arts and mathematics examinations during the past three years. All team members have made a positive impact in the school community.

The staff works collaboratively in grade teams to examine student data and use the results successfully to develop units of study, prepare appropriate lesson plans, and evaluate student work. Grade teams are well supported by the literacy and mathematics coaches, staff developers, other service providers, the administrative team and a modern technology program. Academic enrichment is offered in each grade and academic support is given to identify struggling students before, during and after school.

The principal's vision of ensuring that all students attain knowledge, skills and motivation to become lifelong learners is supported by skillful instruction and active student engagement across all sites of the school. The principal and his cabinet have an accurate view of the school's strengths and areas for improvement.

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 uses a variety of formal and informal assessment data to better understand how their students perform. Good systems are in place to monitor the performance and progress of each student, class, and grade. Teachers regularly look at their students' strengths and weaknesses when they plan instructional activities. Student performance data is updated daily in a variety of ways. The principal monitors individual, class, and grade data to give him an overview of how the school is performing. Examples of the effective improvements in the school include the principal's new data form that will enable him to view the performance of each class, and a staff group's rubric to determine proficiency levels in receptive and expressive language acquisition. Special education students are monitored for progress through scrutiny of all assessment data to see if they can be moved to a least restrictive environment. Data analysis from each sub-group allows teachers to identify students not meeting the high expectations anticipated from all. When baselines are not being met timely interventions are put in place.

The administrative team frequently reviews performance data of other sub-groups of interest, such as students enrolled in collaborative team teaching classes, holdovers, and students who stay with the same teacher for two years in looped classes. Data indicates

that this sub-group is performing at a higher level than their counterparts in the grade. On each grade there is one class of homogeneous high achieving students who are consistently monitored for progress using formative and summative data.

The principal and his cabinet regularly review the school's performance data from year to year. Comparisons are made with similar schools in the region and with schools with similar percentages of special education students and English language learners. Data analysis supported by examination results show that this school is performing at a higher level than similar schools. Much of this success is attributed to the high quality of teaching and learning that takes place each day.

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 well developed.

There is a well established collaborative culture in this teaching and learning community. Challenging goals are created for each grade by the school leadership team. All teachers meet with the principal in September to review individual and class data and to establish professional and instructional goals for the year. These are monitored and evaluated on a regular basis. Individual, class, and grade goals are assessed for progress in January and February by the school leadership team. Grade teams prepare action plans to address any issues of weakness. The teams are supported effectively during the review process. Every teacher has a goal setting conference with each student to set the parameters for the year's learning. Students are able to articulate their long and short range goals in literacy, writing, mathematics as well as a personal goal they would like to achieve in life. Students know their current levels in English language arts and mathematics and the desired goals they plan to attain.

Students at risk of not meeting the standard are rapidly identified by the teachers. A request is made for assistance which includes suggested classroom strategies, texts, or types of grouping. Student progress is monitored by the pupil personnel team for possible services which include academic intervention team involvement before, during and after school and revisiting the case every six weeks for progress. Parents are invited to participate in the planning for their child.

Grade teams use assessment data to plan instructional activities for all students. Units of study are reviewed and adjustments are made when necessary. Students meet with their teachers to review the progress they are making towards achieving their goals during weekly conferences.

Each month grade teams distribute a curriculum letter, in English and in Spanish, to parents that delineate important dates, classroom activities, and suggested home follow-up. The school's high expectations for students are shared with the school community at curriculum meetings, during open school week, scheduled parent teacher conferences, and at school performances celebrating student achievements. There are many informal conversations with parents and the principal that take place at the morning arrival and afternoon dismissal times.

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 curriculum in English language arts and mathematics is mandated by the City. The Columbia University Teachers’ College workshop model of instruction supports the balanced literacy program with on-site staff developers who provide training and calendar days at the college. Teachers use formal and informal assessments, to generate data for individual students and classes. The administrative team reviews class and grade data to monitor progress and to observe school wide trends. Teachers are empowered to adjust their calendars, modify lessons and develop action plans so that these effectively address the need of the students. The school leadership team meets regularly to evaluate all progress data and curriculum decisions.

Teachers are held accountable for improving the performance and progress of their students by using all available data to inform instructional practices. Lessons are differentiated, students are actively engaged, and classrooms are richly decorated with fine examples of student work, curriculum material and rubrics. Students are engaged in appropriate differentiated activities during group work and use accountable talk to develop their thoughts.

The principal is an effective manager. All budgetary, scheduling, and staffing decisions are based on the needs of his students. The largest portion of the overall budget is utilized for direct student services. There are ample supplies of textbooks, library books, and basic supplies to support the instructional program. The budget for the modern technology program assists the classroom instructional efforts.

Students know and trust many adults at the school. Students cited that teachers, their guidance counselor, the assistant principals and the principal are always available to help them or just to talk with them.

Student attendance is a high priority at this school. The attendance rate is currently 94.8% which is much higher than similar schools throughout the City. Attendance policies are delineated in the staff, parent and student handbooks and irregular patterns of attendance trigger an immediate action by the school. Students with perfect attendance are recognized for their accomplishments.

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.

Future staff members are selected by the pupil personnel committee. Prospective candidates are interviewed for knowledge of balanced literacy, the role of data in driving instruction, the use of data in setting classroom performance goals, vision of education, knowledge base in content area subjects, and presentation of a portfolio with evidence of past accomplishments. Successful candidates teach a demonstration lesson where their interaction with students techniques are observed. Students are subsequently questioned about their reaction to the prospective teacher. The school is highly selective because there is generally little turnover from year to year.

The observation process is the keystone of the professional development program. The administrative team is highly visible and visits classes on a daily basis. The principal conducts walkthroughs with his assistant principals and coaches to assess teaching practices and to identify areas that will result in improved student performance outcomes. The grade teams prepare lab site visits which allow for lesson planning, delivery of instruction and debriefing sessions to discuss observed practices designed to improve teaching skills. Staff reported that constructive feedback, whether verbal or written is given within a short time frame. The formal observation process takes place during scheduled and unscheduled visits. Teachers always have a post observation conference to discuss observed practices and receive a written report in a timely fashion. Some tenured staff members are offered opportunities to participate in an alternate to the formal observation program. There is an intervisitation program in place where teachers can visit one another's classroom to observe good practices. Staff is given opportunities to visit other schools to observe innovative programs.

In June of each year the principal reviews what went well, data development, and areas for improvement from each grade. Comparisons are made from the current year's plan and revisions are suggested for the new school year. Through this process the school has identified the disparity between level 3's and 4's and is now developing target teaching points through the correlation of reading and mathematics data. These activities, along with grade team meetings, give teachers opportunities to share, plan, solve problems and grow professionally.

The principal is described by all constituencies in the school community as being caring, collaborative, a good communicator and accessible. The smooth orderly operation of the school, at all sites contributes to a calm learning environment. Policies and procedures are communicated to staff, parents and students in handbooks and are known and followed by all.

There are several partnerships that support youth development and significantly affect the academic success at the school. The Sunnyside Community Center provides after school academic assistance and recreational activities. Other partners provide arts and cultural experiences for all 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 well developed.

The school leadership team reviews all assessment data to evaluate the school's performance and progress. The team meets with members of the school community four times each year. The goals established in the Comprehensive Educational Plan are reviewed and analyzed from the previous year's data and comparisons are made with the current school year's performance data. Student achievement, effectiveness of the academic intervention program, and progress towards meeting goals are also gauged. All goals in the Comprehensive Educational Plan are revisited and revised as necessary during the school year to improve student performance outcomes.

The principal meets with individual teachers four times each year to review student and class achievement data. Teachers revise plans and use differentiated instructional models

to address student and class needs that are identified during these conferences. One recently identified area revealed that English language learners were not making as much progress towards language acquisition proficiency as in the past. As a result, instructional technology to support the English language learners is currently being utilized by the teachers with some success.

Through a review process of all summative and formative assessments the administrative team, coaches, school leadership team members, and staff make recommendations to reinforce the academic performance in the school. Academic achievement is aligned to academic intervention services for struggling students and enrichment activities for higher achieving students. All members of the academic community review and evaluate student achievement as they collaboratively plan for improved student performance.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Maurice Fitzgerald School (PS 199)	∅	✓	+
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