



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



# **Quality Review Report**

**The Theodore Schoenfeld School**

**Public School 110**

**580 Crotona Park South  
Bronx  
NY 10456**

**Principal: Daisy Perez**

**Dates of review: March 26 - 28, 2007**

**Reviewer: Ted Solow**

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## Part 1: The school context

### Information about the school

Public School 110 is a pre-kindergarten through grade 5 school located in the Crotona Park section of the Bronx. It shares all school facilities with a middle school, located on the third floor of the building. The 501 students at the school are 51.4% Hispanic, 47% Black, and 1.6% White and other ethnic backgrounds. The male to female ratio is 50.5% to 49.5%.

English language learners presently comprise 17.9% of the student body and receive services in bi-lingual classes and through a push-in/pull-out program. Mandated special education services are provided for 22.5% of the students.

The average daily attendance is 90.3% which is about the same as similar and other schools in the City.

## Part 2: Overview

### What the school does well

- The administrative team focuses primarily on raising the quality of teaching and learning within a school culture that sets high expectations for all students.
- The staff is collegial and collaborative and works together very productively.
- The administrative team is highly visible and accessible and so supports the development and improvement of the school.
- The building is clean and the halls attractively decorated with examples of student work reflecting current units of study.
- Clear procedures, policies and school rules contribute to an atmosphere that is conducive to effective learning.
- High quality professional development activities give good support to student learning.
- The academic intervention services team makes good use of available data to analyze and address the needs of at-risk students.
- Data analysis drives the educational program constructively.
- Budget and scheduling decisions are well designed and support the educational needs of the students creatively.

### What the school needs to improve

- Make more effective use of data to analyze the progress of ethnic groups.
- Develop an informative student handbook.
- Ensure that technology is used more effectively in support of classroom instruction.
- Involve parents more fully in supporting their children's academic development.
- Review the degree to which external partnerships are used in supporting youth development.

## Part 3: Main findings

### Overall Evaluation

#### **This is a proficient school.**

The principal began her assignment in August 2006 and quickly instituted her organizational structure. She made necessary staffing decisions, examined the academic functioning of the school, and implemented an action plan. Prior to the opening of the school year, she met with each teacher and service provider to gather insights as to what was working well and what needed to be improved. She opened effective lines of communication with all segments of the school community. Since September she has begun to take the necessary steps to expand training on how data can be effectively used to improve classroom instruction.

The staff now work in collaborative grade teams to examine assessment data and to develop lessons and units of study. Grade teams are supported by the coaches, assistant principal and other service providers. These changes are beginning to bring about tangible improvements. There are still areas for further development and improvement. The principal is aware of these issues and has begun working with the leadership team to address them in order to make the school more successful for student learning.

The principal and her cabinet have an accurate view of the school's strengths and areas for improvement which means that the school has a strong capacity to continue to develop.

### 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 proficient.**

Data is an integral part of the framework of the school. Assessment data is continually used to inform instruction for each student, class, and grade. Data is collected and updated from a variety of sources, such as State examinations, regional assessments, unit tests, classroom observations, running records, and informal assessments. These are reviewed by teachers, grade teams, service providers and the administrative team on a weekly basis. The staff is well aware of at-risk students, and is focused on the progress that they make. These groups include holdovers and multi-holdovers, as well as students who could slip back from level 3 to 2, and those who need extra support to move up a level. Every teacher is provided an assessment binder that is used to plan appropriate differentiated classroom activities.

Good use is being made of data to track the progress of English language learners, special education students, holdovers, multi-holdovers, students living in temporary housing, and by gender. The principal recognizes that in order to further improve and refine data analysis a focus on the ethnic groups within the school and children with attendance and health issues would present a clearer picture of the school. A recent trend of male performance on mathematics examinations revealed greater gains than the females and

triggered an immediate response to grade level teams and the mathematics coach to address this issue.

The principal has a clear understanding of her students' academic performance as she monitors their progress by comparing statistics and current data with neighborhood, district, and similar schools throughout the City. Productive comparisons are made in academic performance, attendance and the number of suspensions. The progress of cohorts is followed and evaluated from year to year by examining and comparing data. Information is shared with classroom teachers, service providers and grade teams. Grade team leaders analyze the progress and performance within each grade and provide feedback to the teachers for planning sessions. The academic intervention services team makes good use of individual student data to identify at-risk students for additional support services.

**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.**

The existing collaborative culture at this school is being further developed and is strongly promoted by the principal. School goals, set at the beginning of the school year, were shared and discussed during faculty conferences. In September, the principal and teachers met to establish professional and instructional goals. Goals are continuously re-evaluated by analyzing student data and observation of effective teaching practices in the classroom. A mid-year assessment of instructional goals, student performance and progress data gives grade teams a good opportunity to create action plans for struggling students and a timetable for monitoring future progress. Students and teachers develop agreed upon goals during conferencing sessions. Student achievement goals are expected to be accomplished by year-end. Students at this school can articulate current performance levels and the desired academic goals they hope to attain.

Different categories of failing students are discussed at grade leader meetings and as a result there are good quality interventions by teachers that not only prevent these children falling back further, but also help them to catch up to where they should be. Current data, writing samples, and academic portfolios are reviewed to diagnose each student's strengths and weaknesses. Classroom and lesson strategies are suggested and student progress is monitored prior to the intervention of the academic intervention team. Good support is offered by the coaches and other service providers using the push-in/pull-out model of instruction. Students receiving intervention services are monitored effectively for progress by the grade assistant principal and the principal.

The school has high expectations for all the children it serves. These are set out as school and student goals and are discussed and reviewed with teachers, students and parents. Parents are apprised of the school goals and student progress and value this information which they get at a variety of times. These include the annual back to school night, scheduled classroom visitations, parent/teacher conferences and at specific workshops developed by the parent coordinator for the school community. During the school year, parents receive progress reports, report cards, promotion in doubt letters and other communications from the school via the mail or backpack. The administrative team revisits the Comprehensive Educational Plan's established goals during the monthly school leadership team's meetings for re-evaluation and to monitor progress on achieving

the stated goals. During the month of February, students and their teachers revisit goals to discuss progress on achieving established goals. All goals and revisions are shared with the local community based organization that provides service to the school and to parents at workshops. These thorough processes and the resulting shared information ensure effective home/school communication.

**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.**

The school's curriculum in English language arts and mathematics is mandated by the City. Curriculum in science and social studies follow the State scope and sequence. All lesson plans are aligned with the performance indicators in the State standards. Regional literacy and mathematics calendars which offer suggested pacing are used throughout the school. Teachers use individual reading progress scores, writing assessments, mathematics State test samples, unit tests, teacher observations, and conferencing notes to generate data in order to monitor the performance and progress of their students and this is helping to raise standards. Grade teams use the data during collaborative planning sessions to assess the effectiveness of classroom instruction. The principal uses a student assessment management system for reading and mathematics for consolidation of student assessment data. Teachers are responsible for using it to modify lessons, adjust pacing, re-evaluate goals and develop action plans to meet the needs of their students. All performance and progress data and curriculum are monitored by the principal and the school leadership team.

Teachers are held accountable for student achievement by focusing their efforts on data interpretation and improving instructional techniques. Teachers are attempting to differentiate their lessons with some success. In most classes students are on task and can articulate what their responsibilities are for the lesson. Instructional strategies are differentiated to meet the needs of individual and groups of students. Grade team meetings provide another opportunity for staff to review current data, develop lesson plans, assess student work and develop strategies to address areas of concern. The principal meets with her teachers to review the data of individual students and class performance.

The principal is an efficient manager. School data and the needs of the students are the basis for all budgetary, scheduling, and staffing decisions. There are well stocked classroom libraries, dual language libraries, available textbooks and an adequate budget for the technology program that supports classroom instructional efforts. The principal is investigating Smart Board technology for incorporation in next year's budget. She also wants to get greater student engagement by involving a group in helping to write the student handbook.

Student attendance is a priority at this school. Student absence triggers an immediate parental contact. Student attendance is currently 90.1% which is below the region's target of 92%. Students with outstanding attendance are recognized by the principal and they receive attendance awards. Excessive student absence can trigger a home visit or involvement with other City agencies due to unaccountable student absence.

**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.**

The school selects staff members only after they have been observed teaching a demonstration lesson. The qualities they are looking for include high levels of motivation, a strong instructional background with good subject expertise. They have to be committed to the use of data to drive instructional activities and support parental involvement. Many of the staffing decisions for this year had to be made by the principal alone as her appointment came very close to the start of the current academic year. Future hiring decisions will be shared with other members of the staff. In selecting an assistant principal she found a knowledgeable, collaborative, master teacher to fill a vacancy. The school has not had much teacher turnover and there is a strong commitment to selecting the most qualified individuals to make the school more successful.

The school's good quality professional development activities are designed to support the staff, meet the needs of the students, and to develop a professional learning community. The principal carefully evaluated teacher responses to a professional development questionnaire and then a professional development calendar was prepared for the school year. This is proving effective as is shown by the recent data. The plan appropriately emphasizes literacy, mathematics, aligning data to instruction and strengthening instruction to improve outcomes. Professional development activities are conducted during grade team meetings, faculty conferences, dedicated professional development days, City and regional training, and at well attended "Lunch and Learn" sessions conducted by staff members. Teachers are encouraged to attend outside conferences and share new knowledge with their colleagues. All professional development activities are monitored by the principal and her cabinet to ensure that they support student achievement.

The administrative team is highly visible and respected by all members of the school community. Every week, classrooms are visited by members of the administrative team and teachers are given immediate feedback. The formal observation process provides the staff with appropriate information for personal development. Inter-visitations are scheduled for new teachers to observe good practices. The administrative team regularly reviews student work to assess progress across classes and grades. Clear procedures and policies, outlined in the staff and parent handbooks, are known to all and contribute to a calm, orderly environment.

Grade teams meet weekly for professional development and discussion of pertinent topics. A program of structured intervisitations is planned by teachers, coaches and supervisors, and highlights quality instruction through observations and debriefing sessions.

The school has developed successful partnerships with local organizations to support youth development, such as a school-based dental clinic and an after school tutoring and enrichment program. The principal recognizes the need to develop additional partnerships that align youth development with the academic program.

**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 Comprehensive Educational Plan is revisited monthly by the school leadership team. Staff members report on student progress in the core academic subjects ensuring that there is a clear emphasis on raising standards in the school. Graphics are prepared that summarize their findings and explain the patterns that are observed. Progress or lack of progress being made on State standards performance indicators are also addressed at these meetings. Data generated by the school and other reporting agencies is used effectively to revise plans and modify long term and short term goals.

The student assessment management system gives the principal an opportunity to follow the current data for each student, class and grade and give appropriate guidance and direction for improvement. The principal attends grade and pupil personnel meetings in order to know how each student performs and to monitor progress of students receiving academic intervention services.

Teachers and support staff continually review and evaluate student achievement and collaboratively plan for improved performance of students. Regular reviews give staff good opportunities to make adjustments in the instructional program.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The Theodore Schoenfeld School (PS 110)</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	