



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**The Shakespeare School**

**Public School 199**

**1449 Shakespeare Avenue  
Bronx  
NY 10452**

**Principal: Lilia Navarette**

**Dates of review: March 12 - 14, 2007**

**Reviewer: Alan Geller**

## 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

The Shakespeare School is located in the Bronx, and serves 777 students from pre-kindergarten to grade 5. The school population is comprised of 62% Hispanic, 37% Black and 1% from other groups. Approximately 10% are special education students who are serviced in collaborative team teaching and self-contained classes. Over 30% of students are English language learners. They are serviced in bilingual and English as a second language classes. Title III funding is used to provide an after-school program to further meet the needs of these students. Attendance has improved to over 91% to be comparable with that of similar schools, although below schools across the City. The school is Title 1 funded.

## Part 2: Overview

### What the school does well

- The principal is a focused instructional leader who is respected by the staff, students, and parents and has created a positive school culture.
- Data on student performance is well used to analyze student needs accounting for targeted decision making.
- The professional development plan is geared to train staff in using the data and developing strategies to improve instructional practices.
- The teachers respect their students resulting in classrooms that actively engage all of the students in learning.
- Procedures and school routines are well developed resulting in a safe school that runs smoothly.
- The workshop model is evidenced in every classroom providing small group instruction for the students and interaction between classmates.
- The school has high expectations for the students, which is exemplified in the commitment of the staff.
- Parents are pleased with the school programs and safety procedures, which are two factors that contribute to a well developed school tone.
- School leaders, support staff, and teachers work collaboratively to support the students in greatest need.
- The school organization supports collaboration and communication for all staff members thereby enhancing the school program for students.

### What the school needs to improve

- Further develop and deepen the implementation of a formalized plan to track and monitor the mastery of skills based upon the needs reflected in the student performance data.
- Further develop specific feedback to students, especially student writing pieces, so that they know more precisely what they have to do to improve their work.
- Further develop youth development activities to include academic support for students in need.
- Set more specific timeframes to monitor intervention plans and activities.

## Part 3: Main findings

### Overall Evaluation

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

Public School 199 has a principal that is a focused instructional leader who has developed a well trained staff with engaged learners. The school organization facilitates collaboration and communication for all school teams. This results in improved planning by the staff and more training which has accounted for improved instructional programs, which has resulted in an upward trend in state scores.

The school is focused on collecting data on each child and classroom and analyzing this information in grade level planning sessions where decisions about changing the curriculum are made. Teachers reflect on their instructional practices which have resulted in higher quality instruction and more challenging goals for students. The data is used to determine the classroom needs of students as well as to provide intervention activities for students in greatest need. The professional development plan is focused on training the teachers to use the data. Teachers also regularly plan lessons together and observe colleagues implementing these strategies. Teachers are involved in self and peer evaluation activities to reflect on these instructional practices.

The principal and her team work well together by reviewing school trends and making adjustments to the school program. As a result of this work the school has a positive learning environment that is appreciated by the students and parents.

### 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.**

The school effectively collects many kinds of data concerning performance and progress of individuals and classes. Every teacher implements the Student Assessment Management System (SAMS), which notes information from recent and past assessments to provide an up to date and accurate description of each student's achievement and progress. Classroom teachers and grade teams analyze this data regularly to note students in need of intervention services or students who may be ready to move ahead. Additionally, teachers maintain and track performance data in reading, mathematics, and writing. However, tracking and recording of students needs in reaching mastery of skills is inconsistent.

The principal and assistant principals review the SAMS and other data to determine the progress of students, classes, and grades. Grade level benchmarks in reading and mathematics are well understood by the staff and students. The staff regularly monitors overall performance guaranteeing that they know how well the school is progressing and when and how to intervene to change or maintain momentum. Comparisons are made with the school's own previous performance, as well as with other schools.

The principal carefully reviews the information concerning each student to determine class placement and additional service needs. Data determined that approximately 4% of the school population resides in shelters. The performance of these students is tracked to note their progress and ensure they participate in programs that meet their needs. The same is carried out for special education students and English language learners. Data related to English language learners allows the school leaders to provide a variety of services to these children to ensure their success. The school maintains a great deal of information about each child and their school history. Steps are taken to understand the needs of students entering the school at different grade levels, or children who start school but miss portions of the school year on a regular basis in order to provide a plan of action that will account for their progress.

**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 collaborative goal setting process begins by a review of the school data to determine the needs of individual students, classes, and grades. The principal and the cabinet commence this process with the support of the instructional coaches and the grade leaders. Grade leaders work with their grade to plan next steps. Individual professional goals are set with the teachers as well as specific classroom goals. The teachers have a great deal of knowledge about each student’s level of achievement. In each classroom, teachers have developed good practices in providing feedback to students about their performance on particular pieces of work, but this is not always specific enough for students to know exactly what they need to do to improve.

The school leaders and each grade of teachers meet regularly to identify trends in the data and to determine if the goals will be met. One result of these meetings is a more intense focus on the students who need extra help. The SAMS system provides a clear picture of individual and class needs whereby plans are made to guarantee that these students receive additional support. The academic intervention team supports students with a variety of programs geared to provide suitable small group support either in a push-in or pull-out mode of instruction. Academic intervention support staff ensure that all students in greatest need receive instruction targeted to their deficiencies. The progress of these students is monitored by the intervention teachers who articulate with the classroom teacher to further ensure that the needs of these students are met. However, without a more specific timeframe to track progress the school can not guarantee that students are monitored on a regular basis.

Parents are a valued part of the school and share their knowledge of their children with the school. The parents appreciate the high expectations that the school sets for their children. Each child has a home-school notebook where the teacher and parent can communicate school concerns and progress. The parents and the school communicate openly and effectively. This helps to ensure that the school’s plans and goals actively drive all members of the school community to improve student performance. The parent coordinator provides a range of opportunities for the parents to learn how they can assist their children at home. Parents and staff work very well together to support the needs of all students.

**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 uses the mandated curriculum and has extended this program with their own units of study in English language arts as well as select supplementary materials in mathematics. The school utilizes the built in structures that are part of the program to generate data that is then tracked. Assessment information is developed well in each area as a means of identifying how to plan units of study and to select suitable interventions to meet student needs. School-made tests, which are more closely aligned to support the needs of students, are created to supplement the program. A writing plan has been developed which notes progress from a first draft through a final piece resulting in more focused lessons based upon student skill needs. All work is maintained in a folder with an accompanying tracking tool to note performance progress over a specific time period. Planning sessions are well used to review prior units, and especially to provide activities for upcoming units of study.

Teachers are held accountable for student achievement initially by a review of their own individual and classroom generated data, which is well used to track trends in student performance. Individual student and class data are reviewed in grade and individual meetings with the school leaders. The needs of students are reflected upon in the well developed plans written by each teacher. Student needs are accounted for by grouping the students and providing instruction based upon their needs. School data is used as a means to differentiate instruction resulting in needs based planning. School based budgeting, staffing, and scheduling are aligned to meet the needs of students and further developed to meet the goals of the Comprehensive Education Plan. Attention is paid in carefully selecting staff to carry out important functions concerning student programs. After school programs have been designed to provide more support to English language learners and students in levels 2 and 3 in literacy and mathematics. The workshop model is well used in all classes resulting in actively engaged students who interact with their peers and in small groups with their teachers.

Students feel well respected by their teachers. A peace builders program focuses on developing students' social skills which is further supported by the classroom teachers. Incentives are rewarded for good work and are a part of the program which promotes positive behaviors towards school. This is one reason for the improvement to over 91% in student attendance as well as the interesting school program.

**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 school carefully selects candidates using a specific set of criteria mainly concerned with the candidate's knowledge of the subject area, a passion for teaching, and a willingness to work collaboratively as a part of the school team. School leaders and teachers are involved in this process to ensure a good match for the students.

Professional development is based upon training the teachers to utilize the data to improve student performance. The teachers feel comfortable using data as a result of the ongoing training that is provided in common planning meetings. This time is well used for school leaders, instructional staff, and teachers to meet to discuss and analyze the curriculum. Additionally, meetings are held to plan interventions and revise plans based upon updated information. A lab site program is used where a grade of teachers jointly plan a lesson and observe one teacher teaching it. A follow-up debriefing session allows for self and peer evaluation activities that improve teaching skills. All staff benefits from these sessions especially new staff that also have a buddy teacher who provides ongoing support.

The principal knows the staff well and is therefore able to support all staff. Feedback with specific constructive suggestions is regularly provided after classroom visits. The assistant principals observe teachers regularly and plan collaboratively with them to improve instructional activities. Formal and informal observations are well used to measure the effectiveness of professional development and the implementation of school programs. School leaders also identify and share best practices with the staff and monitor closely the impact on student progress. The principal and other school leaders are well respected for the effective changes that have been introduced to create a positive learning environment. The principal is an innovative leader dedicated to improving student outcomes. The school has a nurturing environment whereby safety is primary which has created a school that runs smoothly. The Astor Program, a community based organization, effectively supports the social needs of students. As of yet, the school does not partner with an organization to support the academic needs of students.

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

**This area of the school's work is proficient.**

The school leadership team meets collaboratively with teachers, school parents and administrators to set up goals for the following year by creating the Comprehensive Educational Plan. The school leaders and the instructional team review the data from the SAMS system. This is further analyzed at grade level common planning meetings to determine if units of study need to be modified to reach the stated goals. The lesson planning process is then modified accordingly to improve student learning. Instruction is then differentiated based upon the data and individual plans are created for each student. The school leaders monitor the progress of classes in each grade to measure the effectiveness of these plans.

Information concerning practices that work is shared throughout the school so that everyone can incorporate these methods into their daily plans. As a result revisions in the program are made that serve the students better, such as developing an after school program to supplement the educational needs of students. Goal setting is carried out on an ongoing basis in order to ensure that plans can be revised quickly based upon the data. There are structures in place such as the principal's cabinet, the instructional team, the academic intervention team, and the school leadership team that are responsible to discuss and monitor goal attainment. The revisions of plans to guarantee that activities will be more effective and efficient are determined by these groups.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The Shakespeare School (PS 199)</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	