



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



# **Quality Review Report**

**Florence Nightingale School**

**Elementary School 110**

**285 Delancy Street  
New York  
NY 10002**

**Principal: Irene Quvus**

**Dates of review: March 12 - 13, 2008**

**Lead Reviewer: Christina Lewis**

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## Part 1: The school context

### Information about the school

The Florence Nightingale School is an elementary school with 478 students from pre-kindergarten through grade 5. The school population comprises 15% Black, 55% Hispanic, 15% White, and 13% Asian students. The student body includes 5% English language learners and 18% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2006 - 2007 was 93.8%. The school is not in receipt of Title 1 funding.

## Part 2: Overview

### What the school does well

- Staff have a well-developed understanding of the use of data and how it can be used at all levels to improve outcomes for students.
- The school uses data effectively to differentiate instruction within the classroom for groups and individual students.
- The staff work very well as a team and are reflective and evaluative about their teaching.
- The school provides a broad curriculum with a very strong focus on visual arts and offers an exciting range of opportunities for the students.
- The principal has high expectations of staff, students and parents, which enhances the strong sense of community within the school.
- Staff are well supported by good professional development, which is matched to their needs and the school's goals for improvement.
- The school community has worked rapidly to successfully implement change, particularly in using data to meet the needs of their students.
- Principal's observations and constructive feedback have improved teachers' instructional practices.

### What the school needs to improve

- Continue to develop a strategic action plan to include quantifiable measures for goals, realistic time frames, success criteria and strategies for monitoring and evaluating action plans.
- Further develop the work on goal setting by sharing with students, and their parents, the small achievable steps needed to reach their goals.

## Part 3: Main Findings

### Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

### Overall Evaluation

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

This is a delightful school which as one parent said, “Is a jewel in the middle of New York.” There is a strong community atmosphere and a well-developed sense of purpose about all that the school does. The school is welcoming and bright with excellent examples of students’ work displayed in the corridors and classrooms. The principal and assistant principal provide good leadership and a strong vision of where the school is going and what needs to be achieved to get there. The school is in the early stages of developing a clearer action plan, that includes quantifiable targets, achievable time frames and measurable success criteria. The students are articulate, confident and enjoy their learning. The staff work very well as a team and are committed to the challenge of improving outcomes for their students. Parents appreciate the work of the school and are pleased with the high expectations of achievement and behavior. They support the school well as seen by their good attendance at meetings and parent workshops.

There is a strong sense of teamwork among all of the staff, which can be seen in their support and respect for one another. They are reflective and evaluative about their teaching as shown by the work of the inquiry team. From their task of analyzing the effectiveness of different teaching strategies they were able to work alongside less confident staff in implementing these in the classroom. The school has made good progress since the last Quality Review. This is particularly the case in the way that data is now used at all levels to analyze patterns of learning and to assist teachers in planning lessons, which challenge all students. While the school analyzes data well for individual students, it has yet to look closely enough at possible patterns of achievement among different groups. The way that instruction is differentiated for individual and groups of students is a big improvement since the last Quality Review and is now a considerable strength of the school. For example, the increased focus on the teaching of math has accelerated the students’ learning, and is reflected in their improved assessment results.

### 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 the student’s progress over time.**

#### **This area of the school’s work is well developed.**

The school collects and analyzes a wide range of data well. End-of-year assessments are used to identify needs in each grade. These are translated into goals for each class. Teachers are then responsible for setting goals for individual students. Interpretations of what the data means are very clearly shared with teachers and support staff. Consequently staff have a clear understanding of their students’ achievements and what they need to do to ensure good progress is made. Regular teacher assessments and interim tests means that progress towards achieving these goals are regularly monitored

and constantly updated. Where necessary, short-term intervention strategies are effectively used to accelerate students' progress. The progress made by special education students is tracked with the same thoroughness, as is the progress of the gifted and talented groups that have been identified at each grade. This enables the work to be well planned to meet the needs of the students and to challenge them appropriately. The school has yet to monitor the progress of different groups, boys, girls, and ethnic groups other than by looking at all students' achievement. As a result, it is difficult for the school to identify patterns in the different groups' achievement, should these exist. However, at present, data shows that there are no significant differences in the performance of individual students within these groups. The well-developed practice of the school is to monitor each student's progress and then modify and adapt teaching programs to meet their needs, whether in small groups or as individuals. The school is careful to consider the performance of other, similar schools in deciding if its studies' achievement is sufficiently high.

Good analysis of school performance data identified math as an area where students were not making adequate progress when compared to similar schools. The school's rapid response to this was to introduce a whole-school math workshop and to use the math coach to train and to monitor its successful implementation in all classes. Data shows that this is already having a positive impact on the students' acquisition of numerical skills, particularly in problem solving. This is further evidence to support the effective way the school uses data to improve practice and to constantly update its objectives to understand the performance and progress of its students.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is well developed.**

Teamwork is a well-developed feature of this school and there is very good collaboration between leaders and staff. The principal has high expectations of staff, students and parents, which enhances the strong sense of community within the school. Teachers confirm that the administrative team are very supportive and has a real open door policy. Consequently student progress is discussed regularly and the well-developed use of data is used to clearly identify student goals. The staff, including the administrative, team have a very clear understanding of the individual needs of their students; this means that they are well supported in working towards their goals. The coaches provide good support to ensure that there is a close focus kept on the progress of individual students. This is further supported by the work of the inquiry team whose excellent analyses of features of students' performance has been well used in helping teachers to modify their instruction and explore different teaching strategies. Conferencing is well established and allows teachers to set goals accurately and keep a close check on their students' development.

Goals are set for student achievement across subjects. Students in the higher grades know what they have to do to improve but are some times not completely sure of how to achieve this. Additionally, short-term, next-step, student-friendly goals that can be easily monitored, understood by parents and owned by the students are not, as of yet, well developed. There is a very strong home-school partnership where parents are given many opportunities to be actively involved in their child's learning. Consequently parents feel involved and are eager to support the work of the school in a variety of ways.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school’s work is well developed.**

The school has carefully developed its curriculum so that it is stimulating and provides a strong degree of continuity from kindergarten through to grade five. There is a very strong emphasis on developing students’ skills in English and math, which the school considers central to its core purpose. Instruction in these subjects is taught using a workshop model, which enables the teachers to work with small groups and to differentiate the learning according to the identified needs of the students. The differentiated instruction in all classes is strongly matched to individual goals and has had a positive impact on school improvement. This is a very well-developed strength of the school.

The introduction of an activity-based science program is enabling the school to develop strong curricular links between other subjects. For example, the technology specialist and science teacher have worked closely on integrating programs in these areas that provide a stimulating visual experience for the students. Consequently they are fully engaged in their learning. The school is also developing cross-curricular links in other areas, for example, between writing and social studies, which are clearly recorded with teaching points for each grade to follow. A strong visual arts program also involving architecture is evident from the stunning displays of students’ work throughout the school. The school offers an excellent varied menu of activities both within and outside the school day that positively enriches the curriculum and the experience of the students.

There is a strong recognition that the teachers’ are accountable for students’ learning and progress. Teachers’ are well supported in improving their practice. Since the administrative team and the coaches model lessons, this has ensured a consistent understanding of expectation.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to 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’s strategies for monitoring the quality of teaching are well developed. The principal provides constructive feedback to staff in performance review meetings that are scheduled throughout the year. Teachers describe examples of how they have used this to develop and improve their practice. The teachers value the way in which professional development supports areas they have identified, as well as addressing whole-school objectives. As one teacher stated, “It is important for teachers to be seen as learners.” The administrative team supports them well by modelling lessons and monitoring their planning. The expertise of other staff is also used well in supporting professional development. For example, the technology specialist has effectively trained staff in the use of hand-held devices. This has made data more easily accessible to teachers and increased their understanding of the ways in which data can be used in supporting differentiated planning.

Regular opportunities are provided for teachers to meet together in grade meetings to plan, share good practices and evaluate their teaching in a professional and collaborative

environment. As a result they feel part of the school's development and set high expectations of themselves in their teaching. Teachers who are new to the profession are well supported and mentored in their development. Partnerships with the community are used well in supporting planned curriculum developments, particularly in the visual arts.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

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

Through its accurate self-evaluation the school has identified clear strategic goals to improve student achievement. The principal and assistant principal have a very clear vision of how to achieve these goals. This is shared with the school community so that, despite the lack of formality in recording strategic goals, there is a good informal level of understanding of planned change across the staff. The school is in the early stages of developing a clearer action plan, which would include strategic planning that includes quantifiable targets, achievable time frames and measurable success criteria. Once in place, the school believes that it has the potential to enable a more effective evaluation of progress towards meeting the school's goals. Additionally, the school is looking to refine its processes of monitoring and reviewing areas identified for improvement.

Currently the school's high expectations and the very good levels of teamwork that exist ensure that discussion is well focused on learning for all of students. This is effectively supported by a good range of systems that has been established at class and school level to track students' progress towards meeting their goals. Student performance is measured at different points through out the year, by a variety of testing and teacher assessments. This information is used well to plan appropriate actions and interventions to cover any lack of progress in a timely way. The outcomes of these modifications are monitored closely and further adaptations are applied when necessary to meet the needs of the students. Consequently learning is maintained at a rapid pace.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Florence Nightingale School</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>				X	

### Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?				X	
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
<b>Overall score for Quality Statement 1</b>				X	

### Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?			X		
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
<b>Overall score for Quality Statement 2</b>				X	

### Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?				X	
<b>Overall score for Quality Statement 3</b>				X	

<b>Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
<b>Overall score for Quality Statement 4</b>					X

<b>Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?			X		
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?			X		
<b>Overall score for Quality Statement 5</b>					X

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>