



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Bayview School

Elementary School 102

**55-24 Van Horn Street
Queens
NY 11373**

Principal: Anthony Pisacano

Dates of review: June 06, 2008

Lead Reviewer: Bruce Berry

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Part 1: The school context

Information about the school

Bayview is an elementary school with 828 students from kindergarten through grade 6. The school population comprises 1% Black, 30% Hispanic, 9% White, and 60% Asian students. The student body includes 24.3% English language learners and 7.2% 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 95.6%. The school is in receipt of Title 1 funding with 100% eligibility.

The school is presently housed in three separate buildings separated by several blocks. A building program is under way to bring the school under one roof and extend the age range from kindergarten through grade 8.

Part 2: Overview

What the school does well

- The principal's high-quality leadership creates the vision for the enriched cultural and inclusive educational environment in the school.
- The teachers work effectively in teams to provide differentiated instruction that provides excellent engagement and interest for student learning.
- The school uses data very well to monitor the progress of student achievement.
- The students identified as being in greatest need of improvement make excellent gains in their achievement levels through the high-quality support they receive.
- The wide curriculum, including an impressive arts program, is creating a variety of exciting learning opportunities for students.
- The effective professional development program is fully focused on improving teachers' knowledge and skills in order to enhance instructional practice.
- Parents have high praise for the education and care their children receive in the school.
- The students demonstrate high levels of self-discipline and respect in all their activities in the school.
- The school has developed interesting partnerships to provide good quality academic and social enrichment for the students.

What the school needs to improve

- Further develop the setting of student improvement goals that are based on the students' present and projected outcomes.
- Develop a collaborative system with all teachers to create challenging and achievable goals for each student across all subject areas.
- Improve strategic planning by the use of interim goals in order to monitor the school's progress in reaching its long-term 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.

Since the last Quality Review, the school has been effective in improving the differentiation of instruction to match students' learning needs. High achieving students receive excellent challenge and variety for their learning in the newly scheduled groupings. The principal creates a clear vision for school improvement, which is shared by the whole school community. This is clearly demonstrated by the teachers' collaborative approach in their planning of the curriculum and instruction. This provides the students with highly engaging and interesting learning activities, which result in them making good gains in their achievement levels. School leaders and teachers use data effectively to monitor student progress and plan interventions when a particular need is identified. They keep parents fully informed of the improvement their children are making and there are extremely good communications with families.

The wide-ranging curriculum, including an extensive arts program, provides the students with a wide range of exciting learning opportunities. The teachers effectively transform the curriculum into interesting and differentiated learning activities. They are supported well in developing their own skills and knowledge through a successful professional development program. Student behavior and engagement in their studies is excellent in all age groups throughout the school. There are good plans in place for developing the school's identified priorities. However, the plans do not include interim goals by which to monitor the school's progress in reaching its long-term goals in respect of student and teacher outcomes. The school goals for improving student achievement are not yet collaboratively generated from students' present and projected outcomes. The inquiry team research has focused on a group of students whose reading levels were well below their grade level. Students' reading levels increased significantly as a result of the work of the teachers.

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 has developed excellent systems for tracking the progress students make in their achievement levels. Annual test results in English language arts and math are analyzed in depth using computer-based programs. This includes a valuable analysis of

the performance of different subgroups, including those relating to gender and ethnicity. The data revealed a low performance in boys' reading when compared to that of girls. The school has responded extremely well by purchasing graphic reading books, which have captured the imagination of the boys and has significantly raised their reading levels. The teachers get valuable training in the use of data and there is a consistent approach by all teachers in the use of binders to record their assessments. Reading levels are collected four times a year and are analyzed by student, class and grade. Similarly, the Everyday Math results are reviewed against the checklist of skills the students have mastered. Special education students make very good progress as a result of the support they receive in self-contained and collaborative team teaching groups. English language learners also make very good gains in achievement levels, with many students rapidly moving through the different levels to attain proficiency.

Valuable reviews of the progress of students, classrooms, grades and subjects take place during the academic year and from year to year in order to monitor achievement levels over time. The data reveals very good improvement is taking place in the students' performance in math. English language arts results are also increasing, but at a much slower rate and with far fewer students reaching the highest level when compared to math.

The school has very good links with other similar schools and it has made valuable visits to look at and share good practice. For example, the teachers made a successful visit to a school with an autistic program, to help with the behavior issues of one of their students. Teachers from other schools visit the school's excellent collaborative team-teaching program, which is recognized throughout the City for its good practice.

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.

The school sets measurable goals for improving student achievement, which are defined within the context of the Comprehensive Education Plan. However, there is not yet a collaborative process in place by which student improvement goals are set based on their present and projected outcomes. Teachers regularly conference with students and identify their next steps in learning. The school sets individual student benchmarks in reading and math. It monitors their progress in respect of the benchmarks regularly and plans very good intervention programs when student progress is identified as in need of improvement. The students in greatest need of improvement make exceptionally good progress due to the high quality of support they receive. Academic intervention services, push-in, early morning and after-school programs provide very good help, which is significantly raising the achievement of the students. The school has established classes for high achieving students across the grades and much of their work is very effectively focused on higher-order investigations and project work.

High expectations of student achievement are shared by all members of the school community. This is fully illustrated by the colorful displays that celebrate student work in classrooms and around the school. There are very good communication systems for keeping parents fully updated on their children's progress. They receive regular report cards, together with classroom and school newsletters with useful information about

school activities and events. Parents are also kept well informed through the school's web site. A wide range of activities and valuable workshops are provided for parents to enable them to support their children's education. They include activities such as academic workshops, English as a second language classes for parents and math games nights with their children.

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's core curriculum is fully aligned to State standards and creates valuable opportunities to create meaningful data for teachers to track student progress. Student achievement is monitored effectively through the balanced literacy program in English language arts, with the students' abilities to master specific skills being used in math. The wonderful displays of student work are celebrated in the Authors' and Artists' Fair, which is available for parents to view throughout the school day. There is a wide range of arts subjects to provide further stimulus for student engagement and interest. They include music, band, chorus and visual arts. There is also an interesting program in American ballroom theatre. Further enrichments are available beyond the school day and include activities such as photography and robotics. Budget and staffing decisions are used effectively to support the curriculum and instruction. For example, the project arts budget is being used to fund an architecture residency that is leading to the students making scaled designs for the new school library. The budget is also helping the advancement of computer literacy across the school.

The differentiated instructional programs provide pace, engagement and high levels of interest for learning. Teachers use a wide range of activities to stimulate students' abilities. In many classrooms, the students work collaboratively on practical problem-solving activities. The activities are carefully planned to ensure that they are matched to their achievement levels. The school culture is built on trust and respect and students have high praise for the care and support they receive from their teachers. The high and improving attendance levels are further testimony to the students' interest and engagement in their studies.

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 principal and senior leaders undertake valuable classroom walkthroughs in order to monitor the quality and appropriateness of instruction. Teachers are provided with useful verbal or written feedback to help them improve their practice. Teams of staff also undertake classroom walkthroughs with an agreed focus, such as the classroom environment, the structure of lessons or a specific academic activity. The principal has introduced a voluntary and innovative teacher performance review, where some teachers agree on goals, aligned to the school priorities, and all observations are used to monitor the impact of the goals on student achievement. High-quality professional

development provides teachers with very good opportunities to improve their knowledge and skills. The school's recently introduced standards based balanced literacy program is the major focus of the in-school training activities of the coaches and consultant. Teachers are given supportive coaching in line with their individual identified professional needs. They have valuable opportunities to visit other classrooms to share good practice. There is a very effective collaborative approach to planning the curriculum and instructional activities. Teachers have common planning time and use it successfully to create consistency in instructional practice at grade and subject level. New teachers are supported well by mentors, who provide an excellent induction program throughout the year.

The school has very clear procedures and students demonstrate very high levels of engagement and self-discipline. They receive excellent guidance from a wide range of support staff, including workshops on health issues, careers and other issues relevant to their particular age group. The school has developed a wide range of interesting partnerships that provide valuable academic and social enrichments for the students. These include an after-school program, homework help, sports and activities where older students learn leadership skills.

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.

The school has clearly defined plans and objectives for improving student and teacher outcomes. At present, the measurable goals do not take account of students' present achievement levels and their projected outcomes over time. The plans do not yet contain interim checkpoints by which to measure the progress the school is making in reaching its long-term goals. Teachers use data extremely well to monitor the impact of the curriculum and their instruction. They use skills analysis to identify immediately the changes necessary to provide effective differentiated instruction and interventions for individual and groups of students. School leaders are highly successful in making strategic changes as an outcome of the analysis of data. For example, the Recipes for Reading Program was used when the analysis of data on student progress in reading signaled a concern. This resulted in a team of teachers successfully doing intensive work with the students over a period, with the result that their reading levels accelerated considerably.

The school has established a collaborative cycle for reviewing and planning the curriculum and instructional programs. Administration effectively reviews all the major school initiatives and formulates instructional priorities for the next school year. Teachers and coaches work together to create an overview for each curriculum area and prepare units of study and pacing calendars. The school has a shared vision for the creation of an enriched cultural and inclusive educational environment. This vision is delivered successfully in the caring and nurturing school culture, where students are highly engaged and interested learners. The school has the capacity to continue to build on the successes achieved so far in order to improve student achievement in the future.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Bayview School (Q102)	Δ	➤	✓	+	◇
Quality Score				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	
Overall score for Quality Statement 1				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	
Overall score for Quality Statement 2				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	
Overall score for Quality Statement 3				X	

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.					
To what extent does the school . . .	Δ	➤	✓	+	◇
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	
Overall score for Quality Statement 4					X

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.					
To what extent do . . .	Δ	➤	✓	+	◇
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	
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped