



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**William Haberle Elementary School**

**Elementary School 195**

**253 - 50 149th Avenue**

**Queens**

**NY 11422**

**Principal: Beryl Bailey**

**Dates of review: October 10 - 12, 2007**

**Lead Reviewer: Maggie Hollingsworth**

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## Part 1: The school context

### Information about the school

William Haberle School is an elementary school with 717 students from pre-kindergarten through grade 6. The school population comprises 91% Black, 4% Hispanic, 3% White and 2% Asian students. The student body includes 1% English language learners and 11% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average monthly attendance for the school year 2006- 2007 was 98%. The school receives Title 1 funding for 61% students.

The school has six self contained classes for gifted and talented students, one in each grade 1 to 6.

## Part 2: Overview

### What the school does well

- The school is beginning to use classroom data to track each student's progress over time.
- Staff are using a school-designed framework consistently to identify student needs and set instructional goals
- The program of staff development supports the school's priorities to improve differentiation and use data to drive instruction.
- Common planning time has enabled teachers to learn from each other and improve their instruction.
- The principal is a resourceful leader whose strategic decisions relating to staffing, budgeting and scheduling have benefited students.
- The school runs smoothly and provides a safe and settled learning environment.
- The teaching in special education classes meets the needs of students very well and ensures their progress.
- The school has devised a well-planned program to help raise the self-esteem and performance of Black male students.
- The school reaches out to parents successfully, makes them feel welcome and involves them in their children's learning.

### What the school needs to improve

- Ensure that school plans have interim, measurable goals to act as markers to judge progress.
- Use available data to monitor and evaluate the relative performance of boys and girls, and of students in gifted and talented classes to ensure that instruction meets their needs.
- Set consistently high expectations of students' work and ensure that students understand what they have achieved and what they should do next to improve.
- Improve student engagement by increasing the pace and challenge in lessons.
- Improve differentiation so that instruction meets students' individual learning needs in every classroom.

## Part 3: Main findings

### Progress made since the last review

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

### Overall Evaluation

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

At William Haberle the students feel safe and well cared for and parents are welcomed and involved in school life. The school runs smoothly because the students and staff understand its routines. The principal is a resourceful leader who shares her commitment to educating the whole child with the whole school community. The school makes proficient use of data about students' performance in state and citywide tests to make comparisons with other schools and between classes, special education and English language learners and grade groups. Since the start of the school year, the staff have also recorded student's personal progress and set goals for the students' next steps. Nevertheless, there is insufficient data to enable the school to judge whether boys and girls and students in gifted and talented classes are achieving as well as they could. The school sets its long term goals objectively, but does not set interim benchmarks by which it can judge progress towards these goals and adjust its actions to make certain of meeting them.

The principal's priorities focus on the need to improve teachers' use of data to drive instruction and to differentiate work in lessons. She was quick to act to establish an inquiry team which has already begun to collect data on its target students. Together with the instructional cabinet she has designed a program of professional development that will help to promote better teaching. There is scope for improvement in teaching across the school to ensure that it meets students' needs as consistently well as it does in the special education classes.

The school has addressed satisfactorily the points for improvement identified in the last Quality Review. It is now using data to inform the programs of individual students, and using professional development to align teaching with school goals. Teachers are now involved in gathering, reviewing and evaluating data. There is, however, still too much teaching that fails to engage and motivate students and too little differentiated work.

### 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 proficient.**

Over the year, the school collects a wide range of information from teachers' interim assessments and standardized tests for all students. The principal and instructional team use it to compare, each year, the proportion of students making grade level in math and

English, and to look at the relative performance of the school over time and against others in its local Network. Senior managers use the data to plan ahead, for example, to allocate students to classes and to provide additional support to students. The principal provides hard copies of relevant school data for each teacher and schedules common planning time for them to discuss its implications with instructional leaders. Teachers adjust pacing calendars and plan lessons against this background knowledge of the past performance of their class. Teachers have recently begun to track the students' progress systematically by recording each student's achievements onto an individual education plan (IEP) devised by the principal and instructional leaders, alongside a portfolio of their assessed work. After five weeks of using them, the school is gaining clearer and more regular information about each student's performance and progress over time.

Although the school collects figures on the comparative performance of students in special education and its small numbers of English language learners this does not account for the whole picture. The school's analysis of data is not detailed enough in respect of the performance of boys and girls and of students in gifted and talented classes. While the school knows that boys do not achieve as well as girls, there has been too little evaluation of the progress boys' and girls' make in each subject and grade group. There is no separate data collection or analysis of the performance and progress of students in gifted and talented classes.

**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 proficient**

The school uses common preparation time effectively to ensure that teachers collaborate to plan their teaching around common goals. Instructional leaders regularly meet with teachers to ensure that they use data when deciding how to group students for different activities. The design of the school's new IEP ensures that teachers identify interim goals for each student and assess them against these goals. While this has not had time to embed itself in daily practice, it is a solid step in the right direction. The school uses data well to identify students who need to raise their performance to achieve grade level, and has used this information to target academic intervention services to 'close the gap'.

The principal ensures that the staff understand the school's goal is to raise achievement by nurturing the whole child. She achieves this by setting a personal example for the staff to follow. Parents recognize that the school is seeking social as well as academic growth in their children. The principal has high expectations of students and staff but recognizes that these are not consistently fulfilled. The principal expects teachers to post a comment on student work. When teachers do this, it helps the student improve by showing what level they have reached and what they need to do next. However, only a small proportion of work on display shows evidence of this. Classroom observations confirm that there is also too much inconsistency between teachers in their classroom expectations. The quality of student work in walkways and classrooms varies greatly, with some of the best writing from special education students.

The school reaches out to parents, providing them with a regular newsletter and reports on their children's performance and contacting them over matters of concern. The parents appreciate that the principal and staff make time for them when they need to discuss issues. The school's program of academic workshops helps give them the skills and confidence to support their children's learning. The school's interesting social calendar makes parents feel a welcome part of the school community. As one parent commented

“Everyone at PS195 is pretty much family”. This has not gone unnoticed by students, one of whom commented ‘I like how the school connects with home’.

**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 proficient.**

The school’s balanced literacy and math programs provide a good basis for improving student performance because they align to state tests. The science program benefits from specialist laboratory facilities and teaching. Teachers use information from their assessments to adapt the pacing of the mandated programs in line with the needs of their class. This helps them prepare students thoroughly for the state tests in the core subjects. The students enjoy art and music with specialist visiting teachers, although budget constraints mean that these are scheduled for only part of each year for each class.

Some classroom instruction is rigorous and engaging and encourages the students to think for themselves and dig deep for an answer. For example, grade 5 and 6 students in a special education class responded to the teachers request to predict what happened next with imaginative and thoughtful answers and well chosen sentences and phrases. In a further example, the use of a carefully chosen text by a Black male author, together with sensitive teaching, helped a small group of Black boys engage in discussions about friendship and realize the importance of social responsibility. There were, however, other lessons where the work did not interest the students or was too easy, and others where the teachers’ instructions were unclear so that the students were lost for what to do next. The principal recognizes that teachers do not use data well enough to differentiate instruction and has made this a priority in the school’s professional development plan.

The principal uses the school’s resources wisely to adapt programs and provide support where the data shows there is a need. She has organized schedules to ensure that staff have common planning time and can learn from each other, and has introduced a new phonics program because reading and writing scores were not high enough. Most recently, she responded swiftly to a sudden influx in numbers in grade 3 by hiring instructional staff and identifying classroom space for the new students.

The students are well cared for in the school and feel that they can rely on their teachers to give them academic and personal support when they need it. The school’s attendance is high because the well-established procedures are consistently applied by staff, and understood by parents and students.

**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 proficient.**

The principal and instructional cabinet work closely together to meet the school’s and teachers’ needs for professional development. There is a detailed and well structured program of monthly meetings for the whole school. In addition, grade teams meet together with instructional leaders to discuss both implied changes at classroom level and the teachers own identified needs. The school’s instructional team is also the key to

disseminating information and developing expertise in skills such as differentiating learning during common planning time. Teachers benefit from learning from each other during these sessions. The process enables them to 'walk through' each other's classrooms and gain tips and hints on how to improve their own practice. Teachers reported that they also benefited from feedback from senior managers' regular formal and informal observations of their teaching. The school's successful mentor program of induction for new teachers has been extended to teachers who are new to teaching in a grade. They buddy with those with more experience to learn the curriculum and classroom routines.

The school is well-organized, with well-defined responsibilities for senior staff and supervisors that help it run smoothly. Classrooms and corridors are orderly and settled. Rewards and sanctions are clearly understood by the students. Parents report that bad behavior is nipped in the bud, and that the system of 'cute points' as rewards helps to motivate students.

The school furthers its aims to nurture the whole child by partnering with the Virtual Y to promote personal growth in its after school program. A second partnership with Scholastic publishing has provided books for the school and enabled its staff to experience being 'principal for a day'.

**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.**

At classroom level, staff are becoming more proficient at using data to set and revise goals for individual students. They use the information proficiently to change the way they group students for instruction and determine which interventions best match students' needs. At grade level, staff make good use of data from classroom assessments to assess whether students are placed correctly in classes. They move them mid year if they are falling behind or jumping ahead and, when appropriate, assign academic interventions to students. At school level, the principal uses data effectively to hold teachers to account for the scores their students achieve in state tests. New developments will extend this capacity to check whether the teachers are matching work to the students' needs and goals.

The school's Comprehensive Education Plan does not reflect the level of detail and reference to data as other school planning. Although the plan does reflect the school's priorities and goals and identifies actions to be taken to reach these goals; it does not enable the school to judge whether it is well on the way to, or far from, meeting these goals at stages part way through the year. The school has not devised any interim goals as milestones to help it judge progress and decide what it needs to do to make the next leap forward.

The principal has a strong and well-articulated vision for the future development of the school. She has gained the support of key members of staff and parents to implement her vision and this is leading to some important instructional changes. She is aware that resistance to change is holding some staff back. However, she is acting robustly to remedy this. She holds staff accountable for the outcomes of their instruction, and provides a relevant, well-structured program of professional development to support them.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The William Haberle Elementary School</b>	△	▶	✓	+	◇
<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 . . .	△	▶	✓	+	◇
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 . . .	△	▶	✓	+	◇
2.1 engage in collaborative processes to set demanding, 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		

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>▶</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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?			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?				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 make 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		