



The New York City Department of Education



Quality Review Report

Frank D Paulo School

Intermediate School 075

**455 Huguenot Avenue
Staten Island
NY 10312**

Principal: Mark Canizzaro

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Reviewer: Peter Lewis

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Part 1: The school context

Information about the school

The Frank D Paulo School is a well established middle school with students in grades 6, 7, and 8. There are currently 1400 students enrolled, of whom 14% are special education students, which reflects an increase over time. The proportion of English language learners is low at less than 1%. Student numbers have declined slightly over the last three years. At just over 80%, the majority of students at the school are White. Nearly 3% of the students are Black, 10% are Hispanic and nearly 7% are Asian. All these figures are well below both similar and other City schools. Attendance is 93.1% which is slightly below the average for similar schools, but above that for City-wide schools. The school is not eligible for Title 1 funding.

The principal was appointed three years ago and has overseen considerable changes in the way in which the school operates.

Part 2: Overview

What the school does well

- The principal is a skilled leader who has successfully motivated staff and students by applying a culture of high expectations across the school.
- Leaders and other adults demonstrate a very high level of commitment to their students.
- Teamwork is very successful in continuing to improve the school's effectiveness.
- Data about the students' performance is increasingly being used to inform the school's strategies for intervention and has yielded considerable improvement in standards.
- Considerable improvement has been secured over a relatively short period of time in the tone of the school and, as a result, in students' motivation.
- The best instruction enthuses students and promotes their motivation and learning very well.
- Students respond very well to the high expectations that are placed upon them because they are keen to learn.
- The curriculum is broad, stimulating, and considerably enriched through a wide range of curricular and extra-curricular activities.
- The school has made a good start in using technology to develop the curriculum and this supports students' learning well.
- The school has developed strong partnerships with parents who value its work highly.

What the school needs to improve

- Make better use of data analysis in tracking students relative to gender and ethnicity.
- Refine improvement planning by establishing clear interim markers in order to track progress and modify plans at regular intervals where necessary.
- Ensure that all teachers plan lessons according to students' ability and use this differentiation to involve all students more in their learning by letting them know the small steps that they need to take in order to meet the targets that are set.
- Implement the plans to form a student council in order to give students more of a voice in the running of the school.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

Since the principal's appointment, considerable success has been secured in improving the tone and safety of the building, in the quality of instruction and in the curriculum. As a result, students learn well. The standards achieved by students in the school in reading and in mathematics have reached an all time high.

The principal has built a committed staff team. The school makes good use of data to identify where it has been successful and where improvements are required. It has placed considerable emphasis on developing teachers' use of assessment data in identifying those areas in which students require extra support. That this has been effective is seen in the continuing increase in student scores, even though the proportion of special education students has risen.

Students and staff show considerable pride in their school and this is echoed by parents who know that the school will involve them swiftly should their children experience any difficulties. Teachers, in particular, celebrate the fact that the principal's commitment to the students is mirrored in his commitment to them.

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 well developed.

The school collates and analyzes a wide range of data in order to understand students' performance across subjects, classes and grades. Test data in English language arts and mathematics is shared and discussed with teachers and this, together with interim assessment data, is used in identifying content areas which require improvement. These features help the school in targeting resources and in keeping a close track on the progress made by individuals and groups as well as the school's performance against other schools and trends in results over time.

Special education students are well supported across the school and, despite an increase in their numbers, make good gains in relation to the individualized education plans that are set. The school has invested time in developing teachers' confidence in writing individual education plans and in conferencing with students. Together with focused interventions by academic intervention teachers this enables any slowing of progress to be identified and appropriate interventions planned. Regular comparisons are made of students' current and past performance between subjects and classes. This has, for example, helped the school in identifying students who are at risk of failing to meet test requirements, particularly in English language arts.

The school recognizes that its understanding of any differences in student performance would benefit from a closer analysis of the comparative performance of girls and boys,

particularly in relation to their ethnicity. The school's focus on developing teachers' skills in using portfolios of students' work, as well as in developing their use of conference notes has had a positive impact both on teachers' ability to plan for a range of different needs and, as a result, on students' learning.

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 well developed.

The school's development priorities are clearly set and communicated through the Comprehensive Education Plan. The principal has a clear vision for the school's development which is well understood and shared by all staff. The impact of past initiatives is used well in drawing up plans for further development so that firm foundations are laid for subsequent improvement. For example, the school rightly focused on developing school tone and class environments that are stimulating and informative before embarking on work to strengthen teachers' confidence in making good use of assessment data when planning instruction.

The school now makes good use of a broad and developing range of assessment information in evaluating patterns of student attainment and in identifying areas which require improvement. Because of this, whole-school goals are appropriate and derived from a good understanding of student performance across subjects and grades. As a result the school has successfully improved learning for all students and, particularly, those with the lowest achievement; a group that was specifically targeted. While these initiatives have been successful, the school recognizes the potential benefits of analyzing the comparative performance of, for example, boys and girls, in greater detail in order to focus development priorities more closely. Good links are being established between subjects; for example, in the use of the successful Lego Robotics program, which is making a positive contribution towards students' application of writing and mathematics skills in a broader context.

Parents understand the high expectations that are placed on their children. They appreciate the range of opportunities that are in place for them to gain and share information about their children's progress and about strategies for supporting them at home. This makes a positive contribution both to the progress that students make and to their motivation.

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.

Instruction is well planned and modified according to the needs of students. Starting from the premise that activities should be enjoyable as well as developmental, the principal and senior staff have developed a curriculum that is active and which is structured to provide space for modification and reinforcement, while ensuring that mandatory requirements are met. The budget is linked carefully to all relevant data and is used well to support instruction, as in the purchase of science and robotics materials and the addition of an

extra reading class in each grade. The principal has demonstrated his commitment to the students by careful assignment of staff. Information about students' progress is used well in ensuring that high expectations are reflected in, for example, the degree to which conference notes are kept in order to more fully inform parents of their children's progress. The curricula for reading, writing and mathematics are well developed and the school has made a good beginning in its use of basic skills learned in these subjects to develop learning in social studies and science.

Patterns of student achievement are carefully analyzed and used in identifying strengths, as well as areas which require further development. The development of portfolios, linked with early planning for each year that is informed by data, reinforces the understanding that staff have of their accountability with regard to their students' learning. The school has sensibly planned to extend the impact of this by further developing teachers' skills in differentiating their instruction according to students' needs and styles of learning. These features, reinforced by the school's successful implementation of strategies to improve attendance, promote a very positive attitude to learning amongst the students. This is seen in lessons and in the mature and confident manner in which students celebrate the ways in which the school listens to their views. The school has initial plans in place to capitalize on this by introducing a school council representing all students.

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.

Since his appointment, the principal has regarded the selection and development of staff as crucial to the continuing progress of the school. Extensive strategies for staff development are well reinforced by the selection of staff with particular expertise. A good example of this is seen in the temporary assignment of a member of the staff with the specific task of improving the academic achievements of under-performing students. As a result, all the identified students were promoted at the end of last year. Support services are well planned in relation to student need. The principal has the respect of students, staff and parents. He has implemented systems that have raised the tone of the building, promoted its smooth running on a day to day basis and made it a safe place to learn.

Classroom observations are undertaken by the principal and senior staff. Regular meetings ensure that issues that arise can be discussed and action planned. This, in turn, informs grade and department meeting discussions at which paired observations and teachers' intervisitations are planned and agreed. In this way the school is able both to reinforce and to track the impact of its work in developing teachers' understanding of the 'Principles of Learning'. This support, together with the good use of performance data at all levels, is increasingly successful in helping even potentially resistant staff move away from a curriculum driven instructional model to one where lessons are planned according to student need. These activities not only enable school leaders to identify strengths in teaching and the curriculum, but also to reinforce the analysis of data to evaluate the academic program and plan for improvement. The great majority of teachers appreciate the high status that is given to professional development. Good and regular use is made of the professional association teachers' center and library that has recently been established and close links have been established between the school's priorities for development and planned professional development. Well-established links with community organizations and other agencies benefit both students and staff.

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 makes good use of the evaluation of students' assessment information in identifying aspects of its work and those aspects of students' learning that require improvement. The principal and senior staff have a very good understanding of the standards reached by students across the school, both within and across grades. This information has been used effectively to match the curriculum and instruction more closely to students' needs.

There is clear evidence of strengths in the school's strategies for analyzing its performance and planning for improvement. Whole-school planning is comprehensive and makes good use of a wide range of data from tests, other assessments and both formal and informal evaluations of teachers' and students' work. In its present format, while planned outcomes are identified in relation to current practice, there is insufficient detail in terms of identified markers which would enable the school to check whether it is on track towards meeting its goals within a planned timeframe. As a result, while the school has been successful in raising student performance, it is not always able to measure the developing impact of initiatives. For example, the principal recognizes that monitoring the impact of the school's wide range of professional development is largely informal and not precisely focused on the changes that result.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Frank D Paulo Intermediate School (IS 075)	∅	✓	+
Quality Score			X

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.	∅	✓	+
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"> • each student, classroom, grade level, 			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"> • ethnic groups, English language learners, special education students* 			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"> • all other categories of interest to the school* 		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
Overall score for Quality Statement 1			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.

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.	∅	✓	+
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
Overall score for Quality Statement 2			X

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.	∅	✓	+
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
Overall score for Quality Statement 3			X
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.	∅	✓	+
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
Overall score for Quality Statement 4			X
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.	∅	✓	+
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	
Overall score for Quality Statement 5		X	