



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



# **Quality Review Report**

**Joseph C Lanzetta School**

**Elementary-Middle School 096**

**215 East 120 Street  
New York  
NY 10035**

**Principal: Victor Lopez**

**Dates of review: April 29 - 30, 2008**

**Lead Reviewer: Yvonne Young**

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## Part 1: The school context

### Information about the school

Joseph C. Lanzetta School is an elementary-middle school with 672 students from pre-kindergarten through grade 8. The school population comprises 27% Black, 71% Hispanic and 1% white students. The student body includes 8% English language learners and 8% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2006-2007 was 91%. The school is in receipt of Title 1 funding with 97% eligibility.

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## Part 2: Overview

### What the school does well

- The school leadership and teachers have very high expectations for student achievement and a strong vision for the school.
- Members of the school staff continually work in collaborative groups that result in the establishment of a professional learning community.
- Teachers share pedagogic practice and work collaboratively to develop and revise curricula based on student assessment outcomes.
- The school community provides a safe, welcoming and orderly learning environment in an atmosphere of extremely strong mutual trust and respect.
- There is a strong core of parents who are actively engaged in school-wide initiatives.
- Classroom lessons engage students in the learning process and are customized to their learning styles as well as their cognitive needs.
- Teachers are provided with professional development opportunities based on pedagogical needs and interest.
- The school provides multiple opportunities for learning beyond the traditional school day.
- The school partners with multiple outside organizations to provide excellent learning opportunities as well as personal growth support for its students.
- School-wide goals are developed collaboratively by members of the school community and regularly and rigorously monitored.

### What the school needs to improve

- Extend data collection and analysis to include detailed attention to the progress made by students from different ethnic and cultural backgrounds.
- Ensure the structure of the school's academic intervention team enables more effective services to students.
- Increase the use of technological equipment to aid effective teaching and learning.

## 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.**

The Joseph C. Lanzetta School provides very good education for its students, resulting in continual improvements in academic outcomes. The principal has a very clear vision of developing and sustaining a learning environment where all members are continually seeking knowledge. This leads to very high expectations.

The school provides teachers with high quality, differentiated professional development that is based on their needs and interests. They work collaboratively to plan, set goals and improve their pedagogical skills, leading to improved instruction. The school also provides a wide range of co-curricular and extra curricular opportunities to their students that meet their academic and personal growth needs. This results in a school where students behave in a manner that is pleasant, polite and kind. Attendance has continually improved. Student development and parent and community engagement are extremely important to the school. This has led to a number of community groups providing services to the students and their parents. Students are encouraged to be good and courteous individuals as well as scholars, providing them with skills for the wider world. The school creates a safe, welcoming and nurturing learning environment that results in a setting where students enjoy coming to school and parents feel that their children are safe while at school.

Goals and plans are developed, based on information that is collected and analyzed, and periodically monitored in multiple ways. This ensures that there is a clear understanding on the part of all members of the school community on the work that is necessary to accelerate student learning. When necessary and appropriate, goals are revised and amended to provide the most appropriate instruction.

Since the previous Quality Review, the school began to immediately address areas in need of improvement and has succeeded in doing so. It has expanded its data analysis and now includes measurable individual student targets. In setting goals, it continued to disaggregate and analyze data by subpopulations such as gender and English language learners. It provided instructional opportunities during the school day and after school to challenge all students and accelerate their learning. The school's team for monitoring and evaluating student progress includes teachers, coaches, administrators and parents.

The inquiry team identified a small number of grade 5 students who scored just below grade level proficiency in English Language Arts. Consequently, these students receive intensive targeted study. Information regarding these students is systemically collected to determine their cognitive and affective challenges enabling instruction to be targeted to their areas of weakness. They receive innovative and intensive intervention that is discussed among team members weekly so that changes can be made if required. Progress toward student specific established goals is carefully tracked and periodically presented to staff. Specific interventions and strategies that are effective and usable are shared across the entire student body.

## **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 expanded its effective system of data collection to include information from wider sources, such as ACUITY and ARIS. This affords the school the ability to deepen its analysis of student achievement. From ARIS data, the school is more easily able to make comparisons by grade, within ability groups and by gender. ACUITY enables staff to track progress several times throughout the academic year. This information helps teachers to tailor their lessons to students' changing needs.

The principal's office and the school-based Teacher Center provide a detailed overview of assessment data. As a result, the principal and staff can see at a glance initial student performance, current performance and progress over time. Student progress is tracked by class, grade and subject level to provide a clear picture of student progress. Teachers conduct on-going individual student assessments, resulting in data driven instruction. Information is continually disseminated to staff to enable them to adjust plans accordingly. Teachers and support staff analyze data on students' personal growth and development. Any resulting students who are facing challenges are presented to members of the Pupil Personnel Team (PPT) who meet weekly. Members of this team develop support plans for each identified student. Plans are tracked and monitored to ensure success and improvement in student outcomes.

The school tracks the performance of different ethnic groups. They note that Black boys are not doing as well as other groups and have consequently included them in after-school and Saturday programs. Gender differences are tracked by grade level and as a group. They are carefully monitored and instruction is revised as necessary. While the school does a very credible job in collecting and analyzing information to meet the needs of each individual or group of students, there is not always sufficient attention to the varying needs of the school's culturally diverse population. Observation of the case study revealed that staff has yet to undertake this data collection and analysis. The school uses its Progress Report to compare its performance with that of other schools in its peer group and schools across the City. If it finds that a peer horizon school has been more effective in various metrics of the report, it will conduct an inter-visitation to learn from their best practices.

**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.**

Members of the school leadership team, principal's cabinet, coaches and the data specialist engage in collaborative development of school-wide goals. This allows teachers to set improvement goals for individual students who are under-achievers and high-achievers. Goal development is based on data from results of classroom-based information, statewide assessments and parent and student surveys. Consequently, the school has a good understanding of student progress and identifies those students in greatest need of improvement. Goals, and strategies to reach them, are clear and extensive and disseminated to all members of the school's community.

Within each classroom, teachers use data such as student running records, student work portfolios and the results of unit tests to set short-term goals and strategies. Medium and year-long goals are set based on grade-level and whole-school information. Within each class, data supports the formation of small groups and assists teachers in planning strategies for individual interventions. The composition of groups changes as student goals are met, followed by the establishment of new goals. The use of rubrics in English language arts and mathematics help students to understand the requirements for satisfactory demonstration of the understandings they have achieved. However, the use of rubrics is not consistent across all areas of the curriculum.

Students' individual goals are kept in their work folders. Whole class goals are displayed in classrooms on bulletin boards. Students are then able to continually assess success in the established goals and set new ones as they are achieved. However, not all students have mastered the skill of determining how to reach their individually developed goals. School-wide goals are made public and transparent through their posting in public spaces throughout the school building. Individual long and short-term goals are shared with parents, both in letters sent home and during parent-teacher conferences, to ensure that parents have a good understanding of how well their children are doing.

**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.**

Decisions about curriculum and instruction are made with input from teachers and based on student data. With the support of student data and effective coaches and administrators to guide them, teachers are empowered to create standards-based curricular. They are held accountable for this so that instruction is effective and engaging. While the curriculum is based on acquisition of basic skills, students have opportunities to experience a broader curriculum through electives such as art, dance and journalism. Though the school's curriculum is quite broad, the use of technology as an instructional tool is at its initial stage. While there are computers in many of the classrooms and the library, the numbers are insufficient to meet the needs of the student body. Teacher and student use of smart boards is also insufficient to meet the needs of a world that is rapidly relying on the use of technology.

Teachers engage in intensive and effective work during their weekly grade conferences assessing the strength of the curriculum and immediately making revisions when appropriate. In many of the classrooms, effective instructional strategies and programs such as Math-in-the City approaches supplement the Everyday Math and Impact Math core curriculum. In the special education classes, the core curriculum in English Language Arts is supplemented by Foundations and Wilson Early Language Learning Program. Social Studies, Science and Visual Arts are integrated into many units of the core subjects in the early grades. These practices have resulted in students gaining a greater understanding of core curriculum subjects. From the information collected at grade and across grade weekly meetings, curricular offerings are developed to meet the needs of individual students. Work products that are completed during this time are displayed for review in the Teacher Resource Center

**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 is continually in classrooms and provide feedback to teachers and coaches for follow-up. Coaches provide pedagogical support in six week cycles and eligible teachers receive school based mentoring from highly experienced teachers. Mentoring logs serve as a history of support and teachers and mentors jointly review them and determine measurable goals for new teacher instructional support. New teachers are encouraged to continue in the teaching profession thereby helping the school with teacher retention of promising new teachers. The school collects and analyzes information on the needs of teachers to have them understand and resolve student instructional challenges. The results of these surveys provide information for the creation of professional development activities. While teachers have various levels of experience and expertise, focused discussion at weekly grade level meetings promotes the sharing of best practices which supports goals for accelerating student learning. Teachers also engage in joint projects with their classes and often visit each other's classrooms to observe best practices. Units of study and instructional activities are collaboratively planned to support all teachers in delivering an appropriate curriculum.

The school has entered into several partnerships with community based organizations, universities, colleges and private companies. Teachers who are interested or in need of professional development services attend workshops provided by the school's partners. University partners also assign student teachers to the school. Student teachers often remain at the school following their training and certification. The school benefits from this arrangement because it can fill vacancies with teachers who are familiar with student needs and have formed professional relationships with experienced teachers.

**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 well developed.**

The very effective work of the principal and his team leads the school in striving for excellence. Parents, staff and students understand the school's and work to establish their realization. The use of data to monitor and evaluate effectiveness has driven improvements. Goals are agreed at the beginning of the year and are monitored through classroom observations, professional development outcomes, teachers' self-assessments, assessment of student progress, student surveys and teacher planning at interim points throughout the year. The school's strategic goals include clear and measurable outcomes for students and teachers which result in implementation strategies that are achievable through periodic monitoring and revision.

Well-constituted teams of administrators, staff and parents ensure the implementation of a shared vision of student success. The structure of teacher weekly grade and across grade meetings that is linked to school goals has proven to facilitate improved student outcomes. Recent New York State Assessment results in English language arts and Mathematics show a steady improvement in scores. The school is excellent at using its data to plan, monitor and revise goals as needed to meet student needs of accelerated learning.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Joseph C Lanzetta 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 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 . . .	△	▷	✓	+	◇
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	

**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	
<b>Overall score for Quality Statement 4</b>				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	
<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>