



The New York City Department of Education



Quality Review Report

Maurice A Fitzgerald School

Elementary School 199

**39-20 48 Avenue
Queens
NY 11104**

Principal: Anthony Inzerillo

Dates of review: March 18 - 19, 2008

Lead Reviewer: Sue Hall

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Progress made since the last review

Overall evaluation

How well the school meets New York City's evaluation criteria

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

Maurice A FitzGerald is an elementary school with 968 students from kindergarten through grade 4. The school population comprises 1% Black, 58% Hispanic, 12% White, and 28% Asian students and a small number from other ethnic groups. The student body includes 50% English language learners and 9% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2006-2007 was 94.9%. The school is in receipt of Title 1 funding with 77% eligibility.

The school is on three separate sites and with temporary classrooms. It serves a very diverse population with 33 languages spoken by students.

Part 2: Overview

What the school does well

- The dynamic approach and clear vision for improvement by the principal motivates staff and students.
- The principal collects, manages and disseminates an excellent range of data that clearly shows the progress each student makes.
- Self-evaluation is good and senior staff accurately recognize the school's strengths and areas for improvement.
- All staff work well together as a collaborative team for the good of the students.
- Teachers have high expectations of students' behavior and achievement that most students are keen to live up to.
- Students who require additional help with their work are well supported.
- This large school runs smoothly on a day-to-day basis ensuring everyone can do their job effectively and feel part of one school.
- The school has many links with community groups and organizations that support learning and students personal development.

What the school needs to improve

- Provide further staff training to ensure that the excellent range of data available is used consistently to fully understand what each student knows and can do in order to make progress.
- Differentiate instruction further in order to meet the needs of students making different rates of progress.
- Continue to encourage parents to participate in activities that support the education of their child.

Part 3: Main Findings

Progress made since the last review

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

Overall Evaluation

This school is well developed.

This is a large elementary school that cares for its students well and reflects its lively and diverse community. Staff are very successful in developing a positive climate for learning. The principal is an excellent leader who is the driving force behind the school's quest for continuing development. His huge and infectious enthusiasm and vision for improvement coupled with his excellent tracking of students' progress are key features of why the school is moving forward.

Staff have high expectations of student's progress and of their behavior. Teachers work together very well and collaboration is a key feature of why this large school functions smoothly and successfully creates the supportive features often found in smaller establishments. Staff work well with a very wide range of other schools and organizations including groups that support both learning as well as students' personal development. The school implements a values-based conflict resolution "Reaching Out" program, which guides students in decision-making. This leads to most students behaving well and focusing successfully upon learning. The work of the inquiry team on support for English language learners is effective and helped enable most to make considerable progress. The school provides a good range of additional morning and after school activities that supports learning well including for students with additional needs.

Because school administration and teachers are reflective and thoughtful, school self-evaluation is good and staff accurately recognize what is successful and where further improvement is needed. Since the previous Quality Review, the school has considerably extended the ways in which data concerning student progress is collected. This school-developed system of recording assessment information is excellent and enables teachers to identify at a glance the progress of individuals and groups of students in a wide range of areas. However, the school rightly recognizes the need to extend training and embed the culture of using data to understand individual performance and to inform planning. While there are examples of good differentiation and of teachers matching the tasks well to the different needs of students this is not consistent largely because data is not used consistently enough to identify different rates of progress.

Professional development is identified as a priority in on-going individual and whole-school improvement and opportunities are much valued by many teachers. Where necessary, school leaders also guide staff towards further professional development activities.

The school has also worked to expand strategies to further engage parents to become active partners in their child's education, but such initiatives have not always met with the success they deserve.

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.

As a technology enthusiast, the principal collects and manages an excellent range of data and ensures this is entered into the school's own tracking system. The system has already been recognized by many others as a model of how to manage data efficiently. This extensive range of data, whilst only recently extended, is already a hugely effective and powerful tool in providing an objective and constantly updated understanding of the performance and progress of each student, class and grade level. Data is now readily available to compare and contrast the progress made by every individual and specific groups including special education students. Staff are also able to interrogate the information readily to track and compare the progress of boys and girls and those from different ethnic groups. The school has a good range of information that measures progress based on the school's past performance and in comparison with similar providers.

While the school now has an excellent tool to support the gathering and management of information, a limiting factor is the inconsistent use of this to inform planning. All teachers have received training in data handling and its best use to identify what students know and can do in order to accelerate progress. Many teachers are beginning to use data well. However, while other staff are provided with summaries of the information pertaining to their classes they are not yet making consistent use of it to identify where weaknesses occur across groups or subjects.

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.

Staff, students and parents are all well consulted on a range of issues and feel part of the decision making process. Collaborative approaches are at the heart of the way the school operates. This is seen in how the team of kindergarten teachers from two of the school sites work well together when looking at the development of writing skills. This is an important aspect of the overall goals for improvement for this grade and an effective activity leading to a focus on each student's needs.

Rigorous, objectively measurable goals for improvement are set for individuals, groups, classes and grades. These have clear time frames, are regularly reviewed by staff, and sometimes by students. The school uses information well to track the progress of all students most in need of improvement. The inquiry team's focus on the comprehension skills of English language learners makes effective use of tracking information and is a good example of how staff use data successfully to identify need and set appropriate goals. Frequently adjusted goals are then set to reflect students' rapidly improving acquisition of English speaking skills. All students are involved in setting their own goals, which many of the older students believe motivates them to do well.

Teachers convey consistently high expectations for improvement to students and their parents and caregivers. Teachers regularly provide students and their families with a wide range of information including the goals set for their child and what the child needs to work on to improve. While the school works hard to encourage parents to provide information about the needs of their child and to involve them in their education this has not yet been successful in actively engaging many.

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 is successful in developing an environment of mutual trust and respect. Overall, the school aligns its academic work, strategic decisions and resources well to effectively engage students and accelerate learning. Budgeting priorities are carefully considered and the school bases staffing and scheduling decisions strategically on data. The school has good systems to encourage student attendance, which is generally good.

Staff are clearly held accountable for the progress and learning of students in their charge and for making instruction interesting and compelling. Data is used to inform small group work, one to one conferences and guided reading during the regular school day as well as extended school activities. Information is used well to align academic intervention services support for reading, math, Foundations and the Wilson reading program with specific activities for students at risk. However, the use of data to plan for and provide differentiated activities that meet the specific needs of all students is inconsistent. For example, staff occasionally provide the same task and books for all students. While this meets the needs of most, it does not take account of the needs of all the students.

The core curriculum focuses well on English language arts, math, science and other key areas. While there are good opportunities for older students to learn musical instruments, that result in some high level work with performances at Carnegie Hall, staff parents and students are unanimous in a wish for the mandated curriculum to include more activities in the arts. The school has a good system of developing study groups that focus on specific activities and inform new thinking on the curriculum.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.

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

The school makes clear to staff its expectations of them through an extensive and very detailed Comprehensive Education Plan. There is a well-established system of classroom observation to monitor and evaluate the quality of teaching and learning. Senior staff have a good grasp of what makes teaching successful although very occasionally evaluations are generous which does not ensure differentiation is secure.

Professional development activities are well considered and based on data and staff identified priorities. The school works closely with the Teachers College including summer and Saturday activities. Support is good for teachers who require this, including those new to the profession or the school. Staff speak of how quickly this has enabled them to

improve their skills and take a full part of school activities. Professional development has a positive impact on the overall quality of instruction although there is still some inconsistency in day-to-day use of assessment information. There are opportunities for teachers to observe each other's classroom instruction and to meet together in teams to share effective practice. While there are opportunities for common planning time this is not as extensive as it could be because of budgeting and split site issues.

The guidance provided for students and the support for their families is good. This is linked well to academic and personal development goals. This, and the extensive links with a wide range of external agencies that support the development of students well, ensures the students feel safe and cared for. The principal and administration are aware that with three separate sites and temporary classrooms joint activities that enable staff to work together are a priority. This contributes effectively to the smooth running of the school.

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 charismatic principal has an excellent vision for the future development of the school and, together with the supportive staff, helps ensure that well-focused procedures and systems lead to change. Strategic planning is good and all staff are consulted and well involved in planning for future developments. The school has good overall systems to monitor and evaluate each student's progress throughout the year and to adapt what is provided flexibly in order to address priorities. On the few occasions where there is inconsistency in practice the senior staff work effectively to address this.

The school's plans for improving student and teacher outcomes include interim goals that are objectively measurable and have suitable timeframes for gauging success and making adjustments. The school takes good note of surveys, reviews and reports, which provide an objective overview of its successes and areas for development. The school leadership team work enthusiastically together and have produced the extensive Comprehensive Education Plan to guide school improvement. The administration considers the wide range of information and data carefully and is flexible in adapting plans and practices to meet its goals for accelerating learning. Teachers work in grade teams along with coaches, staff developers and administration to discuss and analyze school data. They are also flexible in adapting plans. Each plan's interim and final outcomes are considered well to drive the next stage of goal setting and improvement. Overall, this successful school is continuing to move forward because everyone feels well consulted and involved in focusing on improving services for the students.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Maurice A Fitzgerald	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