

# **Quality Review Report 2010-2011**

**Angelo Del Toro**

**Elementary- Middle School 108**

**1615 Madison Avenue  
New York, NY 10029**

**Principal: Lourdes Arroyo**

**Dates of review: January 20- 21, 2011**

**Lead Reviewer: Luz T.Cortazzo**

## Part 1: The school context

### Information about the school

Angelo Del Toro is an elementary-middle school with 729 students from Pre-Kg through grade 8. The school population comprises 32% Black, 64% Hispanic, 1% White, 1% American Indian and 2% Asian students. The student body includes 16% English language learners and 7% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009 - 2010 was 92.0%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- Leaders make informed and effective organizational decisions across all aspects of the school to support improvements in learning.
  - The principal's budgeting, coupled with staff input, results in strategic use of resources that are aligned to the school's goals. The school effectively uses technology and teachers incorporate smart boards, laptops, classroom computers, net books and alpha notebooks to strengthen instruction. Teachers receive professional development on the useful application of SMART boards, resulting in the thoughtful infusion of technology into the curriculum. The recent receipt of a technology grant has added opportunities for innovative technology use to advance students' learning as evidenced by the students' research based projects to be presented at the school-wide Social Studies Fair.
  - The use of teacher time is coherent with school goals. Creative scheduling allows for teachers to meet regularly to analyze student work and identify instructional strategies to maximize student learning. Additionally, teachers serve as critical friends to each other which results in genuine ownership of school goals with a focus on improving instructional practices and student achievement.
- Relationships across the school are warm, supportive and inclusive of students, teachers and parents who feel valued and who take pride in being part of the school community.
  - A broad-based level of support results in the active involvement of parents on the school leadership team. Parents support the school's high expectations and goals and state that all information pertaining to student progress is accessible to families, via the school website in multiple languages and ongoing progress reports, so that parents are able to monitor their children's progress. As such, there is shared accountability for student success, resulting in a high level of commitment to school goals. Parents state that the principal is "readily accessible" and school staff listens to their "point of view".
  - School leaders, parent coordinator, and support staff promote parent participation in school activities through interactive parent workshops relating to the use of ARIS Parent Link, Acuity data, use of technology and CAFÉ strategies to help parents better understand students' performance. Additionally, the school's decision to offer English as a second language classes enable non-English speaking parents the opportunity to enhance their language skills, and participate in the planning of and support for next learning steps, thereby solidifying the home-school connection.
- The school excels at knowing each child well and capitalizes on extensive partnerships with outside organizations to provide support services for students and families.

- School guidance counselors and social workers provide well-designed professional development to staff thus ensuring that they are better prepared to provide requisite supports to students. Students appreciate the good level of support they receive for their personal and academic development. Students report a strong sense of pride as a result of participation in school activities such as New York Philharmonic Very Young Composer program for grades 4 and 5 and the Thurgood Marshall Junior Mock trial program for 7<sup>th</sup> and 8<sup>th</sup> grade students.
- An array of external partnerships with organizations like New York Philharmonic, Mt. Sinai Pediatric Health Center, Jeremy's Heroes, Studio in A school, Museum of The City of New York, and Chess in schools provide students and families with extensive social service and recreational experiences during and after school resulting in students' academic and personal growth.
- The school has established effective systems for monitoring teaching practice with a clear focus on improving instructional practices.
  - Teachers receive ongoing and actionable feedback based on a variety of data. Written observations are explicit in terms of strengths and areas in need of improvement. Teachers benefit from this feedback and view it as a powerful tool to improve their instructional practice. Newer teachers are supported through mentoring to help them develop their pedagogical skills. Similarly, more experienced staff is supported by offering them opportunities to explore their own professional interests, and needs. For example some experienced teachers attended professional development opportunities to increase their use of technology. This results in increase level of student engagement and enjoyment of learning.
- The curriculum offers a wide range of rigorous experiences and choice including the arts, during and after-school, to facilitate students' ownership of learning.
  - Core staff members deliberately adjusted the curriculum in order to align curriculum maps with the new common core standards in English language arts and math. The science and social studies curriculum is also aligned thoughtfully to state standards. An example of how the school has begun this course of action is through projects and performance-based tasks that probe for deep understanding and application of learning. An example of the effectiveness of this project-based approach is their annual social studies fair, where each class presents projects that involve extensive research and critical thinking.
- Teachers work effectively in collaborative teams to share good practice and analyze data to inform instruction and curriculum adjustments.
  - The analysis of data coupled with teacher feedback indicated that a better system was needed to pinpoint specific student needs. This analysis led to the implementation of a school's chosen program (CAFÉ) aimed at showing teachers how to analyze running records more accurately and efficiently. The successful implementation and teacher support of this program is evident in each room. The four letters in this CAFÉ system stand for the primary reading

goals, allowing teachers to continually monitor student progress in comprehension, accuracy, fluency, and expanding vocabulary within their classrooms. Teachers consistently gather and analyze classroom level data and adjust instructional strategies to meet the needs of individual students. Running record results evidence the success of this adjustment.

### **What the school needs to improve**

- Refine action by developing interim goals and benchmarks for all plans to enable the school to modify goals and objectives in a timely manner and optimize the impact of actions and celebrate success along the way.
  - Currently, there is no transparent system for administration to measure and evaluate progress toward interim goals, or to identify areas where improvements in plans are needed. This is hindering the school's ability to identify specific areas where adjustments and improvement to curriculum and instructional strategies are essential to increase student achievement, and to monitor this in a timely fashion.
- Deepen understanding and teaching practices of differentiation in the classroom to maximize student learning and offer suitable challenge for all levels of students
  - Although the school uses data to group students effectively, there are currently missed opportunities to differentiate lessons through the use of extension assignments, leveled texts of materials and choice projects. In addition, not all classroom instruction is framed with higher order thinking questions. This limits accessibility of instruction and can prevent students from reaching their full potential.
- Establish a systematic approach to the gathering and analysis of data from a common assessment to examine patterns and trends of all relevant subgroups in order to take timely action.
  - Individual teachers and teacher teams use running records and Periodic assessments at the classroom level to track student progress. However, the school has not yet standardized a systemic approach to track the progress for student subgroups from a common assessment; this leads to some inconsistency in the adjustment of goals and plans from common assessment data.
- Ensure the use of measurable and differentiated learning goals to accelerate student progress, monitored through regular, formal checks against measurable targets.
  - Teachers analyze data to identify which students require additional support but it was not always evident that teachers are setting goals connected to data results. Students routinely state their current skill or their current reading level as both their interim and long-term goals.

## Part 3: School Quality Criteria 2010-2011

<b>School name: Assemblyman Angelo Del Toro</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			<b>X</b>	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			<b>X</b>	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				<b>X</b>
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			<b>X</b>	
<b>Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			<b>X</b>	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			<b>X</b>	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			<b>X</b>	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			<b>X</b>	

**Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.**

<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			<b>X</b>	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			<b>X</b>	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			<b>X</b>	
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				<b>X</b>

**Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.**

<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				<b>X</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			<b>X</b>	
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			<b>X</b>	
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				<b>X</b>

**Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			<b>X</b>	
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			<b>X</b>	
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			<b>X</b>	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			<b>X</b>	

**Quality Review Scoring Key**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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