



**Department of
Education**
Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Teaching and Learning
2013-2014**

Quality Review Report 2013-2014

Joseph Lanzetta School

M096

**216 East 120 Street
Manhattan
NY 10035**

Principal: Betty Lugo

Dates of review: December 10 - 11, 2014

Lead Reviewer: Alexandra Estrella

Part 1: The school context

Information about the school

Joseph Lanzetta School is an elementary/middle school with 491 students from pre-kindergarten through grade 8. The school population comprises 25% Black, 71% Hispanic, 0% White, and 1% Asian students. The student body includes 18% English language learners and 20% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2012 - 2013 was 90.0%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Across classrooms, teachers are developing assessment practices to adjust instruction to meet learner needs and increase achievement. (2.2)
 - Individual teachers and teacher teams gather data from running records, performance-tasks assessments in math and English language arts, exit slips, and unit tests to determine student performance trends. Teachers' and team's practice of analyzing student performance is developing. Some teachers are able to differentiate their instruction to meet the specific needs of the student sub-groups, resulting in some students being able to accelerate their learning. For example, the middle school team analyzed student-writing pieces to assess areas students needed to develop in order to improve their writing. The team identified the areas teachers needed to address and are in the process of articulating how the curriculum or lessons would be modified to support students in the areas. Teacher teams routinely analyze both summative and formative assessments, and some teachers design customized assessments that capture specific information about student understanding. Also, teachers are in the process of utilizing assessment findings to inform instruction. This is beginning to give teachers a more detailed, nuanced picture of what students need to learn; hence, student achievement is gradually improving as evidenced in measures of student learning assessments.
- School leaders utilize the observation process to provide feedback to teachers resulting in professional growth and increased instructional capacity. (4.1)
 - School leaders, in collaboration with teacher grade team leaders, are employing the Danielson Framework for Teaching along with the analysis of learning outcomes as ways to offer feedback and provide supports that help teachers improve their practice. Additionally, the administrative team uses an observation tracker to follow the school's cycles of observation and identify areas in which individual and groups of teachers need targeted professional development. The observation tracker summarizes areas of strength and growth with next steps. The findings are then used to plan individualized as well as school-wide professional development to promote teacher growth. In the beginning of the year, teachers are asked to set four long-term goals prior to their planning conference with the principal. In the meeting, the principal works with the teachers to make sure goals align with the teachers' needs as well as the needs of the students they are serving. As evident in several samples of teacher observations, the leadership team provides feedback and in some cases carefully monitors that the feedback is impacting teacher development. As a result, subsequent observations continue to address the same areas of concern. The school is beginning to align the feedback provided to teachers with their year-long goals and is developing systems to scaffold next steps to improve teacher pedagogy. Consequently, the leadership team's feedback and occasional monitoring of the feedback is impacting teacher development to meet their end of year goals by the end of the academic school year; thereby, increase student achievement as evident by student work products.

- Teachers engage in professional collaborations that provide opportunities for shared leadership, as well as strengthen instructional capacity, resulting in increased student achievement. (4.2)
 - Teacher teams, led by grade team leaders, loosely engage in collaborative inquiry by looking at student work samples and determining next steps to support students in meeting their goals and to strengthen teacher practice. Some teams are in the process of aligning vertically by content and meet at least once a week. The grade level teams meet at least twice a week to look at student work samples and data trends to revise and adjust the curriculum. During the grade 5 team meeting, teachers discussed areas in which students needed support and described how they grouped the students according to need. While analyzing student work, teachers found that the majority of students were having difficulties solving multi-step problems; therefore, they felt that they needed to infuse more problems in the student homework packets to build their problem-solving stamina. Teacher leaders and teachers within the team are given leadership opportunities to make and adjust curricula and decide on key instructional adjustments that affect student learning across the school; consequently, they are collaborating to develop structures that improve instructional practices and promote improved student learning outcomes.

Areas for improvement

- Utilize resources and align teachers' professional responsibilities in order to provide interventions that meet the school's instructional goals and increase student achievement. (1.3)
 - Although the school leader is developing strategic organizational decisions that would align with school-wide goals and improve student learning, this was not evident in all of the content areas. Teachers are lacking in their capacity to meet the demands of the Common Core Learning Standards (CCLS) aligned curricula, but the school had limited funding to provide the additional support needed. The school leadership partnered with different organizations like the 92nd Street YMCA, Urban Dance, City Year, and New York Junior League to provide academic intervention supports and enrichment, but these academic supports were not structured using strategic grouping designed around specific areas of student need. Most teachers took advantage of the professional development offered by the New York City Department of Education and the network to prepare teachers to utilize the new curricula that are aligned to the CCLS. Also, to ensure that teachers continuously modify curricula to meet the diverse needs of students and assess student progress, the leadership team scheduled additional periods within the week for teacher teams to meet weekly to look at student work. Additionally, to increase student academic achievement, the school has partnered with the YMCA and City Year to support students with their homework and any academic areas in which students need assistance. As a result of these partnerships, the school curriculum is in the process of being aligned to CCLS and modifying curricula to meet students diverse needs as evident by the modified grade 5 English language arts curriculum maps and units of study, however this was not evident in all the grades, thereby limiting potential gains in student achievement.

- Staff time is structured such that teams meet to look at student work and improve instructional practices to increased student achievement. The grade level teams meet once or twice a week to look at student work samples; however, instructional modifications based on findings were not evident in most of the classrooms. Some teams are in the process of modifying units of study and lessons, as observed during a grade team meeting. However, the team was not utilizing student assessments to make strategic modification; instead they used a small sample of student work, resulting in a narrow view of areas in which students need to further develop their skills. Also, the school is creating content and vertical curriculum alignment, but it is still in the developmental stages. The principal stated that during the vertical team meeting the teachers will be able to look at school-wide trends to modify, scaffold, and adjust curricula and instruction vertically to meet student's diverse needs through rigorous tasks, but this was not yet evident in the school. This lack of alignment and clearly scaffolded content leads to decreased supports that would enable positive student outcomes.
- Ensure that curricula and academic tasks consistently emphasize rigorous habits and higher-order skills so that all students have access to the curricula and are cognitively engaged. (1.1)
 - Although the staff is currently incorporating the CCLS into the English language arts and math curricula and have developed curriculum maps and unit calendars designed to engage students in their learning, many teachers do not demonstrate the skill required to adapt the curricula so that it challenges students performing at varied ability levels, especially low and high achieving students. Although the curriculum is designed to reflect key standards, academic tasks that probe for deep understanding, application of learning, and promote rigorous habits do not coherently extend across all classes or grade levels so that every student is suitably challenged. School leader and faculty are in the process of aligning curricula to the CCLS in order to build coherence and provide students access to the curricula and tasks that would cognitively engage all learners. In prior years the school used the old Teachers College units in kindergarten through grade 5 and test prep books in the upper grades. This year, the school is implementing new curricula in pre-kindergarten English language arts and math. In kindergarten through grade 2, teachers are using ReadyGEN and Expeditionary Learning in grades 3 to 8. For math, the school is using a combination of GoMath! and Connected Mathematics Project 3. Based on the samples provided, none of these units have been modified to meet the diverse learning needs of English language learners and students with disabilities. Also, the lesson plans of the classes observed did not demonstrate differentiation or modifications made using student work or data to meet students' academic needs and engage them in rigorous academic tasks. As a result, most students had limited access to the curricula; thereby, limiting their cognitive engagement.
- Enhance instruction across classrooms to ensure teachers strategically provide multiple entry points into the curricula to engage all learners in high levels of thinking and discussion, as well as increase student ownership of the learning. (1.2)
 - The principal believes that students learn best when they understand the learning object for a lesson. As a result, throughout the school, teachers

sometimes displayed the learning objective in front of the room and stated it during the mini-lesson. Also, the principal stated that teachers needed to further develop their use of questioning in lesson planning and delivery so that they encourage high level thinking and discussion; however, as noted by the principal, low level as well as high level questioning is not practiced in all classes, and these practices were only evident in two out of the eight classrooms observed. Additionally, school leaders have started to set teacher team meeting time to look at student work and make adjustments to the curriculum to provide multiple entry points to all students, as evident by team meeting student work samples. In several classrooms visited, students were paired by mixed ability levels to support each other, and, in one English language arts class groups worked on alternate versions of a task. Students articulated their thinking, all had the same support to aid in comprehension and were engaged in their learning. However, less consistent were tasks that provided multiple entry points into content to challenge all learners, including low and high performers, thus there are fewer opportunities for all students to consistently demonstrate higher-order thinking.

Part 3: School Quality Criteria 2013-2014

School name: Joseph Lanzetta School	UD	D	P	WD			
Overall QR Score		X					
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?		X					
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?		X					
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?		X					
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?		X					
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?		X					
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products?		X					
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?		X					
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?		X					
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		X					
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?		X					
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed