

# **Quality Review Report 2008-2009**

**The Multiple Intelligences School**  
**Elementary – Middle School 037**  
**360 West 230 Street**  
**Bronx**  
**NY 10463**

**Principal: Kenneth Petriccione**

**Dates of review: November 12 - 13, 2008**

**Lead Reviewer: Bruce Berry**

## Part 1: The school context

### Information about the school

Multiple Intelligences School is an elementary-middle school with 578 students from kindergarten through grade 8. The school population comprises 21% Black, 69% Hispanic, 5% White, 4% Asian and 1% other students. The student body includes 16% English language learners and 18% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2007 - 2008 was 91.7%. The school is in receipt of Title 1 funding with 74% eligibility.

### Overall Evaluation

#### **This school is proficient.**

The principal's positive and inclusive leadership style is fully engaging students, staff and parents in supporting the vision for continuous improvement. This is creating an effective environment in which students feel supported, respected, safe and engaged in their learning. Teachers make good use of a wide variety of assessment data to plan their instruction in line with the students' identified learning needs. They work well in collaborative teams at grade and subject level to plan the curriculum, instruction and learning activities. As a result, the majority of students achieve well, with students in greatest need of improvement making good progress. However, there is not yet sufficient challenge for higher achieving students to further accelerate their achievement levels. At present, the school's effective use of data and strategic goal setting do not extend to some core subjects. The data inquiry team has successfully created systems that demonstrate good progress for the targeted students. The school is now considering ways to extend this good practice throughout the school. The school curriculum and after school enrichments creates valuable opportunities for students to enhance their skills and interests. The multiple intelligence fair, grade 4 living museum, math carnival, poetry café, special education talent show and many other activities offer excellent opportunities for parents to join in the celebrations of the work of their children. Teachers have valuable opportunities to extend their own skills and knowledge through professional development programs specifically designed to meet their individual needs.

Many teachers create valuable goals for students to inform them of their next steps of learning. This system varies between teachers, grades and subjects and is not yet sufficiently consistent to ensure that all students fully understand their next steps of learning and that they are shared with their parents. There are very good communications with parents to keep them fully informed of their children's progress and events taking place in the school. Increasing parental participation is a major goal for the school and good progress is being made through offering workshops where parents can take part in academic, social and recreational activities. The school is making good progress in addressing the significant areas for improvement, particularly in reading and literacy as identified from last year's English language arts test results. Through the good leadership of the principal and the collaborative approach of the staff, the school is well placed to continually improve students' academic and social achievement in the future.

## Part 2: Overview

### What the school does well

- The principal's positive leadership, which is fully embraced by all staff, is driving the vision for continually improving student achievement.
- Teachers work effectively in collaborative teams to plan their curriculum and instruction and monitor student progress.
- A wide and varied range of assessment data is used effectively to review student progress and plan interventions where appropriate.
- The calm, respectful and nurturing school culture creates a safe and supportive environment for students' academic and socially development.
- The school provides valuable opportunities for teachers to enhance their skills and knowledge through effective individualized professional development programs.
- The parents are enthusiastic about the quality of education their children receive and are very appreciative of the academic and personal support provided by the staff.

### What the school needs to improve

- Further streamline the strategic monitoring of data outcomes by extending the effective tracking system used by the inquiry team to all students across the school.
- Review whole school goal setting procedures, which are based on students' present and projected achievement levels, to create higher levels of challenge in order to accelerate student progress.
- Establish more consistency in setting short-term student learning goals so that they are understood by the students and shared with their parents.
- Further improve the differentiation of instruction to provide the higher achieving students in all classrooms with challenging activities matched to their identified learning needs.

## Part 3: Main Findings

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

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.**

**This area of the school's work is proficient.**

The administration, coaches and teachers effectively use a variety of data sources to monitor student progress and to inform their instructional planning. Benchmark assessments in reading, writing, math and science at the start of each year provide valuable information for teachers to plan instruction based on the identified needs of students. Teachers successfully use the periodic Acuity test outcomes to analyze specific skills in need of improvement to inform their instruction. Marking period grades provide valuable information for senior leaders to monitor the progress of students and the impact of instruction. The inquiry team uses an impressive data tracking system to demonstrate the good progress made by identified students. The school has not yet extended this system to track the progress of all students, but is planning to do so in the future. Data tracking is not yet sufficiently established in some core subjects.

The school rigorously analyzes annual data to review the performance of all sub-groups across the school. English language learners make good progress as a result of the effective support they receive. Many of the special education students are in alternative assessment programs and make good progress in meeting the goals in their individual education plans. In math, excellent growth in achievement has been made in the last three years, with the number of students achieving Levels 3 and 4 in the State tests growing from 51% to 84%. Some growth in achievement levels has been made in English language arts during the same time period. However, the progress of students in English language arts is a major concern and focus for the school this year. Students receive valuable information on their progress through conferencing, tests and marking period grades. There are very good communications with families, who receive regular progress reports from the school. Parents are confident in approaching staff about any concerns they have about their children's education or welfare.

**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 proficient.**

The school engages in a collaborative exercise with teachers and parents to review the impact of the previous Comprehensive Educational Plan and to develop plans and goals for raising student achievement in the future. Professional development sessions create valuable opportunities for teachers to contribute to the planning and goal setting process. This has led to the establishment of challenging goals for improving student outcomes in English language arts, math and science, but is not yet extended to other core subjects. The school has responded effectively to the outcomes of the Progress

Report, by creating plans and goals to bring about deep and sustained improvement in reading and writing across the grades and in all subjects. At present, however, the goal setting process is not sufficiently reflective of the students' present and projected achievement levels to create the high levels of challenge necessary to further accelerate student progress. The majority of teachers set valuable short-term learning goals for students through conferencing and written feedback on student assignments. However, the system is not consistent enough to ensure that all students fully understand their goals and that they are shared with parents.

Rigorous monitoring of achievement takes place at the end of each marking period and the deep analysis of skill strand data from predictive tests create a valuable picture of the impact of instruction in each classroom. In the early year groups, regular testing and running records give useful information on the good progress students make in reading as measured against benchmark grade levels. Very high expectations are demonstrated by the improving levels of attendance, the high levels of student engagement in their learning and the colorful celebrations of student work that adorn the classrooms and corridors throughout the school. The increasing levels of parental engagement, which is a major goal for the school, is further evidence of the confidence parents have in the academic and personal support their children receive from the staff of the school.

**Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.**

**This area of the school's work is proficient.**

The school curriculum provides a range of valuable opportunities to enhance the students' skills, knowledge and interests. Teachers are fully involved in curriculum design and the development of curriculum maps and pacing guides aligned to State standards. The school provides valuable learning opportunities for the students to study technology, music and art. The multiple intelligences projects create exciting learning programs that lead to the students organizing fairs, dance festivals and talent shows to celebrate their achievements. The school has successfully moved the extended small group instruction program to early morning to create higher levels of participation and greater impact on achievement. This is creating further opportunities to extend the after school enrichment programs, as well providing more time for teachers to participate in professional development programs. The majority of teachers use data effectively to identify areas of improvement for individual and groups of students and use this information well to group the children for instruction. The major focus on improving the differentiation of instruction is successfully matching activities to student learning needs in most classrooms. However, there is inconsistency in some classrooms in creating sufficient challenge for higher achieving students to further accelerate their progress.

The budget is used imaginatively to support the curriculum, instruction and to resource classrooms to a high specification. It is used effectively to support after school academic and social programs and to create many opportunities for teachers to participate in professional development programs beyond the school day. Information technology programs have been purchased to effectively support the work of the inquiry team with a targeted group of students. High levels of respect are evident in the interactions between the teachers and students in every classroom. There is no better illustration of this respect within the school than the sign that meets you as you enter the principal's office that simply says "Because nice matters".

**Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.**

**This area of the school's work is proficient.**

Senior leaders review the impact of instruction through effective classroom walkthroughs in which they monitor the impact of "what is taught, how it is taught and how good is the learning". This is followed by feedback through conferencing and, where needed, an action plan is created to provide support, professional development and intervisitation opportunities. A well structured professional development plan, together with individual training plans for teachers, is enhancing their knowledge and skills in curriculum and instructional planning. This has brought about valuable improvements in classroom practice since the last school Quality Review, but consistency is yet to be established in the differentiation of instruction to provide more challenging activities for the higher achieving students. Teachers have good opportunities to work in collaborative teams to review student progress and plan their curriculum and instruction. This is achieved through regular grade level and common planning sessions, which are well supported by the work of the coaches and consultants.

The school has an effective guidance program for developing students' academic, social and personal growth. The REACH program places an emphasis on character development, cooperation, respect and harmony. Other programs successfully help students with issues such as conflict resolution, anti-bullying and also address the full range of social issues appropriate to the different age groups. The new student council is now in operation following an election process, which took place the day before the United States Presidential Election. The students taking part in the excellent Model United Nations program develop a project on a worldwide theme and meet with students from all over the world at the United Nations to debate their topic.

**Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and 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 proficient.**

The principal and staff effectively drive the agenda for continuous improvement in all aspects of the work of the school. They monitor the impact of their plans and goals through regular reviews of classroom practice and student progress. The school has effective strategic plans and goals for improving student achievement levels. At present, however, the measurable goals do not extend to some of the core subjects. Interim checks of the progress students are making take place at the end of each marking period, with further intensive scrutiny of predictive and other test data to identify specific areas and skills in need of further improvement for individual and groups of students. Senior leaders effectively use the outcomes of a variety of data sources and reports to adjust the planning and goals to meet newly identified challenges. For example, a valuable cross-curricular reading and literacy initiative is now a major focus for all subject and classroom teachers as a result of the recent State test outcomes in English language arts. The school has made successful improvements over the past year in the areas identified in the previous school Quality Review. There is the capacity, through the collaborative and supportive culture existing in the school, to continue to focus on the strategic issues to bring about further improvement in student achievement.

## School Quality Criteria 2008-2009

<b>School name: The Multiple Intelligences School</b>	Δ	➤	✓	+
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.</b>				
<i>To what extent do school leaders and faculty regularly...</i>	Δ	➤	✓	+
1.1 collect and analyze actionable information, including assessment results and attendance data, to provide a complete view of the learning outcomes and needs of individual students and groupings of students?			<b>X</b>	
1.2 focus analysis on the learning outcomes and needs of all sub-groups of students?			<b>X</b>	
1.3 engage in an open exchange of information with students and families about students’ learning needs and outcomes, including assessment results and attendance data?			<b>X</b>	
1.4 design or adapt tools to enable school leaders and teachers to organize and analyze student performance, identify trends and inform instructional and organizational decisions, and to enable students and their families to assess and track each student’s progress?			<b>X</b>	
<b>Overall score for Quality Statement 1</b>			<b>X</b>	
<b>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.</b>				
<i>To what extent do school leaders and faculty...</i>	Δ	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?			<b>X</b>	
2.2 use collaborative and data-informed processes to develop the school’s Comprehensive Educational Plan (CEP)?			<b>X</b>	
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?		<b>X</b>		
2.4 communicate high expectations to all students and families, and involve students in developing their learning goals and plans and in taking their next learning steps?				<b>X</b>
<b>Overall score for Quality Statement 2</b>			<b>X</b>	

### DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- the school’s Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school’s curriculum (including Periodic, DYO, and teacher-developed Classroom Assessments).

“**Core subjects**” are ELA, math, science, social studies/history, the arts, foreign language, and physical education/health.

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“**Groupings of students**” include classrooms, grade levels and high school cohorts.

“**Organizational decisions or strategies**” refer to a school’s use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school’s structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

**Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.**

To what extent do ...	△	➤	✓	+
3.1 school leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, that are aligned to state standards?			X	
3.2 teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals?			X	
3.3 school leaders make strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to reach their learning goals?			X	
3.4 school leaders maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
<b>Overall score for Quality Statement 3</b>				

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

To what extent do school leaders...	△	➤	✓	+
4.1 use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher’s instruction, with a special focus on new teachers?			X	
4.2 encourage teachers to take part in Inquiry Teams and other structured professional collaborations (informed by the examination of student work, assessment outcomes and their own peer observations) and share in the instructional leadership of the school with the goal of improved student learning?				X
4.3 provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes?			X	
4.4 utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students?				X
<b>Overall score for Quality Statement 4</b>				

**Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and 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 ...	△	➤	✓	+
5.1 the school’s plans for improving student outcomes and its strategies for improving each teacher’s instructional practices include measurable interim goals and suitable time frames for evaluating success and making adjustments during the year?			X	
5.2 school leaders and faculty use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning plans throughout the year?			X	
5.3 school leaders use data to regularly evaluate the effectiveness of and modify organizational decisions, structured professional collaborations and teacher improvement strategies?			X	
5.4 school leaders and the school community have a clear vision for the future development of the school and implement procedures and systems to support academic, personal and professional growth?			X	
<b>Overall score for Quality Statement 5</b>				

Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed