

Quality Review Report 2010-2011

**P.S. 100 The Magnet School of Media Arts and
Communication**

K100

**2951 West 3rd Street
Brooklyn
NY 11224**

Principal: Katherine A. Moloney

Dates of review: October 26-27, 2010

Lead Reviewer: Isabel DiMola

Part 1: The school context

Information about the school

P.S. 100 The School for Media Arts and Communication is an elementary school with 706 students from Pre-kindergarten through grade 5. The school population comprises 5% Black, 7% Hispanic, 80% White, and 3% Asian students. The student body includes 9% English language learners and 12% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2009 - 2010 was 94.6%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- A shared instructional vision across the school creates a culture that embraces learning and elevates students' academic achievements.
 - A cohesive vision shared by all stakeholders promotes expectations of high levels of student achievement and open communication among all constituencies. As a result, there is clarity of purpose demonstrated by coherence and consistency across grades and classrooms leading to continual movement by students toward reaching learning targets.
 - School leaders value the teacher talents and interests providing layers of differentiated support to enhance expertise, benefiting needs of students. For example, teacher leaders with an interest in gifted and talented instruction participate in professional development around the continual progress of high achieving students. Teachers then share their knowledge with each other through inter-visitation and forums like "lunch and learns" building capacity resulting in pedagogy that supports targeted student outcomes.
- The Principal and faculty value respect and communication creating an environment of student engagement and school-wide collaboration.
 - The Principal places a high priority on maintaining an environment that is positive and supportive of children's needs. Families extending vacations were influencing attendance rates and negatively influencing student performance. School leaders engaged families in discussions around the impact absence has on student performance. Consequently, attendance is steadily increasing, improving progress of targeted students and an increase in student and family participation in school-wide events.
 - Students express high levels of excitement around their learning and participation in school events. Student leaders regularly communicate with the Principal and teachers. They have voice in decisions around community projects, charitable endeavors and school activities. Students report that there are "a lot of activities that allow us to grow and be creative" and that the school "holds kids accountable so we are safe and so we learn"
- School leaders and faculty collaborate with students and families resulting in improving student outcomes.
 - Engaging parents in meaningful opportunities to become active participants in their learning is a priority of the school. Monthly newsletters, automated phone messages and email streams keep parents and students informed. Workshops communicate expectations and offer parents strategies to enhance academic growth. Regular progress reports provide details on student performance resulting in ongoing discussions around avenues of support to advance progress.
 - School leaders ensure familial understanding of student performance and provide avenues of communication keeping families informed of student

progress. In collaboration with the Parent-Teacher Association, ARIS parent link workshops assist families in using the tool as a resource to monitor student progress. Teacher Web is an internet program where all teachers post unit goals, homework and give parents the opportunity to track student progress. As a result, families and students use the resources to be true partners in their children's learning.

- School leaders encourage parents to actively participate in the school community resulting in meaningful partnership that influences school policies
 - Parent leaders are active, consistent participants in decision-making affecting the instructional program. In developing the school's Comprehensive Education Plan, parent leaders collaborated with teachers and school leaders at an off-site retreat using data to uncover school-wide trends and needs. Parent leaders work with faculty to develop school goals and action plans that directly influence the use of resources and programs leading to improving student outcomes across the school and ensure a shared commitment to the school's high expectations and goals.
 - Ongoing communication with parents promotes understanding families' roles in meeting high expectations. Monthly-published newsletters inform parents of expectations to support their children's progress. At curriculum sharing events teachers explain the goals, focus of the curriculum, reinforce expectations regarding work ethic, behavior and attendance, and provide parents with strategies for helping students study and meet performance targets. As a result, there is a consistent message to families on expectations and their role in assisting their children advance.
- Organizational decisions and the allocation of resources align to school goals, leading to an instructional program that promotes student progress.
 - The Arts are an integral part of the school's instructional program and the effective use of resources allows all students to have access to music, media arts, dance and fine arts. This enhances the academic program resulting in student enthusiasm and excitement around school and provides differentiated opportunities for students to demonstrate their learning and progress toward learning targets.
 - School leaders are thoughtful and strategic when programming teachers to ensure that there are several opportunities for teachers to collaborate. Teacher team meetings occur weekly allowing for planning vertically and across specific grades that aligns to the evolving State standards as well as to engage in inquiry to target the needs of specific student groups. This results in multiple opportunities for teachers to collaborate to improve practice and to ensure coherence of instruction throughout the school.
- Teachers use data from formal and summative assessments to ensure that instruction aligns to curricula and addresses the needs of students.
 - Teachers across grades and subjects use assessments such as E-Clas, E-Pal and Acuity with teacher created formative assessments to monitor student learning and to ensure that instruction is focusing on the key strands of the curriculum that align to student progress. Analysis of data from assessments leads to planning instruction that differentiates strategies to meet the needs of students supporting improving outcomes.

What the school needs to improve

- Enhance curricula that align to standards and provide students with rigorous instruction that will develop higher order thinking skills.
 - The school's is beginning to create curricula that align to the evolving state standards emphasizing key strands to reflect student needs. However, detailed curriculum maps including higher order thinking and rigor are a work in progress, resulting in inconsistencies across grades and subject areas.
 - Teachers are starting to incorporate academic tasks into the curricula that differentiate for groups of students. The work is beginning and does not yet reflect thorough use of student work and data aligning to specific tasks allowing appropriate access for all students and groups of students.
- Elevate the level of rigor and differentiated instruction to ensure engagement by all students that promotes critical thinking and improved outcomes.
 - Although differentiation of instruction exists that provides students with multiple entry points into the curricula, there are inconsistencies on how teachers are using the access points to scaffold instruction to ensure students reach their learning targets. It is unclear if the current strategies are setting a path towards mastery of skill and content for all students.
 - The school is actively working on its goal of improving student critical thinking skills through questioning and academic tasks. However, in-class questioning, engagement and work product demonstrates varying levels of rigor resulting in missed opportunities for students to develop higher order thinking skills.
- Deepen the impact of professional collaborations by supporting teachers in using data and inquiry as a tool to elevate student progress and affect student outcomes across the school.
 - Teachers are part of teams that use inquiry as a method of affecting student outcomes. However, the teams are at the developing stage and do not yet have the capacity that allows for focused, deep analysis of data to understand the relationships between instructional strategies and student outcomes limiting the impact on decision making that affects learning across the school.
- Develop formal structures to evaluate the effectiveness of instructional decisions to ensure coherence and alignment with school goals and consistency across classroom and content areas.
 - The principal and her cabinet meet regularly and are creating structures allowing for the analysis of data that includes formative and summative assessments, student work and class observations to understand the impact instructional decisions and to determine if the resources allocated to improve student performance are having the desired effect. Currently, this work is in the beginning stages so that it is not apparent the impact it will have on adjusting instructional practices or in meeting the needs of students to ensure that there is alignment to the evolving standards.

Part 3: School Quality Criteria 2010-2011

School name: P.S. 100 The Magnet School of Media Arts and Communication	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?		X		
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?		X		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
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.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

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>	UD	D	P	WD
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?			X	
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?			X	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X	
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X

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>	UD	D	P	WD
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?				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		
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?			X	
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?			X	

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>	UD	D	P	WD
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?		X		
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?			X	
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?			X	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X	

Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed