



Quality Review Report
Division of Performance and Accountability
2010-2011

Quality Review Report 2010-2011

Luis Munoz Marin Biling
Elementary School 159
2315 Washington Avenue
Bronx
NY 10458

Principal: Luis Liz

Dates of review: January 10 -11, 2011
Lead Reviewer: Christina M. Villavicencio

Part 1: The school context

Information about the school

Luis Munoz Marin Biling is an Elementary school with 215 students from Kindergarten through grade 5. The school population comprises 11% Black, 85% Hispanic, 1% Native American and 2% multiracial students. The student body includes 50% English language learners and 25% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the 2009-2010 school year was 94.2%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal strategically makes organizational, budgetary and staffing decisions that support students' learning outcomes.
 - The principal has made purposeful decisions to align resources to support the school's instructional goals. For example, SMART Boards have been purchased for every classroom in addition to laptops which are used to support differentiated learning. The use of technology throughout the school has increased the level of engagement in teaching and learning for both students and teachers. In addition, literacy and math coach positions have been maintained to support students and teachers in differentiated instruction which increases academic outcomes.
 - The principal has structured the school's schedule so that the student-to-teacher ratio is reduced. Consequently, this has allowed the school to have at least two teachers during every reading period which provides the opportunity for teachers to create flexible small groups with direct teacher instruction which results in increased learning outcomes.
- School leaders and staff have created a safe and nurturing learning environment that has resulted in a culture of trust and respect for students and adults.
 - The administration and teachers ensure that the school is a safe and nurturing environment for both adults and students. This is evident in school data such as the learning environment survey (LES) and classroom visits in which there is a high level of trust. This has allowed for students to take risks in their learning and as a result, has impacted positively in their academic success.
 - The guidance counselor conducts workshops on conflict resolution and collaborates with staff members to ensure that students are supported with meeting personal and emotional needs. The school embraces the NYC curriculum for "Respect for All" by incorporating lessons for students highlighting core character values. As a result, students feel very comfortable expressing their feelings and resolving conflict among their classmates.
- The school communicates high expectations to parents and promotes increased involvement that results in effective supports for students and parents.
 - Parents on the School Leadership Team participate in monthly school walkthroughs. Currently, the school is on its third year of Ballroom Dance, which supports students' academic learning, social development and physical activity. As a result of these effective supports, parents hold the principal in high regard which has created a positive and supportive relationship to help improve students' academic and social learning. In addition, the parent coordinator conducts a parent survey to determine parents' needs for trainings and workshops. As a result, the parent coordinator provides ongoing workshops to parents on health, English as a second language (ESL) and technology training. This has increased parent involvement in the school.

- Teachers work collaboratively in teacher teams to evaluate data and student work products in order to increase student's achievement.
 - All teachers are involved in the inquiry process in which they consistently collaborate to evaluate students' work. Each team meets on a weekly basis to review trends and target students' areas of strengths and needs. Consequently, teachers are focused on designing instructional practices to increase students' performance.
 - Teacher teams consistently collect and analyze student data and work products across grades. For example, teachers disaggregated the ELA data and focused on specific comprehension skill in grades three, four and five which were not answered correctly. Specifically, students had difficulty identifying main idea, supporting details and inferences. This analysis led to creating grade specific questions to support students in improving these skills in order to push for increased performance outcomes.
- The school collects and analyzes a wide range of data to track progress toward goals and plan differentiated instruction to raise student learning outcomes.
 - The school consistently uses data to monitor and revise its planning, instructional decisions and practices to meet assessed and noted needs. Teachers in all grades use monthly unit test results, Acuity, Periodic Assessments and conferencing notes to denote interim pupil progress, thus supporting their planning and inquiry work in these areas.
 - Teachers examine grade, class and individual work collaboratively to develop short and long-term goals with measurable outcomes. This enables them to plan in a precise fashion and encourages teachers and school leaders to revisit and revise their strategies to improve student outcomes.
- Teachers are beginning to align instructional practices to the curriculum and use various data sources to differentiate lessons to address students' learning styles that improve outcomes.
 - The school is starting to align the curricula to the evolving Common Core Standards. This is evident in the use of the Balanced literacy model which emphasizes small group instruction. During the 90 minute literacy block students rotate to different literature centers to support their specific needs. This results in an increase in student performance.
 - Teachers differentiate lessons and provide small group instruction with tiered tasks. In addition, teachers use programs such as Raz-Kids and Award Reading for students with identified visual and tactile learning styles which has engaged them during literacy lessons and increased their comprehension skills.

What the school needs to improve

- Broaden the curriculum to emphasize rigorous habits and higher order thinking skills across all subject areas in order to increase performance for all students.

- School leaders schedule common planning time for teachers to plan lessons and tasks that are aligned to the curriculum. However, the school has not prioritized key State standards to target areas of improvement. Consequently, a rigorous and coherent curriculum is not yet embedded across all content areas in order to accelerate student achievement.
- Although some teachers design tasks to push students' thinking and to meet the needs of all learners, this is not a consistent practice across all classrooms, especially for English language learners and students with disabilities. As a result these subgroups are not being challenged to higher levels of thinking to support increased learning outcomes.
- Expand teacher observation tools in order to provide instructional support and alignment with school wide goals to drive professional growth.
 - Feedback to teachers in observations is not aligned with targeted school wide instructional goals. For example, one of the school wide goals is to enable students to become meta-cognitive thinkers. However, formal observations lack a specific focus in this area and do not provide feedback on next steps. As a result, teachers are missing opportunities to reflect on their practices in order to improve their professional growth.
 - Increase the level of frequency of professional development for teachers by providing more differentiated support, particularly for new teachers. The lack of targeted support aligned to teachers' needs hinders the school's ability to increase effective instructional practices that push student outcomes.
- Strengthen the alignment of school assessments to the curriculum so that feedback to students supports instructional needs and increases academic outcomes.
 - The school has initiated a school wide goal for meta-cognitive skills approach for all learners from Kindergarten through grade five. Rubrics have been developed to provide feedback to students aligned to this curriculum initiative. However, this is not yet an embedded practice across all classrooms. Thus, students do not always receive feedback aligned to their instructional needs and feedback to teacher teams does not consistently inform best practices aligned to the school's chosen goals.
- Refine systems to evaluate the effectiveness of assessment practices in order to make informed adjustments to curriculum, instructional practices and sharing information with parents.
 - Although teacher teams evaluate Periodic Assessment data and students' work products, not all teachers have systems in place to analyze data for all students particularly for English language learners. The school has a 50% population of English language learners (ELL), yet some classroom teachers are not aware of their ELL students' English proficiency levels. In addition, the school lacks a formal structure to regularly inform parents of their children's progress. This lessens opportunities for parents to support their children's academic achievement.

School name: The Luis Munoz Marin Biling	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