

Quality Review Report 2010-2011

**The Multicultural Magnet School
Elementary and Middle School 212
1180 Tinton Avenue
Bronx
NY 10456**

Principal: Yohan Lim

**Dates of review: April 5 - 6, 2011
Lead Reviewer: Myrna Rodriguez**

Part 1: The school context

Information about the school

The Multicultural Magnet School is an Elementary school with 369 students from Pre-Kindergarten through grade 8. The school population comprises 29% Black, 50% Hispanic, 1% White, and 0% Asian students. The student body includes 22% English language learners and 15% 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 92.1%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school makes strategic decisions that support student instructional goals and learning needs in order to improve student performance.
 - The leadership has structured the use of teacher and student time to push in English language learner teachers in all classes during the week. As a result, English language learners are supported within many classes, without losing valuable class time and achieving at higher levels.
 - Teacher assignments in the 5th, 7th and 8th grades have been reorganized this year to align to the school's instructional goals to match teacher expertise with classes so that teams of teachers share responsibility for meeting the needs of a manageable cohort of students. This results in increased student outcomes as evidenced in student work products.
- Faculty align assessments to curriculum and analyze information on student learning outcomes to inform instructional decisions at the team and classroom level.
 - The school organizes teams of teachers to create common assessments for in class end of teaching units in English and Math and align curricula to key standards chosen by the teams based on data and leadership feedback on student performance. As a result, there is cohesiveness in teacher practices and improvement in student outcomes as measured in student products, tests and benchmark assessments.
 - During the weekly teacher team meetings, individually and as a group, teachers gather student work samples including daily tasks, tests, and projects to supplement Periodic Assessment data to examine student strengths and weaknesses. Through this sharing they work to differentiate their teaching strategies by assigning different tasks according to abilities, and determining changes in class assessments that will allow all students equal access to the curricula which results in improved student achievement.
- The leadership has established a coherent vision of future development that is reflected in data based goals that are accepted by faculty and staff.
 - All of the school's planning documents including the Comprehensive Educational Plan (CEP), School Self Evaluation Form (SSEF) and Principal's Goals, demonstrate cohesiveness in the short and long term instructional goals established for the year, which were built upon last year's data. The short list of clear, focused goals and actions plans targeting subgroups such as English language learners and Special education students demonstrates how the school is driving efforts to accelerate student performance and social growth.
 - The leadership communicates electronically with faculty through its weekly newsletter *Under the Apple Tree*, which includes goals and

objectives and action plans throughout the year. Families and students are engaged through progress reports, conferences and special meetings throughout the year. This results in high levels of awareness of expectations and school action plans by faculty, students and families throughout the year.

- School leaders, parent coordinator, faculty and staff communicate high academic and social behavior expectations to students and parents which has improved school tone and climate due to improved student behavior.
 - Faculty and staff engage students and families through the implementation of the school's positive intervention system, called the 212 Points/BUCKS, which rewards high performance, good attendance and good behaviors. The school has decreased suspensions and student performance has improved because of the increased attendance as measured by monthly benchmark assessments indicating steady growth in English, math and reading.
 - Student and parent manuals provide comprehensive details of various student/family contracts and rewards systems. Families are involved in these processes of communication, frequent workshops and progress reporting providing them with an increased awareness of high expectations, improving academic performance student behaviors.
- The school leadership uses performance data and the observation of classroom teaching to implement strategies that promote professional growth
 - The principal meets weekly and monthly with teachers to evaluate performance using monthly assessment data and student work products in addition to informal and formal classroom observations. Teachers receive a copy of informal observations which are grouped by the administration to determine areas of need in instruction, professional development or mentoring. As a result of this process all teachers have targeted and differentiated professional development and mentoring supports, which has improved instruction as evidenced by student data.
 - The school provides teachers with many supports, including mentoring for new teachers, frequent reflection sessions with the leadership, teacher teaming every week and targeted professional development. The school leadership has enhanced the quality of observation processes, helping teachers to reach the next stage of professional growth and self reflection in the improvement of teaching strategies.
- The school integrates various programs and support services with the school-wide goals to accelerate the academic and social growth of students.
 - The school has developed a Students With Interrupted Formal Education, (SIFE) program that targets the various English language learners from over 20 different countries. Consequently, students, families and staff are sensitive to their varied academic and linguistic needs, which support personal growth and academic performance.
 - The school provides professional development enabling faculty to provide students with social-emotional learning through the BUCKS behavioral modification program and a comprehensive Arts program,

which includes a keyboarding along with a newly developed marching band which integrates academic and youth development components. This has led to improved attendance and a decrease in incidents.

What the school needs to improve

- Design engaging and rigorous tasks for a variety of learners so that all students achieve academic success.
 - The school's goals and curricula emphasize rigorous habits and higher order skills, but are inconsistent across grades and subject areas. For example, in grades 5 through 8 there is less rigor as evidenced in student work products and teacher questions are not as highly developed to promote high levels of student thinking, resulting in uneven student achievement.
 - Although teachers use data to plan and refine tasks, there is a lack of rigor in the tasks to challenge high achievers. Consequently, the lack of challenge does not push accelerated learners to their next level of achievement.
- Ensure that teacher pedagogy is engaging and differentiated to enable all students to work at their entry point for increased outcomes.
 - Across many classrooms teaching practices are becoming aligned to the curricula and reflective of a set of beliefs about how students learn best, but this is not consistent in all subjects or grades, resulting in uneven teacher performance and student performance.
 - Across some classrooms student work products are not differentiated to meet the needs of all students at their instructional levels. This results in a low level of engagement to move struggling and accelerated students to think critically in order to improve academic outcomes.
- Evaluate the quality of systems to monitor curricular and instructional decisions making adjustments as needed to increase coherence of policies and practices across the school.
 - School leaders and faculty are developing structures to regularly evaluate and adjust curricular and instructional practices, but adjustments are not effectively addressing the needs of at-risk and high performing students.
 - The instructional cabinet includes faculty members. However, the school does not have a structure in place to collect data to evaluate capacity building practices. As a result, the effectiveness of teachers' voice in decision-making is lacking in order to further build leadership capacity within the school so teachers can take genuine ownership of their work.
- Use data to evaluate effectiveness of structured professional collaboration, capacity building and leadership development.
 - This year the leadership is developing teacher pedagogy through teacher teams, but a system to evaluate the effectiveness of collaborative team work is not yet in place. As a result, teachers feel they are not completely

partners in instructional decisions. Thus, the lack of a structure to provide actionable feedback on the work of teacher teams does not build teacher ownership in the decision-making process to improve their leadership and student performance.

Part 3: School Quality Criteria 2010-2011

School name: Multicultural Magnet School	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
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