

# Quality Review Report 2011-2012

**Multiple Intelligence School  
Elementary - Middle School 037**

**360 WEST 230<sup>th</sup> STREET  
BRONX  
NY 10463**

**Principal: Kenneth Petriccione**

**Dates of Review: May 14 - 15, 2012**

**Lead Reviewer: Veronica Yurcik**

## Part 1: The school context

### Information about the school

Multiple Intelligence School is an elementary-middle school with 608 students from kindergarten through grade 8. The school population comprises 20% Black, 76% Hispanic, 2% White, and 1% Asian students. The student body includes 11% English language learners and 23% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2010 - 2011 was 90.8%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- Strategic organizational decisions support school-wide goals in meeting students' learning needs. (1.3)
  - o Faced with budget cuts necessitating the loss of coaches and other personnel, the principal maximized funds and minimized negative impact by hiring outside consultants and F-status part-time teachers. As a result, teachers benefit from weekly literacy support via consultants, and the school has a full time dean, who is paid for two days service only, but volunteers for the remainder of the week. Intentional technology investment in desktop computers, LCD screens, document cameras, laptops, and I-Pads enables content enrichment through use of video clips and ready access to research sources, and facilitates the sharing of student work through use of document cameras, thereby increasing student engagement and meaningful work products. Furthermore, the principal credits technology as sparking increased student interest and motivation, reducing behavior incidents in classrooms. The principal's decision to hire a paraprofessional to support a new teacher with a challenging first grade student has enabled that student to be more successful and has ensured uninterrupted instruction for all students in that class. Also, to support improved outcomes for the school's English language learner population, the principal hired an experienced English as A Second Language (ESL) teacher well versed in ESL methodologies, resulting in new classroom student groupings, the arranging of peer tutors, and training for classroom teachers in using ESL skills to teach content areas.
  - o To improve learning for students with disabilities, the principal encouraged a very successful classroom teacher to assume the Special Education Support Services (SETSS) position and secured specialized training for her. Consequently, behavior problems caused by students' reluctance to attend SETSS no longer exist, and a majority of SETSS students are demonstrating consistent gains in on-going formative assessments. To strengthen early childhood instruction, the principal reassigned the academic intervention services (AIS) teacher to be the lead teacher in the first grade to provide a strong instructional model and leadership in developing effective curriculum and lessons. A school-based option (SBO), allows teacher teams to meet once a week before school, increasing shared pedagogy and the coherence of instruction within grades. In addition, the school developed a comprehensive Response to Intervention (RTI) program enabling targeted students to receive two half hour sessions daily of focused data-based instruction through the collaborative efforts of classroom and AIS teachers. These thoughtful decisions and actions support goals effectively to foster accountable relationships to improve student academic success.
- Purposeful work to align curricula with Common Core Learning Standards informs unit and lesson revisions to develop challenging academic tasks. (1.1)
  - o Recognizing the need to close its student achievement gap and to raise student performance, the school carefully aligned its work with Citywide instructional goals strengthening both teacher practice and student work. A deliberate focus on the integration of non-fiction and argument writing is evident in student work products, and in the on-going revision of curriculum maps. Teachers plan math performance type tasks and require students to explain their reasoning. On-going curriculum work continues to change emphasis from past practice so that teachers are now considering more carefully the skill match to standards rather

than focusing on activities such as “small moments” in writing. In addition, teachers are being more selective about choosing key standards that support necessary skills to improve comprehension through guided reading, rather than focusing on covering all standards in reading. In particular, grades 3 through 5 teachers are doing strategic planning, working closely with their assistant principal and coaches, to match key Common Core Learning Standards to units of study to develop outcome-based objectives, and learning tasks aligned to standards rather than matching activities to standards as they have done in the past.

- o Teachers use summative and formative assessments, and analyze student work to plan academic tasks that scaffold, reinforce, and extend learning. Based on observed needs, teachers use pattern blocks to scaffold learning in math, craft the daily math message to reinforce concepts and skills not fully mastered, and challenge students in English language arts classes to articulate learned content in their own words, and research opposing points of view when making a claim. To support at-risk students, teachers work with related service providers to implement Response to Intervention (RTI) strategies daily to help students gain skills and engage in more challenging tasks necessary to meeting performance standards. As a result, a diversity of learners are challenged and engaged.
- A strong-shared belief system that students ‘learn by doing’ shapes the creation of academic tasks that engage students in meaningful work. (1.2)
  - o Consistent implementation of workshop model teaching with lessons incorporating listening, reading, writing, and speaking, demonstrate teachers’ shared beliefs that students learn by doing. Thus, students benefit from multi-modality avenues to learn and demonstrate understanding on a daily basis. Assigned tasks, teacher questions that encourage student introspection, and standard routines such as group assignments to foster cooperative student work, are evident across grades. In grades, 3 and 4 students answered questions regarding character traits and made predictions by citing textual evidence. Grade 5 students worked in cooperative groups to rate and justify historical figures’ worthiness using a checklist of hero traits they had created. In grade 6, students justified their thinking to peers as to which measure of central tendency was best to summarize number distributions posed. Grade 1 students worked in cooperative groups to either sort coins, tally, or add coins. In a middle school mixed-grade self-contained special education class, students identified words and or sentences in text to decipher meanings of unknown words and recorded their thinking to develop comprehension skills. In a grade 8 class, students gathered information from multiple sources, searching for evidence, and shared their positions with a peer. In other classes, academic task requirements that incorporated values learning and ethical issues such as fourth amendment search and seizure, animal rights, overfishing environmental and political implications, and exploration of children’s and women’s rights world-wide are motivating and encouraging students to take positions and engage in their assigned work more fully.
- Clear communication of goals generates support and action to drive efforts to accelerate student learning. (3.1)
  - o A short list of measurable goals offers a clear focus and action plan to improve students’ academic and personal achievement. As a result, teachers conscientiously implement school foci evidencing of sustained effort and growth in advancing curriculum, pedagogy, student intervention strategies, and other key priorities as outlined in the school’s improvement plan.

- o Choices made in school goal documents and action plans reflect comprehensive analysis of performance trends in the school's Progress Report and Learning Environment Survey to "rigorize" curriculum and instruction, as the principal describes. As a result, the school made modifications in special education programming, ESL instruction, Tier I and II academic service interventions (AIS), professional development, teacher teaming, parent messaging, and promotion of higher attendance standards to accelerate progress. Thus, instructional goals are well matched to performance needs and changes in organizational practice are well aligned to achieving those goals.
- Teachers and teams collaborate effectively to set data-driven individual and relevant sub-group goals that improve student-learning outcomes. (3.2)
  - o The school ensures that teachers have plentiful data through established collection protocols. These include running record administration at least three times annually, prescribed language and phonics assessments in lower grades, unit exams, and performance tasks across grades, and maintenance of student portfolios. As a result, teachers have multiple data sources to draw upon and use that information to set individual and group student goals on an ongoing basis.
  - o Emphasis on serving English language learners, students with disabilities and at-risk students drives scheduling of common planning for classroom and specialist teachers to consult regularly and to plan targeted intervention work. Teachers credit RTI work and careful use of data in the setting of differentiated goals and forming of strategy groups as key to leading to improved student outcomes. They note that this emphasis, coupled with a focus on guided reading this past year, has improved students' fluency and comprehension contextual skills resulting in students moving up several levels in reading.
- On-going analysis of formative data informs instructional adjustments to meet students' learning needs. (2.2)
  - o Teachers and teams use a variety of formative assessment, base, mid-, and end-of-year writing assessments, and examine student work to determine trends and next steps. This data enables teachers to make specific modifications based on student strengths and needs to improve student mastery. Such work has informed greater foci on making objectives more explicit, increased language work to develop comprehension skills, increased use of manipulatives in math instruction, and spurred closer attention in assisting students to move from thesis statements into creation of well-organized paragraphs.
  - o Across classrooms, teachers use assessment rubrics and check-lists, running records, conference notes, exit slips, written assignments, and physical monitoring of student work and interactions consistently. Thus, all students are served in lesson choices modified by demonstrated trends and both emerging individual and group needs.

### **What the school needs to improve**

- Systemize observation protocols to ensure that teachers receive regular and focused feedback to elevate professional practice. (4.1)
  - o Although there is evidence of written detailed feedback with explicit next steps, and teachers state that supervisors visit often and verbally give helpful feedback,

- written records indicate lack of consistency in the frequency of both formal and informal observations, as well as in the quality of feedback given to teachers. This variability and a lack of prescribed tracking hinders sustained feedback and attention to essential school foci in elevating teacher practice school-wide.
- o While the school devised its own observation checklist observation template for evaluating planning, environment and instruction to match domains within the Danielson Framework for Teaching, the lack of detailed continuum descriptions impedes teachers' deeper understanding of explicit expectations to advance to higher pedagogical performance levels.
  - Evaluate administrative tracking systems to ensure timely identification of needs and adjustments to support achievement of academic goals. (3.3)
    - o Administration reviews periodic assessment results and has used that information in conjunction with summative data and student portfolios to adjust school-wide plans and to target specific classes based on academic performance concerns. However, noted trends are not always communicated clearly to the school community. Thus, opportunities are missed to engage staff in collective analysis and in embracement of needed school-wide mid-track adjustments to further accelerate student learning.
    - o Protocols for communication with families between marking periods are not defined. Outreach decisions are left to individual teacher preference. Thus, there are inconsistencies school-wide in the frequency and quality of useful data shared with parents and students to support clear understanding of their progress toward mastery of learning expectations.
  - Assess systems for organizing and sharing data to increase coherence of practice. (5.2)
    - o While administrators use formative data and class profile sheets to identify subgroup academic concerns and track attendance, prominence is placed on recognizing individual student needs over identification of aggregated data by class, grade, and content areas. For example, organization of data in formative writing assessments is not sufficient to ascertain school-wide trends readily.
    - o While the school has taken steps to strengthen communication systems with parents, it has not sufficiently evaluated the success of those efforts to make needed adjustments in parent-school interface. Parent participation at school events remains a challenging goal.
  - Improve systems for evaluating professional collaboration to bolster effective cooperative discourse and development of school leaders for sustained capacity building. (5.4)
    - o Teacher teams meet during one of the extended day periods when administrators are needed to supervise students and thus are precluded from frequent participation at team meetings. Supervisors rely on team reporting sheets, which they use to check-in on teams and determine needs. While reporting sheets provide some accountability, they lack sufficient depth to judge the quality of collaboration or the astuteness of student work analysis. Thus, current systems are not sufficient to ensure teams have requisite tools to drive efforts to build coherence school-wide. Additionally, the lack of adherence to regular formal and informal observations limits efforts to build strong professional capacity.

## Part 3: School Quality Criteria 2011-2012

School name: P.S. X037 - Multiple Intelligence School	UD	D	P	WD
Overall QR Score			X	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<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 as evidenced by meaningful student work products?				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	
<b>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.</b>				
<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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			X	
<b>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.</b>				
<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 staff, students and families, and support students and families to achieve them?			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	
1..4 Integrate child/youth development, guidance/advisement 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, with particular attention to the CCLS?			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**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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