



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

Intelligence School

Elementary – Middle School X037

**360 West 230th Street
Bronx
NY 10463**

Principal: Kenneth Petriccione

**Date of review: March 6, 2015
Lead Reviewer: Renee Peart-Zachary**

The School Context

Multiple Intelligence is an elementary-middle school with 641 students from kindergarten through grade 8. The school population comprises 22% Black, 72% Hispanic, 2% White, 1% American Indian, 1% Asian, and 2% other students. The student body includes 16% English language learners and 9% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 91.0%.

School Quality Criteria

| Instructional Core | | |
|--|----------------------------|-------------------|
| <i>To what extent does the school...</i> | Area of: | Rating: |
| 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards | Celebration | Proficient |
| 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products | Additional Findings | Proficient |
| 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels | Focus | Proficient |
| School Culture | | |
| <i>To what extent does the school...</i> | Area of: | Rating: |
| 3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations | Additional Findings | Proficient |
| Systems for Improvement | | |
| <i>To what extent does the school...</i> | Area of: | Rating: |
| 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning | Additional Findings | Proficient |

Area of Celebration

Quality Indicator:

1.1 Curriculum

Rating:

Proficient

Findings

Curricula and academic tasks emphasize rigorous habits. The school adopts and adapts curricula that align to Common Core Learning Standards and that integrate the instructional shifts.

Impact

The school's curricular decisions promote college and career readiness for all students, including English Language Learners (ELLs) and students with disabilities; emphasize higher-order skills, and ensure tasks are cognitively engaging.

Supporting Evidence

- In English language arts (ELA), the school selected the curriculum of Pearson Ready Gen for grades kindergarten to two, Expeditionary Learning for grades 3 to 5, and Scholastic Codex for grades 6 to 8. In math, the school selected the curriculum of Harcourt Go Math! for all grades and uses resources from Engage NY to supplement the math curriculum. In science, the school uses New York City scope and sequence and Glencoe. In social studies, the school uses the New York City scope and sequence and Holt McDougal curriculum. All curricula maps examined include the components of Common Core Learning Standards, essential questions, objectives, key ideas, instructional shifts, differentiated instruction, vocabulary, resources, and assessments. Although the curricula include all instructional shifts, the school has a concentrated focus on academic vocabulary, balancing informational & literary texts, and text complexity.
- All learners, including ELLs and special education students, have opportunities to enhance their higher-order skills through rigorous tasks. For example, in a grade 7 math task, students are asked to solve multi-step real life mathematical problems posed with positive and negative rational numbers and apply properties of operations to calculate with numbers in any form; to convert between forms, and to assess the reasonableness of answers using mental computation and estimation strategies. In a grade 1 ELA task, students are asked to analyze informational text to understand the main idea, key details, story elements, plot, and central message of the text. In a grade 8 ELA task, students are asked to identify author's purpose and to analyze how the author distinguishes his position through a Socratic Seminar approach. Students will have evaluated and demonstrated their understanding of the text through their discussions.
- Teachers meet twice a week to review assessments and data and adjust units of study. For example, the kindergarten team reviewed student work products and Fountas and Pinell assessment data and adjusted the Ready Gen Unit by adding vocabulary to support ELLs and including journal writing to the Then and Now unit plan. A grade 3 teacher team reviewed the I-Ready ELA data and student writing and adjusted the Expeditionary units 1, 2, and 3 by adding independent reading and activities that include writing, and switching the order of lessons four through eight.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

Across classrooms, teachers use assessments, rubrics, and grading policies that are beginning to lead to students receiving meaningful feedback. Across classrooms, teachers' assessment practices regularly reflect the use of checks for understanding and students self-assess their work products.

Impact

Teachers make effective adjustments, however, the school's assessment practices are evolving so that all learners, including lowest and highest achievers, can be fully aware of their next learning steps.

Supporting Evidence

- Although teachers use assessments and rubrics, they do not always give students meaningful feedback that aligns to a rubric. A review of student portfolios reviewed that some students receive meaningful feedback that aligns to a rubric. For example, on a student's essay the teacher used a On Demand Writing Rubric and provided feedback that said, "Next steps include expand your point of view by adding more details, use the story to reflect on the thesis, and add vocabulary to set the tone and purpose of the essay." However, other students receive less specific feedback. For example, on a student's science task, the teacher's feedback said, "Your work is neat and all information is from the text, watch the spelling." This type of feedback does not provide the student with meaningful next steps.
- When students were asked to explain their feedback on work products and assessments in their portfolios, some students understood teacher feedback but did not fully understand the peer feedback. A student completed an essay that had an attached rubric that was highlighted by his or her peers. Although the rubric identified the score on the task, the student could not articulate what steps were needed to improve the essay. Another student received a 90% on an assessment that had teacher feedback; however, the student was unable to explain what steps were needed to achieve a higher score.
- Across classrooms visited, there was consistent evidence of teachers checking for understanding and students assessing their own work; however, some students were not fully aware of their next learning steps. For example, in a grade 4 ELA class, some students worked independently to complete a graphic organizer on a story they read. While the teacher worked with a small group of students, checked learners understanding through questions, and recorded learners' progress on completion of the graphic organizer, the other students used a checklist to evaluate their work on the graphic organizer and were aware of the next steps. The teacher reported her findings to the small group of students. However, in a grade 6/7 self-contained, special education math class, students worked in groups on different tasks. One group solved problems on coordinate planes, and the teacher checked for understanding through observation and questions and recorded students' struggles and strengths. While students worked independently, some learners were given next steps by the teacher feedback and some learners were not clear on next steps. Actionable feedback that ensures that all students, including ELLs and SWDs, are aware of next learning steps is emerging school-wide.

Additional Findings

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| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |
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Findings

Across classrooms, teaching practices reflect an articulated set of beliefs aligned to Danielson Framework for Teaching. Across classrooms, teaching strategies consistently provide multiple entry points into the curricula and student discussions reflect high-levels of student thinking and participation.

Impact

School-wide teaching strategies result in all learners deepening higher-order thinking skills and producing high-quality student work products.

Supporting Evidence

- School leaders reported that the school believes students learn best when teachers incorporate multiple entry points into the curricula through small group instruction and when teachers provide diverse learners with differentiated tasks. Across classrooms visited, this shared belief was observed in six out of eight classes. Furthermore, a review of teacher lesson plans included planning for small group instruction, and visits to classrooms provided evidence of how teachers executed the lesson plan through the workshop model that included small group instruction.
- Across classrooms visited, teachers consistently provided multiple entry points into the curricula. For example, in a grade 8 ELA class, students worked in groups to read a differentiated Lexile-level article, to write their viewpoints, and to discuss with their peers the author's perspective on the pros and cons of raising chickens. Some students were given four-square graphic organizers to complete the task. In a grade 5/6 self-contained special education math class, students worked in two groups on understanding how to solve dividing decimal problems. Group 1 worked in a small group with the teacher solving "share and show" math problems in the Go-Math workbook. Group 2 worked with their paraprofessionals on math problems where they received one-to-one support. In a grade 2 math class, students were divided into the Brooklyn and Manhattan group. Each group had differentiated tasks on solving measurement math problems. The Manhattan group worked on flash cards to reinforce measurement concepts. The Brooklyn group worked on measurement work problems in the Go-Math workbook. Then both groups were asked to measure the length of an object around the class by selecting and using measuring tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Across classrooms visited, students were engaged in high-level discussions. For example, in a grade 6 math class, students worked in groups on differentiated tasks. Each group worked on different activities on solving equations. Students were observed engaging in high-level discussions with their peers. A student said to his peers, "In my two-step problem I need to recheck my answers by going back to the variable," and his group gave him feedback on his answer. In a grade 5 ELA class, students worked in groups on differentiated tasks. One group was observed engaging in high-level discussions as they conducting a literacy circle, and each student had a role such as the group guide, super summarizer, imagery inspector, word wizard, and literary luminary. The super summarizer of the group was observed giving a summary to the group and the word wizard was observed reviewing vocabulary words to the group.

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| Quality Indicator: | 3.4 High Expectations | Rating: | Proficient |
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Findings

School leaders consistently communicate high expectations aligned to Danielson Framework for Teaching to the staff. The school communicates high expectations to parents that are connected to a path to college and career readiness.

Impact

School leaders expectations result in parents' awareness of their children's academic progress and staff's awareness of school-wide instructional expectations.

Supporting Evidence

- School leaders reported that parents are informed of curricula and school-wide expectations through events such as the teacher/parent curriculum night, parent orientation conference on Common Core Learning Standards, family literacy night, end of the unit publishing celebrations where students share their performance tasks and teachers review the expectations for the performance task, and parent workshops on topics such as high school articulation and English as a Second Language resources.
- Teachers reported that they use Engrade, an online grading system and Edmodo, an online resource for parents and students that reinforce what has been taught in class, to keep parents apprised of their children's academic progress. Parents confirmed that they receive information through these online resources as well as from progress reports that go home between the marking periods. A parent said, "I know exact what is happening in my daughter's class because the teacher keeps me informed by the homework sheets, emails, phone calls, and text messages."
- School leaders reported that staff receive information on school-wide instructional expectations through professional development trainings on topics such as effective questioning and using assessments to drive instruction, the staff handbook that outlines the school's instructional focus, administrative memos, and the Checklist for Effective Teaching and Learning document. School leaders hold teachers accountable for their expectations through grade-level meetings, cabinet meetings, and written reports from informal and formal observations.

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| Quality Indicator: | 4.2 Teacher teams and leadership development | Rating: | Proficient |
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Findings

Teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of Common Core Learning Standards. Leadership structures are in place so that teachers have a voice in major instructional decisions.

Impact

Teacher teaming contributes to teachers influencing key school-wide instructional decisions that affect student learning, and sharing best pedagogical practices.

Supporting Evidence

- During weekly grade-level team meetings, teachers analyze assessment results and student work products. For example, during a grade 4 teacher team meeting, teachers were observed reviewing student work on inferencing and citing evidence. Teachers used a teacher created ELA rubric to evaluate student work products on an interim assessment. Teachers discussed students' strengths and areas for improvement. Teachers discussed next steps of re-teaching inferencing skills and citing evidence and revising the rubric.
- Teachers reported that their opinions are taken into consideration on instructional changes for the school. For example, the middle school teachers believed that Scholastic Code X ELA program needed supplemental materials of Junior Scholastic News Magazine and Scholastic Scope Language Arts Magazine to increase the variety of students' reading choices. Students are reading information from other sources across the school. Administration supported the teachers' ideas and ordered the materials that are now used for all middle school students.
- Teachers reported their voice is welcomed and valued in school-wide curricula adjustments. For example, the grade 5 teachers requested to add leveled readers to the Expeditionary Learning curriculum because they believed Expeditionary Learning has a strong focus on informational text and students needed exposure to various texts. The school has added leveled texts across the grades. The United Federation of Teachers union representative said, "Our administration is open to our instructional suggestions and our voice is important to their decisions on instruction."