Quality Review Report

2017-2018

P.S. X037 - Multiple Intelligence School
K-8 10X037
360 West 230 Street
Bronx
NY 10463

Principal: Kenneth Petriccione

Dates of Review:
November 8, 2017 - November 9, 2017

Lead Reviewer: Edward Hazen
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

P.S. X037 - Multiple Intelligence School serves students in grade K through grade 8. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
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</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>
## School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

## Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
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<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: Well Developed |

Findings

The vast majority of teachers are engaged in structured, inquiry-based collaborations that ensure the implementation of the Common Core Learning Standards across grade levels and content areas and align to the school leaders’ goals that promote professional growth and improvement in student achievement.

Impact

The increased instructional capacity resulting from teacher team inquiry has strengthened and improved teachers’ pedagogy, positively affecting student learning across grades and content areas, and increased the number of students meeting proficiency on common grade level and New York State (NYS) assessments.

Supporting Evidence

- The work products generated by the collaborative teacher teams such as curriculum maps, lesson plans, unit plans, pacing calendars, and student materials are shared at grade level meetings and uploaded to a shared drive to allow access to the documents by all staff members. Support staff reported that the process makes both co-planning with teachers and planning for the students they support easier. Teachers also said they use their grade level meeting time to embed common writing practices into the curricula across grades and content areas to build coherence. Teachers overwhelmingly agreed that the teacher team collaboration and professional learning time have improved their professional practice as well as students’ achievement levels, as evidenced by a 10 percent increase in the percentage of students meeting proficiency on the English Language Arts (ELA) NYS assessment from 2015 to 2017.

- A review of teacher grade and vertical grade band teams’ agendas and meeting minutes indicates that teachers use this time to align curricula to the Common Core and to analyze trends in achievement data and work products to inform changes to curricula and instructional practice. For example, kindergarten through second grade teachers worked with the literacy coach to identify ways to supplement the ELA curricula with Fundations, a reading recovery program for struggling students. Similarly, teachers across grade levels and disciplines worked collaboratively to embed the reading and writing workshop model into the curricula.

- During a third grade team meeting, teachers used an Analyzing Student Work protocol to examine constructed responses on a common assessment to determine next steps to improve their lessons for their upcoming Character Traits unit of study. Teachers noticed that lower performing students struggled to distinguish between internal and external traits. The team revised their lessons plans in real time using the shared drive to include a read aloud of a passage from Peter Pan with teachers modeling how to identify Pan’s internal and external traits and leveled texts to assist the struggling readers.
Area of Focus

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Proficient |

Findings

The school leaders’ approach to culture building, discipline, and social-emotional support is leading to positive behaviors being adopted by students. Although student voice is welcomed, there is no formal student council or means for them to contribute to grade-level decision making.

Impact

This culture of mutual trust and respect results in a safe, inclusive learning environment. All students are known well by at least one adult and student voice is welcomed, leading to increased engagement that supports the academic and personal growth of students.

Supporting Evidence

- Systems are in place to create a safe and inclusive school culture that promotes positive interactions among students and between students and staff members. Teachers, support staff, and students reported that the respect, excellence, attitude, cooperation, and harmony (REACH) program promotes the elements of good citizenship through the adoption of positive character traits and personal behaviors embodied in its mantra, “REACH for the stars.” Through the REACH program staff and students show mutual respect for one another that is conducive to student learning. Students stated that they understand the behavioral expectations across the school and these schoolwide expectations were observed conspicuously displayed in most classrooms.

- School leaders partnered with community based organizations (CBO) to provide students with after school enrichment activities including programs that address students’ social emotional development and support. For the 2017-2018 school year, the school partnered with Community Word Project to celebrate the diversity of the school and enrich literacy skills for all students, including English Language Learners (ELLs), through the incorporation of dance and visual arts. School leaders reported that students have input in the activities that are offered in the sessions. Although there is no formal student council in place, students report having a voice during schoolwide assemblies. They did however state that they would appreciate an assembly for each grade level as an opportunity to become more involved in schoolwide decision making.

- School leaders have created a student support team or School Intervention Team (SIT) consisting of multiple staff members including a guidance counselor, social worker, dean and parent coordinator that monitors attendance and coordinates the social emotional developmental needs of the students. The support team has provided workshops for staff on how to support students’ social emotional needs as well as address specific individualized student needs such as the creation of an intervention plan for students in need of more intensive supports. The school has implemented incentives such as monthly celebrations to improve student attendance for the 2017 and 2018 school year.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

Findings

Curricula are aligned to the Common Core Learning Standards, and instructional shifts are strategically integrated. Curricula and academic tasks are purposefully refined to emphasize rigorous habits and academic tasks that are accessible to all learners.

Impact

There is curricula coherence across grades and subject areas that promotes high levels of student thinking and college and career readiness. Faculty routinely plan and refine curricula to ensure multiple entry points so that all students are cognitively engaged and able to demonstrate rigorous habits and thinking in academic tasks.

Supporting Evidence

- Teachers strategically integrate cognitively challenging questions, discussion starters, and Six Traits-aligned on demand writing tasks into lesson plans. Across grades, lesson plans and curricula identify common conversation practices that teachers utilize to foster high levels of engagement, such as open literature circles, Socratic seminars and the use of norms of participation for collaborative student groups. To foster coherence across content areas and grade levels, teachers identify common strategies and protocols in their curriculum maps. Lesson plans are purposefully designed to encourage high levels of student discourse by using ‘Guidelines for Teamwork’ student checklists that measures levels of participation in real time. Similarly, the use of student-facing checklists for writing ensures consistency in the writing process across disciplines and requires student self-reflection on their work.

- In addition to using the 6+1 Traits of Writing strategy across classrooms and content areas, teachers also require students to use the capitalization, exemplary usage of words, correct punctuation, and accurate spelling (CUPS) and the add more words or sentences, remove unneeded words or sentences, contemplate a sentence or word placement move, and consider substituting words or sentences for stronger ones (ARMS) methodologies when engaging in the revising and editing portion of the writing process. As a result, there is coherence in having all students demonstrate their thinking across grades and subjects.

- To support the schoolwide Pushable Initiative, student groups are organized by ability and identified as “pushables,” or those that are close to moving up one proficiency level on the NYS assessments with additional academic support. “Slippable” students, or those that are at-risk of not meeting the standards, are identified for targeted intensive intervention to get them back on track. Likewise, students meeting or exceeding grade level standards are identified for enrichment opportunities. Targeted small group instruction is planned for all students using this format. Likewise, entry points into lessons and student supports for challenging academic tasks are provided through the universal adoption of scaffolds such as annotation methodologies, brainstorm graphic organizers, and group discussion prompts.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

Findings

Teaching strategies, including scaffolds such as graphic organizers, leveled texts, manipulatives, and visual prompts, provide access to academic tasks for all learners.

Impact

The access provided to all learners leads to high levels of thinking and the development of meaningful student work products across classrooms.

Supporting Evidence

- The school’s Comprehensive Education Plan (CEP) states that lessons must provide opportunities for rigorous and engaging academic tasks, and embeds quality instructional supports such as scaffolds to intellectually engage all students, including students with disabilities, ELLs, struggling students, as well as gifted and talented students. The instructional cabinet identified utilization of the reading and writing workshop model and Six Traits as the best way to align instructional practices and ensure student engagement. Across classrooms, the workshop model is utilized by most teachers. Students were observed engaged in On Demand writing tasks in small instructional groups and using checklists for self- and peer editing while working on revising their writing.

- Across classrooms, teachers provide multiple entry points into the lesson by utilizing scaffolds and targeted instructional groups for students. Leveled texts were provided students working in ability-based groups. During a math lesson in which students had to create an array using charts and columns, the teacher had included scaffolds in her lesson including procedural checks for understanding and manipulatives to create the arrays. The teacher was observed working with a small group of targeted intervention students where she modeled how she might create an array in columns and rows using manipulatives while another group of targeted students did reinforcement lessons using computer assisted learning software. A third student group created arrays using a worksheet with an example while an accelerated group was provided with blank graph paper to create their arrays. However, there was no extension activities planned for students that finished early.

- In most classrooms, academic tasks are aligned to the curricula and meet the needs of all learners. In an English as a New Language (ENL) kindergarten classroom, the teacher was observed modeling how to create a sequencing map to depict what happened at the beginning, middle and end of a story prior to students creating their own maps in advance of an expository writing task related to the metamorphosis of a butterfly. Students transitioned to data-based groups to create their own maps. Visual supports and small group instruction were provided for the students to engage them in the task.
Additional Finding

Quality Indicator: 2.2 Assessment
Rating: Well Developed

Findings

The vast majority of teachers use assessments and rubrics that align to the curricula to monitor student progress toward mastery. Teachers use analyses of assessment data to monitor student progress, make instructional decisions and adjust curricula and academic tasks.

Impact

Teachers’ use of common rubrics and assessments provide actionable and meaningful feedback to students and teachers. Teachers make informed adjustments to curriculum and instruction so that all students demonstrate increased mastery.

Supporting Evidence

• The vast majority of teachers use rubrics and assessments to monitor student progress and provide actionable feedback with next steps for improvement. Additionally, teachers create student-friendly checklists to provide opportunities for students to self- and peer assess their progress toward meeting proficiency with their writing across grade levels and content areas. A review of student work samples showed evidence that students receive rubric-based feedback with next steps to improve their writing. For example, on a first person narrative writing essay, a student had received specific feedback that stated “Consider the message you are trying to send. It sounds like Anthony is the main character and not you. Strategic choice of words in your dialogue will convey to readers that it is you.” Students reported that the feedback they receive from teachers and peers is meaningful because they can see how it is helping them become better writers and thinkers. Students credit the rubric-based feedback they receive for their understanding of how to move from a level 3 to a level 4.

• Teachers regularly administer common assessments schoolwide that include baseline, mid-year, and end line writing assessments and instructional reading tests such as Fountas and Pinnell and the Developmental Reading Assessment (DRA) to determine instructional groupings for students by classroom teachers and targeted Tier I and Tier II interventions. Additionally, fall and spring Measure Of Student Learning (MOSL) tests are administered to all students schoolwide to determine students’ achievement levels from year to year. The results are used to measure student progress toward individual, classroom and schoolwide goals. Assessments are also used to provide feedback to students and families, plan next steps for improvement, and make ongoing adjustments to curricula and lesson plans.

• Across grades and disciplines, teachers use a variety of assessments to create a clear picture of student progress toward goals. Data analyses by teacher teams identifies students that are performing at, below, and above grade level, and to develop interventions that accelerate learning for all students. Grade level teams analyze iReady assessment data to determine instructional groupings for the Pushable Initiative that is strategically designed to ‘push” students toward mastery of the grade level standards.
**Additional Finding**

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

**Findings**

The school leader communicates high expectations to staff through professional learning opportunities. Staff provides feedback to both students and parents on the progress toward college and career.

**Impact**

School leaders set high expectations for staff and students and have systems of accountability to ensure that students and families are aware of the pathway to college and career readiness.

**Supporting Evidence**

- The school leaders are committed to communicating and holding teachers accountable to high expectations, as well as providing ongoing support that is required to improve teachers’ professional practice. Expectations addressing curriculum, pedagogy, and assessment are shared with faculty at the beginning of the school year via the faculty handbook which includes examples of instructional best practices. The school has a literacy initiative in place, which requires the implementation of rigorous reading and writing tasks and the adoption of the reading and writing workshop model for English Language Arts (ELA) instruction. The school leaders’ literacy focus has been clearly articulated to teachers via the CEP and during professional learning sessions, teacher team meetings, emails from the school leader, and ongoing coaching provided by the universal literacy and math coaches.

- School leaders consistently conduct post-observation debrief conversations with teachers to provide guidance in reaching the goals for instruction. Written feedback on observation reports with next steps for improving the quality of teaching provide support in areas of growth such as ensuring lessons include academic tasks that engage and cognitively challenge all learners. A review of observation reports reflects feedback that lesson plans include differentiated tasks. In addition, feedback includes explicit next steps with a timeframe for the return visit date to establish a system of accountability. The school leaders conduct a cycle of informal observation rounds or “pop ins” in which they visit a number of classrooms. School leaders quantify the instructional rounds data and share the patterns and trends at School Leadership Team (SLT) meetings and professional learning sessions to determine staff development needs.

- School leaders provide workshops so that parents have an insight into the academic expectations for their children at each grade level. Parents reported that teachers are helpful in sharing timely information on their children’s progress in school. Parents reported that the school communicates with them in multiple ways including online platforms to monitor student academic and behavioral progress. However, although the online progress monitoring system is used by the vast majority of students and parents at the middle level, it is underutilized at the elementary level.