

**--NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability**

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

DBN:	06M319
District Name:	District 6
School Name:	Maria Teresa Mirabal School
School Address:	21 Jumel Place, New York City, New York 10032
Principal:	Ysidro Abreu
Accountability Phase/Category:	Improvement (year-1) - Comprehensive
Areas of Identification:	English Language Arts - All Students; Students with Disabilities; Hispanic Students; and Economically Disadvantaged Students
Dates of On-site Review:	May 1-2, 2012

PART 1: MISSION STATEMENT

“At M.S. 319, The Maria Teresa Mirabal School, we prepare students for academic excellence through a rigorous high school preparatory curriculum founded in the applied learning of math, science, and language arts. This academic foundation will prepare our students to become the leaders of the 21st century. Grounded in a philosophy of addressing the whole child, our school will serve as a community fixture. A symbol that members of the community are proud of, one that assures that their children will succeed. Our school atmosphere brings to life the concept of “No Child Left Behind” through which we can truly make the American dream of equity come alive. We will bring to our students the Maria Teresa Mirabal dream: "We will continue to fight for that which is just" and "We will persevere, achieve and excel."

PART 2: SCHOOL STRENGTHS

- Parents report that the school is welcoming and responsive to any questions or concerns.
- The school building is clean, well maintained and safe.

- Weekly common planning meetings are scheduled for teachers to work with their coach at grade level and separately across grades within English language arts (ELA). ELA teachers indicate that they receive support to develop their teaching skills.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDING:

The school gathers data from multiple sources, such as item analysis, unit tests, Design Your Own test scores, and computer based tests. The school leaders use data to track individual student performance, as well as class, grade, subgroup and schoolwide performance. This allows school leaders to identify patterns in student achievement and progress that require attention. Teachers assess students' work frequently and collect a wide range of student performance data. However, teachers' use of formative and summative data to differentiate instruction is inconsistent.

RECOMMENDATION:

School leaders should provide additional professional development (PD) support for teachers in the use of formative and summative data to differentiate instruction in order to meet the individual needs of students.

II. TEACHING AND LEARNING

FINDINGS:

- In lessons observed by the review team, teachers demonstrated an understanding of the curriculum. However, there were inconsistencies in the use of teaching strategies to accommodate the diverse learning needs of students.
- Across the school, there were some examples of higher level questioning to promote student thinking. However, in several of the classes observed by the review team, teachers mostly used questions that required one-word responses with little time devoted to critical thinking and problem solving. When higher order thinking questions were posed, occasionally wait time between questions was not sufficient for students to answer questions.
- In some classes, students had access to a variety of leveled books, materials and resources. However, more challenging support materials were rarely used during small group instruction and worksheets were used to provide reading instruction. This often resulted in students not being challenged to move to the next level.
- Individualized Educational Programs (IEPs) are used by teachers of students with disabilities as an initial way for preparing student work at the beginning of the school year. However, some teachers do not revisit students' IEPs regularly and adjust instruction to meet students' specific needs in ELA.

RECOMMENDATIONS:

- School leaders should provide PD opportunities for teachers on a variety of strategies to promote differentiation of instruction that address the diverse learning needs of students. Strategies should focus on ensuring activities match the academic needs of students. School leaders should regularly monitor teachers planning and instruction to ensure that differentiated learning activities are in place throughout the school.
- PD should be provided to support teachers in the development and use of higher order questioning techniques. All teachers should ensure that strategies identified in PD are implemented, and school leaders should make questioning techniques a focus for observation.
- School leaders, coaches, and teachers of ELA should incorporate challenging resources and materials for small group work to supplement the literature selections. School leaders should ensure that resources and materials are leveled to meet the differing reading levels and interest of all students.
- Teachers should review students' IEPs on a regular basis and record anecdotal data on their progress towards meeting their individual ELA goals outlined in their IEPs. Teachers should target students with appropriate activities/strategies based on these identified needs. School leaders should review the IEPs when conducting formal and informal observations to ensure that teachers are modifying instruction and evaluating student progress.

III. SCHOOL LEADERSHIP

FINDING:

School leaders use lesson observations and test scores, to hold teachers accountable for their students' learning and performance. Teachers receive written feedback in the form of "glow and grow" comments. However, there is limited evidence of a consistent approach to evaluating teachers' implementation of the ELA strategies as outlined in the school's Comprehensive Educational Plan (CEP) for ELA improvement.

RECOMMENDATION:

School leaders should develop a protocol and conduct observations of teaching and learning strategies for ELA aligned to the school's CEP. The objective of focused observations should be to identify areas of effective practice and teachers who need targeted PD including coaching and inter-visitation of colleagues.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- Approximately one third of students are scheduled to attend Academic Intervention Service (AIS) classes before the formal start of the school day. However, the review team noted that few students attended these classes.

- Advisory time is provided for students during a 20-minute homeroom period, prior to the start of classes. Two days a week, clubs are run during this time, and on two other days, quizzes in ELA or mathematics are administered. There is limited evidence that learning goals are consistently set for the advisory periods or that quizzes administered during the advisory period are used to monitor students' progress.

RECOMMENDATIONS:

- School leaders should evaluate the impact of services of the current AIS program. School leaders should also consider adjustments, including scheduling to the program. School leaders should ensure that AIS services are provided at a time during the school day when the maximum number of students can benefit from the program.
- School leaders should review the purpose of the current advisory period and conduct an evaluation to determine the efficacy of the advisory period. The school leaders should ensure that the advisory program has an identified purpose and all activities are aligned with the purpose.

V. PROFESSIONAL DEVELOPMENT

FINDING:

PD for teachers of ELA is provided by the part-time ELA coach and informed by the suggestions from the instructional cabinet. However, there is limited evidence that classroom teachers are part of the process to identify and write an improvement plan for ELA that outlines the core needs and strategies to improve student learning in the content area.

RECOMMENDATION:

School leaders should collaborate with the ELA coach and ELA teachers to develop effective strategies within the subject area. The coach and teachers could use common planning time to share and develop additional strategies to improve areas in need of additional support. These strategies should be incorporated into the school's CEP goals.

VI. FACILITIES AND RESOURCES

FINDING:

The school has a dedicated library space, which is used as a classroom. Students reported that they use the books from their classrooms and rarely use the school library.

RECOMMENDATION:

School leaders should ensure that students have access to the library to extend learning through independent research with increased opportunities to engage with text that support a wider array of student

interests and needs. School leaders should work with teachers to develop lessons that promote the use of the library's multi-media resources.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.