



**Department of  
Education**  
*Carmen Fariña, Chancellor*

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

# **Quality Review Report**

## **2014-2015**

**Public School 182**

**Elementary School X182**

**601 Stickball Boulevard  
Bronx  
NY 10473**

**Principal: Anne O'Grady**

**Date of review: March 5, 2015  
Lead Reviewer: Socorro Diaz**

## The School Context

Public School 182 is an elementary school with 997 students from grade Pre-K through grade 5. The school population comprises 28% Black, 62% Hispanic, 2% White, and 7% Asian students. The student body includes 4% English language learners and 16% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 92%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
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	<b>Additional Findings</b>	<b>Proficient</b>
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	<b>Celebration</b>	<b>Well Developed</b>
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	<b>Focus</b>	<b>Proficient</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Additional Findings</b>	<b>Well Developed</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Additional Findings</b>	<b>Well Developed</b>

## Area of Celebration

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Well Developed**

### Findings

Across the vast majority of classrooms, teacher practices are aligned to the curricula and reflect and support school wide beliefs about how students learn best. Student work products and discussions reflect high levels of student thinking, participation and ownership.

### Impact

Teacher practices reflect a coherent set of beliefs about how students learn best. All learners are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills that yield high quality student work.

### Supporting Evidence

- Teachers' shared beliefs are grounded in student-centered instruction and student accountability for their own learning and behavior. A pedagogical shift to increased effective practices that focus on strengthening writing and reading instruction and fosters student independence is a team initiative that includes pedagogical best practices informed by the Danielson Framework for Teaching. An emphasis on the quality of questioning and discussion techniques has yielded growth in student ownership and depth in student discussions. The school's instructional focus incorporates the Danielson Framework to promote higher order thinking questions and discussion, thereby increasing the level of cognitive demand required of students during learning activities as evidenced by teachers' lesson planning and classroom discussions.
- Students across classrooms produce work and engage in discussions that reflect critical thinking, creativity, innovation and problem solving, as well as student ownership of the learning process. Checklists and self-assessment forms used by students prior to turning in work demonstrate student accountability for their own learning. In a grade 4 math class, students used a set of reflective questions to self-assess, "What do I need to find? What information do I need to use? What information is needed to solve the problem? What equation can be written? Is assessing the work of my peers relevant or useful to my learning?" In a grade 5 science class, students worked in partnerships using their class notes to review the definitions of rocks formation and then model the process of how rocks changed to a new form using their own words.
- During the vast majority of classroom visits, students' dialogue using academic vocabulary and evidenced-based accountable talk while working within their groups was evident. Teachers grouped students purposefully across all classrooms. When asked, the vast majority of students were able to articulate what they were learning and why it was important. In a grade 4 literacy class, during Book Club time, students were organized into three groups based on reading levels and interests building community in the classroom and encouraging students to read independently taking responsibility for their literacy learning. One group, the Radical Rage Readers, is reading a level U book, *Tangerine*; another group, Blueprints is reading *Woodsong* a level T book and a last group, Made in China, is reading *Poppy* a level S book. Each group has their self-assigned jobs. The jobs are detailed as follows: *The Literary Luminary* is in charge of pulling highlights from the assigned reading; *The Precise Predictor* shares what he/she thinks will happen next; *The Word Wizard* finds unknown words and their meanings; *The Discussion Director* creates questions about the reading to guide their discussions, and *The Stellar Summarizer* summarizes the previous reading assignment.

## Area of Focus

**Quality Indicator:**

**2.2 Assessment**

**Rating:**

**Proficient**

### Findings

While across classrooms teachers create assessments and use rubrics aligned to the school curricula actionable feedback provided to students varies across the school. Data from student work products is used to adjust curricula and instruction.

### Impact

The school's use of common assessments, data analysis and feedback allows teachers to determine student progress toward goals and to adjust instruction accordingly to meet the needs of all students.

### Supporting Evidence

- New York City Performance Based Assessments were administered in all classrooms to determine student baselines and develop additional support classes for students. These assessments are built into the units of study and lesson plans designed in curriculum maps. This information is used throughout the year to determine student progress toward meeting their goals across grades. For example, math and science teachers have administered pretests, and students created individual goals based on student outcomes. In addition, teachers used this information to inform grouping for interventions; students are then invited to a before school class to support them with literacy and mathematics skills from 7:20 am until 8:15 am every day.
- The use of rubrics, accompanied by specific targeted actionable feedback from teachers to students varies across the school. In some classrooms, feedback to students was written as high inference, "well done" "great job" "beautiful writing" and other classrooms teachers provided students with actionable feedback and next steps. For example, a teacher wrote "Demonstrated insightful analysis of task" and "Supported with relevant evidence." Most of the student work displayed in hallways included rubrics with identified areas of strength and areas of growth. Students spoke to how they use rubrics in class and how teachers confer with them to provide next steps.
- Every six weeks, common end of unit assessments are administered in all core subject areas and data is used by teachers to make adjustments to curricula and instructional practices. During a team meeting, teachers explained how after studying the results of students' latest end of unit writing assessments, they would be introducing model papers to students across all grades to ensure that students could first identify examples of strong writing and use these papers as a guide when developing their own writing or when self or peer assessing.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders and faculty ensure that curricula are aligned to CCLS and integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data.

### Impact

The curricula facilitate student's ownership of learning, and instructional tasks are cognitively engaged.

### Supporting Evidence

- Curriculum maps reviewed across content areas provide evidence of alignment to CCLS and emphasize rigorous tasks. For example, in a grade four science unit, "Animals and Plants in their Environment," students are asked to analyze, represent, classify, explore, understand and recognize populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystem. The curriculum maps showed standards addressed and the domains for each standard. In addition, instructional tasks are included for each lesson as part of the unit.
- The school's instructional focus is to improve critical thinking in the school community. This goal was chosen after a careful analysis of last year's data and ongoing conversations with teachers and the administrative team. The school found that their students needed to elevate their thinking in order to analyze and make meaning of the learning material. One teacher expressed that "critical thinking is essential for my students to effectively function in a modern world and to prepare for college and career readiness." The Professional Learning Communities support teachers in developing strategies and techniques to infuse critical thinking in all aspects of school life.
- Student work and other data inform the design and refinement of academic tasks. With a focus on the college and career skills of reading, citing text evidence and writing, the school uses a variety of instructional tools to support all learners. For example, Tier 2 and Tier 3 academic vocabulary is taught in all lessons. The 100 Book Challenge offers a variety of books in classroom libraries for independent reading that are leveled to state standards by using the American Reading Company's Leveling System. This supplements Ready Gen and promotes the love of reading. As a daily warm-up in math, students critically solve math problems during their math block.
- Rigorous habits of mind and higher order skills are embedded within curricula and academic tasks across grades and subjects. For example, a balance of fiction and nonfiction texts in literacy and activities leading to the practice of math fluency were seen in curriculum maps. Maps contain essential questions, lesson procedures, visual aids, vocabulary, group tasks, evidence of Webb's Depth of Knowledge (DoK) leveled activities and multiple points of entry.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

School leaders consistently communicate high expectations to the school community, provide training and use a system of accountability for those expectations. School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress.

### Impact

As a result, there exists a culture of mutual accountability for high expectations for professionalism, instruction, and other elements of the Danielson framework, and a successful partnership with families to support student progress toward expectations for college and career readiness.

### Supporting Evidence

- School leaders create high expectations for all staff, which is evidenced throughout the community through verbal and written structures including: new teacher orientations, ongoing workshops, staff handbook, and a school website. Student handbooks set clear and rigorous expectations for students, and explain rules and regulations in both English and Spanish.
- The school has clearly defined standards for professional development including professional development plans that incorporate staff input and classroom practices, embedding elements of the Danielson Framework for Teaching. For example, the Professional Learning Team surveys teachers to determine need, interest, and level of satisfaction in professional learning. Teams create the year's professional learning schedule and modify it based on Advance data during the year. Professional learning opportunities thus far include: Danielson 3b: Questioning and Discussion Techniques, 3c: Student Engagement, and 3d: Assessment.
- The school provides ongoing, clear lines of verbal and written communication such as online progress reports, parent/teacher conferences, parent informational sessions and workshops, and student handbook, to deepen parents' understanding of college and career readiness expectations for their children and to empower them to support their children in meeting or exceeding those expectations. Student Academic Reports are sent home four times a year (November, January, March and May) keeping parents and families abreast of their children's progress and performance. Additionally, parents are provided with sample texts of what their children are reading during Communication Tuesdays.
- The parent coordinator provides ongoing workshops for families on a monthly basis. This year, workshops included fostering effective communication skills, anti-bullying strategies, parenting skills, understanding the Common Core Learning Standards, and the importance of attendance. This year the school was received a grant from the Office of Arts and Special Projects to enhance parent, family and community engagement around the arts. Hands on art workshops are offered with Studio in A School's Artists.
- Staff communicates and supports high expectations for students. For example, teachers provide student's feedback based on what they do well and next steps to address areas of needs. In addition, rubrics are created and used for writing, reading, listening, and personal behavior to allow students to peer-assess and self-assess. The school also celebrates students' academics and attendance through monthly assemblies, and parents are honored for their contributions.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Well Developed</b>
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**Findings**

The vast majority of teachers engage in inquiry-based, structured professional collaborations during which pedagogical practice, assessment data, and student work is analyzed. These teams continually engage in distributed leadership.

**Impact**

The school’s professional collaborations and distributed leadership structures have strengthened the instructional capacity of teachers and mastery of goals for groups of students as well as their involvement in school decision making.

**Supporting Evidence**

- The principal ensures that teachers engage in ongoing professional collaborations in the implementation of Common Core Learning Standards and the instructional shifts. This work is aligned to the school’s instructional goals, promoting improved teacher practice and progress towards students’ goals as evident by the school’s weekly schedule and teachers’ program. The school’s teacher schedule shows multiple opportunities for teachers to participate and engage in teacher team meetings.
- Teacher teams, grade teams, Inquiry teams and professional learning communities meet weekly, bi-weekly and monthly to engage in inquiry-based work and to examine student work. Teachers conduct daily check- ins with colleagues to discuss students they share and on whom they are focused. During a grade 5 Inquiry Team meeting, teachers reviewed the previous data to determine next steps. They used this question to guide their work, “How can students use critical thinking to better understand the relationship between place value and positions?” Teachers reviewed the instructional activities attached to the implemented lessons and made adjustments for future lessons. Discussions about students’ progress were alive during the meeting where specific student goals were established.
- Teachers are engaged in professional reflection, supporting one’s another growth through a completion of a survey that determines their strengths and areas of need. There are Professional Learning Cycles that take place on Monday afternoons and allow teachers to choose from a menu of items aligned with the school’s instructional goal to improve critical thinking in the school community. During a team meeting multiple teachers expressed that they share lessons plans, and instructional activities. They reach out to each other for support and schedule inter-visitations to improve pedagogy and share effective teaching practices.
- Collaborative teams are facilitated by grade leaders, and teachers rotate team roles and responsibilities across grades. Grade leaders collaborate to share the work of their grade teams with their colleagues and leadership by email, and meet with school leaders monthly to discuss issues of school-wide importance such as, professional development offerings and opportunities. Grade team leaders also turnkey instructional practices learned during out of school trainings and network monthly meetings. During a team meeting observed, a new teacher expressed that she has learned a great deal from her colleagues in her grade team.