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

Quality Review Report

2016-2017

P.S. 184 Newport

K-8 23K184

273 Newport St.
Brooklyn, NY 11212

Principal: Lisa Caldwell Linder

Dates of Review:
February 14, 2017 - February 15, 2017

Lead Reviewer: Kevin Bradley

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. 184 Newport 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

Instructional Core		
To what extent does the school...	**Area**	**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	**Additional Finding**	**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 Finding**	**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	**Additional Finding**	**Proficient**

School Quality Ratings continued

School Culture

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

Systems for Improvement

To what extent does the school...	Area	Rating
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	**Additional Finding**	**Proficient**
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	**Additional Finding**	**Proficient**
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	**Area of Celebration**	**Proficient**
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	**Additional Finding**	**Proficient**
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	**Additional Finding**	**Proficient**

Area of Celebration

Quality Indicator:	4.1 Teacher Support and Supervision	Rating:	Proficient

Findings

School leaders support teacher development with frequent classroom observation cycles. Written feedback captures teachers' strengths, challenges, and next steps using the Danielson *Framework for Teaching.*

Impact

Formal and informal classroom visits result in written and verbal feedback for teachers that make clear the expectations for teacher practice and the supports available to help teachers meet them.

Supporting Evidence

- School leaders conduct frequent classroom observations and provide feedback utilizing the Danielson *Framework for Teaching*. Each rated item is supported with specific detailed evidence from the observed class to support the rating. Next steps for teaching improvements are included throughout the class-specific evidence and at the close of each observation report. In addition, school leaders discussed a strategy of observation cycle planning that targets teachers based on individual need as well as student need. As a result of analysis of data collected from Advance, it was evident that across the school Danielson's Component 1E (Designing Coherent Instruction) and 3B (Questioning and Discussion Techniques) were identified as areas of focus for teachers in the school. As a result, differentiated professional learning opportunities were provided, including a self-guided professional learning series selected by teachers based on their reflections of their pedagogy and low inference data captured via formal and informal observations.

- Observation reports contain feedback that captures teachers' strengths and weaknesses and is accompanied by the next steps teachers should take in order to improve their practice and impact student success. For example, "Use instructional data from your previous lessons so that you can monitor student improvement towards established instructional goals. These goals can be monitored using checklists, student responses to questions posed as well as student work created during the instructional period. We can meet during one of your Friday afternoon preps to analyze the data to plan follow-up instructional activities." Feedback to another teacher includes, "Next steps: Teacher should include the questions in the lesson plan, to push students further allow them to select the numbered index cards to create a doubles fact. Continue working on students using the accountable talk stems, 'I agree\disagree with ----because' to ensure ongoing active listening and allow for student's to challenge their classmates thinking." In another observation report, "Provide students the opportunity to engage in peer and self-evaluation using the rubric provided for the assigned task. This would help students develop the habit of assessing their own work and make improvements prior to turning in their work for a final grade. Self-evaluation can be in the form of check-lists, reflections sheets or student formatted rubrics."

- In addition to the reports resulting from official classroom observations are the verbal feedback that follow informal classroom visits in the form of glows and grows that is tracked in documentation by school leaders. For example, one such glow and grow includes, "Glow: Classroom environment displayed previous lessons that were taught. Grow: Use student groups who are successful in accomplishing the inquiry projects to model their learning/thinking for groups that may be struggling with the task. Provide students with graphic organizers as a scaffold to support their comprehension of more complex tasks. This would assist them in organizing their ideas as they read." One teacher reported, "The actionable feedback from the observations help to improve my practice. I can take that feedback and implement that into my practice the next day, things that I can use immediately and see. The follow up that comes with that they hold us all accountable, every single lesson should include that actionable feedback."

Area of Focus

Quality Indicator:	1.4 Learning Environment	Rating:	Proficient

Findings

Structures are in place so that each student is known well by at least one adult. The school community aligns professional development, family outreach, and student learning experiences and supports.

Impact

Interventions, routines, celebrations and supports help students learn positive behaviors and promote the adoption of effective academic and personal behaviors.

Supporting Evidence

- Each cohort starts with a morning circle, students and staff meet to recite the school's core values of respectful, responsible, and ready to learn. This introduction to the day helps to establish the students' social emotional connection to the school, their peers, and the tasks of the day. An attendance team partners with Foster Grandparents to reach out to support students with attendance issues to improve their in class time to reduce missing instructional time. Green Generations is a social emotional support with nutritional activities during a pull out program for four periods, two days a week. The Leadership Program (TLP) is a character building education program for students in grades three through five. Gender specific support groups for students that foster social emotional growth are Her Story and Boys to Mentor. Counseling in Schools for grades five through eight, involves a social worker working on establishing restorative practice. While supports align with student learning needs, there was a lack of evidence of impact on students' academic and personal behaviors.

- Monthly newsletters for all grade levels are sent home to parents informing them of topics of study, including ways to support their students at home, and upcoming events and workshops. The school reaches out to parents using various methods, including, School Messenger, Class Dojo, Engrade, Thinkwave, and Teacher Ease. Quarterly report cards are provided to parents, along with parent teacher conference sessions. Student progress is also shared with parents as needed via parent engagement Tuesdays. Parents reporting attending workshops on success with common core, and learning how to support their children in ELA, including how to do a read aloud with your child where parents got to take home a book. While the school promotes the adoption of students' effective academic and personal behaviors, there was a lack of evidence regarding results being in place.

- One parent reported that her daughter has progressed by improving her academic behaviors, "She was a slow reader and she is on point and now she's motivated. She's motivated by the teachers. Her teacher challenges them to read these third grade books, and they read the third grade books to the principal, the teacher was pushing them so they knew they could."

Additional Finding

Quality Indicator:	1.1 Curriculum	Rating:	Proficient

Findings

School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and the instructional shifts. Across grades and subjects, rigorous habits and higher-order skills are emphasized for all students, including ELLs and students with disabilities.

Impact

Coherent curricula promote college and career readiness for all students. A diversity of learners have access to the curricula and tasks and are cognitively engaged.

Supporting Evidence

- Curricula calendars across grades and subjects are constructed using the Common Core Learning Standards aligned *Ready Gen* and *Code X* in English Language Arts (ELA). In math, *GO Math! and CMP3* programs are aligned to CCLS. The school also ensures curricula coherence with the New York City (NYC) Social Studies Scope and Sequence and the science New York State (NYS) Standards. The pacing of each curriculum is monitored on grade level and revised as needed.

- The instructional shift requiring that students apply math concepts in real world situations is evident in curricular documents. In an eighth grade curriculum map, students plan a field trip and find individual costs by figuring out how does the cost per person change if a fixed cost is split among an increasing number of individual payers. In another lesson, students write an equation for a linear function as they are given a graph, a table, and two points to explore the slope of going up and down a staircase.

- The instructional shift requiring that students develop their skill in writing from sources emphasizing the use of evidence is apparent in curricular documents. In a fifth grade ELA lesson plan, students use textual evidence to summarize a reading selection from *Night of the Spadefoot Toads*. In a fourth grade ELA lesson plan, students are asked to use the text of *The Pied Piper* answer questions relating to facts and details of that text. In a third grade ELA lesson plan, students use an excerpt of text from *Leaving Emma* to write summaries using details from the text to answer short response questions. In an eighth grade science curriculum map, students cite specific textual evidence to support analysis of primary and secondary sources of science and technical texts.

- A diversity of learners benefit from access to academic tasks as evidenced in an eighth grade ELA lesson plan, the SETTS teacher provides assistance during class and afterschool to students with IEPs throughout a research project on African-American contributions to history. The SETTS teacher guided students through research and the requirements for the tri-fold visual and oral presentation in addition to offering feedback to the students regarding their presentations. In a second grade lesson plan, English Language Learners (ELL) are supported when the teacher points out that the word sharp has multiple meanings and a sentence in the text refers to having very good ability to hear and having ELL students create a list of common farm animals by writing the singular and plural forms of the animals on the list.

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient

Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs informed by the instructional shifts that fosters higher order thinking. Teaching strategies provide multiple entry points into the curricula.

Impact

Teaching practices reflect an articulated set of beliefs informed by the Danielson *Framework for Teaching* and the instructional shifts. All learners are engaged in appropriately challenging tasks.

Supporting Evidence

- Across classrooms, teaching practices reflected the school's belief that students learn best when they engage in rigorous content through well designed learning tasks and instruction meets their individual needs. In an eighth grade math lesson, students learned transformations, while identifying reflections based on x axis and y axis coordinates. A student sits in the hot seat to display a sketch of a congruent figure to the class through use of the document camera. Students worked in groups with notebooks, as the teacher pushed the students thinking, "What transformation change the orientation of a figure?" "You can check in with your table mates before we share out." Students were able to respond, the transformation is a reflection. In an eighth grade social studies class, students made oral presentations on contributions of historical African-Americans. During the student presentations, students listened to the presentation had a biography oral presentation rubric and they were using their note catcher. Students used rubric based feedback and identified their next steps.

- Across classrooms, students were engaged and conducted targeted turn-and-talk conversations with partners to further their learning. In a third grade ELA lesson, while using an excerpt from *Leaving Emma* students were involved in turn-and-talks with their peers. A student responded about their learning process, "We have to explain Emma's character traits. We went back and used our text details." In a second grade ELA lesson, as students were reading *Charlotte's Web,* in order to deepen their understanding of character traits, students were involved turn-and-talks with their peers. The teacher checked for understanding by listening in on the turn-and-talks and followed up with questions for the students, "Tell me what your partner said," "Can you justify your answer?" "How would you prove that?" and "Share your answers with the person next to you." The teacher encouraged students to push and to justify their thinking, some students referred back to the text to support and justify.

- Multiple entry points allowed all learners access to the material. In a fifth grade reading lesson, three different groups based on assessment data were reading three different texts. The teacher was reading *Tanya's Money Problem* and guiding a small group through making and revising predictions. Another group was taking turns reading the book, *Night of the Spadefoot Toads*, round robin style. All four students read from the book, and they were to write a summary. Another group is reading *American Revolution*, as they identify the Boston Tea Party as a major event. In a first grade ELA lesson, some students were reading about understanding and identifying characters in a story. In a writing station, students drew a picture and wrote a sentence about a character. The teacher worked with a small group of four students on guided reading, four students worked with the paraprofessional, five students were working on the computer, and four were working independently. Students were all at all station activities to meet individual needs that was being monitored through individual check ins.

Additional Finding

Quality Indicator:	2.2 Assessment	Rating:	Proficient

Findings

Across classrooms, teachers use rubrics and checklists aligned with the school's curricula to inform feedback to students. School leaders use common assessments to determine student progress toward goals.

Impact

Students receive actionable feedback regarding their achievement. Data from common assessments are used to adjust curricula and instruction.

Supporting Evidence

- Common assessments in math and literacy are used to determine student progress and considerations for school wide support. In literacy, classroom teachers administer *Fountas and Pinnell* Reading Levels assessments, *Degrees of Reading Power* (DRP), and *Code X* unit assessments. In math, *GO Math!* and *CMP3* assessments are used to generate schoolwide instructional goals. This information is used to determine groups and identify specific needs students may have that may be supported in smaller groups. New York City (NYC) Performance Based Tasks are also administered schoolwide at the beginning, middle, and end of the school year to track student progress in math and literacy. Computer based programs, *MyON* and *iReady*, are also used for regular assessment. Formative assessment tools include weekly math and reading performance tasks in each unit of study. Unit assessments in math and reading are also formative tools that grade teams and individual teachers use to consider what needs to be revisited and retaught.

- Across classrooms, samples of student work products showed teacher written actionable feedback. Some examples of that feedback were: "You provided some details to give the readers an overview of the novel. Next steps: You provided a summary, but did not include the components of the guidelines and the rubric," and "You did a very good job capturing the important elements/characteristics of your main characters. I look forward to your oral presentation as you give us greater insight into their world." One student said regarding teacher feedback, "It's mostly on our work, we go back and check your work, if you understood where you went wrong and can explain it, it helps to not to make that mistake again."

- Across classrooms, rubrics and checklists are used across grades and content areas as tools of support for student growth. Teachers and students use rubrics as assessment tools and feedback mechanisms. Additionally, rubrics were used as assessment and feedback tools attached to work, as well as displayed on bulletin boards in hallways and in classrooms. Examples of rubrics and checklists range from those designed for specific assignments in science, social studies, mathematics, personal narrative writing, and informative writing. Evidence of students' use of these tools is posted on classroom walls, on hallway bulletin boards, and included with student work in portfolios. One student reported, "We use rubrics in every class, ELA, projects, participation, when someone is giving their report on their project, almost everything we do."

Quality Indicator:	4.2 Teacher Teams and Leadership Development	Rating:	Proficient

Findings

Teacher teams consistently analyze data and student work for students they share. Distributed leadership structures are in place.

Impact

As a result of teacher team inquiry work, teachers' practices have improved. Across the school, teachers have built leadership capacity and have a voice in key decisions that affect student learning.

Supporting Evidence

- During teacher team meeting student work is analyzed utilizing protocols to share best practices in instruction. Such as the ELA common planning inquiry team reviewing a literary Black history project to analyze student work and student outcomes. The team discussed students moving towards meeting their goals, including a student who had moved from level one on his performance task assessment at the beginning of the school year to a mid-level two. The team's outcomes included having students develop and opening hook to grab the audience, supporting the quotes they select from the text with specifics, and having the students refer back to the rubric with a partner to self and peer assess. All teachers participate in grade level teams using collaborative inquiry to focus on Common Core aligned curriculum, and target students for inquiry work and study. A school based data specialist supports inquiry team's work by providing the teachers with professional development in analyzing data. Teacher teams have improved the quality of teaching through the sharing of best practices and targeted interventions designed to improve student outcomes.

- The grade three teacher team met to analyze student work resulting from a chapter three math test. In a January 2017 meeting, teachers found evidence that the students were having problems understanding key words in math word problems. The team also found that students were not using math strategies. A next step discussed and agreed to was that teachers will highlight key words in word problems. In addition to this, the team decided to use anchor charts to reinforce math strategies. Next steps from the team included, having students continue to use "justify answer and explain answer", and incorporating parts of the RACE (Restate the question, Answer the question, Use Evidence in word problem, and Explain the answer using strategies) strategy.

- Teachers serve as leaders for the grade-based collaborative inquiry teams. Teachers also serve as content specialists on the RTI (Response to Intervention) team, members of the professional learning team, the data team, PBIS (Positive Behavioral Interventions and Supports) team and as leaders of the professional learning committees. The leader of the School Implementation Team (SIT) worked with the principal to establish a checklist that the team used to ensure that students with disabilities were receiving appropriate services. Through this team's careful analysis and aided by the use of this new checklist, the number of students with disabilities declassified by over 100 percent from the previous school year. As a Learning Partner Program (LPP) school, intervisitations and debriefing sessions with their partner school support building leadership capacity. The LPP focus was modified to enhance students' response to literature.