

Quality Review Report

2016-2017

P.S. 182

Elementary School 08X182

**601 Stickball Blvd.
Bronx
NY 10473**

Principal: Anne O'Grady

**Dates of Review:
May 23, 2017 - May 24, 2017**

Lead Reviewer: Clarence Williams Jr.

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. 182 serves students in grade K through grade 5. 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		
<i>To what extent does the school...</i>	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	Area of Celebration	Well Developed
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		
<i>To what extent does the school...</i>	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	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	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	Additional Finding	Well Developed
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:	1.2 Pedagogy	Rating:	Well Developed
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Findings

Across classrooms teaching practices are aligned with the schoolwide belief that students learn best when students have high levels of ownership of their learning. Students are engaged in discussions and in producing meaningful work products.

Impact

All students produce meaningful student work products that reflect high levels of participation and ownership.

Supporting Evidence

- School leaders and principals stated that students learn best by taking ownership of their learning. In a grade two math class, students were working on sorting two dimensional shapes according to their attributes and placing the shapes on plates. Students were asked by the teacher to bring the plate that is the most challenging that they created to the whole group for discussion. Students discussed what they felt was the toughest assignment. One student stated, making our own rules was tough because I tried to make a rule that added up to thirty five. An additional example was seen in a grade five reading lesson. Students were engaged in a guided reading lesson working in small groups. One group was reading the book, *The Drinking Gourd*. One student in a group stated, "We're reading the story and creating questions based on our [Webb's] *Depth of Knowledge* questioning levels and we have a checklist to track our own progress." Both examples demonstrate how teaching practices allow for students to demonstrate ownership of their work by selecting their work assignments and using a checklist to track progress.
- All students in classes observed produced work products that reflect high levels of engagement. In a grade four science class, students were working on an engineering assignment using straws to make a structure stronger. Students worked in teams and independently to produce work products aligned with the aim. They were also required to explain the science behind their example. One student stated, "I took two straws and added them to the top for extra reinforcement." Another student stated, "I was able to evenly distribute the straws to evenly distribute the stress of the structure." Students demonstrated ownership by working independently to build their own designs and explain the math and science that went into their thoughts on the architecture and structure.
- Student engagement was evident in all classes visited. In a kindergarten English Language Arts (ELA) class, students were working on analyzing characters in the book *Strawberry Girl*. All students were engaged in turn and talk conversations based on questions from the teacher about what they had learned about the character so far. Students stated that they learned that the character likes strawberries but they had to be sweet. Another student stated, "I think she is a nice person because she likes to share with her friends. I'm the same way because I like sharing too." The teacher asked, "Does anyone else agree that she is nice?" Another student stated, "I agree because she shared her strawberries with her friends and I know how much she likes them."

Area of Focus

Quality Indicator:	1.4 Positive Learning Environment	Rating:	Proficient
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Findings

The school culture is built on a structure that allows all students to be known by one adult; however, these structures are not always personalized. The school community supports student learning and family communication and provides professional development as a support in these areas.

Impact

Professional development and family outreach is aligned to support the learning of students; however, this does not always result in effective instructional and personal behavior adjustments or strategically align with student need.

Supporting Evidence

- The school community has placed significant attention on student attendance and communicates with families regarding attendance. The principal sends out monthly letters to parents of students with attendance issues and students who have shown improvement. The letter shows the student's current attendance, including how many days the student has been and late. One letter presented by the principal showed that the student's current attendance was 81 percent with 19 absences and one tardy. The letter informed the parent that the student was not meeting the schools goal of 95 percent. Although the school has made attendance a priority, they have currently not met the goal of 95 percent. The school also uses an incentive program for classes. Classes will receive points for specific attendance achievements. For example, classes will receive one point for 100 percent attendance on mid-week days and two points for Monday or Friday, or for the day after an extended weekend or a rainy day. This was impactful as a grade two assembly was observed where classes received awards for perfect attendance and improved attendance.
- The school has structures in place so that all children are known by at least one adult in the building. The school staff consist of a guidance counselor, a social worker, two part time school psychologists, an attendance teacher and IEP (Individualized Education Program) team. The attendance teacher looks at all students by grade level and independently. The guidance counselor works with students independently on a mandated and at-risk basis. The IEP team works with all students on their IEP. There is also a school aide that is assigned to each grade that makes phone calls and keeps a log of every call made. This log includes the individual student, the time the call was made, and a brief summary of the purpose of the call. Although these structures allow for one on one attention, it is not always personalized to fit the individual needs of students.
- Professional development (PD) in the school is designed to support the promotion of academic and personal behavior. PD for the school year consisted of a workshop on Positive Behavior Intervention Supports (PBIS) was rolled out to staff members to support academic and socio-emotional behavior throughout the school environment. Administrators were observed giving out stars to students who exemplified good citizenship. Although the program demonstrates the effectiveness of improving school culture, it was not clear how it was strategically aligned to the professional development on PBIS.

Additional Finding

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

Curricula are aligned to Common Core Learning Standards and integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data.

Impact

Teachers and school leaders make curricular decisions that build consistency and promote college and career readiness for all students so that a diversity of learners have access to the curricula and tasks and are cognitively engaged.

Supporting Evidence

- Teacher lesson plans reflect the integration of Common Core Learning Standards and instructional shifts. A math lesson targeted Common Core Learning Standards on operations and algebraic thinking, and numbers and fractions. The lesson required students to understand the relationship between the information and the word problem. This reflects the instructional shift of practicing and understanding. The plan also states that students will be able to solve word problems using skills to build on prior knowledge of things that they have already learned in the class. This is an example of instructional shift two, coherence in which students are able to build on the foundation of their learning by using prior knowledge.
- Lessons are refined based on student work and performance. Grades two and three in science classes were given a pre-test that showed that students were lacking basic information such as identifying a stem and what plants need to survive. These were foundational skills that students need so they can move into more advanced areas like cross-pollination. The science team looked at the tests and identified the area of the unit maps that needed revising in order to re-teach some of these areas in lower grades.
- Curricula materials reflect college and career readiness for students. Science, Technology, Engineering and Math (STEM) and higher-order thinking skills are used in the lesson plans. The goal in a grade four science class was for students to use geometric shapes to form the strongest truss. This lesson was an introduction to engineering. The lesson required students to study the architecture of buildings. This was impactful as several students in the class stated that they wanted to go into architecture or engineering. One student stated, "I want to be a mathematician." Lesson plans also demonstrated higher-order thinking skills such as Webb's *Depth of Knowledge* question level predict, "Can you predict which shapes can tolerate more force?" and "Can you predict which shapes will be more stable? Why do you think so?"
- English as a New Language students and students with disabilities have access to cognitively engaged activities that are demonstrated in the curriculum. A grade two math lesson plan showed students in small groups based on their instructional needs. For example three students were given extra supports having the teacher reteach parts of the lesson in a small group setting as per their IEP. Speech and ENL students were given extra time and had parts of the assignment read to them.

Additional Finding

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Across classrooms, teachers incorporate assessments, rubrics, and grading policies that are aligned with the curricula and consistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact

Teachers provide actionable feedback to students to support learning and make adjustments based on assessments to effectively meet all students' learning needs.

Supporting Evidence

- Students in most classes visited used self-assessments for the purpose of assessing their comprehension of the subject material and to check for understanding. In ELA classes, students used a writing reflection log based on a pre- and post-test that is used schoolwide to assess their own work. The check list is divided into two columns, the first is the area that the student improved on and the second is the area that the student still needs to improve on. At the bottom of the page is an area for the student to write down what they will focus on. There is also a section for teacher comments. A student checked off that they improved on transitions, elaborations and spelling. They stated that they needed to improve on endings organization and punctuation. The student further stated, "I need to work on getting my reader hooked." The teacher's comments included, "I agree, also try to hint at something that may be a problem for your reader."
- Teacher use rubrics to provide actionable feedback to students. A geometry rubric was seen posted in several classrooms. This four point rubric assessed students in categories of mathematical concepts, neatness/organization, diagrams/sketches and mathematical reasoning. The student received a three in the area of mathematical reasoning. The teacher stated, "Excellent, next time remember to explain that the base area is length x width. Good job checking your work." An additional example was displayed on a grade one opinion writing rubric. Students were scored from one to four on structure and development. The teacher wrote next steps for the student that included, "Lets add more words to your opinion piece such as also, another and because."
- Teachers provide actionable feedback to students by posting comments on student work. An example was seen on a student's essay on earthworms. Comments included great student practices and areas that the student can work on. A teacher wrote the following, "I like how you answered your own questions with facts". Actionable feedback included, "Use the article to help you check the spelling of the words." An additional example was seen on a research paper on the Civil War. The teacher stated, "Strengthen your writing by adding to your conclusion and add insight to how the characters changed."
- Teachers provide checks for understanding and make adjustments to instruction based on student responses. In a kindergarten class, the teacher was engaging students in a lesson on analyzing a character. The teacher was reading story and did a check for understanding by asking what the word ripe means. A student said that the word means when something is right. The teacher made an adjustment to the lesson by discussing words that sound the same but have different meanings. The teacher spelled out the words ripe and right. The teacher included the word ripe into the vocabulary based on students not knowing the definition.

Additional Finding

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders steadily articulate high expectations and other elements of the Danielson *Framework for Teaching* to the entire staff. School leaders effectively communicate expectations connected to a path to college and career readiness and collaborate with families to support this initiative.

Impact

School leaders and teachers have mutual accountability for schoolwide expectations. Family partnerships are successful in supporting student progress to reach expectations.

Supporting Evidence

- The principal communicates expectations for college and career readiness by sending out numbered memorandums to the entire staff. For example, memorandum twenty four communicates high expectations for college and career readiness via the expectations for the upcoming college awareness day. Teachers are required to select from a list of 44 pathways-to-college activities in which to engage students. Parents are also informed of the activities that will take place on this day. Since October the Parent Association has worked with the counselors on workshops for parents on college and career readiness. These workshops include middle school admission requirements, future academic expectations for students and career paths.
- The school leaders support teachers' mutual accountability for schoolwide expectations. For example, after reviewing *Advance* data for the teacher observations, school leaders decided that Danielson 3b, questioning and discussion techniques, would be a focus of high expectations in the classroom. Teachers came together for a professional development and created a chart that lists evidence of what both teachers and students do that represents effective or highly effective questioning practices. A teacher stated that they would use the Depth of Knowledge wheel to support the level of questioning. This was impactful as teachers who participated stated that they use the chart as they work towards improving questioning in the classroom. Teachers also stated that information writing is also an area that teachers work together on across grades.
- The principal communicates high expectations and provides training through the use of professional development so that teachers can meet the needs of all students. A professional development agenda was presented that demonstrated that the principal conducted a "Danielson Deep Dive." The PD agenda showed that teachers were engaged in a case study of a school to look at question and discussion techniques used in the school. Teachers had to share-out best practices and took part in a jigsaw activity that required teachers to look at strengths in various discussion techniques. This was followed up with feedback sessions with individual teachers to ensure that teachers understood the importance of the expectation. An example of feedback was given in one session when the principal stated, "In order to move your practice of 3b from effective to highly effective, ensure that the questions used in your book club engaged the students in a deeper enriching conversation. You may need to go back and reteach asking good questions."
- The school uses workshops and meetings to support family partnerships. Parent association meetings were moved to Friday evenings in response to parent availability. As a result the meetings were changed to "Family Night" on the first Friday of each month. Parents have stated that attendance has improved after changing the meetings to Friday evenings. They stated that the last meeting showed sixteen additional parents in attendance. In addition, workshops for parents are designed to improve student learning. Topics include understanding Common Core Learning Standards, how to help your child prepare for the New York State exams and education through music (ETM), in which parents learn to make music with their children and how music ties into academic improvement through discipline, reading and math.

Additional Finding

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

Most teachers participate in organized, inquiry-based collaborations that promote the school goals and the implementation of the Common Core Learning Standards and instructional shifts. Teacher teams regularly examine assessment data and student work for students on whom they are focused.

Impact

Teacher team practices focus on improved learning and result in improved teacher practices and progress toward goals for students.

Supporting Evidence

- A grade five inquiry team was observed. Teachers looked at assessment data which consisted of short response pieces. They noted that one student did not develop a character and the student had problems identifying a problem and a solution connected to the character. They further noted that the student had trouble organizing her writing. One teacher mentioned that based on the data, this is an improvement in her writing but she requires additional supports. Two additional pieces of student writing were discussed with similar observations. Strategies that the team mentioned that would be helpful for the students were spending time reading more from the same genre, chunking text into smaller pieces to look at character development, and more modeling. This is aligned with the school goals that state that rigorous strategies will be used to improve student writing across all grades.
- Minutes from a grade three math team meeting demonstrated a list of Common Core Learning Standards that students are showing growth in and ones that they are still struggling with. The team minutes reflected that the team discussed that based on *GO Math!* mid-year assessments, students are showing growth in understanding pictographs and bar graphs and multiplying one-digit whole numbers by ten. Teachers also noted that students struggle with standards related to solving two-step word problems involving the four operations and using place value to round. The team noted that best practices to work with students in these areas included integrating the instructional shift fluency by having students engage in daily practice with skip counting tens one hundreds and one thousands. Teachers stated that these instructional practices allow for students to build confidence in their work to help them reach their targets. Teachers will also use anchor charts with rounding rules for students to refer to, play practice games such as Rounding Race, and use memory cards.
- Grade four guided reading team minutes included discussions for best practices for implementing guided reading. They included assessing students using Fountas and Pinnell data to form small flexible groups, ensure that after students read the text, and make sure that they are having discussions within their groups. Best practices highlighted also included introducing unfamiliar vocabulary from the text and regroup students based on continued observations and assessments of each student. These practices were evident in a guided reading class observed where the teacher spent time going over vocabulary words with students.