

# Quality Review Report

## 2018-2019

P.S. Q224

K-8 75Q224

252-12 72 Avenue  
Queens  
NY 11426

Principal: Desmond Park

Dates of Review:  
January 22, 2019 - January 23, 2019

Lead Reviewer: Lisa Reiter

# 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. Q224 serves students in grade PK through grade 9. 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	<b>Area of Celebration</b>	<b>Well Developed</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>Additional Finding</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>Additional Finding</b>	<b>Well Developed</b>

## School Quality Ratings continued

<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area</b>	<b>Rating</b>
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	<b>Additional Finding</b>	<b>Well Developed</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 Finding</b>	<b>Well Developed</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area</b>	<b>Rating</b>
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	<b>Additional Finding</b>	<b>Well Developed</b>
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	<b>Additional Finding</b>	<b>Well Developed</b>
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	<b>Area of Focus</b>	<b>Proficient</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 Finding</b>	<b>Proficient</b>
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	<b>Additional Finding</b>	<b>Well Developed</b>

## Area of Celebration

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

As a multi-site school, school leaders and faculty work together ensuring that curricula are aligned to the Common Core Learning Standards, strategically integrate the instructional shifts, such as fluency, deep understanding, and using text-based evidence, and emphasize higher-order skills in a coherent way. Curricula and academic tasks are planned and refined using student work and assessment data.

### Impact

There is coherence across grades and subject areas that promotes college and career readiness. All learners, including the lowest- and highest-achieving students, as well as English Language Learners (ELLs) and students with disabilities, demonstrate their thinking and are cognitively engaged.

### Supporting Evidence

- School leaders and teachers at each site created documents that break the Common Core down to foundational skills students need to show mastery of each standard for each grade. Teachers then plan a three-week instructional cycle for each of the identified foundational skills. A review of curricular documents reveals additional evidence of the strategic integration of the instructional shifts. For example, across grade-bands, there is evidence of the mathematical shift of fluency through the incorporation of fluency sheets into the unit and lesson plans. The fluency sheets range from single-digit addition to more complex problems. Additionally, the literacy shift of developing text-based answers appears across curricular documents. A review of instruction in foundational skills from kindergarten through fifth grade shows students will progressively deepen their use of textual evidence. For example, students on a grade-three level will support the main idea with evidence from the text while students on a grade-five level support their claims with textual evidence. Thus, there is coherence across grades and subject areas that promotes next-level readiness.
- Unit and lesson plans include activities requiring students to demonstrate their thinking either orally or in writing. A grade three through five math lesson plan indicates that students will answer *Depth of Knowledge* level three and four questions. As an example, students will discuss how multiplication and addition are similar and then explain how they determined an answer. Included in a lesson plan for students in kindergarten through grade-two is a task that requires students to infer what will happen next based on a picture. Students are also required to respond to a higher-order thinking question related to pictures in which they defend why a prediction would not make sense, such as inference that people are grilling chicken when the pictorial evidence supports baking a cake. Therefore, it is evident that higher order skills are embedded throughout curricula, allowing students with disabilities to demonstrate their thinking.
- Teachers consistently use data from student work and assessments such as the Assessment of Basic Language and Learning Skills (ABLLS) to plan and refine curricula so that all students, including ELLs and students with disabilities as well as the highest and lowest performing students, have access and are cognitively engaged. Based on data points, students are identified into three different trajectories and within each trajectory is a continuum of skills that range from pre-emergent to applying. School leaders and teachers have developed a common understanding of what cognitive engagement means. This includes designing tasks that result in a productive struggle and allow students to demonstrate their understanding. Evidence of cognitively engaging tasks was viewed across curricular documents. For instance, included in a grade-three through five lesson plan are three versions of a task on making predictions that range in level of complexity.

## Area of Focus

<b>Quality Indicator:</b>	<b>4.1 Teacher Support and Supervision</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders support teacher development with frequent classroom observations cycles, both evaluative and nonevaluative, and student data analysis. Prompt verbal and written feedback captures teachers' strengths, challenges, and next steps using the Danielson *Framework for Teaching*.

### Impact

Evaluative observations result in feedback that promotes professional growth. While feedback to teachers makes clear the expectations for teacher growth and the supports available, the feedback is not yet consistently aligned with goals for professional growth.

### Supporting Evidence

- School leaders conduct frequent classroom observations and provide feedback utilizing the Danielson *Framework for Teaching*. Each rated item is backed with specific, detailed evidence from the observed class to support the rating. Next steps for teaching improvements are included at the close of each observation report. However, occasionally next steps are a reminder to continue implementing components of the instructional focus without the inclusion of specific strategies. For example, feedback in one observation report stated that the lesson fulfills the instructional focus, with the next steps to continue to plan lessons with the instructional focus in mind. Part of the school leaders' strategy for observation cycle planning includes a first evaluative observation that is announced for all teachers. Additionally, teachers identified as needing additional support or who are new to the school receive their observations first. School leaders also shared that they conduct non-evaluative observations and provide teachers with verbal feedback.
- Observation reports contain feedback that captures teachers' strengths and weaknesses and is accompanied by next steps teachers should take to improve their practice and have an impact on student success. For example, in one report the teacher was commended for embedded methodologies that support students with disabilities and the inclusion of visual supports and manipulatives. Next steps for this teacher included using a math problem-solving rubric that was shared during the post-observation meeting. In another observation report, the teacher was commended for having a model classroom that clearly utilizes specific methodologies such as applied behavior analysis. Next steps include using a specific behavior protocol, "count and mand," for students exhibiting inappropriate behaviors. Moreover, the observer shared this protocol during the post-observation conference. Teachers shared that feedback is helpful, and school leaders are willing to provide additional support. Thus, feedback articulates clear expectations for teacher practice and supports teacher development.
- While feedback to teachers offers actionable next steps that teachers can use toward pedagogical improvement, this feedback is not consistently aligned with professional goals teachers have set. During the teacher meeting, teachers shared that the school leaders are supportive of teachers' goals and find professional development opportunities for teachers. Additionally, in collaboration with school leaders, teachers develop yearly goals during their initial planning conferences. It was shared by both school leaders and teachers that almost all teachers have planning as a goal for this year, which aligns to the school's instructional focus. However, a review of observation reports reveals that a majority of teachers already have effective to highly effective ratings in the area of *Designing coherent instruction*. Furthermore, there are inconsistent references to these goals in the feedback given to teachers. Therefore, school leaders provide feedback that supports teacher development, but it does not yet consistently reflect alignment to teacher goals and progress toward those goals.

## Additional Finding

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

Across the vast majority of classrooms, teaching practices are aligned to the curricula, reflecting a coherent set of beliefs that students learn best when presented with tasks that provide productive struggle. Across the same classrooms, teaching practices strategically provide multiple entry points and high-quality supports, as discussed at the team and school levels.

### Impact

All students produce meaningful work products, are engaged in appropriately challenging tasks, and demonstrate higher-order thinking skills for students with disabilities.

### Supporting Evidence

- In a combined kindergarten through second-grade class, students discussed the answer to a multi-step problem in which they used addition and subtraction. Students then worked with a partner to solve another multi-step problem. While all students engaged in solving multi-step problems that use both addition and subtraction, the problems were differentiated based on the complexity of the problem and manipulatives provided, thus creating a productive struggle for all students. In a class for students in grades three through five with severe cognitive challenges, students discussed their predictions about a book. The teacher asked students to look at the cover of the book and predict the *what*, *why*, and *how*. One student said, "It is about eating unhealthy food." Another student added that there are pictures of ice cream and junk food on the cover, so he thought his classmate made a good prediction. Students then worked in small groups to write their predictions, supporting them with textual evidence. Consequently, students are provided with rigorous tasks that allow them to engage in a productive struggle.
- Strategic student groupings based on student data were evident across the vast majority of classrooms. For example, in a kindergarten class for students with disabilities, students worked in one of three stations. Within each station, students received differentiated tasks and adult support. One group worked with the teacher to make predictions about a story, with one student predicting the cat would get wet. The teacher instructed them to listen to the story to determine if that prediction was correct. In another group, students identified a topic for a story. The paraprofessional supported students in this group by providing pictures of different topics from which students could choose. The third group of students worked on letter-sound recognition with another paraprofessional. Each student in this group had an individual plan. Students in each group were performing at a similar level, and within each group, there was further differentiation and support. This structure allowed all students to engage in higher-order thinking skills and complete challenging tasks.
- During a grade-two math lesson, students worked on numeracy skills, such as identifying which number is greater than another number. Each student was issued a schedule that detailed the different stations to which they needed to report. Students were grouped by skill levels into early, intermediate, or advanced. Students then moved to one of three stations where further differentiation was provided based on the group's skill level. For example, at the play dough station, students in the early group rolled play dough balls to match the correct number on a document while students in the advanced group, in addition to rolling out the correct number of playdough balls, compared two numbers and identified which number was greater. Likewise, in a kindergarten class, students rotated through different stations. Each student had an individual learning plan for their work at each station. Therefore, all students receive strategic supports or extensions that allowed them to demonstrate higher-order thinking skills in their work.

## Additional Finding

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

Common assessments, such as running records and ABLLS, are used to create a clear picture of student progress towards goals and adjust curricula. Teachers' assessment practices consistently reflect varied and customized checks for understanding and student self-assessment.

### Impact

All students demonstrate increased mastery and teachers make effective adjustments to meet all students' learning needs. Additionally, students are aware of their next learning steps.

### Supporting Evidence

- Common assessment data are used to adjust curricula and instructional decisions that result in increased mastery. For example, after reviewing results from running records, 60 percent of students were reading between an A and a J level. Furthermore, it was noted that only a few students in this range were making progress, and letter recognition and phonics were identified as areas of need. Thus, an additional curriculum that focused on letter recognition and phonics was adopted. As a result of these adjustments, 33 percent of students have demonstrated increased mastery, as measured by reading levels. Additionally, the results of the ABLLS assessment, which measures basic language and learning skills, are used to create student skill-based groupings and lesson plans. Because of this targeted lesson planning based on an assessment, students in all three performance groups, early, intermediate, and advanced, have shown increased achievement from the beginning of the year.
- Across all classrooms, teachers use checks for understanding that include questioning, conferencing, and providing students with choice. Teachers effectively utilize checks for understanding to make adjustments to instruction. For example, during a kindergarten literacy lesson, the teacher provided students with two images, a boot and a hat, and asked one student which goes on his head. When the student was unable to answer, the teacher adjusted the question to ask whether the hat or boots go on his head. The student then provided the correct response. This process was repeated for different students with other questions. Additionally, students are aware of their next learning steps. Prior to completing a task, students identify what they must complete to earn a reward of their choosing, such as a gummy bear or cheese cracker. For instance, one student indicated he needed to complete five questions to earn a reward. This system allows students to demonstrate ownership over their next steps.
- While analyzing a word problem about bears in a multi-grade math lesson, the teacher asked how many bears did not have friends to determine if students understood how to solve the multi-step problem. She then asked a student to identify the number five on his paper as another strategy to check if this student understood. Students then worked in strategic groups based on their responses to earlier problems. Each student group had a paraprofessional to provide additional support. The teacher indicated that one paraprofessional should only provide support if requested, whereas other paraprofessionals provided more direct support based on student need. Additionally, all students used a problem-solving checklist to support their learning and next steps.

## Additional Finding

<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 through written memos, guides, and classroom observations. School leaders and staff effectively communicate and successfully partner with families around next-level readiness for students.

### Impact

Communication and professional development around high expectations result in a culture of mutual accountability. Information sharing and communicating through verbal and written reports as well as through daily communication logs allow families to support students in their academic progress.

### Supporting Evidence

- School leaders consistently message high expectations for improved teacher practice and achievement of school goals. Communication and accountability are conveyed schoolwide in the Comprehensive Educational Plan (CEP) and through classroom observations and professional learning experiences. Teachers receive ongoing professional learning connected to key elements of the Danielson *Framework for Teaching*. For example, teachers were provided with professional development on writing strong teaching points and planning effective lessons. This connects to a CEP goal and the expectation that teachers plan differentiated lessons. A review of the professional development calendar from across sites reveals all teachers receive support in planning, using assessment data, and supporting students' social-emotional needs. Additionally, teachers voluntarily attend a weekly professional development session, led by the school leader, focused on building capacity within the Danielson *Framework for Teaching*. Each session begins with teachers' sharing what is going well and with what they need additional support. Teachers then view a videotaped lesson of a colleague and identify strengths and next steps. The school leader also highlights best practices and provides suggestions that all teachers can use. As a result of these practices, teachers agreed that there is a culture of mutual accountability.
- Through memos and other written communication, school leaders convey high expectations. Included in one memo are core beliefs about how students learn best and how teachers are expected to implement those beliefs. As an example, the memo states that teachers are expected to develop "well-planned targeted lessons designed to accelerate learning." To support teachers in these expectations, they meet weekly with their peers to share practices and design lessons. Additionally, teachers requested more common planning time to meet this expectation. In response, school leaders adjusted teacher schedules to accommodate this request. Therefore, mutual accountability exists throughout the school.
- School leaders and staff members use tools such as daily communication sheets, emails, phone calls, annual meetings, newsletters, and online platforms to communicate high expectations to all families. Parents attend workshops on various topics such as speech sounds, safety, and understanding the services offered at each site. Daily communication logs vary by grade-level and student need. However, all parents receive daily progress updates, either electronically or via paper. Each log also includes a place for parent questions and teacher responses. As an example, in one log the parent inquired about her child's play habits with other children. The parent also indicated that she has seen an improvement at home in the child's interactions with his brother and sister. The teacher replied by sharing an example about the student playing a game with other students. One parent said, "There is a true partnership between the school and home." Another parent shared an example of using a new strategy, hand over hand, with her child at home, and commented on the positive results she has seen during meal times.



## Additional Finding

<b>Quality Indicator:</b>	<b>4.2 Teacher Teams and Leadership Development</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

Teachers are engaged in various teacher teams, such as vertical teams, that use a schoolwide inquiry protocol for identifying students' needs. Teacher teams consistently analyze data and student work for the students they share or on whom they are focused.

### Impact

Teachers have strengthened their instructional capacity through team-based collaborations. There is evidence of progress towards goals for groups of students.

### Supporting Evidence

- Teachers have strengthened their instructional capacity through weekly, inquiry-based team collaborations. Teachers use a tuning protocol to guide their meetings. Teachers came to a quick consensus regarding the positive impact that team-based collaborations have had on their practice. For instance, across sites, teachers have incorporated strategies to ensure students can access materials and have developed alternative strategies for students to demonstrate mastery of content and/or skills. One teacher shared that as a result of a team meeting, she incorporated into her lessons a checklist that helps her students complete work in math. Another teacher shared that as a team, they collaborate to design skills-based lessons for students at different levels. She revealed that this practice has had a direct impact on how she prepares lessons for her students. Additionally, she noted that as a result of the differentiated lessons, she has seen growth in her students.
- A review of agendas and minutes revealed that across the school sites, teachers engage in inquiry-based collaborations that include data analysis and implications for practice. At the beginning of the school year, teachers analyzed various assessment data, including running records, ABLLS, and Brigance, and identified target skills that will advance student learning. During an observed teacher team meeting, each teacher shared a task and different strategies that were used to support students in the writing process. Teachers also noted how their students were cognitively engaged throughout the lesson, which connects to the school's instructional focus. One teacher shared two different checklists, **add, remove, move** sentences, **substitute** (ARMS) and **capitalize, usage, punctuation, spelling** (CUPS) that she used with her students. She said, "The first time my students used this, they owned their writing." She went on to explain the positive impact on the quality of their work that she noticed. One example she provided was that students were revising their writing using a checklist, which was an improved practice for some students. In response, several teachers indicated they would try the checklists with their students in upcoming writing tasks. Thus, professional collaborations have strengthened the instructional capacity of teachers.
- Teacher teams consistently analyze assessment data and student work for students on whom they are focused. A review of collaborative inquiry team minutes reveals that a teacher team at the middle school site reviewed writing samples from students who are alternatively assessed. Teachers identified several strategies, such as fearless spelling and writing big words and sentences, to support students. Furthermore, teachers scaffold instruction for students in this group based on specific skills identified. For example, one teacher indicated that she is using strategies focused on being a fearless speller, in response to the students' poor sight word recognition and difficulty sounding out letters and words. This practice is leading to progress for students, as indicated by a review of in-class writing samples.