Quality Review Report

2016-2017

P.S. 178 Saint Clair McKelway

K-8 23K178

2163 Dean St.
Brooklyn
NY 11233

Principal: Joseph Henry

Dates of Review:
November 17, 2016 - November 18, 2016

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


### School Quality Ratings

**Instructional Core**

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Area of Celebration</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

## Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
Area of Celebration

**Quality Indicator:**

| 1.4 Learning Environment | Rating: | Proficient |

**Findings**

The school maintains a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults with systems such as positive behavioral intervention and an anti-bullying program.

**Impact**

Guidance and advisement structures create a safe and inclusive learning environment putting students on a path to success where student voice is welcomed and valued.

**Supporting Evidence**

- Online Occurrence Reporting System (OORS) incidents have decreased over the last three years due to implementation of Positive Behavioral Interventions and Supports (PBIS) across the school. OORS incidents decreased from 52 total incidents in 2013-2014, to 38 total incidents in 2014-2015, to 31 total incidents in 2015-2016. This decrease over the last three years corresponds with the school’s implementation timeline of PBIS. In connection with PBIS, students earn tickets for positive behavior and when they have earned ten tickets have opportunities on Fridays to spend those tickets on rewards through the school store.

- A student-led, anti-bullying team from the upper grades makes presentations to younger students in the lower grades to promote peer-led awareness of the school’s anti-bullying measures. In addition to classroom presentations to younger peers, the anti-bullying team creates anti-bullying posters that are displayed throughout the school and lead peer meditation and conflict resolution support meetings with students. During the student interview, a student who is on the anti-bullying squad indicated that the original idea of the anti-bullying team was brought to the school by the students who wanted to start the group to address bullying problems. She added that prior to the anti-bullying squad there were many problems with bullying and now problems are resolved by the anti-bullying, peer resolution teams working with adults in the school.

- Since restructuring Fridays to include Assessment Fridays and student-selected afternoon enrichment classes, attendance has improved specifically on Fridays. According to attendance data, Friday daily attendance rates have averaged above 90% during the school year. Students provided input in deciding on enrichment course offerings and some choice in which ones they attend. Some enrichment courses are: The Voice, The Internationals, Busy Spelling Bees, The Mad Scientists, The Chess Club, Mathletics, What’s The Word?, Mind Warriors, Ballroom Dancers, and The Debate Team which are geared toward youth development and student interest and give the school the opportunity to extend learning beyond the regular academic classes.

- Student academic goals are evident and monitored throughout the school year. Students create individualized student goal forms for each content area including short-term goals and long-term goals that are reviewed with staff on a monthly basis. An example of student goals are: “To make my grade 90 or above by the end of the marking period.” An example of a long-term goal: “I would like to go to a college that a teacher from I.S. 178 recommends that I go to or a high-level college.”
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |

Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs that promote student-centered learning informed by the instructional shifts. Teaching strategies provide multiple entry points into the curricula enabling most students to be engaged in appropriately challenging tasks.

Impact

Although many students demonstrate higher-order thinking skills, teaching strategies did not provide strategic use of multiple-entry points for all learners across the vast majority of classrooms.

Supporting Evidence

- During classroom visits, students were asked to use text-based evidence. For example, in a fifth grade classroom, students were reading *Night of the Spadefoot Toads*, and asked, “Based on text evidence, identify at least three words or phrases that describe Ben’s personalities. Use the graphic organizer to outline your ideas.” In addition, a turn and talk protocol is incorporated into instruction across classrooms as the school has made a focused effort to promote student-centered learning.

- Accountable talk is a schoolwide approach supported by professional development and evident in classes. For example, during a fifth grade class, a student-centered discussion on a story map was guided through accountable talk stems. Student representatives from each group shared their group’s results of their team talk session with the rest of the class. Group members from other groups responded with feedback to the rest of the class regarding their peer’s presentation skills and evidence, successfully using the accountable talk stems and a rubric. For example, “I would give him a two. His pronunciation was poor; I would suggest increasing his volume to make it easier for his audience to hear.”

- During a seventh grade science class, students were working collaboratively in groups based on strategic groupings of students by targeted tiered skill levels. Students were exploring the scientific process skill of measuring and determining density of regular and irregular shaped objects. The lesson included academic vocabulary that set the foundation for learning regarding density, mass, volume, and displacement. Each group worked on a different task according to which tier they have been assigned by the teacher. Although, in this classroom, students were engaged with their peers in grade-level and skill-level challenging tasks accessible to all learners, most classrooms did not strategically provide multiple entry points so that all learners could participate and demonstrate higher-order thinking.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**
School leaders and teachers ensure 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**
Purposeful decisions have resulted in curricular coherence, building college and career readiness for all students. A diversity of learners, including English Language Learners (ELLs) and students with disabilities, have access to the curricula and tasks and are cognitively engaged.

**Supporting Evidence**

- Curricula are aligned with Common Core Learning Standards and instructional shifts through the adoption of *ReadyGen* in kindergarten through fifth grade, *CodeX* in grades six through eight, and *GOMath!* across all grades.

- Curriculum maps show evidence of adjustments based upon grade-level needs. For example, a fourth grade English Language Arts (ELA) curriculum map was updated from last year to this year to include more of a focus on reading and writing, for example, “Research and record details about a scientist’s career.” A seventh grade ELA curriculum map was updated for 2016-17 to include more specific and aligned formative and summative assessments.

- ELLs and students with disabilities are supported through a tiered approach with modified assignments and strategic groupings in the classrooms during instruction to give them access to the same content and standards. Through analysis of data, students identified as needing additional academic supports are supported through ongoing, schoolwide academic intervention services in conjunction with unit plan content and tasks to further engage students.
Additional Finding

Findings

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

Impact

Teachers’ use of assessments and rubrics provide actionable feedback to students and teachers regarding student achievement as well as result in effective adjustments to curriculum and instruction to support all students’ learning needs.

Supporting Evidence

- During Assessment Fridays, all classes implement common assessments across all content classes every Friday. Content-area and grade-level teachers meet during team meetings to plan out and select common assessments for Assessment Fridays. For example, in connection to schoolwide goals to enhance student writing during an English class, students are expected to restate the question, answer the question, cite the textual evidence, explain your evidence (RACE) writing method that has been used in their classes previously as they answer short response questions during Assessment Friday. Results are reviewed with teacher teams the following week.

- Teacher use of assessments includes teacher teams identifying student strengths and learning needs, for example, “Based on this assessment, the student has demonstrated a solid ability to determine and clarify the meaning of unfamiliar and multi-meaning words on an eighth grade reading and content level. However, he struggled with analyzing an author’s point of view or purpose and how the author responds to conflicting viewpoint. Additionally, when reading informational text, he was unable to cite strong textual evidence that supports an analysis of what the text explicitly states, as well as drawing inferences.” As a result of the assessment, the teacher modified instructional strategies for this student by having him read more instructional text and apply the RACE strategy when answering questions. Not only did this student improve his reading and writing grades as a result of the modifications based on assessment, student performance data from the 2016 State test scores for grade six through eight in ELA and math showed an overall increase of 23 percent from 2015. The 23 percent increase in student achievement was one of the largest gains within District 23 recorded for 2016.

- Student work samples on hallway bulletin boards and classrooms display actionable feedback from teachers. For example, on an essay entitled, Young Scholars and the Voting Process, the teacher feedback was: “Your responses to the questions are clearly written and organized. Your answers address the topic with specific details. Next time, remember to use capital letters where needed.”
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

Findings
School leaders consistently convey high expectations to staff through ongoing feedback and professional learning aligned to the Danielson *Framework for Teaching*. The school communicates ongoing information and expectations to families connected to college and career readiness.

Impact
A system of accountability is in place for high expectations communicated to all staff. Families understand student progress toward goals for all students.

Supporting Evidence

- Parents reported during the interview meeting that the school offers a workshop for parents of students with Individualized Education Plans (IEP) to help understand the IEP process. Parents also reported that they stay informed of their student’s academic progress by accessing *Class Dojo*, an electronic communication application that teachers use regularly. Parents noted that the school’s workshops on Common Core Learning Standards help them understand what their students are learning in class and how they can help their students at home with homework. Parents also spoke highly of the guidance counselor’s efforts to ensure they were informed about the high school application process.

- Written observations include actionable feedback and clear expectations for next steps, for example, “In terms of next steps, please ask the students questions of high quality to cause them to think and/or reflect and deepen their understanding. Also, use discussion techniques that ask students to explain and justify their reasoning and conclusions based on specific evidence from text.” “Please be mindful of the fact that this year our focus is to have the students taking ownership of the teaching and the learning. Please grant the students the opportunity to ask you the questions and allow them to question each other as well.” Professional development follows on questioning and discussion and presented during the Instructional Support Team meeting. Teachers are expected to implement strategies to improve this competency.

- The principal and assistant principal have cycles of observations charted for the entire school year, that includes time to articulate expectations via feedback following informal observations and including pre- and post-observation related to formal observations. Teachers participate in cycles of intervisitations by grade-level teams to support training on teacher practice.
# Additional Finding

**Quality Indicator:** 4.2 Teacher Teams and Leadership Development

**Rating:** Proficient

## Findings

The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote achievement of school goals and implementation of the Common Core Learning Standards. Distributed leadership structures are in place.

## Impact

Teacher collaborations strengthen instructional capacity. Across the school, teachers have built leadership capacity and have a voice in key decisions that affect student learning.

## Supporting Evidence

- During an inquiry team meeting, while following a protocol, teachers brought examples of student writing that exhibited gaps in learning related to a ReadyGen point-of-view writing assignment. After reading and discussing chapter five of Charlotte’s Web, the students were asked to retell the main events in the chapter as one of the characters in the book: Charlotte, Wilbur, or Mr. Zuckerman. Teachers compared the student work to a rubric and normed grades while analyzing patterns to identify trends, for example, “His writing is expressive and descriptive as he put all of his ideas down; however, he needs help with structuring sentences, and needs help with spelling.” Teachers made suggestions of potential instructional strategies to address learning needs.

- As a follow up to a previous inquiry data meeting regarding analysis of the beginning of the year math test, the minutes from an inquiry team meeting document that one student was identified as having difficulty with specific skills regarding place value, money, measurement, and clocks. As a result of the inquiry team meeting, changes in teacher’s instructional practice to address identified gaps in learning: “I worked with her one on one and she did very well. Building a number of the day worked really well with her. She was able to successfully complete the worksheet activity correctly on place value.”

- Principal and assistant principal meet weekly with the instructional support team, a group of identified teachers, who have input into instructional priorities of the school and share best practices with colleagues to support coordinated efforts in implementing the instructional focus across the school. The instructional support team as they lead inquiry teams, model lessons and conduct professional development sessions with colleagues.