Quality Review Report

2016-2017

P.S. 188 Michael E. Berdy

Elementary 21K188

3314 Neptune Ave.
Brooklyn
NY 11224

Principal: Frederick Tudda

Dates of Review:
October 27, 2016 - October 28, 2016

Lead Reviewer: Jennifer Eusanio
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. 188 Michael E. Berdy serves students in grade PK 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

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
<td></td>
</tr>
<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>Developing</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>Developing</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>Developing</td>
</tr>
</tbody>
</table>
### School Culture

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

<table>
<thead>
<tr>
<th>Area of Celebration</th>
<th>Proficient</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>Additional Finding</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>Additional Finding</th>
<th>Proficient</th>
</tr>
</thead>
<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>

| Developing | Additional Finding |
### Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.4 Positive Learning Environment</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
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</table>

#### Findings

The school’s approach to culture building and discipline includes outreach to families and professional learning and activities relative to a responsive classroom philosophy for all students and staff.

#### Impact

The school maintains a safe environment that promotes an inclusive culture where student learning and voice is welcomed and is leading towards the adoption of effective academic and personal behaviors.

#### Supporting Evidence

- The school has adopted the *Responsive Classroom* philosophy. This summer, the principal and other key staff members attended a four day institute on the program and the techniques were turnkeyed to the staff during the new school year. The cluster teachers have formulated a *Responsive Classroom* team which conducts professional learning for teachers and assemblies for students. Teachers reported that during one professional learning session, the team modeled how to implement the Morning Meeting time for them which served as helpful in understanding the philosophy, concepts and structures of the program.

- The implementation of multiple activities throughout the year such as *Respect for All* programs, and family multicultural events and communications align with the inclusive nature of the school. Teachers report that all students and staff are treated equally. Initiatives such as student government and other programs provide students with a voice on schoolwide spirit events and ideas for assemblies such as anti-bullying and musical programs. Parents report that that staff and the principal all work together to ensure the school is secure.

- The *Responsive Classroom* approach has changed structures in the building where each grade now begins their day with a Greeting, Share, Group Activity and Morning Message. During a class visit in a kindergarten classroom, the *Responsive Classroom* structure was observed where students participated in each portion of the approach. All of the students were viewed greeting each other cordially and speaking in a supportive, positive tone. Similarly, this behavior was prevalent in other classrooms visited throughout the day. Students displayed behaviors consistent with self-regulation and persistence when engaged in classroom tasks. In one fifth grade math class, one student shared that the word problem she was working on was difficult but that she was going to try her best to complete it and “do it right.” During an interview, students shared how they use energizers: opportunities to get up and move around the class, to help them “get their blood flowing” to tackle and complete long tasks.
Findings
Teaching strategies including scaffolds such as graphic organizers and prompts, inconsistently serve as entry points in tasks for all learners. The level of student participation and thinking is uneven across classrooms.

Impact
Teaching practices lead to missed opportunities for all students to fully engage in high levels of thinking and discussion towards the development of meaningful work products across classrooms.

Supporting Evidence

- In some classrooms, teachers provided students opportunities to engage in tasks which required strategic thinking and reasoning. In a grade five math class, students were using the *Unlock the Problem* strategy to understand a word problem which required them to use multiple computation skills and determine the most effective strategy for solving a multi-step word problem. Students were given a choice of strategies to use such as the area model, partial products and the use of long multiplication and completed the task correctly. However, this level of engagement and understanding was not as prevalent across other classrooms.

- Scaffolds such as t-chart graphic organizers, mini charts and graph paper were among some of the ways teachers provided support to struggling students. In a self-contained special education writing class, students were provided graphic organizers to identify internal and external character traits. Some students were also provided a small chart with sample words and prompts to help students identify these traits and provide a rationale behind their choices. Although some students could provide correct answers to the teacher’s questions on character traits, the level of students’ responses were left to one word answers which reflected basic inferences.

- In a grade one reading class, the teacher conducted a picture walk using the book, *The Recess Queen*. The teacher asked students to work with a partner to determine the setting of a section in the story. Some students were not engaged and had difficulty maintaining focus on the task. In a grade four science class with students with disabilities, the class sorted M & M candies by color to develop a tally chart. Several students who completed the task early were not provided additional materials and waited for their teacher to provide more direction. In addition, across classrooms, several of the tasks did not provide students with the opportunity to engage in student to student discussion.
Findings
School staff is in the process of fully aligning the curricula, especially in writing, to the Common Core Learning Standards and/or content standards to ensure all tasks are rigorous.

Impact
The curricula and tasks have yet to reflect rigorous habits and build coherence towards college and career readiness across subject areas and grades for all learners.

Supporting Evidence

- The school has opted to change their writing curricula by utilizing the Teachers College Reading and Writing Program (TCRWP) for writing. In grades one through five, teachers are creating their own units of study for reading using the standards as a guide. The kindergarten team has chosen to use TCRWP for reading. Similarly in math, teachers in grades one through five have chosen to develop curricula maps using the GO Math! program and the EngageNY website as supplemental resources. Kindergarten teachers use the Technical Education Research Centers (TERC) curricula for math. All teachers are in the process of implementing the Passport to Social Studies program and developing curricula based on this program which aligns to the New York City scope and sequence in social studies. Science teachers use the FOSS program and are in the process of developing curricula across grade levels. A review of curricula in English Language Arts (ELA) and math reflects current units of study aligned to the Common Core Learning Standards. However, year-long schoolwide curricula including areas such as social studies and science have yet to be developed and aligned to the standards.

- Academic vocabulary are reflected in some ELA and math unit plans. Tier three words such as place value and quotient are listed in a grade three math unit map on multiplication. A grade one ELA unit on narratives contains words such as setting and retell. In a science lesson plan, words such as hypothesis and dominant were emphasized. Additionally, school leaders shared that the integration of fiction and non-fiction was incorporated weekly where non-fiction texts would be a focus for two days of the week. A review of curricula and pacing calendars does not reflect this shift.

- Some lesson plans reflect questioning aligned to Depth of Knowledge (DOK) Level 3. A grade five math lesson plan reflects questions for reviewing a word problem such as, “What information will I need to use? What is important here?” and prompts students to explain their thinking based on their perspective. However, a grade four lesson plan for students with disabilities, prompts for discussion were limited to basic inferences such as determining character traits. In a grade three lesson plan, the task requires all of the students to create a sketch in order to generate a story idea regardless of ability level or need for this type of activity.
Additional Finding

### Quality Indicator:

| 2.2 Assessment | Rating: | Developing |

**Findings**

Across classrooms, teachers use rubrics aligned to the school's curricula, especially in writing and utilize some common assessments to determine student growth in certain subject areas.

**Impact**

Feedback has yet to provide students with actionable next steps towards improving their work products. Adjustments to all curricula and instruction are limited and inconsistently provide a picture of student progress across grades.

**Supporting Evidence**

- Teachers utilize the TCRWP cross-grade rubrics to determine student understanding in writing. In reading, teachers created text-dependent rubrics which measure how students use writing conventions and key details to answer questions. Math tasks contain rubrics ranging from Level 1-4. All ELA and math assessments align to the school's curricula. A review of work products reflects areas of strength and growth as part of students' feedback. However, across student folders, actionable next steps for improving or revising the work was reflected in only some of the teachers' comments. On one writing piece, feedback states, “I would like you to use more story details in your writing” not providing next steps or strategies for the student to improve their work. Similarly, on a math task, feedback only contained an area of growth and no strategies or examples to assist the child.

- During an interview, students were able to identify and understand their grades on both writing and math tasks. Most of the students were able to read their feedback and could identify their areas for growth. However, when asked for specific strategies or next steps on how to improve their work, responses were left to what was written on the feedback forms and rubrics which listed no specific strategies to assist them. One student stated her teacher told her to “write more” as a strategy in order to add more details to her writing. Another student stated that his feedback was to “focus more” in order to add details to his writing piece. Overall, only some students could share a specific strategy to assist them during the revision process.

- Pre and post assessments are conducted in ELA and math. At least four times a year, teachers conduct Fountas and Pinnell running records to assess and determine student progress in reading. Student reading goals are set along with the determination of independent and instructional levels. In reading, teachers use these results to determine their guided reading and strategy groups. A reteach week in ELA and math listed in pacing calendars allows teachers an opportunity to reteach concepts to students who are struggling via whole group and small group instruction. Although the school has a formalized system for assessment in ELA and math, common assessments in subject areas such as social studies and science have yet to be developed and/or analyzed for student progress to determine adjustments in the curricula and instruction.
Additional Finding

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

School leaders communicate high expectations to staff through professional trainings on the gradual release model and writing workshop, and provide feedback to parents on their child’s academic progress in school.

Impact

Systems of accountability for staff and parent awareness of their child’s progress lead students towards a path of college and career readiness.

Supporting Evidence

- School leaders communicate their expectations via email and memoranda on the school’s goals and instructional focus on the gradual release of responsibility model. In addition, weekly professional learning sessions serve as a means of communication and offer training to support staff members in meeting these goals. Staff trainings provide teachers with support on the writing workshop model and how to implement the new curricula. Additionally, training on how to effectively conduct and analyze running records is assisting all teachers accurately assessing students in order to determine appropriate grouping and develop scaffolds used for instruction.

- School leaders conduct post-observation debrief conversations with teachers to provide guidance in reaching the school’s expectations. Written feedback on reports with next steps for improving the quality of teaching provide support in areas of growth such as ensuring lesson plans contain scaffolding based on data. A review of reports reflects feedback on ensuring lesson plans are written with activities to engage diverse learners and ensure planning reflects higher-order thinking tasks. In addition, school leaders conduct lesson plan reviews and provide written feedback to support teachers in planning effectively. Sample feedback includes statements such as “provide more clarity on the gradual release model in lesson plans” and “adding more modifications for students with disabilities.”

- Parents reported that the school uses multiple ways including newsletters, phone calls and parent teacher meetings on Tuesdays to share information about the school’s goals and grade-level expectations for the year. Workshops such as Family Fun Saturdays and parent orientations provide parents with information and support with an academic focus. Additionally, opportunities for parents to view math lessons are offered. Parents reported that teachers are helpful in sharing information on their child’s progress in school.
Additional Finding

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

The majority of teacher teams are engaged in structured inquiry-based collaborations in writing that align to the school goals and allow for distributive leadership where teachers have a voice in decision making.

Impact

Increased instructional and leadership capacity have strengthened and improved teacher practices which affects student learning across the school.

Supporting Evidence

- Teachers meet weekly to review student work and analyze trends in areas of strength and growth for target students. In grade two, the team is focused on launching their writing unit and making revisions based on student data. One teacher stated that students are having difficulty with craft, transitions and elaboration based on a review of pre assessment data from the baseline exam. To support their target students, the grade two team planned small groups to reteach elaboration, craft and transition words, as well as build vocabulary. In addition, they created individual support folders with checklists and word banks based on each child’s need. In addition, teachers are focused on modeling more explicitly. After reviewing student work, grade five teachers have found that the restate, answer, detail, and detail (RADD) strategy was most effective with at-risk students where the amount of details in their responses increased after implementing the support.

- During a team meeting, the grade three teachers reviewed student narrative writing and discussed the patterns and themes which emerged across the tasks. Some of the teachers shared that across all four samples, paragraphing, the small moment focus and character development were all areas for improvement. The team provided strategies for the presenting teacher including using different types of graphic organizers and paper choice, as well as the use of student models. The team agreed to monitor students’ work over the next few days when teaching small moment strategies to determine how students improve the level of focus in their writing.

- This year, the school has opted to establish multiple vertical teams with grade leaders for each subject area. In addition, the instructional cabinet consists of two coaches and a teacher leader who assist in schoolwide decision making. Grade leaders have made several instructional changes this year. One change in grade two was to use teaching points from the first grade writing units for students not familiar with TCRWP workshop writing model. The revision of pacing calendars to include a reteach week between units was implemented to ensure students in need of support on particular skills were provided extra opportunities to practice in areas of need.