

Quality Review Report

2017-2018

P.S. 180 Hugo Newman

K-8 03M180

**370 West 120Th Street
Manhattan
NY 10027**

Principal: Jeneca Parker

**Dates of Review:
January 17, 2018 - January 18, 2018**

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. 180 Hugo Newman serves students in grade PK through grade 8. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

School Quality Ratings

Instructional Core		
<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 Focus	Developing
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	Additional Finding	Proficient
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations	Area of Celebration	Proficient
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	Proficient
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Finding	Proficient
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS	Additional Finding	Proficient

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders consistently convey high expectations to staff through weekly memos, ongoing feedback and professional learning aligned to the Danielson *Framework for Teaching*. Using various online platforms, the school provides ongoing information to families regarding student progress toward college and career readiness.

Impact

Ongoing communication and support by school leaders around classroom visits support teachers' understanding and awareness of expectations for teaching and learning. Communication from school leaders and teachers help families understand student progress toward expectations.

Supporting Evidence

- Review of Monday memos reveals the sharing of high expectations around classroom environment, using strategies taught during professional learning which are aligned to the Danielson *Framework for Teaching*, and developing a shared understanding about different models of instruction. Additionally, the weekly memos include reminders of deliverables for professional learning such as, reading a chapter from schoolwide staff mentor texts, and important upcoming events. Teachers came to a quick consensus on the value of the weekly memos for communicating expectations. The faculty handbook also includes information on instructional design, core values, and parent communication. Examples of items covered in this resource include a description of learning targets and assessment criteria referred to as “we are learning to” (WALT) and “what I am looking for” (WILF).
- School leaders provide professional learning aligned to the Danielson *Framework for Teaching* and schoolwide expectations. School leaders have identified two schoolwide mentor texts, *The Power of Words* and *Making Thinking Visible* to support teachers in meeting expectations in creating an environment of respect and rapport, questioning and discussion techniques, and engaging students in learning. Additionally, teachers receive professional learning on providing feedback, developing strong WALT and WILF, creating cultures of thinking, and responsive classrooms. School leaders conduct non-evaluative observations and provide feedback to teachers aligned to professional learning. One teacher received feedback to use envisioning language to redirect misbehavior and was commended for trying the strategy successfully. Therefore, there is culture of accountability and support aligned to high expectations.
- School leaders and staff share expectations around academic expectations, as well as daily responsibilities of college and career-bound students with families through progress reports and online platforms. Progress reports include information on student reading levels, behaviors connected to future success such as attitude and effort, and suggestions to help the students improve. Also, workshops are provided on the high school application process, understanding responsive classroom, and school initiatives and goals. One parent stated, and all agreed that the school effectively communicates with them around student progress. Parents stated that teachers are available on Tuesday afternoons for additional conferences. They came to a quick consensus on the value of meeting with teachers during this time. One parent shared that during a Tuesday conference, she received a strategy to help her child cite details in essays. Thus, the school leaders and staff help families understand students' progress toward meeting grade-level expectations.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Developing
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Findings

Across classrooms, multiple entry points into the curricula were inconsistently provided to students. Work products and discussions inconsistently demonstrated high levels of student participation.

Impact

Teaching strategies have not yet consistently provided access for all learners, including English Language Learners (ELLs) and students with disabilities to engage in challenging tasks and demonstrate higher-order thinking skills. Work products and discussions reflect uneven levels of student thinking.

Supporting Evidence

- Scaffolds were inconsistently provided across classrooms. For example, during a grade-two dual language literacy lesson students were retelling a story to their partners that the teacher had read aloud. The teacher provided sentence starters and question stems to students who needed that level of support based on previous data. This practice was replicated in a third-grade dual language class, as well. However, multiple entry points into lessons were inconsistently implemented resulting in classes during which teaching strategies and materials were identical. For example, during a fourth-grade integrated co-teaching class, students were placed in groups to discuss which amendment from the Bill of Rights was most important. All students received the same document describing each amendment. One student shared that he could not grasp the role of *amendments*; thus, he could not complete the task. Additionally, during a seventh-grade English Language Arts (ELA) class, all students received the same graphic organizer to write a paragraph about an idea from either their independent book or a shared text. Several students struggled to begin the writing task. The teacher asked if anyone had questions. After numerous students raised their hands, they were immediately instructed to lower their hands, stating he would help students after they began. Additionally, in a grade-five math class students were assigned leveled tasks; however, some students were still unable to complete the assigned problems and did not have an additional resource beyond the teacher. Therefore, while there is evidence of scaffolds being provided, this practice is inconsistent and leads to uneven student engagement.
- During a grade-four math class, students discussed the connection between adding and multiplying fractions. The teacher facilitated a student-to-student discussion about the possible strategies they could use to solve a math problem. One student suggested that they add the shaded areas. Another student responded, "Since multiplication is repeated addition, we could also just multiply." However, in other classrooms, there were missed opportunities for students to engage in this same high level of thinking and discussion. During an eighth-grade Living Environment class, all students completed a fill-in-the-blank worksheet with vocabulary words taken from a presentation. A review of student folders on their desks revealed many similar worksheets, requiring limited thinking by students. Additionally, questions asked to the students, elicited one-word responses. Therefore, across classrooms, student work products and discussions reflect uneven levels of student thinking.
- During a fifth-grade math lesson, students worked in groups to work with fractions. In one group, students worked independently to break a code by solving different problems. In another group, students worked in pairs to solve addition and subtraction fraction problems. However, while the first student in each pair solved the problem, the second student waited until the first was done before solving the next problem. This repeated process allowed the student who was not solving the problem to remain disengaged while waiting. In a third group that had received additional support, two students stated they did not know the steps to solve the problems and were unable to complete the task. Thus, there is evidence of uneven levels of thinking and participation.

Additional Finding

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and the instructional shifts such as including a balance of literature and informational texts. Curricula and tasks are planned and refined using student work and data.

Impact

Curricula build coherence across subjects and grades and promote college and career readiness for all students. Staff adjust curricular materials to ensure students with disabilities and ELLs have access to challenging tasks.

Supporting Evidence

- Curricular documents included assignments evidencing integration of the ELA and math instructional shifts. For example, a seventh-grade ELA curriculum map includes a balance of informational and literary texts. Tasks include writing a literary analysis essay, reading historical fiction, and reading nonfiction texts to write argumentative essays. A third-grade lesson plan includes a task in which students engage in a discussion around secondary characters in their shared texts. Students use text from the book to support their analysis of the role this character plays in the protagonist's journey. Additionally, in a fourth-grade math lesson plan, students deepen their understanding of multiplying fractions, through student discussion and real-world application. A fifth-grade math lesson plan reveals evidence of coherence by connecting fourth-grade learning around fraction equivalence to using equivalent fractions as a strategy to add and subtract fractions.
- Curricular documents across grades and content areas evidence alignment with the Common Core and the integration of instructional shifts. For example, in a seventh-grade social studies lesson plan, students build knowledge about the American Revolution through reading different nonfiction texts. A sixth-grade social studies lesson plan includes a task in which students use images and text to identify characteristics of different hominid skulls and place them in chronological order. Students then use text-based evidence to support their reason for placing the images in that order. A fifth-grade science lesson plan reveals students generate a list of matters that can change phases after reading from a text. Thus, students are building their scientific knowledge through text. Therefore, integration of the literacy instructional shifts into science and social studies classes is evident.
- Across grades and content areas, lesson plans include supports for students with disabilities and ELLs. For example, fourth- and fifth-grade math lesson plans include differentiated tasks for three groups of students based on previous student work. Additionally, a second-grade social studies lesson plan includes supports for ELLs and students with disabilities by indicating the teacher will work with a small group of students and highlight key vocabulary. A third-grade lesson plan reveals students with disabilities receive an additional graphic organizer. A second-grade dual language lesson plan includes retelling prompts for ELLs and additional students who require that level of support.

Additional Finding

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Across classrooms, teachers use rubrics and checklists aligned with the school's curricula. School leaders and teachers use common assessments to determine student progress toward goals across grades and subject areas.

Impact

Teachers provide students with actionable feedback that students use to improve their work. Teachers use student data from state exams, as well as additional benchmark assessments to adjust curricula and instruction.

Supporting Evidence

- Teachers use rubrics to assess written products, independent reading, as well as assignments in math, science, and social studies. Teachers also indicate “glows and grows”, or areas of celebration and next steps on slips of paper attached to the rubrics. Evidence of written feedback to students is visible on bulletin boards in the hallways and classrooms. In a second-grade ELA class, feedback directed students to bring characters to life by using dialogue, telling the story in time order using transition words, and using action, feeling, or dialogue to create a satisfying ending. In a fifth-grade math class, teacher-written feedback directed students to explain how the diagram represented the equivalent fraction, by reading the whole problem to be sure they understand what it is asking for, and show how they added the numbers to get the correct answer. Feedback offered to students in a first-grade social studies class included, write in full sentences to make it easier for your reader to understand, add more details, even with pictures, to help your reader understand what a community is, and add labels to your pictures. Thus, students are provided with actionable feedback that is connected to rubrics.
- Students came to a quick consensus that feedback helps them improve their student work. One student shared that she knew her companion book was logically organized and reflected an understanding of the characters because the “yes” column was checked. She added that her next step was to add an introduction to provide the reader context. She explained this was a next step she received from her teacher. Students agreed that they use the rubric and written-feedback to determine what they need to do to improve. One student stated, “Rubrics tell us what the expectations are for the assignment and feedback tells us what we did right and what we need to work on.” He also shared that one teacher provides students with examples to accompany the feedback.
- Analysis of assessment data has revealed that students are struggling with answering constructed-response questions in math. It was noted that students could solve similar problems when only required to solve a problem and not explain how they came to the solution. School leaders identified writing in math as a focus area. To support teachers and students, in improving in this area, there is a focus on mathematical practice three, which is on constructing arguments in math and mathematical practice four, which is modeling with math. The school also adopted a new curricular resource, *Exemplars*, and normed grading of these tasks. Additional assessment data is used to create intervention groups based on student reading level and on-demand essays. Based on this data, students receive targeted support in areas of need such as phonemic awareness or reading fluency. Thus, common assessment data is used to adjust curricula and provide additional support to students.

Additional Finding

Quality Indicator:	4.1 Teacher Support and Supervision	Rating:	Proficient
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Findings

School leaders support the development of teachers with effective feedback and frequent cycles of observations. School leaders have an effective system that uses teacher observation data to provide professional development for teachers.

Impact

Feedback provided to teachers through evaluative and non-evaluative observations elevates teacher practice. Professional development provides teachers with strategies that promote professional growth and reflection.

Supporting Evidence

- A review of observation reports revealed that there are frequent cycles of observations in which teachers are provided with effective feedback. For example, in addition to actionable next steps, an observation report indicated the school leader would return in two weeks to see the progress toward planning and implementing an Integrated Co-Teaching Model (ICT) model. In another observation report, the school leader indicated she would be returning in the second week of November to observe that a data collection system and posted small groups for reading, writing, and math were in effect. Additional feedback provided to teachers includes feedback around pacing to ensure student engagement, using data to adjust instruction, and using questioning to guide student discussions.
- In addition to the four, evaluative cycles of observations, school leaders conduct non-evaluative observations as well. School leaders create a spreadsheet for each teacher to track all feedback and supports received, as well as progress toward implementing the feedback provided. A review of teacher-observation trackers revealed most teachers are implementing the feedback provided, therefore elevating school-wide instructional practices. One such example indicated that a teacher demonstrated a change from the previous observation by implementing envisioning language which led to more students being intellectually engaged in the task. Another teacher had demonstrated growth with the improved pacing of the lesson. Thus, feedback provided to teachers improves instructional practices across the school.
- School leaders use teacher observation data to drive professional development sessions. It was noted that after the first cycle of observations, teachers needed more support in implementing restorative practices and using positive or envisioning language. Teachers identified an accountability partner to support them in implementing restorative practices which led to an improvement in teacher ratings. Additionally, after cycle two, school leaders determined a need to support teachers with strategies to engage students in learning. *Making Thinking Visible* was identified as a text to support teachers in this work. Within in two weeks of the first professional development, all teachers tried at least one strategy from the text. School leaders also noted that approximately twenty-five percent of teachers had improved in this area, as well. Also, school leaders develop succession plans, in collaboration with the school hiring committee. Therefore, it is evident that observation data is used to design PD that promotes professional growth.

Additional Finding

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

The majority of teachers are engaged in structured, inquiry-based professional collaborations. Teachers self-select into different leadership roles and committees.

Impact

Teachers' collaborations promote the instructional shifts such as academic language and have strengthened their instructional capacity. Teachers have a voice in key decisions that affect student learning across the school.

Supporting Evidence

- The dual language vertical team focus their inquiry on examining student language acquisition across a continuum in both the target language and home language and identifying characteristics and strategies for students who may fall in different categories. The team began by identifying noticings about students in their home language and the new language. This qualitative data was used to identify patterns such as vocabulary is lacking in both English and Spanish, students are not code-switching when writing, and students who scored low in their native language, also scored low in their second language. As a team, they developed instructional strategies to use with students in their classrooms. For example, teachers identified the following instructional strategies to use with students who need additional vocabulary support, in either English or Spanish, they can pre-teach key vocabulary, use theme-based writing, and offer an abundance of poems and songs. As a result, dual language teachers have normed assessments and developed a toolkit of strategies to use with students in their classrooms.
- Teachers came to a quick consensus that as a result of collaborations on different teams, they have strengthened their instructional capacity. For example, teachers on the special education team focused their inquiry on increasing the amount of time they use parallel teaching and station teaching models in their classroom, which is a school goal. Teachers engaged in intervisitations to observe different ICT models in their classrooms and identify opportunities to use parallel and station teaching, as well. As a result, school leaders noticed an increase in the use of preferred ICT models. One teacher noted that students benefit from the parallel teaching model because it makes the groups smaller. Additionally, one teacher shared that because of planning with her grade team, she has implemented new strategies such as incorporating key vocabulary words into the daily morning meeting. Thus, teachers' instructional capacity is strengthened through professional collaborations.
- Teacher members of the instructional cabinet meet with school leaders to review student data and instructional strategies such as strategies from the book *Making Thinking Visible*, to facilitate inquiry team meetings. Teachers on the social-emotional learning team, in collaboration with school leaders, determined the need for additional student support groups to ensure all students had an adult connection in the building. Additionally, all teachers have self-selected leadership roles within their teams. At the beginning of the school year, teachers are provided with role descriptions and responsibilities and identify which are of interest to them. School leaders also support teacher leadership through teacher-led professional development sessions, which teachers self-select into, as well. Therefore, distributed leadership structures provide teachers with a voice in decisions that impact student learning.