Quality Review Report
2018-2019

P.S. 163 Bath Beach
K-8 20K163
109 Bay 14th Street
Brooklyn
NY 11214

Principal: Jessica Riccio

Dates of Review:
October 25, 2018 - October 26, 2018

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

P.S. 163 Bath Beach serves students in grade K 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

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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</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>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 Quality Ratings continued

### 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>
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### 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>
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<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>
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<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>
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Area of Celebration

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

The school’s approach to culture building, discipline, and social-emotional support, such as adopting Mindfulness, results in a safe and inclusive environment. Structures are in place to ensure that each student is known well by at least one adult.

Impact

The school’s safe environment and inclusive culture is conducive to student and adult learning, student voice is valued, and the guidance and supports provided align with student learning needs.

Supporting Evidence

- This year, a positive learning environment is promoted through the implementation of Mindfulness, a protocol designed to prepare teachers, students, and parents in social and emotional awareness. Mindfulness is incorporated into classrooms to help students learn to focus, manage stress, regulate emotions and develop a positive outlook. As an outgrowth of the program, kindergarten to fifth grade students take a Pledge of Kindness to reinforce social emotional growth, and positive behavior reinforcement and Bucket Filler awards cards are given to students that they then exchange for prizes and incentives. Additionally, students use a self-reflection sheet that they color in squares with green, orange, or red to track progress skills associated with their own social-emotional learning. Classroom teachers utilize a Mindfulness rubric to assess student progress towards social-emotional awareness and mood meters are used in all classrooms so that students self-assess on feelings and emotions. The school’s Online Occurrence Reporting System (OORS) data reveals a downward trend in the total number of incidents for the entire school year as compared to last school year. This decrease in OORS incidents corresponds with the timeline of the implementation of the Mindfulness program to support social-emotional learning. OORS evidences a decrease by nearly 50 percent, from 41 to 22, for level one to five incidents when compared to the same time period for the prior school year.

- Student voice is welcomed and valued as students have a choice as to the arts program they study, instead of previously being assigned. Students in grades six to eight also have a choice for after school opportunities, including health, theatre, and Science Technology Engineering Arts and Mathematics, (STEAM).

- Students are known well by at least one adult through the work of the entire staff to ensure that all students’ social-emotional needs are being met. The Student Implementation Team (SIT) works to know students’ needs well and move students to the least restrictive environment. Each student during the student interview pointed out a particular adult that they feel knows them and to whom they can go if they have a need at school. Attendance Team meetings, that are scheduled to review attendance data and improve student attendance, includes identifying and acknowledging students with 100 percent attendance at awards ceremonies.
Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across classrooms, teaching practices are aligned to the curricula and reflect the articulated belief that students learn best through small groups promoting collaboration and differentiation. Student work products reflect high levels of student thinking and participation in many classes.

Impact

Although students are grouped and engaged in differentiated work and student work products and discussions reflected high levels of student thinking and participation in most classes, articulated beliefs and student ownership were not yet evident in all classes.

Supporting Evidence

- During a fifth-grade class, a literacy lesson included students in small groups discussing topics related to their book which included looking for textual evidence to support their points. Students had rubrics and differentiated group tasks. The teacher worked with a small group and then rotated throughout the room checking in with students. Some groups were working together collaboratively. However, not all of the groups evidenced as much collaborative work or were as productive in completing required tasks as other groups. Articulated beliefs about how students learn best with small groups promoting collaboration and differentiation were evident in the majority, but not in every classroom.

- During a seventh-grade class, students were reading *A Long Walk to Water* and did a novel study choice board activity, designed to support each student’s individual learning style. Students were given choice based on his/her learning style and each used a laptop to work on their assignment. Some students with Individualized Education Plans (IEPs) needed additional time and support. In a third/fourth grade self-contained class, students worked on multiplication stations. Some students worked with paras and had access to visuals, manipulatives and scaffolds in small groups with differentiation. During a sixth-grade math class, students at stations each had different tasks and in groups were talking with each other and supporting each other with their learning. During a STEAM class, students were engaged in using marshmallows and toothpicks to create building structures that they thought could withstand an earthquake. Across classrooms students working in collaborative small groups with differentiation of task were evident.

- During a first-grade class, the lesson was about how to be word detectives and the use of reading strategies. The teacher modeled, used visuals, and turn-and-talks, and listened in on the turn-and-talks. However, the lesson lacked sufficient prompting of students to elicit answers during class wide discussion, with the teacher providing the answers. During a third-grade class, the teacher asked students questions about how to figure out the meaning of hard words. The teacher showed an image of *Stone Fox* on the document camera. However, not all students had access to the text materials initially, thus limiting their interaction with the content. The teacher told the class which strategy a student had used after a student had shared out, rather than prompting students to identify the strategy. One student was called on twice during a short time period and other students did not participate in the class wide discussion. During a fourth-grade class, students in small groups looked at different books, identified common themes, and the character changing over time in the story. While across a majority of classrooms students demonstrated high levels of thinking and participation, this was not seen in every class.
## 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

Across grades and subjects, curricula and academic tasks consistently emphasize rigorous habits and higher-order skills. Curricula and tasks are planned and refined using student work and data.

### Impact

Curricula and academic tasks are accessible for a variety of learners, including English Language Learners (ELLs) and students with disabilities, while planning for cognitive engagement.

### Supporting Evidence

- Curricula documents consistently challenge students to utilize rigorous habits during instruction, such as requiring students to write and connect their writing to evidence from the text. For example, in an eighth-grade ELA lesson plan, students cite explicit and implicit textual evidence. In addition, lesson plans include detailed high-level questions. Examples of higher-order questions found in curricular documents are, “What happens if you change the order of the addends when you add?”, “As you read I’d like you to pay close attention to your characters and how they change throughout the story. What causes the change?” Examples of higher order thinking skills are evident in learning objectives. In an eighth-grade math lesson plan, students will be able to understand and solve multi step algebraic equations. In an eighth-grade interdisciplinary dance and science lesson plan, students are tasked with using dance to explore scientific phenomenon. In a seventh grade ELA lesson plan, students choose from a variety of assessments on a choice board to convey their learning.

- Curricular documents provided evidence of emphasis on rigorous habits and higher-order skills for all students, including students with Individualized Educational Plans (IEPs) and English Language Learners (ELLs). For example, a sixth-grade math lesson plan, includes that students will be able to analyze errors from incorrectly solved problems while different groups of students are tasked with multiplying fractions, and others with dividing fractions based upon ability levels. In a fourth-grade ELA lesson plan, students use sentence starters to cite text evidence to support their choice of theme. A seventh-grade ELA lesson plan includes differentiation for gifted and talented students, general education students, and students with disabilities and English Language Learners that involves using an X-axis of depths of knowledge and choosing four or five activities of higher order levels of thinking that are geared towards their learning level. These curricular practices were apparent across documents collected across grades and subjects.

- A diversity of learners benefit from access to academic tasks as evidenced in a first grade ELA lesson plan that is designed with differentiation based on a previous assessments and conference notes. According to the lesson plan, students are grouped based on their need for phonemic awareness to figure out harder words as texts get more difficult. Differentiated groupings based on previous assessments include, struggling/ELL students, students meeting standards, and students exceeding standards. A third and fourth grade math class lesson plan includes differentiated instructional activities based on assessed student levels with identified supports and tasks for each grade level.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across classrooms, teachers use rubrics and checklists that are subject-specific and aligned with the school’s curricula, to inform feedback to students. School leaders use common assessments to determine student progress toward goals.

Impact

Students receive actionable feedback regarding their achievement. Data from common assessments, such as Teachers College running records and on-demand writing assessments is used to adjust curricula and instruction.

Supporting Evidence

- Across classrooms, samples of student work products evidenced actionable feedback from teachers. Some examples of that feedback were from a fifth-grade math word problem assignment: “Glow: You did a good job showing your thinking by labeling. You also tried to show another way by using the Place Value Chart. Grow: Be sure to really check your answer to see if it is reasonable. Reread the question when checking.” Another example, from an eighth-grade science lab assignment: “Next steps: Write an explanation on why you predicted the hypothesis.” And teacher feedback for next steps following conferences about book club conversations regarding multiple themes: “Compliment: Great conversations, listening and speaking, and referring to text evidence. Goal for next conference: Start a new text together and look for themes that relate to your last text. [Record your evidence].” Teacher comments included on an ELA narrative writing rubric were: “Next steps: you can add more depth to your narrative writing by adding more characters and conflict.” A student commented, “On the glow and a grow, the teacher wrote that I showed my work, and the grow was to really pay attention to the words and the problem. I know what to do next time.”

- Across classrooms and content areas, rubrics and checklists are used as tools of support for student growth in both the areas of assessment and feedback. Both feedback and the assessment were seen attached to work displayed on bulletin boards in hallways and in classrooms. Rubrics and checklists range from those designed for specific assignments in cooperative learning, to a jigsaw student rubric for math, a problem solving math checklist, and a rubric for narrative writing in ELA. A student reflected on their learning through assessment of the writing process, “Something I learned about myself as a writer is that I specialize in telling a story with a storytelling voice. Next time I would use figurative language and symbolism and maybe write the narrative with two characters. Overall, I definitely have some things I can improve on, or do next time when I write a narrative.” Another student reported on his use of the Knowledge, Info, Meaning, Sentences, (KIMS), strategy reinforced across classrooms through rubrics. He stated, “The rubric helps us organize our writing, it’s a strategy to use.” As a result, students and teachers are provided actionable feedback regarding student achievement.

- Common assessments in math and literacy are used to determine student progress and considerations for schoolwide support. In reading, classroom teachers administer Teachers College running records assessments and on-demand writing assessments to monitor student growth over time. The results of common assessments are used to determine groups and identify specific needs students have that may be supported in smaller groups or academic intervention services. For example, a first-grade social studies lesson plan is adjusted as a result of the running records to include an above grade level group, on grade level group, and below grade level group. Each group reads a differentiated leveled book about celebrating culture as they draw, label, and write what they feel, think, and wonder.
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 consistently communicate high expectations to the entire staff via feedback for classroom observations and a professional development plan. School leaders and staff consistently communicate expectations to families and students that are connected to a path to college and career readiness.

Impact

Written feedback and support have increased teachers’ understanding and awareness of school leaders’ expectations around schoolwide instructional strategies. Families understand student progress toward meeting standards and students are prepared for the next level.

Supporting Evidence

- High expectations for teachers are communicated through administrators’ frequent classroom observation feedback aligned to the Danielson *Framework for Teaching*, which is used as the standard for professionalism and high-quality instruction. School leaders also outline expectations around a rubric-based classroom environment checklist, classroom libraries, assessment binders, interactive read-alouds, book clubs, reading workshop, and small group instruction. Implementation of expectations is monitored via frequent classroom observations. Additionally, a professional development calendar outlines school leaders’ support for teachers as to their understanding of the expectations relative to addressing topics such as Next Generation Standards, inquiry, and vertical teams.

- The school promotes college and career readiness through their partnership with College Access for All. The school has implemented a new class about finance that students reported was helpful in understanding the importance of their current and future financial decisions. Students also reported using the mynextmove.org website to test what they would like to do. As a student stated, “That helped us know what career we might choose and how much knowledge we need to be successful in that career. That class basically helps us make decisions about future careers.” And another student shared, “They are preparing us for high school and college, by having us participate in Socratic seminar, which is college level thinking.” As a result of high expectations students reported they felt prepared for their next level.

- The school continually communicates with families to help them understand their children’s progress. Parents spoke of receiving phone calls, emails, and text messages from the school on a regular basis. Furthermore, parents reported that the First Friday of the month is an opportunity for them to go into the classroom during which time the teacher explains what they would like to see from the students. One parent shared that user friendly applications such as, Remind and End Grade, are so helpful as, they tell us in which areas the students are lacking, “It’s like the teachers are working at night also.” Another parent reported about workshops, “The school offers workshops to learn the math to help the children with the math.” Another parent mentioned, “My son has an IEP, and they assigned him enrichment work, and he finished and caught up the entire amount of seventh grade work he was missing over the summer.”
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 allowing teachers to take on leadership roles such as literacy coach.

Impact

Teachers’ collaborations strengthen their instructional capacity. Additionally, teachers voice in key decisions affect student learning across the school.

Supporting Evidence

- At an observed first grade team meeting, teachers used an inquiry cycle protocol as they analyzed student’s running records to inform strategy groupings. Members of the team discussed student outcomes and noticed various strategies to group students by targeted need in the areas of decoding, word endings, concept of print, and get your mouth ready. In addition, they discussed how to decide on retesting of students who scored at high levels based on a combination of their running records results and comprehension scores. Next steps were identified relative to continuing to analyze student work from one of the classes, and then select two students from each class for further inquiry work. The team also agreed to find research articles and data to support their classroom instructional strategies. The teachers will then discuss what worked through trial and error, comparing instructional strategies across classrooms. The impact of the first-grade inquiry team’s work from last school year evidenced that five of six students in the inquiry group were able to increase reading levels by an average of four levels as measured by Teachers College Reading and Writing Project assessments.

- A sixth-grade inquiry team targeted students who were deficient in reading comprehension skills with a specific need in the sub-category of citing textual evidence. The team researched instructional strategies to gain insight as to what would work. The members decided on scaffolds and supports for students with an IEP (Individualized Educational Plan) and English Language Learners (ELLs). The impact of the team’s work was that student writing improved by their applying more textual evidence. Furthermore, a teacher reported that the effect of the teacher team collaboration on her professional practice was, “This allows us to go back into TC books, look at how they present strategies, and helps us with IEP students and how can we modify that lesson for them. We look at the common trends and we research strategies that help us with our instruction in our classroom.” Consequently, the work of teacher teams promotes student achievement and teacher growth.

- Teacher teams meet as grade teams, vertical teams, and inquiry teams and build leadership capacity within each of the teams. Through distributed leadership, the school’s literacy coach works closely with kindergarten to fifth-grade teachers to build literacy skills and improve overall ELA instruction within the elementary school. An English as a New Language (ENL) coach represents distributed leadership by working directly with teachers to support ELLs. Another teacher has been identified as the lead for the Mindfulness initiative with a focus on developing social- emotional awareness across the school. The science teacher coordinates the school’s STEAM learning that includes creating cross-discipline projects through partnerships with interdisciplinary teachers such as the dance teacher, and the dance teacher shares distributed leadership responsibilities by coordinating the arts program for the school. Teachers who are also sent to professional development have opportunities to turnkey the information to their colleagues. As a result, teachers have built leadership capacity.