Quality Review Report

2018-2019

P.S. 146 Howard Beach
K-8 27Q146
98-01 159 Avenue
Queens
NY 11414

Principal: Mary Keegan

Dates of Review:
January 10, 2019 - January 11, 2019

Lead Reviewer: Carlos Perez
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. 146 Howard Beach 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](http://schools.nyc.gov/Accountability/tools/report/default.htm).

School Quality Ratings

*Instructional Core*

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

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<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>
<td>Well Developed</td>
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<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>
<td>Well Developed</td>
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### Systems for Improvement

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<tr>
<th>To what extent does the school...</th>
<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>
<td>Well Developed</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>
<td>Proficient</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>
<td>Proficient</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>Area of Celebration</td>
<td>Well Developed</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>
<td>Proficient</td>
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Area of Celebration

<table>
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<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

Findings
The vast majority of teachers engage in professional inquiry-based teams using the noticing's and wonderings protocol. Teacher teams systematically analyze key elements of teacher work for groups of students they share.

Impact
Teachers' instructional capacity is strengthened which promotes the implementation of the Common Core Learning Standards (Common Core) resulting in school-wide instructional coherence and increased student achievement for all. There is shared improvement in teacher practice and mastery of goals for students.

Supporting Evidence

- The vast majority of teachers are engaged in professional inquiry-based collaborations that according to both leaders and teachers, allows teachers to deep-dive into data in order to refine their practice and have a better understanding of the standards. This has contributed to rigorous instruction and student achievement for all learners. Adjustments made in lessons include introducing writing components in all subjects and grades and more collaborative exercises that allow students to engage in regular discourse. Adjustments such as these have resulted in a 14 percent increase in the school's English Language Arts (ELA) state assessment scores going from 46 percent proficiency in 2017 to 60 percent proficiency in 2018.

- Teachers regularly and systematically analyze assessment data and instructional strategies across grades and subject areas. For example, according to ELA teacher team agendas and notes, classroom observations, and curricular documents, hybrid texts was something that was identified as a struggle for students. As a result, lesson plans were adjusted and more exposure to hybrid texts were embedded into the curriculum resulting in the majority of students mastering those standards at the mid-year ELA assessment. In addition, math team documents evidenced how teachers focused on key standards in order to address deficiencies in common assessments. Additional work in third-grade math has resulted in high levels of student achievement on the mid-year assessment with several classes showing 100 percent of students mastering standards such as operations and algebraic thinking and representing and solving problems involving multiplication and division.

- Work in teacher teams has resulted in instructional strategies that were coherently embedded throughout classrooms which has led to increased student achievement. Early in the school year, the math team revealed a weakness in geometry throughout all grades based on a review of benchmark assessments. As a result, the school's math team incorporated a wide variety of geometry-based questions across different strands of the math curricula as a way to strengthen the weaknesses identified. Work such as this has resulted in an increase in student achievement in math. Math proficiency overall has increased on the state math exam from 46 percent in 2017 to 56 percent in 2018.
Findings

Teachers use or create assessment, rubrics and grading policies that are aligned with the schools curricula. Across classes teacher’s assessment practices reflect the use of ongoing checks for understanding and students self-assessment.

Impact

Many, but not the vast majority of teachers, offer students feedback that is actionable regarding student achievement. Some teachers’ practices include the use of ongoing checks for understanding in order to make effective adjustments that meet the learning needs of all students.

Supporting Evidence

- Many, but not all of the feedback offered to students accurately captured students’ strengths and offered actionable next steps for student learning. For example, feedback on one student’s writing assignment included highlighting how engaging and creative the student’s story was. The teacher went on to share how she learned so much about the character Mrs. Diamond through the student’s use of interesting dialogue. Next steps included how the student should “include more description and adjectives to help the reader visualize.” Feedback on a student’s science assignment praised the student for the use of academic vocabulary in her writing piece and reminded the student to rely more on her peers in order to help capture more spelling and grammar errors. However, during the meeting with students, students shared that while often times the feedback is helpful, there are times where the students gets feedback that is not actionable or meaningful. One student shared math feedback that only stated “Great written response” which according to the student, “didn't help me at all.”

- Throughout classrooms visited, students regularly peer and self-assess their work. Several of the student work products reviewed evidenced sections where students offered each other feedback based on the rubric in the form of glows and grows. The student then reflected on that feedback, and teachers offered feedback as well. For example, a student math task reflection sheet showed a glow that stated, “I like how you used CUBES to solve the problem” and a grow that reminded the student to work on showing her work more than one way. On the same sheet, the student self-reflected on what they did well such as using math vocabulary and identifying having to solve multistep problems mentally as an area she needs to work on. In addition, teachers checked for understanding by conferencing with students and in many cases capturing those results using a checklist or by taking anecdotal notes. However, a varied use of ongoing checks for understanding that aids teachers in capturing student’s comprehension and allows teachers to make in the moment adjustments to lessons was not seen in many classrooms.

- In some, but not all of the classrooms visited, teachers were seen using rubrics that are aligned to the schools curricula. Some, but not all student work products evidenced a rubric that is used by the student as a checklist as they work. Rubrics are also used by teachers in order to identify areas that were lacking and identify areas that students mastered successfully. For example, a student’s rubric for a science assignment highlighted each of the areas of the rubric where the students accomplished that indicator successfully. The bottom of the rubric also had an area where the teacher could identity strengths and next steps. A kindergarten student received feedback on a rubric that was student friendly and highlighted a smiley face when the student accomplished a specific indicator successfully on the rubric. However, during an eighth-grade ELA lesson the teacher only used questioning strategies and did not use a checklist in order to memorialize student responses when conferencing with students to check for understanding.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

All staff ensure that curricula are aligned to Common Core, and integrate instructional shifts such as writing, across the content areas. Curricula and academic tasks are planned and refined using student work products and data.

Impact

Purposeful decisions have built curricular coherence that promotes college and career readiness for all students. All students including English Language Learners (ELLs) and students with disabilities have access to a curricula that cognitively engages them.

Supporting Evidence

- Planning documents reviewed evidenced alignment to Common Core and the instructional shifts including writing across the content areas, which is part of the school’s instructional focus. A math lesson plan included a variety of tasks in order for students to apply their understanding of linear solutions to deepen concepts on linear functions and relationships between them. Tasks for this lesson included students’ creating and writing down their own questions and then using them during a Socratic Seminar. A seventh-grade computer science lesson plan evidenced planning for students to be able to develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Throughout this process, students will work in groups and practice writing and rewriting lines of code in order to problem solve and successfully complete a specific task.

- All students, including ELLs and students with disabilities have access to curricula through a variety of means. For example, a third-grade reading lesson plan shared for a variety of ways to support students. Graphic organizers, tasks sheet, and visual supports such as pictures are used in order to support students’ understanding of the texts they were reading. A seventh/eighth-grade social studies lesson plan grouped students based on data taken from a Socratic seminar while an eighth-grade math lesson grouped students in triads. There were laminated support cards for students to use as a conversation scaffold as well as vocabulary cards that students can reference when engaging in discourse.

- The school has curriculum maps for every grade and every subject area that offer a clear path of what students will be learning throughout the school year. For example, the first-grade ELA unit breaks each concept down by units such as glued sounds for seven weeks and closed syllables for two weeks. Each literacy map includes a reading focus and a writing focus that is also visible in all daily lesson plans. Each of the curriculum maps in math also break down specific skills into precise blocks of time that are aligned to each lesson plan reviewed. Each area is directly aligned to the Common Core, such as adding and subtracting fractions with unlike denominators and dividing decimals. In addition, each component also has writing component built in for students to incorporate a constructed written response. Writing as a focus was coherently seen throughout all planning documents that helps to promote college and career readiness for all students.
Findings
Teaching practices are aligned to a coherent set of beliefs to how students learn best, most notably through student collaborations that are seen in student work products and discussions.

Impact
All students produce meaningful work products that reflect high levels of student thinking and participation.

Supporting Evidence

- Throughout the vast majority of classrooms visited, students were seen engaged in group collaborations that produced high levels of student thinking and participation. During a fifth-grade math lesson, students were arranged in two groups, an inner circle and outer circle. Throughout the lesson, students in the inner group turned and engaged in partner discussions with students in the outer group in order to explain their process in using properties to add fractions with unlike denominators. Students also participated in group discussions to answer higher order thinking questions such as “How can you find a rule for a sequence?" During a seventh/eighth-grade social studies lesson, students displayed ownership and took part in a Socratic Seminar around the essential question “Why do people create structure and change governments?” The seminar was completely facilitated by the students and students were regularly overheard citing text-based evidence such as, “In our book it states that the reason we have power in both federal and state is to have checks and balances." and “On page 23 it said something about when one side has too much power it is potentially dangerous.”

- Throughout the vast majority of classroom visited, student work products evidenced high levels of thinking. In one classroom, students created projects around the concept of a drama. Projects included a stage decorated with happy and sad theater masks, curtains and other props. Projects included academic vocabulary and text-based evidence that identified all of the key elements that are part of a drama. During a computer science class students were actively working in predetermined groups in order to create code to successfully complete a computerized tasks or that programed a robot to complete a mission. For example, students in one group worked together to write code that would help a robotic mouse navigate through a maze. Students in another group worked together to code and program a robot to complete specific tasks such as move an item or navigate from one side of the room to another.

- Students engaging in group and partner discussions was also seen throughout most of the classes visited. During an eighth-grade living environment class, students actively engaged in partner and group discussion. During those discussion, students could be heard making statements such as “HIV leads to Aids.” and “You are vulnerable to disease without white blood cells.” During an Integrated Algebra class students were given many opportunities to discuss as a class and with their group members their understanding of linear relationships. As in many of the other classes, students could be overheard using academic vocabulary in order to explain their thinking. For example, when explaining to a peer about how a lines can cross another line, one student stated “For a system of equations there can be an intercepting point.”
## Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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### Findings

All staff effectively communicate expectations connected to a path to college and career readiness to all parents and students.

### Impact

Families partner with school staff in order to support students towards all expectations. Students are provided clear effective feedback so that they own their educational experience, most notably through the student-led conferences, and are prepared for next level learning.

### Supporting Evidence

- Parents expressed several times how they “feel like a partner with the school” when it comes to their child’s progress. For example, several parents shared how the new guidance counselor is amazing and supplies them with a full list of dates and deadlines when it comes to the high school application process. In addition, all parents, even those that don’t have students who will be moving to high school next year, shared about the recent and past workshops that have been available to help parents select the right high school for their kids. Parents also explained how the parent teacher association (PTA) has raised money and paid for programs such as test taking skills and time management skills which “really prepare our kids for high school.” At the conclusion of the parent meeting when asked what they most enjoyed about this school, one parent stated “I feel very connected, I feel like a partner here through all of the communication systems, I feel as if I am a part of what goes on in the school at all times.”

- Students take ownership of their learning and have a clear path of what mastery looks like. This is most notable through the use of student-led conferences. Students spoke about student-led conferences and how it helps them to keep track of their progress since they are the ones who are reporting to their parents. The conferences are completely student run and teachers are only there to offer support or answer a particular question. Students begin each presentation by thanking their parents for being present and learning about their progress. Students share their strengths in each area such as being able to organize their work and cite text-based evidence in writing. Students share with their parents how they can be helped such as having peers review work and using a thesaurus for higher vocabulary words. Students also inform parents of what parents can do at home in order to support their student achieve their next set of academic goals.

- Another way that parents shared they feel most like a partner with their child’s educational experience is through being a part of the student-led conferences. Parents explained how they are able to reflect after each conference by filling out a parent reflection sheet. Parents shared how being able to hear how they can support their children helps them focus on exactly what they need. A parent stated “It helps me create a team that includes my son and his teachers”. In addition to student-led conferences, parents shared that their regular interaction with the schools online-based platform allows them to get real-time progress of their child’s daily classroom progress. Parents also referenced how every grade level provides a workshop that all parents can attend where teachers share information on what their child will be learning in that class or grade and how they can support their children at home when they have difficulty with their homework.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

School leaders support the development of all teachers with effective feedback and a frequent cycle of observations and data analysis. Feedback to teacher’s first celebrities the teacher for strengthens in the lesson and then highlights areas of focus along with actionable and next steps.

Impact

Leaders promote professional growth in teachers through feedback that articulates clear expectations for teacher practices and supports teacher development.

Supporting Evidence

- Teacher development is supported through a variety of means. During the teacher meetings, teachers shared how supported they feel with the observation and evaluation process in the school. For example, one teacher shared how she was recently observed during a guided reading lesson where the school leader noticed that several students were not making adequate reading progress. The teacher explained how she was given specific strategies such as word chunking and read aloud time that helped to move those students to the next reading levels. A kindergarten teacher shared how in her class she has students that read at a high level and during a recent post observation conference her school leader suggested incorporating strategies like using a reading response notebook to challenge those readers. The teacher explained how since that meeting she has incorporated this for those students that would enable them to have discussions around what they were reading.

- School leaders support all teachers through a frequent cycle of classroom observations. School leaders meet at the start of the school year in order to determine which administrator will oversee specific grades and/or departments. Currently there is one assistant principal that oversees grades kindergarten, three, four and five, there is one assistant principal who oversees grades six through eight and the principal who oversees grades one and two along with any teachers on an improvement plan and all untenured teachers. Feedback is specific, actionable and time bound. For example, feedback to one teacher highlighted the use of Socratic Seminar as a discussion tool. The school leader offered accountable talk stems such as “Luis, I'd like to hear your thoughts on this topic as a way to ensure that all voices are heard.” The school leader ended the report by notifying the teacher that she would return the week of February 25, 2019 in order to see students in action to ensure that all voices are heard in discussions.

- Feedback to teachers highlights teacher strength, identifies areas in need of support and articulates clear expectations. During the meeting with teachers, they shared how they are always supported through effective feedback that always includes next steps directly related to the lesson they were observed in. One teacher stated, “When you get observed, next steps are always directly aligned to help me.” Another teacher explained how suggestions, resources, and follow up dates are always part of the observation process, and added “They do this to improve us as teachers.” A reviewed report praised a teacher for her ability to promote student initiated inquiry throughout the lesson. The school leader shared an article by Robert Marzano regarding the types of questions that can be used in order to be used for planning for deep thinking. The teacher was reminded that in future lessons there is an expectation that strategies found in the article should be seen in her lessons.