Quality Review Report

2018-2019

P.S. 183 Dr. Richard R. Green
K-8 27Q183
2-45 Beach 79 Street
Queens
NY 11693

Principal: Maureen Campbell

Dates of Review:
March 7, 2019 - March 8, 2019

Lead Reviewer: Sonja Webber-Bey
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. 183 Dr. Richard R. Green 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

<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>
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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>Additional Finding</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>Area of Focus</td>
<td>Developing</td>
</tr>
</tbody>
</table>
## School Culture

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</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>Area</th>
<th>Rating</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>Area of Celebration</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings

School leaders and teacher peers use frequent cycles of low-inference and focused observations that are aligned to the Danielson Framework for Teaching, capturing the strengths and challenges of teacher pedagogy, and provide feedback that establishes a clear picture of next steps and expectations.

Impact

Feedback articulates clear expectations promoting schoolwide support for teacher development aligned with teacher goals thus, fostering professional growth and reflection.

Supporting Evidence

- School leaders designed a strategic double observation cycle for cohorts of teachers they each supervise. During week one, a teacher is observed; week two provides feedback to the visit; week three prompts another observation visit; during the fourth week, further feedback is shared with the teacher. Review of school documents show tracking sheets with dates and times of encounters, and Advance data, grounded in the Danielson Framework for Teaching, is analyzed to determine professional growth across the staff. A goal has been set to complete all observations by April 1st, 2019, as school leaders are anxious to prioritize next steps for teacher growth toward goals. For example, overall teacher ratings for questioning & discussion increased this year by twenty percentage points, with an average of 44 percent rated effective or highly effective early in the fall, to an average of 64 percent rated effective or highly effective during mid-year thus, already resulting in elevated schoolwide instructional practices.

- Observation reports include areas of celebration, focus and next steps, suggested to improve teaching practices. In one report, a teacher was praised for the emotional support observed and for the anchor chart resources, both contributors to reaching this teacher’s goal of providing differentiated support for learning styles. An area of focus was developing learning targets that use “I can” statements directed at student accountability for their learning, an expectation that aligns with another goal, to increase her students’ stamina while working independently. Suggested next steps were for the teacher to make certain that students are supported with clear expectations. Another report contains a celebration of an analysis of the learning target done by a new teacher, allowing for review of key concepts and academic vocabulary while setting expectations for the lesson thus, aligning with the teacher’s goal of focusing on coherent instruction. Next steps for the new teacher highlighted inclusion of a summary statement after modeling, and to ensure students have clarity about assigned tasks before beginning independent work. Feedback to teachers across the school articulates clear expectations for teacher practice, supports teacher development, and aligns with their professional goals.

- School leaders and teacher peers collaborate on supporting teachers as the school implements the use of thinking maps across grades and subjects. Thinking map ambassadors train and then turnkey strategies based on a structured plan guided by the school’s collaboration with an outside provider. An initial phase of training began in the fall, followed by an independent exploration period, and currently teachers are halfway through a twelve-week, roll-out goal of full classroom implementation. An implementation coach, school leaders and the ambassadors follow a frequent cycle of classroom visitations observing teachers and students mapping. On a monthly basis, teachers use a Tell something, Ask something, Give a suggestion (TAG) protocol in teacher-led turnkey feedback sessions. One teacher shared that “thinking maps access different levels of cognitive thinking”. Analysis of learning outcomes, along with teacher feedback, has led to the schoolwide immersion of this instructional practice thus, promoting teachers’ professional growth and reflection toward goals.
Findings

Teachers agree on benchmark common assessments and tasks to analyze student achievement and adjust instructional decisions, yet reporting has some irregularities. Monitoring of student understanding during lessons is inconsistent across the core subjects.

Impact

Sporadic and incomplete data sets cause missed opportunities to evaluate all students’ progress toward goals thus, adjustments to curricula and instruction are limited. Real-time adjustments based on checks for understanding is inconsistent across classrooms thus, learning needs for all students are not yet met.

Supporting Evidence

- The school publish a detailed year-long schedule of common assessments for English Language Arts (ELA) and math to include the use of Fountas and Pinnell (F&P), Foundations units, Gates MacGinitie, Fry lists, and others to measure early reading skills. Grade three through grade eight assessments include simulations from State testing and use of ReadyNY mock exams. All grades administer GO Math! chapter tests. A Teachers College curriculum includes student writing-on-demand tasks. Assessment results are entered into a digital portal. Common assessments for science and social studies are not yet as visible; therefore, limiting opportunities for appropriate instructional adjustments across all subjects.

- A review of the data shows inconsistencies in entries. For example, F&P data for the mid-year is not yet entered for two grade-three classes. In grade six, the data for only eight of fifty-two students is completely entered for the performance series assessments. In math, data entries for end-of-grade three pre-assessment results are inconsistent. Only one kindergarten through third-grade class recorded math results for the cumulative chapters 1,2,3 assessment. While grades six and eight have middle-of-year math vertical assessment data, there are no results entered for grade seven. In an eighth-grade social studies gradebook, there are multiple missing or incomplete entries of grades and percentages for ongoing assignments. For instance, for one task, only seven of the twenty-five students were given a score, the others marked missing hence, never submitted. Another task had fourteen recorded grades, while the other eleven students received an incomplete. There is no data evidence submitted for science assessments. Consequently, across the building, the use of common assessments is developing, but has not yet reached all subjects, and at times is unevenly obtained and recorded in order to make adjustments to curricula and instruction.

- In an Integrated Co-Teaching (ICT) kindergarten math class, one teacher asked a series of questions as students manipulated counters onto ten-frames, cold calling individuals to discern appropriate responses, while the second teacher observed and recorded response notes. A sixth-grade math teacher required students to show their work to explain their thinking, stopping at one moment to clarify student understanding about algebraic expressions. At the beginning of a bridge self-contained class, seventh and eighth graders were directed to continue a writing project, lacking a review or mini-lesson for the day, then later monitored for progress as the teacher circulated to small groups asking questions. A science teacher circulated, just monitoring the time for small-group work, and asked, “Where is your group right now?” Conferring notes were not taken, and group timekeepers were reminded to have members of the group share among themselves. These inconsistencies in checking for student understanding across classrooms result in teachers inconsistently making effective adjustments to meet all students’ learning needs.
## Additional Finding

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

School faculty ensure that curricula are aligned to Common Core and content area standards, and integrate the instructional shifts. Rigorous habits and higher-order skills, such as those requiring students to create their own meaning through thinking maps, are consistent across curricula and tasks.

### Impact

Purposeful decision-making builds curricular coherence across grades and subjects, promotes college and career readiness, and ensures that students, including ELLs and students with disabilities, engage in tasks that emphasize rigorous habits and higher order skills.

### Supporting Evidence

- Unit and lesson plans reveal attention to Common Core, inclusion of instructional shifts, and purposeful decisions to build coherent curricula in all subjects. For example, the counting and cardinality unit plan for kindergarten math is guided by essential questions, multiple standards to be addressed during instruction and has a progression of activities to build a deep understanding along with practice for fluency. A sixth-grade English Language Arts (ELA) lesson plan has a connection to their social studies unit, as well as a designated college and career goal fostering team building and use of communications. Students would be required to use both fiction and nonfiction textual evidence to determine author’s purpose, discuss responses using academic vocabulary in differentiated small groups, and plan a presentation. Additionally, a seventh-grade science lesson plan, aligned to content standards, indicates specific nonfiction references for use, and includes vocabulary for students’ use during collaborations to depict human body organs on a life-size drawing. These planning documents show evidence of curricular decisions that build coherence and promote college and career readiness.

- The schoolwide instructional focus is to embed thinking maps into curricula and academic tasks, supported by a professional vendor implementation plan. Sparked by the principal’s statement, “We empower our diverse learners with visual patterns that will guide and support their thinking, problem solving and decisions to explain their thinking and reasoning visually, verbally and written.”, teachers consistently emphasize thinking map use. For instance, a sixth-grade lesson plan includes a definition tree map that students would complete with examples showing their solution example for commutative, associative, identity and distributive properties. Another sixth-grade plan for ELA outlines how students would create a sequence flow map, then locate text evidence to identify if the intent was to persuade, inform or entertain the reader. A fourth-grade math lesson plan indicates that the lesson would begin with all students contributing sticky notes to a class circle map defining their understanding of equivalent fractions through written or drawing responses. This would be followed by discussion, comparisons, and a reflection of the root of the academic term. Across classrooms, teachers plan for inclusion of thinking maps to prompt students’ use of higher-order skills, and to embed their use as a rigorous habit. One pre-kindergarten teacher remarked, “I wanted to expose my students to thinking maps. I modeled with a few books, then later, when I started to compare and contrast something, a boy said I should use a double bubble. In another lesson, a student suggested we use a flow map.”

- In a first-grade social studies unit plan, teachers list key student activities denoting higher-order skills that will be utilized, such as examine, identify, explain, design, apply and analyze. For example, during one task, students would analyze images of resources and structures to determine how and why they meet a community’s needs. Tasks planned vary, allowing all learners, including ELLs and students with disabilities, to be engaged.
Additional Finding

**Quality Indicator:** 1.2 Pedagogy

**Rating:** Proficient

**Findings**

Across classrooms, teaching practices reflect and support schoolwide beliefs about how students learn best, informed by the Danielson *Framework for Teaching*, aligned to curricula, and targeting student work products and discussions.

**Impact**

High levels of student thinking and participation produce meaningful work products.

**Supporting Evidence**

- The school shared an articulated belief that all children can learn when they are active, rather than compliant, learners. For example, in a self-contained bridge kindergarten and first-grade class, students were assigned to small math groupings, each led by a professional, and focused on varying targeted operations and algebraic thinking concepts. The teacher and paraprofessionals modeled use of mathematical language, and encouraged students to use terms such as *altogether*, *fewer*, *more*, and the *same*. In a sixth-grade math class, students were assigned to small groups, and asked to collaborate on solutions to differentiated worksheets, all presenting practice on algebraic expressions and equations. Additionally, a sixth-grade literacy teacher grouped students for a student-choice activity, wherein the group chose one of four higher-order questions to respond to, read associated text for evidence, held a discussion, and prepared to share insights with the class. The teacher also provided specific instructional supports to meet several students' specific needs, such as a laptop for translation and directions read and reread. Classes visited manifested teaching practices that aligned to the school's beliefs and incorporated the instructional shifts, so that all students produced meaningful work products.

- In a self-contained bridge seventh- and eighth-grade classroom, individuals and partners used multiple text structures to inform their writing of a news cast influenced by an open-ended question, “How do people, policies and technology advances shape a nation?” Seventh graders studied the American Revolution and eighth graders focused on the Progressive Era. One eighth grader interviewed commented on two videos she had viewed about the Progressive Era, detailing areas where people lived, and describing the pony express mail delivery system. Alongside her writing, she had a task checklist. Furthermore, in an eighth-grade math class, students participated in a productive struggle prototype that engaged small groups of students in an exploration of translations. Worksheets were differentiated by past achievement levels, and students discussed approaches to the solutions, graphed their agreed upon findings, and selected a representative to show their work to the class. Across classrooms, students engaged in high levels of thinking and participation.

- In an ICT kindergarten math class, each student held a small whiteboard with ten-frame outlines and had a pile of colored counters on their desks. As the lead teacher asked a series of questions for students to show and count twenty with objects, each student manipulated their counters to appropriately fill in boxes of the ten-frames, responding to inquiries such as, “If one ten-frame is filled and we add one more, what would that be?” “If you have fifteen, how many more will you need to get a total of twenty?” “What do you notice with twenty and the ten-frames?” All students participated, some with support, resulting in all learners reflecting high levels of thinking in their work.
Findings

Expectations connected to a path to college and career readiness are consistently communicated to families by school leaders and staff. Teacher teams and staff establish a culture for learning in which students are aware of high expectations supported by structures such as student-lead conferences.

Impact

Families are supported in their understanding of students’ progress toward achieving communicated expectations, while students receive ongoing and detailed feedback and guidance that prepares them for their next level.

Supporting Evidence

- School leaders and staff consistently communicate expectations that establish a culture for learning. Parents agreed that the progress reports that come between report cards provide them with updated information regarding their children’s progress. The school staff is available each Tuesday afternoon to conference with individual parents, offering feedback on an ongoing basis. A second-grade parent recalled, “The teacher shared that my child was having trouble with subtraction. After we spoke, the teacher sent information home on a website that would show me how the math was being taught. She took time to reteach my daughter; now I’m hearing she has improved.” One sixth-grade parent spoke of her daughter who has attended the school since prekindergarten, “She took the State boards last year and the school told us she passed them both. Now seeing her growth, she realizes she needs to pay attention to her learning. Students are focused a lot more this year; they’re learning more”. Parents interviewed agreed that the school sponsors various activities in which they hear about the expectations in place for their children, such as, Sip with Dr. C, ClassDojo, Remind, Schoology, various parent information sessions, and Parent Association meetings in which student-of-the-month certificates are distributed. A newly hired parent coordinator facilitates staff efforts to give ongoing feedback, resulting in families understanding their child’s progress towards achieving school expectations.

- Expectations are consistently communicated that connect to a path to college and career readiness. Classes held a door decorating contest which emphasized a college theme, along with student investigations and interviews about colleges near and far, as well as a briefing to college recommendation letters and the college application process. A college trip to the State University of New York Old Westbury sparked student interest as they contemplated home-school connections. One student reflected, “The tour was nice. I don’t know if I want to stay in a dorm. I would love to take evening classes. The science lab was fascinating.” A parent shared, “Teachers do mention and speak to the middle-school students, that they will be great there. And, they also talk about careers, like trades.” Parents agreed that the new model brought to the school by school leaders is encouraging dormant hopes, initiating clear expectations for growth, such as the use of thinking maps, a student government, and a daily student affirmation pledge. The principal initiated a Family Empowerment Times newsletter that is published monthly thus, enabling families to stay attuned to continuing expectations.

- Student-led conferences have commenced to give students a proactive role in their learning pathway. Three guidance counselors and other support staff align with teachers to prepare students for their presentations. The school staff is using the Sanford Harmony program to build students’ social-emotional confidence, while students are collaborating with their teachers on selections for a progress portfolio that they will share with family members. These advisement supports buttress expectations, as well as realistically prepare students for their next level.
Additional Finding

**Quality Indicator:**

| 4.2 Teacher Teams and Leadership Development | Rating: | Proficient |

**Findings**

A distributed leadership structure is in place that includes thinking map ambassadors. Teachers engage in inquiry-based collaborative meetings in which they analyze student work.

**Impact**

The work of professional collaborations results in improved teacher practice and promotes the achievement of school goals. Teacher leadership positions give voice to teachers in key school decisions.

**Supporting Evidence**

- Teachers are engaged in a variety of professional collaborations, some involving outside support. Representatives from the Borough Field Support Office met with teacher groups to unpack State standards, modeling how to align them when unit planning. A Science, Technology, Engineering, Art, and Math (STEAM) culture team is reshaping project-based learning, and includes representatives from the Department of Education, the Borough Field Support Office, and the superintendent’s office, as well as the teachers and school leaders. The Thinking Maps initiative began with a six-week, off-site training for a team of teacher ambassadors, who turnkey learning and outline a calendar for phasing in its implementation across grades and subjects, followed by a consultant that visits every twelve weeks to hold additional professional learning sessions. The work of these teams is inquiry-based with a lens on infusing the school with stimulating systems that will augment the learning environment and thus, improve student learning outcomes.

- Grade-level teacher teams meet weekly and use Monday afternoons for small focus-group collaborations. A sixth-grade team met using a protocol to analyze why students were struggling with short-response questions, concluding with shared strategies for improving student work, such as creating a step-by-step flow chart and using high-level student work as models for review. Department teams in ELA, math, science, social studies and physical education meet monthly to share strategies for instruction. Monthly vertical meetings of grade leaders with department leads build a comprehensive view of school progress. Monthly Pupil Personnel Team (PPT) meetings address both social-emotional and academic needs of students, and the monthly Specialized Instruction Team (SIT) meetings ensure that mandates for individual students are met with fidelity. Together, these teams promote the achievement of school goals, implementation of the Common Core, and share responsibility for strengthening the instructional capacity of teachers.

- Thinking map ambassadors support the goals of the school and aim to strengthen teacher practices that will improve student learning. One ambassador remarked, “The principal has made it clear with her thinking map initiative. There’s been steady training and support”. One special education teacher interviewed shared, “Students have more of a choice now, visually through different methods, like thinking maps or drawings, to show their understanding.” An ICT teacher recalled, “One of my students, also an ELL, started the year writing a string of letters. When he used a thinking map recently, to show his knowledge of basketball, he ended up writing a several-page book about the topic.” Ambassadors conduct intervisitations to examine and explore the efficacy of student work and inform next steps for the initiative. Vertical team members and grade leaders gather feedback from teachers regarding needs that affect student learning, such as use of thinking maps across subjects to deepen understanding of daily academic vocabulary. Together, teachers have built leadership capacity and have a voice in key decisions that affect student learning.