Quality Review Report
2018-2019

The Riverview School
K-12 all grades 75Q277
50-15 44Th Street
Queens
NY 11377

Principal: Annette Beale

Dates of Review:
January 9, 2019 - January 10, 2019

Lead Reviewer: Daniel Kim
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

The Riverview School serves students in grade k through grade 12. 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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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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<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>Well Developed</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>Additional Finding</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>
## School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<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>Additional Finding</td>
<td>Proficient</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>Area of Focus</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

## Systems for Improvement

<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>1.3 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>Well Developed</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>
</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>
<td>Proficient</td>
</tr>
</tbody>
</table>
Findings

All teachers are engaged in structured, inquiry-based collaborations through teams such as site-specific teacher teams and the schoolwide Riverview Inquiry Council. Teams collectively analyze key elements of instructional practice. Embedded distributed leadership structures that influence key school decisions are in place.

Impact

Teachers play an integral role in key decisions through collaborations that affect student learning across the school; thus, resulting in instructional coherence that positively impact student achievement for all learners.

Supporting Evidence

- Teacher inquiry supports the school’s instructional focus on supporting student mathematical development in data and measurement. The Riverview Inquiry Council, consisted of teachers and staff members across the nine sites that noted this was an area with the least amount of growth in the internal SANDI and FAST data. Teachers engaged in inquiry around the school curriculum and instructional practices. As a result, teachers elected to streamline their math curriculum from a hybrid to GO Math! across the school, and to embed mathematical thinking throughout the day across content areas and within everyday routines. Students used geometric shapes in their writing and counted to themselves in transitions between classes; Curriculum maps for social studies emphasized using timelines to develop the story of their families. Through teacher inquiry, all students have increased their mastery as evidenced in the schoolwide Student Annual Needs Determination Inventory (SANDI) and Functional Assessment Screening Tool (FAST), ranging from one to twenty-eight percent.

- Teacher teams systematically analyze key elements of their instruction towards improving their practice and increased mastery of goals for students. In the teacher team observation at the PS 315 site, as part of an inquiry cycle, teachers used a Consultancy Protocol to examine the performance of one student who was not progressing in his manding (requesting) skills. The classroom teacher presented assessment data in multiple ways including daily tracking and two video clips of the 1:1 instructional session. Through the discussion, colleagues asked clarifying and probing questions to ascertain the context, offered changes such as conducting future manding sessions in the sensory station where the student performed better. The meeting concluded with suggestions that will be applied and new data be presented the following week as an update. There was evidence of such teacher inquiry across the school in each of the sites. For example, the teacher team at the PS 290 site analyzed their literacy practices to incorporate Fundations into their 8:1:1 and 12:1:1 elementary classrooms. The resulting professional development and change to their literacy instruction has resulted in a 29 percent growth in the reading standard R1 as measured by internal FAST data.

- Distributive leadership practices support teachers’ work to ensure curricular alignment and make key instructional decisions. The Riverview Inquiry Council inquired into the effectiveness of the reading and writing instruction for students in the 12:1:1 settings across sites and grade bands. Through their discussion, they adjusted literacy instruction towards a modified balanced literacy model, adopted the Teachers College Reading and Writing Continuum as part of their assessments and supported additional professional development for shared writing through coaches and cross-site intervisitations. Due to embedded leadership practices, teachers make key instructional decisions across grade and content teams, thus impacting student learning across the school.
Area of Focus

| Quality Indicator: | 3.4 High Expectations | Rating: | Proficient |

Findings

School leaders and staff consistently communicate to families and students high expectations that are connected to a path of college and career readiness with ongoing feedback towards those expectations.

Impact

School leaders and faculty consistently communicate high expectations and establish a culture for learning; however, there were missed opportunities to build successful partnerships with families and to foster student ownership of their educational experience so that students can articulate their steps in their educational journey.

Supporting Evidence

- School leaders and faculty use online platforms such as the Remind app, ClassDojo and email to support continuous communication with parents as well as parent teacher conferences and in-person meetings on Tuesday afternoons. During the in-person meetings, faculty discuss student performance using a student portfolio as well as a career and college readiness “mini-map” that outlines student progress on IEP goals as well as New York State Common Core Learning Standards. Online communication is used to remind parents about upcoming events such as workshops for college and career readiness programs for middle and high school students, as well as college visitations. The high school vocational education program was constructed in conjunction with parental input, along with student interests and aptitudes. These efforts by school leaders and staff help families understand student progress towards those expectations.

- Interviewed parents from multiple sites stated that they are regularly invited to workshops and attend conferences where they learn about expectations for their children. However, there was limited evidence of consistent successful partnerships between home and school to support student progress towards those expectations. A parent shared that his kindergarten child had a hard time managing transitions between home and school, as well as between classes. The parent shared that the family and school faculty came up with a plan through “social stories” to support the student during these difficult moments which has proved successful in the bus rides home. Such examples of partnerships however were not yet a widely shared experience with interviewed families.

- Teacher teams and staff establish a culture for learning that consistently communicate high expectations for all students and offer ongoing feedback that prepare the students for the next level. In addition to ongoing feedback from their work based on lesson- and unit-based assessments, students are supported by an online performance tracker that explicitly link student performance towards standards, such as Numeracy Scholarship: I can use ratio relationships and proportional reasoning to solve complex problems. Students expressed pride of their performance in various subjects and were able to speak to the subject-related rubric and 4-point scale in which their work was assessed. Interviewed students were able to articulate that they want to go to college and had career goals, but there is not yet evidence that students understood the steps needed to achieve those college and career goals. For example, an elementary school student shared that “I want to be the next Stephen King” but he was not able to articulate how to do so, such as focusing on to improving his writing. A high school student articulated that he wanted to attend two different colleges – Syracuse University and a school in Tennessee – but had not yet completed his college applications. While the school instills high expectations through feedback and guidance for the next level, there is not yet evidence that students take ownership of their next steps towards college and career readiness.
Findings
School leaders and faculty ensure that curricula are aligned across the grades and sites, strategically integrate instructional shifts such as a greater focus on mathematical concepts, and plan and refine academic tasks using student work and data.

Impact
Students are cognitively engaged and have access to a coherent curricula that promotes college and career readiness for all students.

Supporting Evidence

- School leaders and faculty strategically integrate the instructional shifts across the grades as well as the content areas. For example, they noted that while all students were making progress according to internal SANDI/FAST data, students were not progressing as much as expected in mathematics across the grades and identified the need for aligning the math curricula for consistent mathematical vocabulary and mathematical thinking, particularly around data and measurement. Through the Riverview Inquiry Council, school leaders and faculty decided to use GO Math! across all sites and all grades, with modifications reflecting student needs on Individualized Education Plans (IEPs). In addition, educators worked collaboratively to incorporate mathematical thinking across content areas, such as highlighting number lines through family timelines in social studies, graphing student favorite books before conducting lessons in reading, or graphing and analyzing data with students discussing how common items have changed over time in science. Plans for a vocational education class included differentiated supports for students working on cash accounting as well as inventory management. Such emphasis on mathematical thinking was evident in plans across grades and content areas.

- Educators plan and refine curricula and academic tasks to support individual and groups of students for access and cognitive engagement. For example, plans for a writing lesson in a 12:1:1 class included students working in four different groups as determined by student performances in the developmental writing continuum, with each group supported by differentiated scaffolds towards students articulating “first, next and last” steps in their how-to books. Scaffolds included graphic organizers with words, with pictures with sentence strips, or numbers articulating sequence. Additional supports based on articulated needs as identified in student IEPs included shape templates for students with grapho-motor challenges to draw shapes as part of their story-telling and picture prompts and templates to help generate ideas for their how-to writing book. A reading lesson plan for an 8:1:1 class included using student self-assessments and a beginning reader checklist to formulate groups of pre-conventional, emergent and developing readers with corresponding differentiated objectives. Planned objective-based questions ranged from asking students to identify a specific picture to using multiple pictures to identify sequence, from using pictures to identify the book topic to pictures and words to articulate sequence and steps of an activity in a how-to book.

- Plans for an integrated 8:1:1 art/science class included pair work assignments linked to goals and supports for individual students identified in their IEPs, with each pair supported by the teacher, speech and language provider, occupational therapist or paraprofessional. The plan referenced students working with the occupational therapists to help each other cut paper fish with scissors; students working with the speech and language provider had questions to ask each other about the sensory nature of the selected animal; another pair had planned communication tools such as an electronic tablet. Such planning using student data and refining of academic tasks that support access and cognitive engagement was evident in planning documents across the grades and content areas.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

Findings
Across the vast majority of classrooms, teaching strategies, such as individualized instructional programs, use of scaffolds and differentiated tasks, reflected a school-wide set of beliefs that are discussed at various levels and strategically offer multiple entry points into challenging and engaging work.

Impact
All students are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.

Supporting Evidence

- Teaching practices reflect the schoolwide set of beliefs that students learn best by individualized instructional programs, established routines, and structures to support independence. Individualized instructional practices ranged from targeted reinforcements in the Applied Behavior Analysis Verbal Behavior (VB) therapy instruction in the early childhood 6:1:1 class. Instructional goals and guided reading lessons supported pre-conventional readers to the alignment of school-based vocational skills training based on individual skills and aptitudes. Routines included students articulating their own schedules by moving their placement cards from one station to another to scaffolds such as communication cards and iPads to build student communication skills. Across all classrooms, teachers, paraprofessionals and other support staff collected student data on mastery of those individual skills to be discussed and analyzed during classroom-team, site-team and school-wide meetings to adjust instruction.

- The vast majority of classes across all school sites reflected the belief that instructional programs need to be personalized and specifically attuned to student needs as based on IEP goals and student performance. Teaching strategies reflected individualized programs to support personalized instruction to build mastery. In an early childhood 6:1:1 class, teachers and paraprofessionals used VB therapy instructional methods on a one-to-one level to target student needs. The supports ranged from: manding (requesting) specific items through the student’s preferred method of communication, math concepts such as telling time to the hour or naming a given number; motor imitations from objects and labeling objects, and building communication and language skills for students on the autism spectrum. Students in a grade one mathematics class worked with manipulatives to use different addition strategies up to twenty, with groups of students working on an extension to grapple two-digit and two-digit addition problems using one-digit addition facts and representing their thinking in place value columns. Students in a 12:1:1 high school vocational program served in individual-specific roles and jobs such as cashier, inventory management and site supervisor, based on self-interest, student aptitude and concepts needed for reinforcement based on assessment data.

- Teacher-provided scaffolds include graphic organizers, manipulatives, differentiated problems and tasks. In a Kindergarten/grade-one 12:1:1 alternative assessment class, students were supported in writing their how-to books through graphic organizers, differentiated with numbers, words or pictures for sequence to structure their thinking along first, next and last steps. To support students with grapho-motor challenges, teachers provided individual students with shape templates to guide their pencils for drawing pictures for their steps so that they can demonstrate their thinking. In a math lesson in a 12:1:1 class, students worked in three groups with differentiated questions and tasks to analyze data to be able to represent their thinking visually. Such use of supports across classrooms supported multiple entry points into appropriately challenging tasks towards higher-order thinking skills.
### Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Well Developed</th>
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#### Findings

The school uses common assessments such as the SANDI/FAST, ABLLs, and Fountas and Pinnell Reading Levels to measure and track student progress towards goals, and adjust curricular and instructional decisions. Teachers’ assessment practices across the vast majority of classrooms consistently reflect various ongoing checks for understanding.

#### Impact

Teachers make effective instructional adjustments to meet student needs so that students are aware of their next learning steps and all students demonstrate increased mastery as measured by the school’s SANDI/FAST data.

#### Supporting Evidence

- Teachers administer common assessments to determine progress towards student goals on content standards. Across all sites, teachers and staff collect SANDI/FAST data, as well as Assessment of Basic Language and Learning Skills (ABLLS), and Fountas and Pinnell Reading Levels and Essentials for Living (EFL) assessments as appropriate to form a clear picture of how students are progressing. For example, school leaders and faculty noted a smaller growth than anticipated in mathematical skills and understandings in the end of year SANDI/FAST analysis the previous school year. In response, teachers embedded mathematical thinking and language across the grades and subjects such as identification and sorting in early childhood classes into Verbal Behavior intensive teaching lessons; concepts in measurement and data were incorporated into social studies lessons in 8:1:1 and 12:1:1 classes. Teachers adjusted units of study on data and measurement to longer timeframes so that students had additional practice across grades. Such use of common assessments to adjust instruction and curricula has led to all students demonstrating increased mastery, ranging from 1 percent to 28 percent as measured by internal SANDI/FAST data.

- Teachers regularly analyze and discuss data from various assessments to make adjustments to instruction and curricula. For example, an early elementary site teacher team examined on a weekly basis the behavior patterns and trends of a particular student regarding his requesting behaviors and discussed not only different instructional strategies to support this student, but also to the refining of error correction strategies across all six different classes within the campus site. Tracking individual students’ multi-year progress through SANDI Transitions assessments, a middle and high school campus teacher team noted limited student progress in independence indicators, which has led to curricula changes through the implementation of Essentials for Living elements. This instructional adjustment has resulted in 8.9% higher percentage of increased mastery for students in this campus than their middle school counterparts in other campuses.

- Across all classrooms observed, teachers, paraprofessionals and service providers actively collect in-the-moment data through mastery checklists, behavior recording sheets, conference notes, or online platforms such as WebABLLS. Teachers and staff members make immediate adjustments to support students based on their performance. For example, in a 8:1:1 class students worked in three groups following a mini-lesson on analyzing data from a table and graph, each group were supported by differentiated questions and a paraprofessional. Based on student responses during their group activity articulating the different items in a data table, the teacher and paraprofessionals adjusted the task through extensions and supports within each table group such as posing more than/less than questions or recounting tallies. In a high school career-readiness class, staff redirected students working on cash accounting so that the students can better use the station scaffold that broke down the steps in a concrete fashion.
### Additional Finding

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

**Findings**

Feedback to teachers from observations accurately captures strengths, challenges, and next steps using the Danielson *Framework for Teaching*. School leaders have a strategic and clear system for managing professional development.

**Impact**

Feedback from school administrators articulates clear expectations for teacher practice, aligns with teacher professional goals and supports teacher development. This is leading to improved student work products as evidenced by the increase in student mastery.

**Supporting Evidence**

- Observation feedback aligns with professional goals, and supports teacher growth as evidenced by a review of teacher observations. Using the Danielson *Framework for Teaching*, teacher feedback accurately captures strengths, challenges, and articulates clear expectations for teacher practice and elevates instructional practices that align to the schoolwide belief that students learn best by individualized instructional programs, established routines, and structures to support independence. For example, a teacher observation included next steps for using questioning and discussion techniques for students to engage with each other around questions and develop their own questions to build independence. The follow-up observation noted that “students had an opportunity to work in groups and questions were differentiated for individual and groups of students”, with an increase in rating in the domain.

- Teachers relayed that the feedback received from administrators is linked to their professional goals. For example, a teacher noted the cyclical impact of the feedback she has received from administrators, sharing that previous feedback has honed her instructional practice so that her students have moved to a less restrictive environment from 8:1:1 to 12:1:1. The teacher revised her professional goals this year towards releasing control for the same students towards more independence. The feedback she has received in observations and debrief records included using question prompts to “support students on building on one another’s responses,” and building student ownership through opportunities for student choice in materials and self-assessment checklists. This pattern of alignment of feedback from observations reports with professional goals were consistent throughout the review of observations.

- School leaders have a strategic and clear system for managing differentiated professional development (PD), with tiered observation, instructional coach and site coordinator support for new teachers, intra- and inter-site intervisitations based on program or grade levels as well as external professional developers. For example, a site-specific teacher team in the previous year identified the need for Fundations professional development based on student needs in decoding and phonemic awareness. Differentiated PD plans for teachers at this site included working with an instructional coach, conducting intervisitations amongst all the classes within the teacher team, and common planning to achieve consistency across the classrooms. The impact of this work in this site has resulted in the highest growth percentage in the FAST data across all elementary-level sites in the RI.1 standard, with 29 percent increasing their mastery and 81 percent demonstrating mastery. The success of Fundations professional development and impact on student achievement at this site served as a model for implementation for all 8:1:1 and 12:1:1 elementary classrooms schoolwide; thus, the instructional coach that supported professional learning across multiple sites became an assistant principal in the school.