Quality Review Report

2018-2019

P.S. 583
Elementary 08X583
1028 White Plains Road
Bronx
NY 10472

Principal: Glorimer Lopez

Dates of Review:
April 11, 2019 - April 12, 2019

Lead Reviewer: Phyllis Siwiec
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. 583 serves students in grade PK through grade 1. 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>Area of Focus</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>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### School Quality Ratings continued

#### 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>Area of Celebration</td>
<td>Well Developed</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>
<td>Well Developed</td>
</tr>
</tbody>
</table>

#### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the schools instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
<td>Proficient</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>Additional Finding</td>
<td>Proficient</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>
Area of Celebration

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: Well Developed |

Findings

The school’s approach to culture-building, discipline, and social-emotional support with structures is informed by a theory of action to develop students’ social-emotional selves.

Impact

The implementation of a theory of action results in a safe environment and inclusive culture that support progress toward the school’s goals; the school meaningfully involves student voice. Each student is known well by at least one adult who helps personalize supports that influence personal and academic behaviors.

Supporting Evidence

- The theory of action is based on the belief that if the members of the P.S. 583 family are to be highly successful contributors to the greater community, as well as building readiness for college and careers, students’ social-emotional selves need to be developed within this learning environment. This is accomplished by establishing the foundation and providing the tools to create a culture inclusive of trust, respect and positive attitudes, which supports the academic and personal growth of students and is evident in the school goals and practices. The school community is in year two of the Recognize/Understand/Label/Express/Regulate (RULER) initiative from the Yale Center for Emotional Intelligence. The accompanying Mood Meter in every classroom features a way for students and adults to check in first thing in the morning and place oneself in one of four quadrants that corresponds to what feelings are being felt. Teachers can quickly see who might need extra emotional support that morning and follow up. In addition, the Positive Behavioral Intervention and Supports (PBIS) initiative is implemented this year. To address specific expectations in publicly shared spaces, the Safe, Personal best, Always working together, Respectful and Knowledge (SPARK) initiative delineates behaviors that are exhibited in classrooms, lunchroom, hallways and during recess and specials classes. As a result, a positive culture and tone throughout the school are noted by school staff, students and parents.

- Since this school has grades pre-kindergarten through grade one, student voice is encouraged primarily through classroom experiences. Since the focus is on supporting a safe environment and inclusive culture, students are encouraged to help include all students, share materials and develop friendships; students expressed ideas about how they support those who may be different than they or are new to the school. They stated that they share and “We help other people to be nice, be respectful.” “If someone falls on the floor, we help them up.” A kindergarten student shared that she brought the classmate to the nurse afterwards. In addition, school leaders shared that students voted for a school mascot and they asked for more books, especially class libraries.

- As stated by school leadership, “Each child is known by name by every constituent in the building.” Parents shared that they all feel that their children have an adult in school that can help them through uncomfortable or sad moments. With parental consent, the school counselor provides at-risk counseling, individually or within small groups. Whole-class sessions are conducted by the at-risk school counselor. An attendance committee reviews student cases who appear on daily-generated lists. Parent outreach is made through multiple modalities and meetings with the principal and/or attendance teacher. Monthly attendance award ceremonies occur for students achieving 100 percent attendance for the previous month. To cultivate student leadership, students participate regularly in good will efforts within the school community such as Jump Rope for Heart. This program involved students in the entire school who first learn how to jump rope in PE class. They raised money for the American Heart Association to support research and education programs. PBIS initiatives promote citizenship and social-emotional growth exceeding school expectations.
Area of Focus

### Quality Indicator: 1.1 Curriculum

**Rating:** Proficient

#### Findings

School leaders and faculty ensure curricula are aligned to the Common Core and provide accommodations for different learners. Curricula and tasks are planned and refined using student work and data.

#### Impact

There is consistent focus on literacy and math improvement, yet instructional shift integration does not currently result in coherence across grades and subjects. Instructional materials are adjusted for students with varying needs; however, this practice does not extend to planning for the highest-achieving students.

#### Supporting Evidence

- Purposeful decisions have been made by school leaders and teachers to ensure alignment to the Common Core and to build coherence across the grades and subjects. Since teachers are in their second year of the Teachers College Reading and Writing Program (TCRWP), in an ongoing basis, teacher teams analyze the TCRWP to ensure that all literacy standards are being addressed throughout the school year. As a result, they selected key standards and modules that they focus on for longer periods of time in order to enable students to gain deeper understandings of the standards. As an example, in order to address problems in the school that needed solutions, kindergarten students wrote letters and then made posters to promote their solutions in a four to six-week unit of study. Another adjustment was made with their phonics program since their students needed more than what their previous program provided and needed to transfer their phonics work to writing, which was not demonstrated in student work. Therefore, TC phonics was implemented this year to focus on blends as that information was needed. As a result, the student letters were written as they had a better grasp on more complex words and were able to transfer the skills from their lessons. The math curriculum was also adjusted after the data was analyzed last fall and students needed more challenge and engagement. As a result, a new program was introduced this year along with a challenging assessment program with a focus on problem solving in grade one.

- Curricular documents across grades and content areas evidence consistent alignment with the Common Core and the use of Specially Designed Instruction (SDI) to accommodate specific learners. For example, in a kindergarten reading lesson, five students have specific individual accommodations for their learning, some of which are highlighted in the lesson plan. They include using visual cue cards, or using the visual word wall and word banks, or setting a timer and using a cushion or using the word wall with a picture for each word. In another unit in grade-one, six students had SDI accommodations that included: a hundreds chart attached to the desk; manipulatives, and a yellow highlighter to identify the questions. Instructional shifts are not yet used Strategically and as a focus in either content or by grade level.

- As a result of this work, the school leader and teachers noted seeing improvement in the quality of student work samples as evidenced by data garnered from end-of-unit assessments. In addition, differentiation of instruction, through content, process and product is more apparent. The work products and academic engagement by English Language Learners (ELLs) have improved as a direct result of the interventions they are involved in and also evident in the increase in the Fountas and Pinnell reading levels for ELLs in running record data. There is also an increase in the targeted support being provided to groups of students by teachers in first grade. However, the planning documents have limited evidence of a focus on higher-achieving students. Therefore, these students have limited access to challenging material that keeps them engaged and progressing.
Findings
Across classrooms, teaching practices are aligned to the curricula, with the workshop model reflecting an articulated set of beliefs about how students learn best as they build their independence through scaffolded instruction. Teaching strategies consistently provide multiple entry points into the curricula.

Impact
Many learners, including ELLs and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in meaningful student work products.

Supporting Evidence
- The workshop model, as demonstrated in classrooms, included increasing levels of independence and student discussions, encouraging risk taking and a sharing of ideas along with components that include mini-lessons, guided practice, and independent work. The learning objective in an observed Integrated Co-Teaching (ICT) grade-one class was “Use a hundred chart to subtract a multiple of 10 from another multiple of 10.” During the lesson, each of the co-teachers taught half of the class and modeled with one group using counting cubes for how to subtract 8 minus 3. The other teacher modeled with her group using a hundred chart for how to subtract 80 minus 30. Each group then engaged in guided practice with students using whiteboards and counting cubes and/or hundreds chart. Independent practice then followed solving the problem 90 minus 40=?. When students finished their work, they were then able to work independently at five different math centers. In addition, the SDI accommodations were also observed in action as to who had cubes, or hundred charts or highlighters to use to complete their work. All students remained engaged and produced meaningful work products or practice pieces.

- Another example of the workshop model was demonstrated during a kindergarten ICT reading lesson with a teaching point that focuses on the importance of reading a poem with feeling. The teacher modeled a think aloud, telling the students what she is thinking as she demonstrates the practice of reading with feeling. There were turn and talks and sticky notes for students to write down the feelings as they noticed them. In addition, there were SDI accommodations for students who need them for writing support; these include visual prompts, an alphabet chart with pictures, information repeated to aid retention, and slanted writing surfaces. One teacher also worked with specific students on sequencing letters in order to ‘spell them’. The balance between small-group instruction and independent student-centered instruction varied widely. Some classes had almost entirely teacher-led, whole-group instruction for more than a minilesson period of time or small group teacher-led instruction for most of the available work time. At other times, students worked either independently or with a partner for most of the work time. Because of this range, some classes that function as whole-group instruction, limit those students who can move through curriculum and tasks faster thus, working at their independent level.

- In several classrooms, there are charts with activities to use when a student finishes classwork early. An example, on a chart entitled: For Those Who Finish Early; When we are done, we have just begun! Choices include: Reread our writing; Add more drawings and label; Fix up parts that are not easy to read; Add speech bubbles; start a new piece. However, as observed in some of the other classrooms, since there is whole-group direct teaching for much of the instructional time, this results in limited opportunities for those students who are higher achievers to move more quickly through lessons with higher-order thinking skills.
Findings

Across classrooms, teachers use and create assessments, conference notes, and rubrics that are aligned with the school’s curricula while using common assessments to determine student progress toward goals across grades and subject areas.

Impact

Teachers provide actionable feedback to students regarding student achievement, and assessment results are used to adjust curricula and instruction through the Can-Almost there-Not doing (CAN) process.

Supporting Evidence

- Across classrooms, samples of student work products show teacher-written actionable feedback that is given in glows and grows. In a kindergarten class, an opinion writing assignment includes these teacher comments, “Great job activating sound power and writing about a school problem. We must get rid of this mouse problem.”; “It seems like you got a little off track and didn’t really mention the reasons why we should clean up after ourselves. Don’t forget to mention at least three reasons. Also, I would like to see you add more to your writing.” The rubric that guided both student and writing assessment had specific descriptions of writing at the pre-kindergarten, kindergarten and grade-one level in a number of categories. The highlighted comments isolated the levels at which the student was performing. All comments were either at the kindergarten level or at mid-level between pre-kindergarten and kindergarten. Students spoke about the goals they created in writing; for some, they are focused on finishing their writing including labeling.

- Teachers use a variety of tools to monitor student learning, such as conference notes, guided reading notes, and observation checklists. These are then used to gauge student achievement, modify curriculum, and instructional decision making such as student grouping, scaffolds, and materials selection. As an example, a grade-one teacher discussed her guided reading groups and her decision to move a student up into a higher-level reading group because of the student’s strength of self-correction and handling new words. Her team members agreed with this move. This decision coincides with adding a stronger phonics program to the already existing one. This was done based on student performance in the baseline data from the beginning of the year. The impact of this work results in student growth in reading from November to March in kindergarten that demonstrated levels 3 and 4 improving from 11 percent to 65 percent, an increase of 54 percentage points. In grade one, from November to March, levels 3 and 4 improved from 33 percent to 50 percent, an increase of 17 percentage points.

- Multiple assessments are utilized to make instructional decisions including: on-demand tasks, guided-reading notes, student observations, conference notes, running records, and end-of-unit math tests. Data generated are analyzed by individual teachers, grade-level teams and through an inquiry protocol that is referred to as CAN meaning: What can students do? C-Can do; A-Almost there; and N-Not doing. After this analysis, next steps are defined in shared conversations such as moving most of students in kindergarten who are reading at the B level to C level since they were at 90 percent accuracy rates at B level. They will be coached on sight words and word endings. Teachers identify strengths, challenges and teaching implications to address areas of concern and enrichment. Progress toward the achievement of grade level, class, and individual goals is monitored throughout the year. The creation and implementation of a Data Profile for every student contains benchmark scores at various points across the school year. In addition, Academic Intervention Services (AIS) include afterschool groups that have been identified as at-risk status, as well as data contained in a Literacy Profile. Using this student data profile, teachers use varied resources and guided-leveled reading books to precisely match instruction to student needs and track progress.
Additional Finding

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

Findings

School leaders consistently communicate high expectations and provide professional development (PD) to the entire staff. Teacher teams and staff establish a culture for learning that systematically communicates high expectations for all students.

Impact

Communication around high expectations results in a culture of mutual accountability through feedback found in teacher observations. Communication of clear, focused, and effective feedback along with supports has resulted in student ownership of their educational experience.

Supporting Evidence

- High expectations for pedagogical practice and professionalism are communicated through a faculty handbook, weekly newsletters and daily bulletins. A Professional Learning Plan (PLP) outlines PD opportunities that have been identified based on school and district goals and *Advance* data. For example, PLP includes identified targeted staff as PD is differentiated and focused on specific grade-level teams, whole staff or smaller groups and individuals. Choices are listed in the PLP. A faculty handbook contains information connected to the Danielson *Framework for Teaching*. This resource also makes clear the schoolwide expectations regarding instructional requirements, ICT expectations, lesson planning, and the workshop model. Teachers and school leaders hold each other mutually accountable in several ways. The school leader gives feedback to teachers and staff who appreciate the support, especially in team meetings to support decision making. Teachers also give administration feedback about program development, parental outreach and ways to improve the day-to-day routines and practices that help to build mutual accountability. The school leader conducts observations and expects implementation of programs, agreed upon practices and routines learned in PD sessions. There is mutual decision making about spending targeted funds by reaching out to the school community including parents. Teachers’ mutual accountability through team work and digital lesson planning ensures cohesiveness by sharing strategies, discussion questions and differentiated groups to better plan to meet the needs of all learners.

- To ensure that high-need subgroups own their educational experiences and are prepared for their next level, several school teams ensure coherence and responsiveness to students’ needs and supports. These include a weekly vertical special education team that discuss students with disabilities and their programming, the 12-1-1 class that is also included in the TCRWP, and the instructional cabinet as a vertical team that includes the union peer-collaborative teacher, grade-one teacher and a kindergarten teacher and special education liaison. Specific program design such as SDI consider entry points for students, resulting in special pads for some kindergarteners to use, more leveled libraries for students select their own books and partnerships between students.

- Expectations embedded in the workshop structure encourage students to select books, and engage in writing topics, math games and activities that show student ownership. Centers also provide opportunities to select building structures, art materials, listening centers and viewing videos as choices. Teachers effectively guide students’ next steps. Students shared how receiving rewards from teachers such as SPARK points, DoJo points, and receiving 100 on tests mean that they are doing their best work. Goal setting is a multi-tiered effort. Teachers and administration develop targeted class goals and collaborate with grade-level colleagues in developing action plans. All goals have actionable steps to achieve the goal thus, promoting ownership of the outcomes for teachers and students. For those students who need additional help, guided-reading small groups and shared reading ensure that students are ready for their next levels.
Additional Finding

### 4.2 Teacher Teams and Leadership Development

**Rating:** Proficient

#### Findings

The majority of teachers are engaged in structured, inquiry-based professional collaborations through grade-level teams that meet weekly. Distributed management structures are in place that foster teacher leadership development.

#### Impact

Teacher collaborations promote the achievement of school goals and the implementation of Common Core, strengthening the instructional capacity of teachers. Teachers have built leadership capacity and have a voice in key decisions that affect student learning across the school.

#### Supporting Evidence

- The majority of teachers are engaged in weekly collaborations as inquiry teams that focus on attainment of school goals by strengthening the instructional capacity of teachers. This was evident in an analysis of an *Advance* report. Since 2018-2019 is the first year of this school, there is no comparative report from last year. However, as of April 9, 2019, the components that are most often mentioned in the principal's feedback following teacher observations is focused on the areas of using questioning, engaging students and using assessments. These components are noted by the school leader as improving over this year. The impact of teacher teamwork has led to the coherence of instruction horizontally across classes and vertically across grades and differentiation of instruction, through content, process and product is evident.

- The grade-one inquiry team of three teachers chose the area of interactive book writing with a focus on lower-level (A,B,C) readers and sight words. The first teacher shared that her books were worked on at home by students. Two other teachers did not have students work on them at home. They all shared data about the number of sight words that students are learning. The special education teacher on the team suggested using black background, with white lettering for students who need the contrast. She shared her students’ data. Another teacher shared her data. They discussed strategy groups using Teachers’ College (TC) wordlists that have many sight words and lots of reading. Another idea raised was whether these home-made books could be used for shared reading. One teacher stated that her class makes books on Thursdays, Tuesdays and Wednesdays are reserved for Fundations and phonics work. Then, on Thursday, the class spends about 15 minutes making their books. A collective concern was how to engage parents in this process. This discussion related to the schoolwide goal of improving students’ reading performances. School leaders and staff launched TC Phonics Program in kindergarten and grade one in order to extend the phonics program and add more challenge. This decision was based on an analysis of student progress earlier in the year.

- Since this is a small school in its first year of operation, building leadership through distributive opportunities is a necessary endeavor, as stated by the school leader. Teacher teams exemplifying leadership include the instructional cabinet comprised of kindergarten through grade-one leaders and the special education liaison, who acts as a provost for the diverse learners and also represents a cross-section of staff to ensure vertical coherence of instruction, PD opportunities and development of Equity discussions and learning opportunities. The team provides a vital forum for communication among staff and administration. In addition, they analyze student and teacher data to make curricular decisions and plan professional learning. Distributive leadership structures offer teachers a voice in key decision-making. Additional teams include the grade-level teams and inquiry teams. Differentiated professional learning opportunities are provided based on individual need as a result of distributed leadership with teacher-lead sessions.