Quality Review Report
2019-2020

P.S. 184 Flushing Manor
Elementary 25Q184
163-15 21 Road
Queens
NY 11357

Principal: Anna Dimilta

Dates of Review:
January 29, 2020 - January 30, 2020

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

P.S. 184 Flushing Manor serves students in grade PK through grade 5. 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

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school…</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to State 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 State standards and the 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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</tbody>
</table>
## School Culture

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<tr>
<th>To what extent does the school...</th>
<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>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>
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</tbody>
</table>

## Systems for Improvement

<table>
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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>
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<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>Well Developed</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate schoolwide 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>Additional Finding</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 State standards</td>
<td>Additional Finding</td>
<td>Well Developed</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 is driven by a theory of action and student voice is meaningfully involved in decision-making. School leaders strategically align student experiences, professional development, and family outreach with social-emotional learning efforts.

Impact

The school community’s efforts result in a safe school environment and inclusive culture that support school progress toward its goals and in student adoption of effective academic and personal behaviors.

Supporting Evidence

- The school community’s efforts for culture-building emphasize both a growth mindset and developing empathy for students and staff alike, focused on building perseverance, persistence, and emotional intelligence. A theory of action states that by consistently emphasizing the “power of yet” and “kindness matters”, school community members will be successful in embodying the school motto, “learners for life, for life.” This is consistently evident across the school starting with student-led daily morning announcements that articulate the weekly schoolwide kindness challenge that is re-emphasized in classroom and non-classroom settings through teacher- and student-led discussions. Thus, parents, staff, and students unanimously agree that the school community fosters a safe and respectful climate in which students’ social, emotional, physical and academic needs are readily supported by school efforts.

- Students active in student government initiate, guide, and lead schoolwide improvement efforts, in alignment with school improvement goals, such as further emphasizing the schoolwide message of “kindness matters.” This was evidenced through weekly kindness challenges that they developed, such as “sit with someone new” in the lunchroom and during recess. Interviewed students discussed how they appreciated the weekly challenges, which have led them to make new friends and get to know peers that they would not otherwise have met. Other student-led schoolwide efforts include the collection of plastic bottles as a fundraiser to reduce plastic waste into landfills, using the funds to supplement classroom libraries with fiction and non-fiction texts. Students have additionally provided voice through surveys that demonstrated their approval of an early-grade morning routine that allows them to learn more about their classmates. Based on the survey, teachers decided to spread the practice across grades.

- The school community strategically aligns social-emotional professional development (PD), family outreach, and student learning experiences with the school’s theory of action, resulting in student adaptation of personal and academic behaviors. Teachers in a social-emotional vertical grade team focus on best practices, which are first piloted and then spread across grades and classrooms. In classrooms, there was evidence of teachers making explicit connections to various focusing strategies or growth mindset approaches in lesson plans, charts and/or in verbal instructions. Interviewed students unanimously stated that they remind themselves of the “power of yet,” when they face a difficult challenge not only in academic areas but also in their extracurricular activities or at home, such as facing a hard math problem or learning how to swim; other students have noted that they have used strategies that build self-control in their interactions with their parents and siblings, and have taught their younger siblings why “kindness matters.” Interviewed parents related adapting at home the shared language of a research-based social-emotional approach, which has opened up new avenues for the family to have conversations about that their children’s experiences in and out of school.
Area of Focus

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

School faculty use curricula-aligned rubrics and common assessments such as the State tests and task rubrics to determine student progress towards goals and to adjust instruction.

Impact

Assessment practices provide actionable, but not always meaningful, feedback to students. While school leaders and teachers use assessment results to adjust curricula and instruction, those adjustments have not yet resulted in all students demonstrating increased mastery.

Supporting Evidence

- School leaders and teachers use common assessments such as State English Language Arts (ELA) and math tests, baseline performance tasks, Fountas and Pinnell to determine reading levels, various online assessment practices, as well as curricula-based assessments. Students are given teacher and peer feedback through these assessments that are aligned to the curricula. For example, in a grade four opinion writing task, feedback included a student self-assessment checklist, peer reviews providing ‘Wows and Nows’ on specific components such as the conclusion, as well as a task rubric that articulated expectations for the quality of written ideas, organization, development and use of evidence, word choice, sentence fluency and voice, as well as writing conventions. Specific feedback included “Wow: [student], you used so many great reasons and evidence to support your thesis. Now: Try to push your thinking a little more.”

- Through school assessment practices, students receive actionable feedback that assists in their growth. Some interviewed students described teacher feedback and support that they have been able to use in other contexts. For example, one student related receiving feedback as part of his wows and do nos to utilize more text details, and to organize her arguments into paragraphs to help her with informational writing. She, in turn, described using the same feedback to be able to add additional details in her narrative writing in her next writing piece. However, alignment between teacher feedback and meaningful student application of the feedback was not consistently evident across interviewed students. Specifically, while all students were able to articulate their level of performance at a specific task based on rubrics or checklists, some were unable to describe how they were going to continue to grow from the feedback or articulate opportunities that they have had at applying the feedback. For example, one student related being proud of his performance in a writing piece and noted the feedback to improve his endings. However, he stated that he has not yet been able to try the feedback, nor was he able to describe how he would do so.

- Analyses of common assessments lead school leaders and teachers to embed within units and lesson plans specific supports and scaffolds for students. For example, school leaders and teachers gathered in a data inquiry session around student performance on the various math assessments including State tests. They identified student need in furthering their mastery of math concepts. To address this need, teachers embedded additional student discourse and conversation opportunities to use math-specific academic vocabulary, utilizing resources from Algebra for All PD. While such application of student discourse was evident in all the math lessons visited, there is not yet evidence that due to these instructional and curricula changes, all students, including multi-lingual learners (MLLs) and students with disabilities, demonstrate increased mastery.
### Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

Rigorous habits and higher order thinking skills are coherently emphasized across grades and content areas through the consistent planning for student discourse. Student academic tasks are refined and planned using student work and data.

**Impact**

Planning documents support all learners, including MLLs and students with disabilities, to demonstrate their thinking through partnering, small group, and whole group student discourse, and for them to have access to the curricula that builds cognitive engagement through differentiated tasks.

**Supporting Evidence**

- Planned tasks within lesson and unit plans consistently emphasize rigorous habits via the use of student discourse in partnerships and/or small and/or whole groups. As a result there is support for student cognitive engagement, fostering of student ownership and their demonstration of their thinking. For example, as part of the argumentative essay unit, lesson plans for groups of grade five students include students analyzing ways authors construct introductions, utilizing a strong hook, using *expensive* vocabulary, staking a claim and providing supporting evidence. Students, including students with disabilities and MLLs, were supported with a small group strategy lesson using a writing frame or sentence starters to guide their work as well as various-leveled sample anchor texts and transcripts that support them in crafting their essay introductions. As a means of demonstrating their thinking, students were to take a side and support their argument with text evidence in preparation for a flash debate on whether or not Rachel Carson should have chosen to be a scientist or a writer for greater society impact.

- Across all reviewed planning documents, academic tasks reflect the purposeful use of student work and data towards differentiated tasks or selection of appropriate supports so that all students have access to the curriculum. For example, grade one students were assigned to work in various centers with tasks that targeted their specific reading needs based on his/her performance on assessments. Specifically, plans for a guided reading lesson for struggling readers included strategy teaching points on making predictions as part of a text preview. Other groups of students worked at various centers, including a reading fluency station, a computer station with individualized learning plans, a listening station for multilingual students, a thinking maps station, and a writing extension station linked to writing units for those at or above mastery.

- Plans for a grade two math lesson utilize student performance on exit tickets, in-class student work, and on benchmark assessments to assign students into groups with differentiated levels of difficulty within each group. Planned work for individual and groups of students in one rotation includes practicing a subtraction strategy or advancing understanding of using addition to check their subtraction work. Students then need to apply those strategies within a single-step subtraction word problem. Planned rotation work for another group, representative of those at or above mastery, includes finding missing numbers in an addition and subtraction function while other students working in a guided math small group were learning a problem solving strategy and, working in pairs, solving an open-ended math problem. Planned supports for students at various levels for both groups, including MLLs, include subtraction strategies, math tools and manipulatives, and assistive technology when appropriate. Such plans for all sub-groups of students were evident across all planning documents reviewed, so that all students have access to the work and are cognitively engaged.
Additional Finding

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

Teaching strategies such as small group instruction, scaffolds, tiered work, visual, content and language supports, strategically provide multiple entry points into the curricula, student work, and peer-to-peer discussions.

Impact

All learners, including MLLs and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills and ownership in their work and discussions.

Supporting Evidence

- Effective teaching strategies, include the use of center and station teaching, small group strategy instruction, tiered texts at various levels of difficulty, student discussion, and content and language scaffolds, thus providing a plethora of multiple entry points for a variety of learners into challenging academic work across content areas. For a grade four ELA lesson, the teacher presented a strategy lesson to one group of students, while other students, including those at or above mastery, MLLs, and students with disabilities, worked in homogeneous small groups to gather text evidence from Andrew Clements’ Lunch Money to analyze and demonstrate how the central character, Greg Kenton, is complex. All students were supported in this analysis, claim, and justification of multiple character traits, through various scaffolds. These included vocabulary previews, linguistic frames and discussion starters, scaffolded thinking maps, as well as use of a student discussion rubric articulating expectations for focus, participation, questioning, and use of academic vocabulary. Such appropriately challenging tasks and higher order student thinking work was evident across the vast majority of classrooms visited.

- Across the vast majority of classrooms, student work products and discussions reflect high levels of student thinking as they not only presented their ideas but also justified their thinking with reasoning and evidence. Grade two students in a math lesson were observed debating with their peers on why they believed a certain number out of four options did not belong in the set. Students articulated a claim and justified their thoughts with reasoning, including whether or not a number was odd or even, the number of digits, the sum of digits equaling ten rather than nine. Students then followed up from the ideas of their peers: “I would like to challenge [peer]. [peer] said that 54 is the only number with five in the tens place. Sixty-four is also the only number with six in the tens place, so that can’t be the reason why 54 doesn’t fit.” Such discussion led to a further discussion about the other numbers and the presented rationales, and a refinement of student reasoning, supported by tools such as a 100 chart, sentence stems and counters that were in front of them.

- Grade five students began their science explorations and experiments with discussions that theorized what would make the best emulsifier: flour, corn starch or lecithin, to create a stable mixture in salad dressing. During small group and partner discussions, students were heard utilizing science-specific content and academic vocabulary such as describing observable and non-observable properties as part of their discussions. As they made early predictions before their lab work, students justified their thinking based on previous experience, asked each other to elaborate their thinking, or challenged peer opinions. Such high levels of ownership, student thinking and participation was evident across the vast majority of classrooms visited.
Additional Finding

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

School leaders and teachers consistently communicate instructional high expectations to the entire staff through individual, grade, and department meetings, and expectations connected to a path of academic success are consistently shared with families.

Impact

Teachers sharing of a culture of mutual accountability for instructional expectations, and successful partnering with families supports student progress through concrete suggestions and plans that are implemented at home.

Supporting Evidence

- School leaders articulate high expectations for all staff through discussions at schoolwide PD days and faculty conferences, the teacher handbook, as well as individual, grade-specific and vertical-content-inquiry team meetings. Through these individual and group meetings, school leaders detail instruction, planning, and professional collaborations. To expand capacity in delivering effective instruction, all teachers receive formal and informal feedback on their performance relative to best practices aligned to the Danielson Framework for Teaching. School leaders meet regularly with teachers individually and collectively to engage in reviews of professional growth, expectations for high quality teaching and learning, and for follow-up based on conducted observations and attended PD to ensure practices are implemented during instruction or shared with colleagues.

- Through individual and team discussions at grade and common planning meetings, staff members receive professional learning opportunities from school leaders and colleagues that are aligned to staff members’ needs and interests. For example, teachers across grades collaborate regularly within grade and vertical content teams to examine student performance, note student challenges and needs, adjust curricula maps and instructional practices using peer-led cycles and intervisitations. Following teacher team inquiry meetings, teachers set collective plans for instructional adjustments and the anticipated measurable impact on student performance, which then sets the group expectation for applying discussed instructional strategies, assessing student mastery, and sharing successes and challenges with peers. Such collaboration, interviewed teachers stated, results in a sense of shared trust, collaboration and accountability where teachers trust each other to jointly monitor and support struggling learners and challenge those at mastery and beyond.

- Staff members form effective partnerships with families by communicating expectations that prepare their children for the next level. This is achieved through a variety of means, including the schoolwide grading policy, online family engagement platforms, regular newsletters, as well as individualized conferences and phone calls with parents. Interviewed parents unanimously described how they receive concrete suggestions from teachers and staff members that they apply at home to help their children. Some areas of support include: parents learning a particular reading strategy around pointing and tapping out individual words while reading to their children at home; to support their children to slow down and build comprehension; the application at home of a sand timer; working collaboratively with the guidance counselor to support their children with transitions between tasks; and the use of counters and stackable number cubes learned from a math workshop to help create models for mathematical thinking. Interviewed parents all noted that by consistently applying the concrete suggestions, their children are achieving noticeable academic growth, such as in mastery of content, fluency in reading and math, and oral academic vocabulary.
Additional Finding

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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

Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students. Distributed leadership structures, such as coaches, grade leaders and vertical content team facilitators, are embedded throughout the school.

Impact

The work of teacher teams results in improvements in instructional practice and mastery of goals for groups of students. Through distributed leadership structures teachers play an integral role in key decisions that affect student learning across the school.

Supporting Evidence

- Teacher teams systematically utilize the school’s data inquiry protocol, impacting improvements of instructional practice. Vertical literacy-content-team minutes and notes identify the need to improve student discourse based on teacher noticings on student performance on the State ELA tests, online literacy assessments, and student reading levels. Additional artifacts include teachers conducting intervisitations and walkthroughs into classrooms to identify a need to improve instructional practices to bolster student to student discussions. Teachers gathered to evaluate their practices and created a schoolwide discussion rubric that dovetailed State expectations as well as best practices for MLLs. In all the classrooms visited during this review, students were observed not only in student discussions, but were heard referencing the discussion rubric within their peer to peer conversations whether participating in small or whole groups, along with using hand-signals to signify agreement, disagreement or challenge to peer thinking.

- During the teacher team observation, grade three teachers gathered to examine student outcomes on performance tasks. Teachers identified student strengths in the form of Wows, which included student success in annotating the problem at hand and organizing their work to make their thinking clearer. Teachers then focused on identifying do nows, which would then inform their development of instructional adjustments. Identified trends and patterns included the need for building math-specific vocabulary, which impacted student understanding of the problem, computational work, and articulation of their thinking in the constructed response portions of the assessment. Teachers then planned for instructional moves, including teaching additional academic vocabulary, further opportunities for students to discuss their work before problem solving, graphic organizers, word banks, sentence prompts, and focused center work. Such consistent inquiry has led to mastery of goals for groups of students as evidenced by the consistent growth of student performance on the State exams. The percentage of students scoring level 3 and 4 on the State math exams has increased by seven percent in one year from school year 2018 to school year 2019 to reach 80 percent of students, with a corresponding growth in the average proficiency of students with disabilities, MLLs, and students overall.

- Faculty plays integral leadership roles such as grade leaders or representatives within the cross-grade content inquiry teams, making key decisions for the school community. Vertical-content-teams explore best practices garnered from colleagues or from professional development, which drive staff further learning in planning sessions and curriculum design. Teacher peers also serve as hosts and facilitators for instructional rounds around specific Danielson domains that demonstrate best practices. Through these structures, teachers have an impact not only on high expectations for instruction but also on schoolwide improvement efforts such as the instructional focus on improving student to student discussions.