



The New York City Department of Education



Quality Review Report

Dr. Richard R. Green School

Public School/Middle School 183

**2 – 45 Beach 79 Street
Queens
NY 11693**

Principal: Renee Peart

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Reviewer: David King

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Part 1: The school context

Information about the school

The Dr. Richard R. Green School is located in Rockaway Beach. It has 655 students in grades kindergarten through 8. The ethnic breakdown is 68% Black, 20% Hispanic, 4% White and 7% Asian or others. The school receives Title 1 funding for 94% of its students, which is higher than similar schools and other City schools. Attendance is consistently around 91%, which is also higher than similar schools and other City schools. Sixteen percent of the population are special education students and 4% are English language learners.

The school has a principal and two assistant principals. The principal has been in post for almost four years. At the time she was appointed the school was categorized as a School In Need of Improvement (SINI) but has recently been removed from that category.

Part 2: Overview

What the school does well

- The principal has established a leadership style which has enabled the school to succeed.
- The school has a detailed knowledge of the achievement of all of its students.
- The school uses data rigorously to drive instruction.
- The staff works collaboratively at all levels to review data and establish goals for improvement.
- The teachers are adept at making use of data to differentiate instruction.
- The principal has high expectations of all members of the school community and constantly communicates these in order to achieve her vision for the school.
- The principal and assistant principals undertake observations which are well focused on assessing the impact of professional development and improving instructional practice.
- The monitoring of stated goals is well established throughout the school.
- The professional development program for teachers is well focused on improving student outcomes and improving their knowledge and confidence in using data.
- Budgeting, staffing and scheduling decisions reflect the needs of the students and the goals of the school.

What the school needs to improve

- Review the role of special education teachers in supporting general education teachers with student learning styles and more complex differentiation.
- Explore strategies to improve the achievements of boys in the school further.
- Explore ways to incorporate more cross-curricular opportunities into the curriculum.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

The Dr. Richard R. Green School is a school which has made considerable progress and many improvements during the last three years. It is a school where the staff shows a great deal of commitment and dedication to providing the students with the best start to their educational lives. The principal has a very effective style of leadership and the students enjoy learning and feel challenged. As a result of the progress the school has made in recent years it has enhanced its reputation in the local community. The teachers work well collaboratively and they are valued and well supported with their work

There has been continuous development since the appointment of the principal. Teachers are now secure in using data appropriately to assess student progress and establish goals. Communications with parents and caregivers have improved significantly and the school is fully aware of the route it needs to take in order to maintain its current status and to improve further. The principal produced a very honest and accurate self evaluation statement prior to this review. Planning and goal setting are well established and shared by the whole school community.

Procedures in the school are good and routines are clear, easily understood and followed. The principal has also made a series of new appointments to meet the needs of its students, particularly the boys. The atmosphere in the school is positive and the continual focus in classrooms is on helping students to learn.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.

This area of the school's work is well developed.

Data is collected routinely throughout the school. All teachers keep up to date assessment folders on their classes and every student has a portfolio of annotated work. This data includes standard assessment results, school designed practice assessments and other data such as that generated by the Reading First program for kindergarten through 3rd grade students. This information about students is collected and analyzed systematically. The school therefore can effectively track students' progress across all grades and does so rigorously. As a result the school is able to easily identify students showing concern and assess the impact of curriculum plans on student performance.

The English language learners are increasing in number and a full time second language teacher has been appointed so close attention is paid to their needs. Their performance is closely monitored. All attend the extended day classes and the focus for them is on improving writing with a mixture of 'push-in' and 'pull-out' provision during the school day. As a result their acceleration towards acquiring proficiency in English is good. The students who receive special education services receive well-targeted support including extended day classes. Their progress is very good, exemplified by the fact that all of the special education students in grade 8 are taught in collaborative team teaching classes

after being moved from a self-contained environment. The school is also fully aware of the variable progress of the different ethnic groups in the school and has made careful plans to address both this and progress issues relating to gender. The school has considered gender issues and recognized that boys are not making as much progress as girls. As a result it has a strategy to employ more male teachers as role models as well as make use of community based organizations and the parents' group. One good initiative is the fathers' basketball team which is already helping to improve the boys' interest in school. .

The school monitors thoroughly the performance of many sub groups of students including those receiving intervention services, counseling and attending extended day classes. The academic intervention team is very efficient at monitoring and data is used effectively to inform decisions about intervention.

The school is fully aware of the improvements it has made and from its progress report it is performing well in comparison to other similar schools.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.

This area of the school's work is well developed.

All teachers are routinely engaged in a collaborative process within grade teams to set challenging goals for the students. Grade teams meet regularly to plan next steps, such as the implementation of a new prototype for learning. Content teachers and cluster teachers meet frequently to review school goals. The routines of goal setting are fully embedded and an established part of classroom routine. Grade teams are provided with interim performance indicators and the goals for success are agreed with them. The teachers are familiar with the whole school goals and are appropriately engaged in their own goal setting to meet them. The teachers are adept at closely analyzing learning, creating groupings and then modifying them when needs arise throughout the year. The teacher assessment folders and student portfolios are a very effective diagnostic tool which assists teachers with short- and medium-term planning.

The students in greatest need of support receive a well thought out combination of targeted inclusion support, pull-out provision and the extended day program. Individual education plans are thorough with clear goals and objectives. This has had a considerable impact on improving academic performance as well as engaging the teachers in reviewing their planning. The special education teachers are very knowledgeable about learning styles and individualized learning and, sensibly, the intent is to share this expertise with other general education teachers.

High expectations are conveyed to the whole school community. Daily announcements ensure the focus in the classroom is consistently on students' learning. This has had a significant impact in raising students' self-esteem and creating a strong culture of success. Each grade up to grade 7 has its own gifted group and the school aims to extend this into grade 8 next year.

There are regular links to the parents and caregivers. Parents are mandated to attend parent teacher conferences and attendance is excellent. At these conferences parents and caregivers are provided with clear and up to date information about their child's progress and any concerns the teachers may have. Goals and plans are discussed in

detail and the parents are at ease with the process. This is enabling an increasing number of parents and caregivers to be more confident in supporting their child's education.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school's work is proficient.

The school follows the mandated curriculum, generating data and making use of appropriate resources. This is seen to good effect across all grades and content areas. The school is now well placed to incorporate more cross-curricular links, especially to challenge the thinking of the students in the gifted classes.

All teachers engage in differentiating instruction through groupings in class. In order to address the range of individual learning styles within a class the school is aware that the next step is to plan for more complex differentiation, making use of the expertise of the special education team to support professional development. Importantly, the school is working towards achieving a balance between accelerating student learning and intervention in all instructional areas.

Budgetary and staffing decisions are well focused on improving student outcomes. Appointments of extra paraprofessionals have been made for kindergarten through 3rd grade classes so that students can be given extra support in the acquisition of basic skills. The principal has also made strong new appointments into the middle school classes as good role models for the boys. Well organized scheduling includes common planning time and literacy and mathematics blocks. All cluster teachers have useful preparation time at the start of each day.

Student engagement has improved significantly in recent years, although it is still variable. Engagement is best where students find the teaching challenging. The special education teachers make good use of kinesthetic teaching styles and the gifted groups are well focused. The school is aware of the challenges faced by its teachers and is well focused on continual improvement. There is a strong atmosphere of mutual respect between staff and students. The students were able to talk enthusiastically about their learning and how to improve. They are confident in discussion, enjoy school and can share their concerns with another adult on the staff when necessary.

Student attendance is higher than the City and regional averages and the school has good procedures in place for contacting parents when students are absent.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

When appointing new staff, the principal's focus is on identifying their capacity to establish high expectations with the students and to use data. She has been successful in appointing a number of male teachers to provide good role models for the boys in the school.

Professional development programs are widespread and well planned to ensure the staff receives identified skills to achieve the schools goals, for example, significant time has been spent training kindergarten to grade 3 teachers in the Reading First program. The professional development programs are delivered throughout the year and include grade team meetings and innovative 'lunch and learn' meetings. The focus is always on teaching and learning and improvement of practice.

Observations include short 'snapshots' leading to 'warm' or 'cool' feedback as well as a more detailed procedure. Judgments are made about practice and appropriate feedback is given on the way in which professional development is being implemented and the impact of instruction on student learning.

There are regular opportunities for close collaboration and planning to take place in grade teams. Feedback from intervisitation, planning and goal setting are a routine part of these meetings and evaluations are frank. Teachers use the information generated effectively to plan the next steps.

The principal is a strong leader and demonstrates that she has the capacity to manage the continuing improvement of the school. She is well respected by staff, students and parents. Routines and procedures within the school are clear, easily understood by staff and students and closely followed.

Excellent relationships with a range of enrichment and instructional partnerships are used to significantly enhance the education provided by the school. They include a leadership program, Spirituality for Kids and Periwinkle, all of which are concerned with supporting social and emotional development.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is well developed.

All school goals and target setting processes, securely based on data analysis, have been driven by the need to be removed from School In Need of Improvement (SINI) status. The school is fully aware of its strengths and areas for further improvement and has set up appropriately challenging goals within its Comprehensive Education Plan. Goals are established at all levels within the school and rigorously monitored within clearly defined time scales. The Comprehensive Education Plan is a "living document" which is successfully helping the school to move forward.

Plans and targets are modified in the light of fresh data being available, for example, groupings for services are constantly reviewed and the action plan for the Reading First program is under constant review. The cabinet is also effectively monitoring teachers' performance and assigning appropriate support.

The whole of the school community have demonstrated a familiarity with the school goals and successive phases of goal setting. Evaluation of the school goals is well embedded in the school planning cycle, for example, teachers working with identified sub groups are constantly re-evaluating their practice and altering it should the need arise.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Dr. Richard R. Green School (PS/MS 183)	∅	✓	+
Quality Score			X

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 			X
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English Language Learners, special education students* 			X
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 			X
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.			X
Overall score for Quality Statement 1			X

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			X
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.			X
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			X
Overall score for Quality Statement 2			X

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
Overall score for Quality Statement 3		X	
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.			X
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.			X
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.			X
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.			X
Overall score for Quality Statement 5			X