

Quality Review Report 2011-2012

**P.S. 183 Robert L. Stevenson
Elementary school M183**

**419 EAST 66 STREET
MANHATTAN
NY 10065**

Principal: Tara Napoleoni

Dates of review: May 31- June 1, 2012

Lead Reviewer: Mariano Guzman

Part 1: The school context

Information about the school

P.S. 183 Robert L. Stevenson is an Elementary school with 649 students from kindergarten through grade 5. The school population comprises 5% Black, 13% Hispanic, 60% White, 14% Asian students and 2% other students. The student body includes 6% English language learners and 16% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2010 - 2011 was 95.3%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- School leaders and staff work as a unified team to create a calm, respectful, orderly and caring environment that promotes learning. (1.4)
 - Response to Intervention (RtI) Wednesday work sessions provide opportunities for staff to work with colleagues on shared goals focusing on academic as well as the social emotional learning needs of students. This work has enriched classroom practice and teachers' ability to focus on the whole child. The success of this model has led to plans to include paraprofessionals in this work for the upcoming school year. Now in its second-year, the Peace Project engages all students in opportunities that focus on cultivating kindness and empathy both in the classroom and school-wide. The Peace Project committee consisting of teachers and parents has initiated school-wide projects with palpable impact on the attitudes and actions of students. This year's motto, *Take Care of Each Other*, led to establishing a student "Peace Patrol" that greets the community during morning arrival. The school maintains over a 95% rate of attendance. The Learning Environment Survey (LES) indicates that 97% of families feel the school maintains a safe and orderly environment for learning. As a result, the school maintains a sharp focus on the academic and personal development of adults and students.
- School leaders involve parents and students in ongoing decision-making, resulting in a shared commitment to higher levels of student achievement. (2.4)
 - Over 40 languages are spoken by students of this school. A significant number of families whose children attend the school are new to the country, many employed by Memorial-Sloan Kettering, New York Presbyterian Hospital and Rockefeller University. Classroom teachers keep families informed through regular meetings and classroom newsletters. School leadership in collaboration with the PTA augments the classroom communication through extensive outreach to these families, ensuring that their first experience with New York City schools is wholesome, encouraging their participation, essential to the academic growth of the students. Every PTA meeting is topic driven with presentations by school leadership and content specialists and have included: Shared Reading, Demystifying the 2012 State Tests, Planning Math Instruction to Meet the Varied Needs of our Students. "Tea and Talk with Tara", which takes place several times a year, further provides families with an opportunity to have in-depth discussions with the school regarding rigorous academic expectations. In September, this session focused on *Citywide Expectations* for the 2011-2012 school year. Expanding on materials from Engage New York and the Common Core Library, school leadership has developed a thoughtful and comprehensive presentation on the Common Core Learning Standards (CCLS) for parents and the broader community, which included a presentation to the Education Committee of the local Community Planning Board. The School Leadership Team (SLT) has been integrally involved in developing the instructional goals for the school and through the above-mentioned work; it is evident that the administration has gone beyond the SLT to engage its larger constituent community of families. These efforts serve to support families in understanding their child's learning; moreover, they result in an open exchange of information that promotes academic growth.

- School leaders and faculty build on curricula, aligning to State standards and offering a wide range of challenging experiences and choices including the Arts, during and after school, to facilitate students' ownership of learning. (1.1)
 - The leadership and staff integrate the CCLS tasks with the curricula aligned to State standards. The school has adapted English Language Arts (ELA) and math tasks from the CCLS to ensure that students produce rigorous work products throughout the grades. Shared reading is a major focus with early grade exposure to non-fiction texts. Every unit of study for every student is accessible for all classroom as well as out-of-classroom teachers to ensure consistency in the scaffolded support received by students. This work is most evident in the support received by current and former English Language Learners (ELLs) who comprise a significant population within the school. It is typical that for these students conferring is enhanced by modeling and direct explicit instruction. As a result, the curriculum supports an interdisciplinary approach to learning and consistently emphasizes rigorous habits across grades and for all students.

- Teaching is consistently informed by a common belief of how students learn best, including teacher questioning aimed at extending thinking in order to support increased student outcomes at their instructional levels. (1.2)
 - Teachers across the school use data combined with their personal understanding of students' strengths, interests and needs to group students. Data results from summative State tests, Predictive and benchmark assessments are analyzed frequently so that teaching strategies are differentiated for learning activities. Student groups and academic interventions are adjusted based on learning outcomes. Lessons engage students across grades in advanced, on level and intervention groups that provide scaffolded support to improve their learning. For example, during visits to classrooms, students, working in groups according to their need on project based activities, employed graphic organizers that offered various entry points, which involved their active engagement and participation. Teacher questioning challenged students to extend their thinking through peer to peer discussions. As a result, classroom data indicates growth in reading and math as evidenced in student portfolios, and formative assessments.

- Strategic organizational decisions support the school's instructional focus and result in increased student work efforts. (1.3)
 - School leadership in consultation with staff has strategically aligned its use of resources to school goals. Literacy and math specialists collaborate with and coach individuals and teams of teachers, who all share responsibility for targeted groups of students that include advanced as well as struggling students. Carl Anderson and Kristen Goldmansour both serve as consultants to the school in their respective areas of the teaching of writing and the adaptation of differentiated strategies to support best teaching practices for all students. To guarantee opportunities for teachers to build effective use of SMARTboards in their practice, the school has brought in Presentation Products to work with the staff. The proximity of teaching hospitals, with many employees also families of the school provides myriad resources and opportunities for collaborative study and projects. The school leadership has programmed the staff schedules to provide both classroom and out-of-classroom staff with opportunities to regularly meet as inquiry teams, studying and analyzing student work across grades and within grades. Four early dismissal days have provided teachers additional time to dedicate on curriculum planning aligned to the CCLS. Rtl Wednesday work sessions are focused on increasing Tier 1 differentiation and building teacher

capacity. As a result, teachers have been able to regularly look at teacher and student work in order to improve tasks and instruction to ensure all students are actively engaged in cognitively demanding academic tasks.

- Teacher observations and feedback are anchored to a research-based framework and reflect strengths, weaknesses and next steps that result in improvements in pedagogical practices. (4.1)
 - As a Talent Pilot school, school leadership is well immersed in the use of the Danielson Framework as its research-based method to guide frequent classroom visits and providing teachers' with immediate feedback on their instruction and student work. Observations have included-partial period, formal observation, peer observation and video self reflection. Utilizing ARIS Learn/Pilot tools, as well as systems created at the school level through the use of Goggle documents allows administrators and teachers to formatively review teacher growth. School leadership supports teacher growth by verbal and written communication which includes next steps. This work prompts teachers to refine their pedagogical practice while fostering professional growth to elevate student progress.

What the school needs to improve

- Strengthen teachers' practice for organizing and analyzing meaningful periodic and classroom level data to make timely adjustments to instructional decisions in order to target the needs of all students including key subgroups. (2.2)
 - Teacher teams and individual teachers use summative and Predictive assessments to generally support classroom level instructional decisions for groups of students. However, they do not consistently incorporate the use of ongoing formative assessment data into their daily practice to make immediate adjustments to lessons. This limits the school's ability to target and address the needs of student subgroups and apply differentiated interventions to accelerate their learning. As a result, instructional practices and learning tasks are not always strategically revised, impacting opportunities to meet the needs of all students.
- Ensure that teachers set differentiated learning goals for key subgroups of students that lead to changes in classroom practice and result in accelerated growth for all students. (3.2)
 - Teachers use data regularly to set students' learning goals across grades and subjects to improve learning. However, for its lowest third population and students with disabilities, these goals are broad and do not consistently have specific interim benchmarks for assessment and revision. Consequently, the use of specific ongoing assessments aimed at enhancing instruction through targeted classroom supports and extensions is not consistent across all grades and core subjects, resulting in these subgroups not meeting their projected benchmarks.
- Further expand the present systems for collecting and monitoring data relative to the progress of student achievement in order to ensure the information is shared and used effectively thereby increasing the coherence of practices across the school. (5.2)
 - School leaders and faculty regularly evaluate and adjust assessments and grading practices. For example, the school has modified its report card to include a companion guide for students who either have an individual education

plan (IEP) or are receiving special education teacher support services (SETSS). This guide is another tool that the school uses in keeping families informed and well versed in school policies and citywide trends and instructional shifts. The school is currently exploring how to refine systems to integrate CCLS into the assessment, evaluation and adjustment of school practices so as to ensure coherence between school and classroom practices and the expectations of the CCLS. Throughout the year, and between marking periods, the principal and teachers informally communicate with families regarding student progress, attendance and behavior. The school has not however adopted a school-wide system to utilize ongoing data to best inform students and families in a uniform way aimed at further improving student outcomes. As a result, not all constituents are informed in a timely manner of students' specific needs.

- Ensure there are systems for evaluating progress toward school-wide and teacher team goals in order to measure improvement and make modifications to increase student outcomes. (5.3)
 - Grade and subject teams set goals that are aligned with the school's Comprehensive Educational Plan, and review progress in meeting them. However, there is not ample evidence that action plans include projected gains for interim measures of progress, particularly for subgroups of students that would target the specific areas in need of improvement. As a result, quantifiable interim progress indicators do not align across all systems, hindering the ability for school leaders and teachers to evaluate the effectiveness of plans and timely revisions to maximize impact and improve learning outcomes for all students.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 183 Robert L. Stevenson	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1..2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
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?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?				X
Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.				
<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?		X		
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X	
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?			X	

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X	
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X	
4.4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X	

Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X	
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?		X		
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?		X		
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X	

Quality Review Scoring Key

UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed
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