

Quality Review Report 2013-2014

P.S. 180 Hugo Newman

K-8 03M180

**370 WEST 120 STREET
MANHATTAN
NY 10027**

Principal: PETER MCFARLANE

Dates of review: Dec 17-18, 2013

Lead Reviewer: Ilene Altschul

Part 1: The school context

Information about the school

P.S. 180 Hugo Newman is a K-8 school with 601 students from Pre-K through grade 8. The school population comprises 59% Black, 28% Hispanic, 7% White, 2% Asian students, and 4% other. The student body includes 5% English language learners and 9% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2012 - 2013 was 93.7%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The reflective use of resources, strategically aligned to the school goals, leads to improved instruction that is evidenced in student progress. (1.3)
 - The principal has developed many partnerships to ensure that the students are receiving all supports to address the social, emotional, physical and academic needs of students in order to meet goals they set in conjunction with their teacher at the beginning of the year. The school has collaborations with Police Athletic League (PAL), Junior Tennis League, Asphalt Green, and Sports and Arts in Schools Foundation. Through the long standing affiliation with the PAL, students receive physical education, afterschool programs, arts and sports programs. The school provides dedicated space for health services from the Ryan Center as well as dental and optometry services. A study hall and the new science lab, that is almost completed, provide students with appropriate and engaging space for learning. Astute use of the school's budget maintains small class size, averaging 18 students per class. The overarching goals are to increase student achievement, and continue teacher development through the implementation of the new curricula employing effective questioning and critical thinking. A large portion of the budget funds per diem and per session activities so that teachers are able to participate in extensive professional development and collaborative planning sessions. Consultants from Bank Street College are engaged to work with the administration and teachers based upon observation data to strengthen the professional development plan. In addition, based upon feedback and observations, training was provided on the use of the Smart Board. As a result of strategic use of resources, there is an increase in achievement and meeting the needs of the whole child as evidenced by critical thinking in class discussions and the vast majority of students meeting their targeted goals.
 - For several years, teachers were actively involved in Japanese lesson study and in building professional learning communities; now it is an ingrained part of the culture for teachers to work collaboratively in alignment with the school goal of increasing teacher development and shared planning. Teachers on each grade are provided with structured time to meet, plan curriculum units, analyze assessment data, delve deeper into instruction to determine areas for enrichment or embed needed interventions. Schedules are developed through teacher and administrator input to ensure that student groupings are effective. For example, this year, the principal created two fifth grade integrated co-teaching classes to best meet the needs of the students with special needs. Teacher assignments are also determined based upon team configurations to ensure a positive collegial balance within each team. A school-wide enrichment model has been adopted and referred to as Talent Tuesdays when students are scheduled according to interest resulting in increased engagement and challenging tasks. For example, in the debate club students are expected to take a stance and support their opinion using evidence. As a result of these purposeful organizational decisions, instruction is coherent and consistent across grades leading to high levels of engagement and increased achievement.
- The school has created a culture of trust and respect where students are well-known by the staff and targeted supports are identified ensuring the development of effective academic and personal behaviors for all students. (1.4)

- The core of the school's philosophy is the value placed on a safe and inclusive environment with clear structures and expectations for student success. This is communicated through the School Leadership Team (SLT), parent meetings, teacher meetings and the school handbook. A well-defined ladder of referral is in place for teachers and parents to address the needs of the students. Students apply to be members of the safety patrol and once selected are trained to oversee the transitions in the hall during high traffic times. The school implemented a "Caught Being Good" program where students are recognized for their exemplary behavior and receive a hat or a button. Through a student survey, students voice their preference for the school-wide enrichment model offerings. Students state that they have a say in class projects and in their activities and that there is a forum to share their ideas. Students all identified an adult that supports them particularly their teacher, the guidance counselor and the G-Next coordinator. G-Next is a program for middle school girls to learn about health, how to develop supportive relationships, receive guidance on their academic and career plans, and develop leadership skills within a safe environment where their voices are heard, respected and not criticized. The middle school boys participate in an advisory program on developing their academic and personal behaviors with a focus on addressing issues with authority and masculinity. The Family Support Team, consisting of the social worker, school psychologist, and related service providers, meet weekly to identify students who are in need of additional academic or behavioral support, develop a plan and consult on progress. The school offers health services through the Ryan Center, optometry center and Columbia dental. Subsequently, there has been an increase in attendance to 95% and students are adopting effective personal and academic behaviors as measured by a reduction of 50% in incidents occurring particularly during lunch and recess.
- All members of the staff convey high expectations through the school culture, connected to college and career readiness, in alignment with the citywide expectations, to ensure that every student is successfully prepared for the next level. (3.4)
 - High expectations are firstly expressed with teachers during one on one meetings with the principal that are held three times during the school year. Teachers develop a Building Level Action Plan (BLAP) in collaboration with the principal identifying their goals aligned with the school goals, the curricula, student data, and the expectations of the Danielson framework. Through the observation process, teachers are reflective practioners and self-evaluate their lessons identifying the evidence aligned with the framework. Professional development days have been added to the calendar to provide continuous training. Teachers, in-turn, set high expectations for their students. Students state that written feedback based on the rubric for learning tasks provides them with guidelines on areas needed to improve. Teachers set goals with the students and develop an action plan. Students reflect on their progress. In an eighth grade English language arts (ELA) class, the teacher provides the students with the continuum of the Common Core expectations across the grades for writing about reading so they can advance to the next level and meet their goals. The school offers coursework in preparation for college such as Integrated Algebra and Living Environment in eighth grade. Students state that the school instills good study habits to prepare them for the next grade. Parents agree and state that there is a noted difference in the education their children are receiving with an increase in analysis and writing expected in all content areas. Parents are kept well-informed of their children's progress through ongoing communication, parent meetings, progress report, and Engrade, an on-line grading system with

regular updates on grades and assignments. This system ensures that parents have the necessary information regarding their child's progress and are able to strongly support them at home. Therefore, there is highly supported and developed shared accountability to ensure students are being challenged and reaching high standards. As such, the school has earned a B for progress on their most recent progress report increasing their overall grade to a B from a C.

- Professional collaborations are the vehicle to develop curriculum, analyze student data and plan curricula resulting in school-wide coherence and shared improvements in teachers' instructional capacity. (4.2) With the implementation of new curricula, teacher teams are central to ensuring effective execution aligned with students' needs and the Common Core Learning Standards (CCLS). All teachers participate in grade level meetings a minimum of twice a week as well as a vertical team, referred to as the Professional Development (PD) team, in which participation is rotated amongst the grade members. During the grade team meeting, teachers evaluate pre-assessment data for a Go Math unit and are planning collaboratively incorporating tier 1 interventions as well as opportunities for enrichment based on the data. Teachers identify some of the gaps in the Go Math curriculum and make instructional adjustments to ensure that students, including students with disabilities and English language learners, have the needed pre-requisite skills for successful completion of the unit and are showing growth as indicated on the progress report. In addition, grade teams review goals of students as well as strategies to reach mastery. Teachers also participate in lesson study and discuss the feedback from the assistant principal and self-reflection for a particular lesson. For example, each teacher taught a similar lesson on rules and responsibilities incorporating suggestions from their colleagues. Teachers state that the PD team provides them with specific strategies to ensure a coherent focus and consistency in expectations and school-wide practices. It also ensures that teachers take on leadership roles, as they participate in PD team meetings and provide input into key decisions. Teachers state that they have been integral in the development and organizational structure for Talent Tuesdays. They indicate the next team meeting focus will be on necessary modifications to the curricula across all grade levels and implementation. As a result of the team structures, teachers are open to visiting each other's classrooms, providing feedback and taking constructive criticism to move their practice and increase their instructional capacity.

What the school needs to improve

- Further enhance the planning and refinement of curricula and academic tasks across grades and content areas to ensure that all students are cognitively engaged. (1.1)
 - The school adopted the new citywide curricula in mathematics for all grades kindergarten through grade eight and in English Language Arts (ELA) in the elementary grades with Ready Gen. Teachers worked collaboratively to develop a pacing calendar. However, teachers express concern related to the length of the lessons and incorporating all the components. Since the staff is in the process of acclimating to the new curricula, they decided to fully implement the lessons from October through December. In January, each grade and the PD team plans to revisit the curricula and make necessary

modifications to engage and meet the needs of all students. The school routinely focuses on text complexity, vocabulary building and incorporating higher level questioning and discussion techniques to ensure college and career readiness skills. In addition, across all content areas, there is an increase in writing. In mathematics, students are expected to describe the strategies used to solve problems. Science and social studies are embedded into the literacy units. In a sixth grade ELA class, students are studying Egypt and learning how to identify the main idea and details. Students worked in groups on different topics about Egypt such as pyramids, mummies, daily life, and people, noting evidence that they learned in order to make inferences. Data driven student groups are strategically planned to ensure access through small group guided instruction and provide materials to support students with disabilities (SWD) and English language learners (ELL). In an eighth grade class, students were in book clubs based on their reading level and discussed the theme of their books citing specific evidence. Across classrooms students are engaged in rigorous curriculum-based academic tasks however, further planned refinements, within the new curricula, do not yet ensure that all students are challenged in order to demonstrate their thinking and reach higher levels of performance.

- Strengthen teacher assessment practices to consistently reflect on students' progress to adjust curricula and instruction so that all students demonstrate increased mastery. (2.2)
 - Common assessments are utilized across classrooms such as Fountas and Pinnell running records, Developmental Reading Assessment (DRA), citywide performance assessments, and unit tests. Student work is assessed using a common core aligned rubric and provides students with feedback on how to increase their level of achievement. For example, feedback to one student identified the need to add more of her own reflection to link quotes to the thesis. During class visits, the majority of teachers kept low inference data and utilized checklists. Questioning was regularly used to check students' understanding. Teachers articulated that they use the ongoing data to create instructional groups. A second grade team was reviewing the analysis of the pre-assessment to identify students that require additional scaffolds and those that were in need of enrichment. A math teacher explained that based upon the results of a quiz, she needed to reteach ratio and proportion. Therefore, she gave the students 3 problems to solve and questioned the students about the applied strategies. While all of these practices support students in demonstrating their learning within instructional periods, individual and teams of teachers are just beginning to modify lesson within the curricula, thus preventing increased mastery for all students including SWDs and ELLs.

Part 3: School Quality Criteria 2013-2014

School name:	UD	D	P	WD			
Overall QR Score			X				
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
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?			X				
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?			X				
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?			X				
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?				X			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?				X			
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
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			
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?			X				
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?			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			
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?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed