

Quality Review Report 2010-2011

The Parkway

Elementary School 167

**1025 Eastern Parkway
Brooklyn
NY 11213**

Principal: Marc Mardy

**Dates of review: February 7 - 8, 2011
Lead Reviewer: Rhonda Hurdle-Taylor**

Part 1: The school context

Information about the school

The Parkway is an elementary school with 518 students from pre-kindergarten through grade 5. The school population comprises 87% Black, 11% Hispanic, 1% White, and 1% Asian students. The student body includes 8% English language learners and 11% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2009 - 2010 was 91.0%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The development of project-based differentiated learning is giving students the opportunity to be active participants in their education.
 - Project-based learning is intricately woven into the school's literacy and science curriculum and teachers plan and deliver lessons that provide students with multiple opportunities and differentiated support to develop interdisciplinary projects leading to well completed activities. As a result, students benefit from stimulating learning opportunities.
 - The principal's facilitation of professional development on project-based learning using differentiated instructional strategies supports teachers in delivering instruction that is aligned to the school's curriculum. As a result, students are engaged in research that is supportive of producing meaningful work products.
- The principal makes informed organizational decisions across all aspects of the school that support improvements in learning.
 - The principal's creative use of budget and resources allows for the creation of an environmental center where students learn through inquiry and apply scientific skills in cooperative activities that reinforce skills taught in the science laboratory. Consequently, students' response to their work is starting to show an understanding of scientific concepts.
 - Consistent with the school's goal to ensure academic rigor at the earliest levels, the principal has re-assigned teachers to match their areas of competency and assigns teachers according to license areas thus ensuring that students benefit from teacher expertise. As a result, pre-kindergarten and kindergarten student data show mastery of writing and numerical skills.
- The school's communication systems keep parents fully informed of school activities and their children's progress.
 - The home-school connection is strengthened through an array of opportunities for parents to be involved in their children's learning. An open-house tour and discussion of instructional practices during school hours help parents to understand the curriculum. Family nights provide parents with specific skills that they can use at home with their children to help them strengthen their academic performance. As a result, parents feel more equipped to assist in their children's learning.
 - The school uses the phone master system to share important information and upcoming school activities with families. Workshops on skill of the week, genre of the month, and using ARIS as a tool to track their children's progress, help parents keep abreast of their children's academic development and helps them to avoid failing. Consequently, parents feel more supported in assuring their children's success.

- The principal has as a high priority the monitoring of teacher practice and is clearly focused on improving their instructional practices.
 - The principal uses student achievement data and information from formal and informal observations as tools for making teacher performance decisions. Checklists of teachers' progress, and notes from individual conferences, help her adjust the school's professional development to meet staffs' needs, and to effectively keep track of data that is used to grant, extend, or deny tenure.
 - In-house surveys provide information regarding individual teacher's needs that is used by lead teachers to facilitate tiered and targeted professional development through model lessons, mentoring, and teacher inter-visitations. Consequently, there is suitable support for struggling teachers and teacher effectiveness is at a higher level.
- Teachers collaborate frequently to examine student work, plan together, and visit each other's classrooms, in an effort to improve student outcomes.
 - Teacher teams consistently meet ready to discuss individual student performance and members review an assortment of classroom data and student work. This large quantity of data provides the framework for teachers who spend time analyzing students' on-going progress, making curriculum decisions, revising center activities, and devising next steps in order to support improvements in student learning.
 - Teacher teams focus on student work and pedagogical practices and teacher leaders facilitate team-meeting discussions around instructional foci, data, weekly agendas, and strategies teachers will implement following the meetings. Instructional leaders help teachers plan lessons that focus on skills that students struggling with. As a result, teachers institute instructional practices that are positively impacting student performance on periodic assessments.

What the school needs to improve

- Broaden the curriculum to ensure greater coherence and alignment with the Common Core Standards so that all students are engaged in higher levels of rigorous instruction.
 - Teachers are beginning to incorporate the Common Core Standards into their lessons. However, the school has not yet established any programming strategies that align key standards with core subjects in order to develop students' college readiness skills.
 - In classrooms where teachers design lessons that engage students in rigorous academic tasks, students participate in activities that promote critical thinking and encourage problem solving and other higher order thinking strategies. However, this practice is not consistent in all content areas.
- Extend data gathering and analysis at the team and classroom levels to inform instructional decisions and monitor academic progress.
 - Teachers collect and examine data from periodic assessments in order to plan their lessons and to group students for cooperative learning during

lessons. The use of multiple data sources to analyze the academic needs of their male population is evident. However, this practice is not consistent in analyzing the needs of other relevant subgroups. Therefore, staff members do not suitably identify the diverse academic needs of targeted groups of students thus limiting their academic progress.

- Teachers use common planning time to work collaboratively to carefully examine student work and plan practices such as quick quizzes and conferencing in order to identify students' strengths and weaknesses. However, not all teachers embrace these practices and therefore do not change their instructional practices in order to meet the academic needs of all students.
- Build on the school's goal setting to include the analysis of assessment data to inform and set differentiated learning goals for struggling students.
 - Although the principal and her instructional team set data related goals at the school and grade level, this is not yet an embedded practice. Teacher teams are not yet sufficiently using student data to set differentiated goals for targeted students thus limiting their progress.
 - Teachers collaborate to set classroom goals in an effort to ensure the success of the school-wide goal setting initiative. However, this is incoherent across the school as some special education teachers do not effectively follow this practice. Consequently, special education students are not evidencing significant academic progress.
- Broaden goal setting to include individual learning goals for scholars that define interim next steps toward achieving long-term goals.
 - Across the school, teachers maintain assessment binders that include a goal-tracking sheet for every student. However, there is little evidence that teachers consistently work with students to adjust these goals relative to on-going student work and assessments. As a result, students are unable to articulate their academic goals and are unclear as to when and how they transition from one goal to another.
 - Teachers support families by providing feedback to parents and students on instructional progress via progress reports and quarterly report cards. Evaluation of student work drives the practice of differentiated goal setting. However, not all teachers set differentiated student goals or provide enrichment opportunities to help students in achieving their goals.
- Monitor and suitably revise goals in order to ensure that they reflect the needs of all students.
 - While the principal and her instructional leadership team have developed goals for the year, and are closely monitoring their effect on professional development, student performance, and curriculum, the lack of an interim benchmark system limits the school's ability to measure progress towards goals or to make necessary adjustments.

Part 3: School Quality Criteria 2010-2011

School name: The Parkway	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?			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 and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			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 students and families, engage them in decision-making, and promote active involvement in the school community?			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, 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?			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