



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

P.S. 130 The Parkside

Elementary 15K130

**70 OCEAN PARKWAY
BROOKLYN
NY, 11218**

Principal: MARIA NUNZIATA

**Dates of review: November 19, 2014
Lead Reviewer: Kristine Mustillo**

The School Context

P.S. 130 The Parkside is a/an Elementary school with 698 students from PK through grade 5. The school population comprises 12% Black, 34% Hispanic, 31% White, and 23% Asian students. The student body includes 13% English language learners and 15% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2012 - 2013 was 95%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Celebration	Well Developed
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	Additional Findings	Well Developed
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	Focus	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Well Developed

Area of Celebration

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

Across grade and content, lesson and unit plans are aligned to Common Core Learning Standards (CCLS). Instructional shifts are embedded in curricula tasks emphasizing rigor throughout the curriculum.

Impact

All learners are cognitively engaged in project based learning experiences that address academic and college and career readiness skills such as organization and perseverance.

Supporting Evidence

- The school utilizes a balanced approach to literacy using teacher created units of study that integrate English Language Arts (ELA), Social Studies and the Arts. The school uses an investigative and balanced approach to mathematics to promote automaticity along with mathematical understanding and fluency.
- Unit plans are tiered using Universal Design for Learning (UDL) principles to give students access. A unit study on bridges utilizes photography, diagrams, and watercolors for multiple means of expression. A unit on Eastern Woodland Indians includes modified text, visual supports and organizing scaffolds.
- Conference notes and Fountas and Pinnell reading levels are used to provide targeted small group instruction to improve reading comprehension and fluency at all levels. Math instruction uses tiered equations and word problem application.
- School teams, supported by consultants, work with the curriculum and the Common Core Learning standards to ensure alignment and integration of instructional shifts. Grade teams meet at least two times per week and vertical teams meet on professional development days. Teams use protocols to look at student work and make adjustments based on student performance. Collaborative teams includes guidance and teacher specialist who work to embed executive functioning skills, scaffolds and extensions across units.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

Across classrooms teachers use common assessments and checks for understanding to monitor student progress as well as make effective adjustments to meet student learning needs.

Impact

While teachers and parents are aware of students learning needs and next steps, students were unable to articulate their next learning steps.

Supporting Evidence

- School teams use protocols to look at student work, including reading inventories. Teacher teams include support staff and focus on students' academic and social emotional needs. English as a Second Language (ESL) and Response to Intervention (RTI) strategies are explored within a number of available settings in and out of the classroom.
- Early Childhood Assessments in Mathematics (ECAM) assessments are used to track student performance in mathematics, identify skills mastery and plan for small group instruction. Weekly, students participate in leveled math games that build mathematics vocabulary and fluency through mathematic models.
- In classrooms, teachers use conference notes across content areas to check for understanding. Additionally, teachers use conference notes to plan for student groups.
- While students were engaged in conferences across curricula areas, there are no ways for students to track their next learning steps and their progress from task to task. Students in the student group could not articulate what they could apply from task feedback to their next task.

Additional Findings

Quality Indicator:	1.2 Pedagogy	Rating:	Well Developed
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Findings

The vast majority of students' instruction evidenced the beliefs that students learn best when they have multiple ways in which to access content and when their social emotional needs are considered along with their academic needs.

Impact

Discussions at team and school levels evidence teachers using student performance to modify instruction, embed multiple opportunities to access content, demonstrate understanding to extend their thinking, and embed higher order questioning to deepen conversations and work products.

Supporting Evidence

- Teacher teams include grade level, special education, guidance and English as a Second Language staff. Collaboratively, these teachers reflect on student performance and teacher practice to ensure students are supported in accessing rigorous content and have opportunities to extend their thinking.
- A 4th grade class was working in reading groups discussing the Eastern Woodlands. In groups students were asked to discuss the challenges and conveniences of surviving each season. Students had access to modified text and visual supports. Student groups had to come to consensus and present their information to their peers.
- A first grade class working in a mathematics unit on regrouping was working in pairs to roll dice and collect and group Popsicle sticks up to 200. Student groups used different organizers and approaches to completing this task. Word problems, with real life application of this skill were available for students who were ready for next steps in this work.
- A second grade classroom was using the Responsive Classroom modeling to build speaking and listening skills. In pairs, students discussed their favorite books and had to share out their partner's opinion. Across the school there are opportunities to build listening and speaking skills as well as perseverance, organization and responsibility.
- Within units of studies students experienced field trips and created presentations using arts and media. During a unit on Bridges, students visited the Brooklyn Bridge as well as smaller neighborhood structures and created watercolors with informational passages, supporting the exploration of content through different media.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

High expectations are communicated for teachers through the Danielson Framework for Teaching and many structured opportunities for professional collaboration. Teacher teams successfully partner with parents through committees, conferences, and workshops on a shared path to college and career readiness.

Impact

Staff and parent partnerships result in mutual accountability for student progress and student success in middle school, with 98% of graduating students passing their sixth grade course. .

Supporting Evidence

- Teachers have received training in the Danielson Framework for Teaching, unpacking the components, norming videos and observing peers to explore what practices look like at the school. Teachers receive professional supports based on formal and informal observations as well as their personal goals. All professional development is followed up with classroom observation by administration to assess implementation. Supports take place in the form of co-teaching, co-planning, and teacher modeling with reflection and debriefing opportunities
- Teachers and paraprofessionals receive professional support through literacy and mathematics consultants and in-school teacher leaders. This enables staff to serve students through a range of instructional models to meet their individual learning needs
- Parents partner with teachers in developing projects for units of studies based on their skills and talents. An upper-grade parent worked with a class studying slavery on creating freedom quilts. Parents also support gardening in collaboration with the science teachers and arts collaborations.
- Parents receive progress reports as well as common core aligned report cards and have regular opportunities to meet with teachers around curriculum, student progress and at-home support. Upper grade parents receive constant support in middle school choice and process. Parents participate on a 5th grade transition committee with staff.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

All teachers are engaged in regularly professional collaborations that involve links between teacher practice and student performance. Teachers lead the work of teams in school decision-making.

Impact

The work of teacher teams results in exemplary performance in closing the achievement gap and strengthens Common Core aligned curricula with scaffold and extensions to meet the needs of learners across the school.

Supporting Evidence

- Teacher teams meet weekly by grade and quarterly in vertical bands. In teams teachers review formative and summative data in mathematics and literacy. This data is used to inform instructional decision-making and the formation of student groups. It is also used to determine Response to Intervention options and possible enrichment activities.
- Teacher leaders meet weekly with the instructional cabinet. Teachers expressed that the collaborative sessions and communication systems throughout the school lead to the sharing of professional resources and overall professional growth, strengthening practice, content and Universal Design for Learning implementation.
- Teachers systematic analysis of student work and teacher practice result in qualitative and quantitative gains for students evidence in classroom data collections in both ELA and mathematics. Teachers use tracking sheets in mathematics to ensure mastery of skills and plan for regrouping. Monitoring reading inventories and conference notes has led to student gains in fluency and comprehension. Adjustments in writing have led to improved volume, organization and focus.