



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Park Slope School

Elementary-Middle School K282

**180 6th Avenue
Brooklyn
NY 11217**

Principal: Rashan Hoke

**Date of review: March 25, 2015
Lead Reviewer: Barbara Freeman**

The School Context

Park Slope is a K-8 school with 930 students from grade pre-kindergarten through grade 8. The school population comprises 61% Black, 25% Hispanic, 10% White, and 3% Asian students. The student body includes 3% English language learners and 12% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2013-2014 was 92.7%.

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	Additional Findings	Developing
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	Developing
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	Developing
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	Celebration	Proficient
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	Proficient

Area of Celebration

Quality Indicator:

**3.4 High
Expectations**

Rating:

Proficient

Findings

School leaders convey high expectations aligned with necessary supports to support teaching and learning. Families, staff, and students receive consistent feedback on student progress.

Impact

The school has strengthened communication between all stakeholders enabling teachers, students, and families to have accurate information on academic expectations, personal behaviors, and student progress, resulting in a more targeted focus on student achievement.

Supporting Evidence

- School leaders generate a monthly newsletter “What’s New at 282”, emails, and weekly reminder reviews in order to highlight expectations of unit planning, instructional practices, and celebrations of great work observed during classroom walk-throughs. There is a professional development team established which includes teachers and administration to provide necessary supports to enable teachers to meet instructional expectations.
- School leaders provide professional learning opportunities and coaching sessions focused on Domain 3 of the Danielson Framework for Teaching, stressing using questioning and discussion techniques, student engagement, and using assessment in instruction which have been determined to be high leverage points in improving teacher’s instructional practices. Frequent reviews of unit plans, observation feedback, and minutes from inquiry team meetings hold all accountable to teaching and learning expectations.
- The principal has regular parent led collaborative meetings such as the Green Zone, Gifted and Talented ELA and Math Think Tanks, and “Coffee Klatches” in order to share information about instructional and curricular expectations in various academic programming. A pilot parent-teacher led newsletter for Gifted and Talented students’ highlights expectations of student work, individualized supports, and student celebrations.
- The school utilizes Engrade on-line program in order to communicate students’ progress in real time to parents. Parents have the opportunity to email and respond to teacher reports and allow reciprocal conversations concerning progress. The school utilizes weekly parent engagement time to provide additional one-to-one parent teacher conferences, follow up on parent concerns, and develop additional modes of communication in order to keep parents up-to-date on student progress on the path of college and career readiness.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Developing

Findings

The school's assessment program is loosely aligned to the curricula. Teachers' analysis of student data leads to a limited ability to determine progress towards school goals.

Impact

The school's ability to use common student data limits accurate feedback to teachers and students and limits the ability to provide necessary modifications to curricula on the team and classroom levels.

Supporting Evidence

- Teachers engaged in book study style professional learning using Santoyo's *Driven by Data* in order to build structures to support the role of assessment and its implications on effective instruction. Teachers have included a variety of assessments such as exit slips, checklists, and on demand writing pieces to support using multiple sources to determine student progress.
- Teachers provide feedback to students in the form of "Glows and Grows", with limited use of the school's assessment continuum that provides specific next steps for students based on performance work samples and student data.
- The school continues to review common assessment selections in order to achieve effective alignment to instructional goals outlined in its Comprehensive Educational Plan (CEP). Additional assessments inconsistently reflect frequent "check-ins" and interim benchmarks in order to monitor student growth towards meeting school goals.
- Teachers use assessment data for re-teaching and small group instruction; however, limited evidence was found to determine data sources used for planning tiered tasks, small group composition, or reasons for re-teaching and/or acceleration of specific skills.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Developing
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Findings

The school's curricula materials support a more rigorous program for students. The school inconsistently stresses higher order thinking skills and academic behaviors.

Impact

The school is limited in providing demanding curricula in all subject areas that promote college and career readiness for all learners.

Supporting Evidence

- School leaders and teachers have developed standards based curriculum maps aligned to the common core from kindergarten through grade 8. The inclusion of writing as a separate subject area addresses writing mechanics to further align and strengthen literacy units of study. Vocabulary and phonics been added to strengthen student's abilities to decode and use richer language in student discussions and writing assignments.
- Curricula materials and units of study are common core aligned. The school utilizes grade meetings and additional planning time to focus on integrating college and career readiness skills, academic behaviors, and instructional shifts as teachers complete lesson planning. In order to leverage capacity, the school has created an evaluating student learning team to monitor curricula implementation and its impact on student work.
- The school uses the Depth of Knowledge (DOK) matrix to promote higher order thinking skills across all grades and subjects. Teachers plan activities in grade meetings to support coherence from grade to grade based on identified skills from grades kindergarten through grade 8. However, pre-determined tasks based on units of study did not have supports and extensions to address the wide range of student abilities. For example, similar culminating activities were planned for high achieving students as well as students with disabilities without modifications to task to meet individual students' needs.
- Students are exposed to culminating activities such as the Ezra Jack Keats project, which illuminated students writing skills and provided different opportunities to use digital and spoken words to present their work. This resulted in the school being the receiving runner up in the citywide contest.

Findings

Instructional practices are somewhat aligned to support the instructional shift demands of the curricula; however, effective teaching strategies are not consistently used across most classrooms.

Impact

Teaching practices do not offer students ample opportunities to engage fully in learning tasks via multiple pathways that support them in producing high quality work products.

Supporting Evidence

- The school's core belief is that students will engage in high quality discussion exemplified by responding to, extending each other's thinking, and crafting questions to help each other deepen and elaborate upon their thinking. Through the use of standards based rubrics and actionable feedback, teachers act as facilitators to support developed student collaboration. Professional development in DOK level questioning, peer assessment, student discussion and feedback has been provided and was evident in some classrooms but not consistently across most classrooms.
- The school's instructional focus aligns to Domain 3 of the Danielson Framework for Teaching particularly 3B, using questioning and discussion techniques, and 3D, using assessment in instruction. However, in several classes teachers called on many students and only a small number actually responded to participate in the discussions and while teachers asked students to explain their reasoning only a few attempted to so.
- School leaders have promoted the workshop model, which provides specific teaching points, time for practice, and sharing out student knowledge, HOT (Higher order thinking) questions aligned to the Danielson Framework for Teaching in order to align instructional practices to the demands of planned lessons and to determine the rigorous nature of assigned tasks.
- In order to address students' learning needs, teachers use questioning, scaffolds, and other practices for all to be successful. For example, Integrated Co-Teaching (ICT) classes increased the use of parallel teaching and station teaching in order to provide a more individualized instructional plan for Students with Disabilities (SWDs). Teachers also provide more time for quality discussions through the use of the workshop model and DOK stems.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

The principal has created teacher leadership opportunities for staff. All teachers participate in professional teamwork to analyze student work and data results to make decisions that affect student learning across grades.

Impact

Teacher teams look at student work, examine data results, and guide their instructional decisions ensuring student progress toward goals and strengthening instructional practice.

Supporting Evidence

- All teachers participate in grade and vertical teams which are focused on student progress, the school's instructional goals, and strengthening coherence school wide. Protocols for looking at student work and roles of facilitation have been established in order to provide teachers leadership opportunities as well as increase the efficiency/effectiveness of the teams.
- Teachers create agendas and meeting minutes that describe the decisions made, next steps, and instructional supports needed in order to make necessary adjustments to instructional practices for units of study. For example, the Grade 2 team is focused on English Language Learners and the quality and volume of their writing. Teachers agreed that more examples of mentor text and exemplary pieces were necessary to immerse students in the genre as well as more explicit instruction on the structure of the writing pieces would be helpful. Teachers also pre-determined the types of issues that might arise and planned strategies to address them.
- Teachers utilized student work and multiple data sources to justify changes to curricula and instructional practices. Teams also focused on school goals attainment and monitors student work to determine the effectiveness of lesson planning and implementation.
- In order to strengthen teachers capacity, reviewing data, professional development, book studies, and coaching to support instructional inquiry cycles has increased. Teacher's data usage ensures more accurate decisions about student groupings and lesson adjustments.