



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

Patrolman Robert Bolden School

Elementary School K345

**111 Berriman Street
Brooklyn
NY 11208**

Principal: Wanda Holt

**Date of review: March 26, 2015
Lead Reviewer: Joan Prince**

The School Context

The Patrolman Robert Bolden School, 19K345 is an elementary school with 634 students from grade Pre-K through grade 5. The school population comprises 43% Black, 47 % Hispanic, 2% White, and 6% Asian students, 1% Multi-racial and 1% American Indian/Alaskan Native. The student body includes 10% 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 2013-2014 was 90.0%.

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	Focus	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	Additional Findings	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	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	Celebration	Proficient

Area of Celebration

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

Teachers consistently examine data and student work with inquiry-based teams. Leadership structures are in place and provide a means for teachers to have input on key decisions about curricula and teaching practices.

Impact

The work of teacher teams has resulted in improved pedagogy and progress on goals for groups of students. Teachers share leadership structures and build capacity to improve student learning across the school.

Supporting Evidence

- Teacher teams meet regularly, at least once a week, with common planning time embedded into the schedule. The teams review data and student work to determine the need for further extensions and supports, as evidenced during the teacher team meeting. Strategies were reviewed to see what could be used as additional language prompts to help students determine the main idea. They used protocols to guide their discussion on what has been working well and what challenges they are facing. There are item analysis templates, reflection templates, rubrics and checklists that are focused on targeted student needs.
- Teacher leaders, who represent each grade, meet weekly with the principal to discuss professional development and teacher practice. There are vertical team meetings, including all Special Needs and Teachers of English language learners on the first Monday of each month with the administration. Teacher professional development activities include keeping a log of the professional development, collaborative planning, lesson study/inquiry, and measures of student learning related work.
- Teachers articulated at both meetings, that they felt empowered to have input on decisions on instructional resources, and curriculum /lesson planning. Teacher Leaders lead professional development sessions and mentor teachers, sharing in best practices.
- As stated by the principal, teacher teams have worked on curriculum planning and adaptation, and in planning specific instructional strategies for the entire staff. They plan common assessment and have video sharing of lessons to inform 'Questioning and Discussion' techniques.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

Across classrooms, teaching practices are becoming aligned to the CCLS and Danielson Framework. Student levels of thinking, participation and work products are uneven across classrooms.

Impact

As a result, high levels of thinking and ownership for some students are not yet evident in the across classrooms. The Danielson framework for teaching and how students learn best is starting to become integrated in some classrooms.

Supporting Evidence

- While some teachers asked level 2 and 3 Depth of Knowledge questions throughout their lessons, or had strong guiding questions built into group work assignments, there were uneven levels of discussion and student engagement observed in some classrooms visits. For example, in one class, working on making predictions and connections on Escape To Freedom, students were in groups and told to work together. Instead, many were working silently and independently. When students had questions, the teacher came over and provided help; the possibility of first encouraging students to talk to a peer or have a group conversation was not evidenced.
- While there was consistent evidence of multiple entry points and scaffolds for struggling learners, through the use of rubrics, graphic organizers and sentence prompts, the opportunities for more advanced students through extensions were limited. In another class the students were completing charts (graphic organizer) on Escape to Freedom and the chart was also on the Smart Board, advanced students had the work completed, and were speaking to classmates to assist them. The class was conducted as a group and all questions were teacher directed.
- The ability to expand student-to-student discussions, high levels of thinking and participation was uneven throughout the classroom visits. While many teachers encouraged students to frame their own questions and respond to other students, there were only instances of this practice observed in few of the classrooms. The practice of teacher centered lesson is still evident, however many teachers are starting to feel more comfortable with students as facilitators.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Developing
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Findings

School Leaders and faculty are in the process of aligning the curriculum to CCLS and integrating the instructional shifts. There is not a consistent use of rigorous tasks and higher order skills across grades and subjects that include struggling learners, English Language Learners and Students with Disabilities.

Impact

As a result, students are inconsistently engaged in coherent rigorous tasks aligned to the curricula and CCLS, both across grades and subjects. Academic task do not push student thinking and learning.

Supporting Evidence

- Conversations with the principal show that the school is working to align the CCLS into all lesson planning. There exists a unified curriculum and teacher developed common assessments exist. Teachers are being supported through professional development and given learning opportunities to refine their teaching practices to address the instructional shifts and have more rigorous tasks with higher order discussions taking place. They are slowly embedding these practices into their classrooms.
- The teacher teams are working to strengthen the use of student data to plan academic tasks so the lessons promote rigorous habits and cognitive engagement for all students. As evidenced in Team meetings through discussion, working on alignment to the CCLS expectations and integration of instructional shifts has been a main focus.
- There are curriculum binders to ensure vertical and horizontal coherence across grades and subjects. Lessons are designed to encourage individual, partner and group work that generate meaningful work and promote student discussion and further inquiry. Implementation is harder for some teachers and mentoring of best practices occurs.
- Although curriculum reflects multiple entry points with scaffolding for all students, including English language learners and Special education students, the academic tasks and lessons observed during some classroom visits did not consistently emphasize rigorous habits or push to enhance student thinking.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Teachers across grades and content areas create common grade-wide assessments and rubrics and grading policies that are aligned with the school's curricula.

Impact

Students are provided actionable feedback and teachers are able to make adjustments to curricula, based on assessments used school-wide.

Supporting Evidence

- Students' complete performance based assessments that become part of their portfolio. Both formative and summative assessments are used across all grades, in addition to teachers creating pre and post assessment, such as math and English language arts interim assessments.
- Grading policies are uniform across the school and are reviewed by the principal and the School leadership team along with teacher teams to ensure they reflect the alignment of instruction to content areas and also to align with Measures of Learning assessments'.
- Teachers use rubrics aligned with the school's curricula to provide actionable feedback to students regarding their achievement and gain information about the student learning outcomes.
- Reading Counts, a technology based program assists teachers in tracking their students reading progress and issues reports to inform instruction. Ready Gen unit tests and performance based assessments are used across the school along with EnVision Math Unit tests and performance based assessments.
- Students at the student meeting referred to rubrics, stated that they are given feedback on next steps and that there is "even peer assessment' on certain subjects like English language arts and history lessons."

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders consistently communicate a culture for learning to students and provide supports so that all members of the school community can support increased student achievement.

Impact

Training on the Danielson framework for teaching and elements of instruction are provided to the entire staff resulting in a system of accountability for those expectations. Expectations in trainings and workshops that are connected to college and career readiness are offered to help families understand student progress.

Supporting Evidence

- College and career readiness school wide initiative has been established and implemented to heighten students’ awareness. There are lessons embedded into the program where students conduct research on various college and careers. As seen when walking around school, teacher son grade 4 post the banner of colleges they attended and groups of students are labeled as colleges or careers to heighten awareness of opportunities.
- Workshops and performance updates keep families apprised of student progress around learning and career and college goals. Even in the lower grades, as evidenced through student discussions, college and careers are mentioned consistently as school-wide expectations.
- Teacher professional development along with parent/family workshops provide information on the importance of exam expectations to meet the CCLS and to prepare for the next grade level. Parents shared that teachers offer guidance and support, regularly send updates home via reports, phone calls and email outreach. Parents/families participate in meetings with teachers to understand the academic requirements for each grade and actively seek help if needed
- Feedback to teachers, outlining the support that is available to them to improve their practice is consistently given. Regular conferencing with teachers to discuss their progress in meeting their own goals and to determine what support might be needed to improve pedagogical practices is ongoing.