Quality Review Report

2016-2017

P.S. 282 Park Slope

K-8 13K282

180 6th Ave.
Brooklyn
NY 11217

Principal: Rashan Hoke

Dates of Review:
December 6, 2016 - December 7, 2016

Lead Reviewer: Valerie Taylor
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School


School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
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</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Area of Focus</td>
<td>Developing</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
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</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Area of Celebration</td>
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</table>

### Systems for Improvement

**To what extent does the school...**

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<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
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<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
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<tr>
<td>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</td>
<td>Additional Finding</td>
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</tbody>
</table>
Findings

School leaders consistently communicate high expectations to the entire staff in weekly newsletters and provide training to meet those expectations. School leaders and staff consistently communicate expectations that are aligned to college and career readiness and provide ongoing feedback on student progress.

Impact

Faculty and staff receive training on schoolwide expectations and are held accountable. Families are well informed about the progress their children are making to meet those expectations.

Supporting Evidence

- School leaders consistently communicate expectations to faculty and staff via staff handbook, weekly newsletter, professional development sessions, and faculty meetings. In addition, staff received feedback on progress toward the goals aligned to the Danielson Framework for Teaching. The expectations for teaching and learning are emphasized through formal and informal feedback provided to teachers following classroom observations. This year's professional learning focused on instructional planning and the delivery of instruction. Teachers are expected to use higher-order questioning skills, check for understanding, and use engaging tasks to expand student participation and discussion. Through instructional walkthroughs, one-on-one feedback conversations, and written feedback, teachers are held accountable for meeting these expectations.

- Faculty and staff participated in professional learning sessions that are aligned to the school's goals. For example, teachers received monthly training from Teachers College around reading, writing, and the workshop model. In math, professional development supported content knowledge, process, and number relationship. During professional development Mondays, teachers created lesson plans that include Depth of Knowledge questions, academic vocabulary, and strategies to increase student conversation during a lesson. Tuesday's professional sessions included the review of student work, and sharing strategies and instructional resources. In addition, the Learning Partners Program allowed teachers to participate in intervisitations to observe instructional strategies and turnkey the information to other teachers. One teacher shared that they hold each other accountable for sharing successful strategies and uploading them into the school's teacher website.

- Families are kept informed by school leaders and staff regarding school matters and student progress via progress report, ClassDojo, PupilPath, flyers, phone calls, parent workshops, and "Koffee Clash," which is the principal's monthly breakfast hour with parents. During the parent interview, parents stated that they enjoy the "Koffee Clash" because it gives them an opportunity to hear the school's focus and voice their concerns. One parent praised the leadership for the level of communication she received regarding her child's progress. The parents all agreed that the parent orientations and workshops have been very helpful in keeping them informed of expectations and student progress.
Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>1.2 Pedagogy</th>
<th>Rating</th>
<th>Developing</th>
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Findings

Teachers are in the process of incorporating multiple entry points into the curricula and tasks that promote high levels of thinking and participation.

Impact

Student work product and discussion do not consistently demonstrate high levels of thinking and students including English Language Learners (ELLs) and students with disabilities are inconsistently provided with access into the curricula.

Supporting Evidence

- School leaders believe that students learn best when they engage in high quality discussions exemplified by responding to and expanding on each other’s thinking, crafting questions to help others deepen and elaborate their thinking, and have access to differentiated tasks that challenge all students to participate at high levels. In a seventh grade math class, students worked in small groups to find the total price of an item with a sales tax of ten percent. One group was given colored texts for visual while another group worked with cubes to create a bar model. Each group worked independently to solve the problem, discussed their strategies and then shared their answers. However, this practice was uneven across the majority of classrooms and subject areas.

- Although a third grade social studies lesson plan includes multiple-entry points for students, all students were given the same graphic organizer to compare and contrast urban and suburban communities with no model to follow. In a sixth grade reading class, students worked in groups to complete a math problem. However, there was no visible evidence of modifications to support English Language Learners or for the accelerated learner. Nine students were able to complete the task within a few minutes and waited for further instructions while other students including English Language Learners continued to work on the problem until the class ended. In a fourth grade classroom, students listened to a read aloud and made predictions about what might happen to the character. They were prompted to share their predictions with a partner. However, the teacher’s wait time did not give students enough talk time to engage in a discussion. A sixth grade math lesson, required students to choose a strategy to solve a word problem and discuss the answer in their groups. Only a few students completed the task with enough time to have a discussion.

- In a few classrooms visited, teachers assigned tasks that evoke discussions. Students primarily responded to teacher-directed questions. In a fifth grade reading class, students were required to identify plot, setting, and the conflict faced by the character. Teacher prompted the students to turn and talk to their partner. Only a few students participated while the others listened. However, student’s responses did not lead to high levels of discussion to demonstrate higher-order thinking.
### Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
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<tbody>
<tr>
<td>Rating:</td>
<td>Proficient</td>
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#### Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and incorporate the instructional shifts with a focus on text-based answers and academic vocabulary. Lesson plans consistently reflect academic tasks that require higher-order thinking skills for all students.

#### Impact

Planning documents coherently emphasize career and college readiness by incorporating tasks that promote rigorous habits and higher-order skills.

#### Supporting Evidence

- School leaders and faculty utilized Common Core aligned curricula across grades and content areas. *Go Math!* for math instruction, Teachers College Reading and Writing, and New York State Scope and Sequence for social studies. Reflection on student data from performance tasks and periodic assessments identified gaps in math problem solving. As such, the teachers felt that the *Go Math!* curriculum which was chosen due to its extensions for ELLs and students with disabilities, was found to be lacking in problem solving skills. Therefore, school leaders and staff agreed that the Exemplars program would be used to supplement the math curriculum to support writing in math schoolwide. This year the school has also adopted the *Algebra for all* program to prepare students for pre-algebra work and deepen problem solving skills.

- Across grades content area curricula required students to engage in text-based discussions, provide evidence for their thinking, and use sources to prove an argument. A social studies lesson plan indicates that students will use text evidence to compare and contrast urban and suburban areas. A close reading lesson states that students will determine the key ideas of each paragraph. A reading lesson from the story “Raymond’s Run” indicates that students will identify the theme by focusing on what the main character wants and what gets in their way. A follow-up lesson from this text asks students to look for themes in their writing.

- Document review of unit plans and lesson plans indicate that text-based answers and academic vocabulary was a schoolwide focus. Units of study in English Language Arts and social studies required students to conduct close readings of a variety of texts. In addition, planning documents identified key content vocabulary to be introduced in each lesson. A math lesson includes the introduction of math terms decimal, hundredths, tenths, and place value. A social studies lesson plan lists difficult vocabulary, such as urban, suburban, and population. A close reading lesson includes text-based vocabulary colonies, sacrifice, and organism and cited the pages where the vocabulary words could be found in context.
### Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Teachers use assessment rubrics that are aligned with the school’s curricula to provide actionable feedback to students and common assessments to determine the progress students make toward goals and to adjustments curricula.

**Impact**

Teachers use baseline assessments results to determine student progress and to adjust curricula. Assessment rubrics are used to provide actionable feedback to students.

**Supporting Evidence**

- An assessment calendar outlined the various forms of common assessments used to determine student progress toward goals. Common assessments, such as unit and performance assessments aligned to *Go Math!* on-demand writing and reading, and unit assessments in science and social studies. English Language Arts and math assessments are administered three times a year. Data from assessments provide teachers with actionable feedback to create instructional plans and to identify students who have not mastered required skills. Grade four teachers analyzed the data from the first writing assessment and identified text evidence as the next skill focus. The eighth-grade social studies performance task administered in October indicate that forty percent of the students performed at below grade level, fifty percent on grade level, and ten percent above. This process was done across grades and subject areas.

- Rubrics are used to help students and teachers assess the quality of student work product. Based on the rubrics, teachers provide actionable feedback to students highlighting their strengths and areas for growth. During the interview, students were able to clearly articulate how the rubrics are used, and shared that they know what is expected of them as a result of rubrics which are explained to them at the beginning of a lesson. A student in eighth grade shared the feedback she received on a writing assignment on the Civil War. The feedback stated, “You used specific details to help your readers understand better. Next time write a few details from across the chapter to write your conclusion.” A third grade student received feedback on an *Exemplar* math assignment which stated, “You choose a correct strategy to solve the problem. Continue to make connections and look for patterns.”

- Assessment practices included using assessments to highlight trends in student performance and to adjust curriculum and instructions. For example, item analysis in *Go Math!* revealed that there was a deficit in geometry in grades three through five. Teachers used the data to plan re-teaching strategies and identify student grouping.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
School leaders use frequent cycles of observation to provide teachers with support and feedback and design professional development.

Impact
Teachers receive professional development designed to support their professional needs.

Supporting Evidence

- School leaders conducted formal and informal observations for all staff and provided actionable feedback for next steps. They used the glow and grow strategy to inform the teachers about what they are doing well and areas for growth. For example, one glow complemented the teacher for providing differentiated task for the students. A grow for the teacher was to use open-ended questions to stimulate engaging discussions. On another feedback, the teacher received a glow for implementing the recommendation from a previous observation. For example, the glow recognized the improvement in the area of classroom management. The grow recommended that the teacher create more opportunities to assess learning while on the rug. In addition, teachers were given two to three weeks for a follow-up visit to monitor their progress.

- A professional learning calendar clearly outlined topics to be covered for professional development. In November, checks for understanding, differentiation and accountable talk were the priority for professional development. The principal explained that professional development is aligned to the school’s goals and teacher observations. In addition to the professional development provided by the school leaders, some teachers participated in inter-visitations based on their individual needs. As part of the Learning Partners initiative, teachers were allowed to visit other schools to observe instructional strategies. Teachers turn-keyed the information for other staff members.

- During the interview, teachers noted that the feedback they received on their observations was very helpful. One teacher stated that during her one-on-one conference, the principal discussed the feedback with her and made sure she had the resources and the support needed to implement the recommendation. Another teacher shared that school leaders often provided coaching to help them implement strategies. She explained that the assistant principal visited her classroom, worked alongside her to launch the reading workshop and she was given three weeks to implement the recommendations before the follow-up visit.
Findings

The majority of teachers are engaged in weekly collaborative inquiry groups to build instructional capacity and develop their leadership skills.

Impact

Professional collaborations have strengthened teachers’ instructional capacity and give them voice in key decisions that affect student learning.

Supporting Evidence

- Teachers meet weekly in grade teams to plan lessons and analyze student work. During the observed teacher team meeting, the objective was looking at samples of nonfiction writing. The teachers followed an agenda which outlined the order of the meeting and were given a writing protocol. The presenting teacher gave an overview of the task to be evaluated. Based on the protocol, teachers identified what the students did well and gave suggestions for next steps. Teachers noted that the students used transitional words, sentence structure, and text features appropriately. Additionally, teachers suggested instructional strategies which include instruction on writing complex sentences and an introduction to hook the reader. This analysis resulted in a plan for strategic grouping, the use of graphic organizers, and anchor charts to ensure access for all students.

- Teacher teams facilitated grade team meetings, set agenda, and discussed grade-level or team issues with school leaders. Team members have clearly defined roles that are rotated each cycle to build capacity. Roles include note-taker, researcher, and time keeper. During a teacher team interview, teachers shared that the professional collaborations allowed them to have conversations on teacher practice, discuss challenges they experienced and share best practices which have strengthen their pedagogical repertoire.

- Structures to support distributive leadership and teacher voice are present throughout the school. Collaborative team structures have helped teachers develop leadership skills and give them voice in recommendations that affect student learning. For example, the schoolwide shift in math which resulted in the adoption of the Exemplar problem solving program was a direct response to teacher team suggestions that Go Math! was lacking in problem solving skills. The principal shared that his assistant principals were former teachers and coach who have developed leadership skills working in various teacher roles over the years. Furthermore, the dean was also a former teacher. Teachers stated that the professional development feedback sheets allow them to have input and a voice in professional development.