

Quality Review Report 2011-2012

Hubert H. Humphrey Elementary School

Elementary School R057

**140 Palma Drive
Staten Island
New York 10304**

Principal: Sandra Harrell

Dates of Review: February 14 & 15, 2012

Reviewer: Kathleen A. Burgess

Part 1: The school context

Information about the school

The Hubert H. Humphrey School is an elementary school with 665 students from pre-kindergarten through grade 5. The school population is comprised of 55% Black, 32% Hispanic, 9% White, and 3% Asian students. The student body includes 11% English language learners and 24% special education students. Boys account for 54% and girls account for 46% of the students enrolled. The average attendance rate for the school year 2010 - 2011 is 90%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- School leaders use student work to refine the curriculum with academic tasks that cognitively engage all learners to address identified needs and promote high levels of student performance. (1.1)
 - School leaders review data together with student work products and make strategic decisions to upgrade the curriculum with non-fiction guided level reading material and a phonetic and fluency building program for all students, including students with disabilities and English language learners (ELLs). Academic tasks are developed from this material to help teachers focus instruction and support students in reaching the standards in reading and writing. Students use several texts on the same topic integrating information for their written products, advancing the school's goal for all students to demonstrate progress towards mastery in literacy.
 - The school develops academic tasks based on multiple data sources and an ongoing analysis of student work. Tasks that cognitively engage all learners are developed and embedded across content areas in curriculum maps and units of study. A science task required students with disabilities to use multiple means, including technology, informational text and hands on experiments, to acquire information. Students interacted with the information and concepts under study in ways that promoted relevance and retention as they discovered content on their own, promoting high levels of student performance.
- School leaders structure time and use human resources to make organizational decisions that support the school's goal to improve instruction for specific cohorts of students. (1.3)
 - School leaders schedule multiple opportunities, such as weekly common preparation periods, horizontal and vertical grade meetings, and team meetings, for staff to sharpen their pedagogical practice and develop academic tasks. The concrete conversations about the identified gaps in student performance based on a review of student products prompted the staff to refine curriculum maps to include the citation of sources using prompts in a written piece. These meetings resulted in unit modifications that target specific students' needs, thus supporting the school's goal to build instructional coherence to improve instruction for students.
 - The principal has allocated funds to maintain an instructional coach in literacy and math, and two F-status personnel to implement and monitor academic intervention services for identified students. Sub groups extend beyond students with special needs and English language learners to include students repeating on a grade and those designated as promotion in doubt. Teachers share responsibility for these sub groups by working with small manageable groups of students focusing on interventions that provide skill building and targeted assistance for students in the bottom third of the school. As a result, the school is progressing toward its goal to improve instruction for specific cohorts of students.

- Teachers analyze data to identify students' academic performance and use self-assessments and ongoing checks for understanding to make instructional adjustments that meet student learning needs. (2.2)
 - Teacher teams use multiple formal assessments to analyze student performance. They also use formative data and end of unit assessments to capture a portrait of student ability. This portrait identifies strengths and areas of need for subgroups of students who struggle to make meaning from text. Some teachers adjust their pedagogy and offer targeted instruction to provide students opportunities to use text evidence to deepen their understanding of what they read. As a result, some students demonstrate a better understanding of texts by correctly answering more questions on end of unit assessments.
 - Teachers across grades develop rubrics that help students self-assess and monitor their own learning. During lessons some teachers continuously stop to use multiple instructional moves gauging the level of student understanding of the lesson. Students use hand signals, respond to oral questions with follow up probes and turn and talk with peers to clarify understanding. Teachers then adjust their practice to target students at different skill levels, resulting in better comprehension and focused responses on end of unit assessments.
- School leaders use clear instructional goals that are developed from multiple data sources and are supported by the faculty to accelerate student learning. (3.1)
 - School leaders develop instructional goals that support their core belief that all students can attain the standards. The annual and interim goals are based on the school's continuing efforts to close the achievement gap and evident in the school's planning documents. The specific goal to extend the time engaged in reading and writing for all students with additional time for at risk students in small settings supports these students in receiving instruction that is needed to advance their learning. School leaders use multiple measures to develop focused goals related to teacher effectiveness, the learning environment and student performance in literacy and math. School leaders utilize formal assessment results against surveys, and reflections by teachers and students to design action plans that best support the school's attainment of these goals resulting in a coordinated approach to accelerate student learning.
- The school uses data to identify individual and sub-groups of students in need of additional support to plan and set goals that accelerate learning. (3.2)
 - Individual and teams of teachers analyze a range of assessments to develop data-based instructional goals for identified students. The goal to move all students by two reading levels and build stamina to improve fluency by the end of the year was communicated by the teachers who share instructional responsibility for groups of students. Teachers collaboratively developed lessons to create a seamless continuity of instructional services for ELLs that result in student progress in fluency, comprehension and miscues from the pre and post literacy assessments.
 - Teachers use assessment measures to identify students requiring additional services and set targeted instructional goals to meet their

needs. A review of the math predictive results indicated that fourth graders needed support in measurement and comparing fractions. Learning goals were developed based on the progression towards a conceptual understanding of fractions and aligned to the targeted needs of specific students. Some students worked on recognizing and naming fractions, while others worked on equivalent fractions, comparing and ordering fractions or operations with fractions, supporting the school's goal for students to demonstrate progress toward achieving New York State standards in math.

What the school needs to improve

- Promote consistency in instructional strategies that provide tiered learning experiences for students and ensure that questioning techniques provoke discussions to extend student thinking and maximize learning. (1.2)
 - Across classrooms teachers use various instructional strategies to meet the needs of their students. However, tiered activities with different levels of support and challenge to engage all learners in an understanding of the same content with related skills and instructional techniques where students can create and ask their own questions to build content knowledge is not an integrated practice across classrooms. As a result, teachers miss the opportunity to provide all learners with multiple entry points to the curriculum, minimizing learning opportunities that cognitively engage all students.
 - Teaching strategies vary across classrooms. In some classrooms student learning is facilitated by the teacher, while there is direct instruction in others. Learning activities that develop critical, self-directed thinking skills, foster strong content knowledge and promote discussions that lead to increased student performance is inconsistent across classrooms, resulting in uneven opportunities for students to extend their thinking and actively participate in classroom discussions and their own learning.
- Enhance observation feedback that identifies trends in teacher practice to promote professional growth and improve student performance. (4.1)
 - Administrators frequently observe teachers and use a school created template to analyze teacher performance based on identified competencies of a research based common framework that delineates standards for teacher practice. However, the template provides low inference documentation and does not capture information on observed strengths, areas of need or next steps reducing the school's ability to promote professional growth to improve student achievement.
 - School leaders conduct cycles of classroom observation, sharing the information with the coach who provides support through modeling, coaching and co-teaching. However, the administration has not integrated the observation results into a formalized structure to easily identify trends in teacher practice reducing the ability to make effective decisions for teacher development that advances student performance.
- Strengthen the alignment of the professional learning opportunities with the school's instructional goals through differentiated opportunities that allow staff to build their pedagogical capacity and develop leadership. (4.3)

- School leaders provide professional development opportunities that build teachers' knowledge of the citywide instructional expectations and the six Danielson competencies. Select teachers develop and practice leadership by engaging in professional learning through cycles of modeling, inter-class visitations, teacher partners, and sharing their learning through a turn-key protocol. However, school leaders have not fully aligned professional learning opportunities with teachers' needs and the school's instructional goals, minimizing the ability to improve pedagogical practice and elevate leadership in all teachers.
- Strengthen the monitoring structures that regularly evaluate and communicate the assessments and data systems so that school-wide adjustments to practice accelerate learning for all students. (5.2)
 - Administrators use spreadsheets to aggregate and organize data on student performance. This data is used to evaluate student performance and codify trends for identified student groups. However, administrators have just begun to correlate data across assessments and make school-wide adjustments to the data-driven instructional practices that accelerate student learning. As a result, coherence between the monitoring system and instructional practices are not fully developed, minimizing the school's ability to accelerate student learning outcomes.
 - School leaders have created specific formats to share data with students and families through letters that are sent home at the end of practice exams. However, the school is in the process of expanding the current format to include additional information on attendance and behavior to create a more comprehensive picture of student performance. As a result, data sharing formats and processes are not fully implemented reducing the school's ability to increase student performance.
- Expand the structures that evaluate the effectiveness of teacher teams and capacity building opportunities that support distributed leadership in order to foster high levels of pedagogical capacity. (5.4)
 - School leaders use observation notes, teacher feedback and student results to determine the effectiveness of teacher teams. Additionally, the vertical instructional team provides grade level input that allows school leaders to understand their grade level teams. However, administrators are beginning to focus team collaborations on connecting instruction to curriculum and practice. As a result, school leaders limit their ability to effectively engage teams in developing new understandings about teaching and learning and its contribution to student achievement.
 - School leaders offer internal and external learning opportunities to build professional capacity and leadership in staff. Additionally, the professional development plan delineates the structure of how learning opportunities are aligned to the school's instructional goals. However, administrators are developing protocols to evaluate the effectiveness of the professional development sessions. As a result, optimizing the instructional expertise of all staff is not fully implemented reducing the school's ability to elevate teacher performance and impact student outcomes.

Part 3: School Quality Criteria 2011-2012

School name: The Hubert H. Humphrey Elementary 31R057	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 as evidenced by meaningful student work products?			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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?		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 staff, students and families, and support students and families to achieve them?		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, guidance/advisement 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, with particular attention to the CCLS?			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