

Quality Review Report 2012-2013

The Richard H. Hungerford School

Middle-High School R721

**155 Tompkins Ave.
Staten Island, NY10304**

Principal: Mary McInerney

Dates of review: May 22 - 24, 2013

Lead Reviewer: Nina Pitton

Part 1: The school context

Information about the school

The Richard H. Hungerford School is a K-12 school with 365 students from grade 4 through grade 12. The school population comprises 23% Black, 25% Hispanic, 46% White, and 5% Asian students. The student body includes 7% English language learners and 100% special education students. Boys account for 68% of the students enrolled and girls account for 32%. The average attendance rate for the school year 2011 - 2012 was 89%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school delivers an engaging, standards-based curriculum that integrates Common Core Learning Standards (CCLS) to meet the needs of a diverse group of learners resulting in increased levels of student achievement. (1.1)
 - Curriculum maps that reflect the school's standards-aligned curriculum and instructional shifts provide a roadmap of the school's high expectations for a range of students with varying intellectual abilities and their families. Skills for successful career readiness are integrated into the units that include budgeting, cooking, comparing and contrasting, following directions, joint action routines (JARS), and supporting claims with text-based evidence. Additional programs such as Achieve 3000, Brainpop, and Study Island add rigor to the curriculum and promote higher order thinking to increase fluency in reading for information and math. For example, in a unit on Reading for Information and Writing, students were able to use their comprehension skills to gain knowledge of historical figures as they read a set of biographical texts. They subsequently formulated and defended their opinions using various media formats, comparing and contrasting the historical figures and supporting their argument with text-based evidence before presenting their work to an audience. As a result, students are engaged in challenging tasks and routinely demonstrate their thinking by providing text-based evidence to support their assertions.
 - Curriculum units promote college and career readiness by developing academic habits such as reading for information and vocabulary development to facilitate the acquisition of content knowledge. In addition, students routinely participate in the school's work study program through community-based affiliations. The school's medically fragile population (12:1:4) of students with limited mobility engage in in-house work study. Students deliver mail across the school and support management of the snack cart as they employ real world vendors' skills including stacking inventory, selling snacks and counting money. Common assessment programs such as the Student Annual Determination Inventory (SANDI) and the related Formative Assessment of Standardized Tasks (FAST) drive the development of Individualized Educational Plans (IEP) goals that are regularly tracked via google docs, allowing for timely refinement of the written, taught, and assessed curriculum and ensuring that performance tasks synchronize with students' developmental skill levels while embedding rigorous habits. Instructional scaffolds connect concepts and skills to everyday life. For example, in math, students engage in tasks that increase their independence and employability skills by applying concepts to real-world situations. Most students can differentiate between various types of money, estimate money amounts, describe how money is earned and used in society, and apply the learned concepts and skills during regular visits to community-based stores. As a result, students are engaged in high level tasks and are mastering enduring understandings and key functional skills that ensure post-secondary success.

- The administration skillfully aligns staff and student time and highly effective partnerships to the school's instructional goals so that instruction improves and students' academic outcomes increase. (1.3)
 - A school coach assists the curriculum team with the development and refinement of units of study, ensuring proper alignment to adopted content, instructional shifts, and selected common core standards. School electives offer students the opportunity to participate in a variety of classes that meet their interests and strengths, supporting their post-secondary choices. For example, the Culinary Arts and the Recycle the Bicycle repair class were selected based on student choice and allow for integration of content and skills from various subjects. The coach serves as a mentor to new teachers. Per session funds are allocated to support workshops held on Saturdays for parents and students that support the use of Achieve 3000 and Study Island at home. Instructional funds are also invested in the purchase of technology yielding higher student engagement and performance. Additionally, the School has effectively partnered with outside organizations that help develop and support the school's instructional goals to expand transition opportunities for all students (Urban Advantage, American Museum of Natural History, Special Olympics, Staten Island Zoo, and Institute of Basic Research). The school is also the recipient of several grants that support the school's instructional goals. For example, The HBO (private) grant funded the creation of the school's audio/visual room at their main site opening up opportunities for students to produce videos and presentations; the CAE/SI Foundation funded Parents as Arts Partners, which affords students the opportunity to work alongside their parents on lessons in art making and arts integration into literacy. As a result students are engaged in increasingly challenging tasks yielding meaningful student work products.
 - Teacher hiring is strategic and reflects the school's affiliation with local educational universities such as Pace University, New York City Teaching Fellows, and Bank Street College, and their assignments align to student cohorts' needs as teachers need specific expertise to work with different student cohorts. These efforts are directly related to the school's goals set in the school's five-year plan connected to the improvement of pedagogy, resulting in teams of teachers sharing responsibility for meeting the needs of a manageable cohort of students.
- The school community is dedicated to supporting its students and its cohesive efforts result in a safe and productive learning environment. (1.4)
 - A Positive Behavior Intervention Support (PBIS) system offers ample opportunities for student accountability in the school community. Students are taught replacement behaviors as part of the PBIS program, and when caught displaying the desired behaviors, they receive reinforcements in the form of Wave bucks, and/or club privileges that they can redeem at the school's PBIS store on Friday afternoons. In addition, after school activities as part of the Cooperative, Healthy, Athletic, Motivated and Positive Students (CHAMPS), and the United Cerebral Palsy (UCP) further enhance and sustain student engagement and a positive culture. Student voice is also promoted via their participation in the school's student council as the council meets on a monthly basis to serve as

educational decision-makers. Students helped establish and enforce codes of conduct and have influence the school's choice of products purchased to award students at the internal PBIS stores; the types of visual arts making for the School Parents as Arts Partners Program. In addition, students helped raise funds for the Autism Speaks Walk and animals affected by Hurricane SANDI. As a result, the school was recognized and received an award from St. John's University for its participation in supporting people and animals affected by the storm, and these efforts led to a decrease in behavioral incidences as per Online Occurrence Reports (OORS) reviewed and evidenced by the marked increase in the school's learning environment results.

- Professional development related to PBIS is provided to one teacher leader from each site who turns-key the information in a timely fashion, ensuring coherence across sites. Training to teachers and parents on the social-emotional standards and the developmental stages, AUTISM, as well as the common core, the Citywide Instructional Expectations (CIE) and various topics related to parents' needs is offered on Saturdays and is well attended as per signing sheets reviewed. The PBIS internal coach regularly meets with the PBIS team to review behavioral data and make proper adjustments to the structures and systems surrounding PBIS. The school's website has been redesigned to keep parents informed about school activities, initiatives, and student progress. The Parent Coordinator provides parent workshops based on a needs assessment of parents of children who attend the school. She ensures that the school environment is welcoming and inviting to all parents. Parents are actively involved in the School Leadership Team (SLT) and Parent Teacher Association (PTA) and benefit from a wide range of supports, including flexibly scheduled workshops that are relevant to their needs and align to current initiatives such the CCLS, the CIE, the School Comprehensive Educational Plan (CEP) and, specific structures and suggestions, supports and resources aligned with the developmental needs of their children that they can use at home. Consequently, parents speak very highly of the communication and the support they receive from the school and students demonstrate positive academic and personal behaviors.
- Classroom observations that provide effective feedback and articulate clear expectations, coupled with the continuous analysis of student work, supports professional growth resulting in improved instruction. (4.1)
 - The school is in its second year of the Teacher Effectiveness pilot, and the majority of teachers and school leaders can articulate how teachers' collaboratively developed goals clearly linked to school-wide goals and framed by the school's selected research-based Danielson's Teaching framework play out in classrooms. Teachers work together as teams and meet in specific cohorts to review student assessment and work. They cite specific student data collected using various formative and summative measures that show how goals are moving academic outcomes forward. School leaders have normed feedback around that vision to ensure consistency of teacher development as evidenced in follow-up observations, examples of written feedback reviewed, and teacher team minutes. New teachers receive additional support from the Literacy Coach who also serves as a mentor. Mid -year and end-of-year conversations further capture teachers' strengths and areas in need of improvement and allow for effective reflection in the process.

Accordingly, there is a demonstrated growth in teacher development over time with ongoing reflection yielding an increase in teachers' use of targeted instructional strategies.

What the school needs to improve

- Continue to work on questioning techniques and discussion protocols to improve students' work products and classroom discussions to increase mastery of the curriculum by all students. (1.2)
 - Across classrooms there is a belief that students learn best by doing, with opportunities for application through small group and independent work. Teachers provide supports and scaffolds to the curriculum through modeling and the use of technology, and project-based learning experiences. The school uses the Danielson Framework to guide their instructional practice and is focusing on designing coherent curriculum, questioning techniques and assessment practices. This has led to timely adjustments to lesson plans across the school on levels of questioning to embed multiple entry points into lesson planning and delivery. For example, in some lessons observed, teachers employ some high level questioning to promote high order thinking and use concrete items to facilitate immediate application of learned concepts and skills. However, the use of protocols that would allow for prompted and/or deep student to student discussions so that students can fully adopt rigorous academic habits is not yet an embedded practice across the school. As a result, not all students are being challenged or participating in high levels of discussion, thus limiting the strategic plan to meet the learning needs of all students.
- Refine assessment practices to ensure that rubrics and common assessments provide actionable feedback that ensures all students are aware of their next learning steps to increase achievement. (2.2)
 - Students' IEP goals anchor what information is collected in order to track progress toward mastery. The school uses specific curricular assessments (SANDI, FAST, end of unit performance tasks) for various student subgroups that provide teachers with common data points for analysis. Teachers use the results of the assessments to revise and adjust their curriculum and instruction and to determine progress toward goals. Additionally, student work/performance is evaluated throughout the school by teacher-created rubrics that align to unit. However, these reflective rubrics lack content-specific skills and sub-skills. Students state that they know they do well based on their teachers' verbal feedback, yet some cognitively able students interviewed were unable to articulate what they need to do in order to increase their performance. As a result, these feedback practices limit students' understanding of their next learning steps, revealing missed opportunities to promote students' ownership of their learning process.

Part 3: School Quality Criteria 2012-2013

School name: The Richard H. Hungerford School	UD	D	P	WD			
Overall QR Score			X				
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?			X				
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?			X				
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?				X			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			X				
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?				X			
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?			X				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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				
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?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed