



**Department of
Education**
Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Teaching and Learning
2013-2014**

Quality Review Report 2013-2014

The Edward E. Hale School

K106

**1328 Putnam Avenue
Brooklyn, NY 11221**

Principal: Roberto Flores

Dates of review: May 6-7, 2014

Lead Reviewer: Lillian Druck

Part 1: The school context

Information about the school

The Edward E. Hale School is an elementary school with 603 students from pre-kindergarten through grade 5. The school population comprises 15% Black, 81% Hispanic, 2% White, and 2% other students. The student body includes 25% English language learners and 8% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2012 - 2013 was 92.2%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school community greatly values the safe and nurturing environment, which promotes learning and enhances students' personal and academic growth. (1.4)
 - Students' voices contribute to the school's positive learning environment and inclusive culture. For example, a group of grade 5 students participate as Peer Leaders who communicate the "Word of the Week" and the "Thought of the Week" during morning announcements. The words and thoughts, which are tied to values such as courage and peace, are prominently displayed on a designated bulletin board in the main lobby of the school and in hallways to reinforce the school's safe, nurturing setting. Additionally, a grade 5 teacher shares "Thoughtful Thursday" weekly messages over the public address system to acknowledge identified students for their positive actions, good deeds, and contributions toward school improvement. As a result, the school's collaborative efforts promote a thriving and productive school culture for students and adults, as noted in a negligible number of reported incidents and suspensions.
 - The guidance counselor and the Substance Abuse Prevention and Intervention Specialist (SAPIS) implement lessons, conduct assembly programs and facilitate workshops that focus on coping skills, self-regulation, resiliency and self-confidence. Life Skills sessions provide target groups of students with opportunities to develop effective academic and social-emotional skills. For example, several students commented, "Life Skills lessons teach us about staying healthy and developing good work habits so that we can succeed" and "The Life Skills counselor helps us make the right choices." Additionally, the attendance committee closely monitors data for students with negative attendance patterns. For example, the committee identifies barriers such as serious health problems, travel hardship for students in temporary housing and other main causes that lead to chronic absenteeism. Members of the committee follow up through phone calls, letters to parents of identified students, agency referrals and meetings with families to stress the importance of students attending school every day. As a result, attendance data reflects that 67% of the students identified as chronically absent improved their attendance, and that 40% of these students are currently at or above 90% average attendance rate.
- School leaders and teachers align curricula to Common Core Learning Standards and offer meaningful learning experiences that promote student learning. (1.1)
 - The school adopted the Go Math program which is aligned to the Common Core Learning Standards (CCLS). Teachers and students are familiar with the English language arts program which provides continuity from the previous school year. Teams of teachers regularly work on curriculum maps, units of study and lesson plans across subjects to incorporate supports and resources that provide access to lessons for

English language learners and students with disabilities. Teachers refer to various websites such as EdModo, Think Central and Engage NY to ensure alignment to the CCLS, instructional coherence across grades and integration of the instructional shifts. The use of additional resources and social learning media helps teacher teams identify supplementary curricular materials and plan academic tasks intended to promote rigor and critical thinking skills across subjects. Unit plans include specific CCLS, learning goals, essential questions and performance tasks that reflect leveled activities for beginner, intermediate and advanced groups of students. Additionally, during grade level meetings, teachers discuss ways to customize instruction and academic tasks in order to provide access to the curriculum and plan the pacing of lessons for English language learners and special education students. As a result, students participate in a coherent curriculum and CCLS aligned tasks that promote college and career readiness skills as noted in performance based writing products that include short constructed responses, as well as informational and argumentative writing, posted on bulletin boards and available in student work folders.

- School leaders evaluate the effectiveness of instructional practices with a clear focus on promoting professional growth and reflection, thereby impacting classroom instruction. (4.1)
 - Supervisors use the Danielson Framework for Teaching to establish clear expectations for classroom practice and support teacher development. Teachers receive effective feedback that highlights strengths, identifies challenges and provides next steps to promote professional growth and improve classroom practice based on the Danielson Framework. Grade level teams as well as small group and individual planning sessions help meet the specific needs of new teachers. An analysis of observation data surfaced questioning, discussion strategies and using assessment in instruction, as areas for school-wide improvement. Therefore, supervisors provided professional development on topics that included the Depth of Knowledge matrix, using classroom data to plan instruction, and questioning techniques to enhance student thinking. In addition, early grade teachers visited upper grade classrooms to observe the use of discussion prompts to promote student discussions. Teachers also indicate that the school's instructional focus on "using assessing and advancing questions" guides their planning with attention to incorporating text dependent questions in their lessons to deepen students' understanding of new content. As a result, feedback to teachers and support to meet their needs positively impacts classroom practice as noted in observation data from cycle I to cycle III, which reflects that 70% of the teachers demonstrate improvement in the quality of their questions, as noted in the overall progress from developing to effective and highly effective ratings.
- The school organizes resources, partnerships and time effectively to support instructional goals in order to achieve success in meeting students' needs. (1.3)
 - Teachers participate in Science Technology Engineering and Math (STEM) professional development to hone their skills in the integration of technology in the classroom. Teachers and students have access to

Smart Boards in classrooms. An English as a second language teacher and a bilingual class on each grade support the needs of English language learners so that they improve their learning while also acquiring the target language which is English. An Out of School Time (OST) partnership provides daily academic support, homework help and extracurricular activities, including computer technology, art and dance classes for students. The Robin Hood Foundation provides funding for a media specialist and a paraprofessional who facilitate the use of the school library through open access periods throughout the school day. Consequently, the principal's effective utilization of available resources, funding and partnerships results in programmatic and organizational decisions that maximize the school's efforts to meet students' needs as evident in Common Core aligned performance tasks and work products in student folders and on bulletin boards.

- Teacher teams meet for inquiry to analyze data and plan academic tasks for students in the school's bottom third. Teachers also meet during common periods to focus on grade level planning across subjects. Additional team structures provide opportunities for bilingual classroom teachers and special education teachers to meet for professional development, instructional planning and data analysis of students in the respective programs. For example, the analysis of the grade 2 math pre-assessment reflected that fewer than 30% of the students mastered counting money and using different combinations of coins to represent given monetary values. The grade 2 math Lead Teacher guided the team in identifying specific instructional strategies, hands-on materials and interactive challenging activities to support intensive teaching of the skills that students did not master. As a result, a math post assessment indicated that 80% of the students mastered the grade level targeted skills.

What the school needs to improve

- Improve teaching practices so that purposeful lessons fully challenge all students and result in improved learning outcomes. (1.2)
 - Lesson plans list the use of visuals, varied graphic organizers, and grouping activities to meet the needs of target groups. However, class visits did not consistently reflect the use of multiple entry points such as adequate scaffolds, collaborative activities and instructional modifications to constantly challenge and promote higher levels of thinking for English language learners and special education students. Therefore, in some classrooms, class discussions and student engagement in appropriately challenging academic tasks reflected uneven levels of participation. Consequently, some students are not fully engaged in a range of learning opportunities that would enable them to produce higher quality work products that meet the demands of the Common Core Learning Standards.
- Strengthen assessment practices so that information on learning outcomes results in effective adjustments to instruction and clear next learning steps for students to further accelerate their learning. (2.2)

- Teachers use performance based assessments, unit tests, and rubrics aligned to the curricula to determine student progress toward meeting grade and subject area benchmarks. Student writing includes written feedback on post-its and performance levels based on rubrics. However, feedback does not always provide students with specific information to help them with further mastery of the Common Core Learning Standards. In addition, the varied use of ongoing checks for understanding to plan targeted adjustments to instruction, and student self-assessment practices, are not fully embedded across the vast majority of classrooms. As a result, some students are not able to fully articulate what they need to do to guide their improvement, which limits their potential to further maximize their progress toward meeting Common Core expectations.

Part 3: School Quality Criteria 2013-2014

School name: The Edward E. Hale 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 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?			X				
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?		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 supports 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 those expectations?			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 student 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 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?			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