



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report 2013-2014

P.S. 005 Huguenot

Elementary 31R005

**348 DEISIUS STREET
STATEN ISLAND
NY, 10312**

Principal: Lisa Arcuri

**Dates of review: March 4, 2014
Lead Reviewer: Ina M. Solomon**

Part 1: The school context

Information about the school

P.S. 005 Huguenot is an Elementary school with 214 students from Kindergarten through grade 5. The school population comprises 1% Black, 9% Hispanic, 88% White, and 1% Asian students. The student body includes 0.0% English language learners and 18% 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 95.2%.

Overall Evaluation

This school is well-developed.

Part 2: Overview

What the school does well

- The school has developed, rigorous curricula that strategically integrates the instructional shifts in a coherent way, resulting in academic tasks that lead all students to demonstrate their thinking. (1.1)
 - Support from leading literacy consultants and extensive guidance from the network, helped teachers develop curricula that reflect the rigor of the Common Core Learning Standards. The principal has dedicated one period a month to curriculum planning and development where teachers specifically review the Common Core Learning Standards to determine which standards to prioritize within units of study and integrate the instructional shifts. Across grade levels there is an emphasis on non-fiction reading and writing. Literacy curriculum maps include academic vocabulary as well as lists of appropriately complex texts that students will read throughout units of study. Curriculum maps and lesson plans also indicate that culminating unit tasks are differentiated and linked directly to their corresponding Depth of Knowledge level, thus providing opportunities for all students including special education students to demonstrate their understanding of content. For example, the culminating task for the grade 3 non-fiction unit of study required all students to complete a writing assignment about the 2004 Olympics, and groups of students were given different tasks. One group responded to a question about an article, another group of students developed an argument, while a third group of students was asked to imagine that the author of an article they'd read had an opposing point of view. Students had to describe how the article might be written differently to reflect this differing point of view. Recent assessment data revealed that 79% of students school-wide are meeting or exceeding the expectations for independent reading. This is up from 71% in the beginning of the year. The number of special education students performing on level 3 and 4 increased by 9% from the beginning to the middle of the year. The strategic integration of the instructional shifts into the curricula and the emphasis on rigorous habits both within and across grade levels has resulted in a challenging academic environment that promotes college and career readiness for all students.
- The principal thoughtfully structures teacher schedules and assignments to support teacher collaboration and promote instructional goals resulting in groups of teachers holding themselves accountable for student success. (1.3)
 - The school has set goals around strengthening teacher practice and improving student's skills in writing. To support these goals, teachers' schedules have been programmed to provide a sixth prep each week to review student work and data. In addition, all teachers get an extra prep a month specifically to identify which Common Core Standards to prioritize within the curricula. The strategic programming of staff schedules allows teachers to analyze student work and reflect on their own teaching, in real time, to make immediate adjustments to both teacher practice and lessons. For example, during a benchmark writing task, first grade children were asked to describe character. When the teachers of both classrooms met to review student performance, it was revealed that a scaffolding strategy used by one teacher to support the students with disabilities yielded better results than the strategy used to support the general education students.

Within a week's time, the general education teacher applied the scaffolding strategy to reteach the skill. During the second administration of the task, all students' writing increased at least one and in some cases two performance levels. As a result of this scheduling of staff time, all teachers have shown progress towards their Danielson goals and the majority of students school wide are on track to meet the end of the year writing goals.

- Teacher performance data is examined and utilized by the principal to determine teacher assignments. This year, to build on the strengths of the teachers in grade five and to deepen students' understanding of mathematics and literacy content, the principal departmentalized instruction in those content areas. Students are strategically divided into two sections, with the students that receive Special Education Teacher Support Services (SETSS) in the same section so the special education teacher can push-in and provide additional support during mathematics and literacy. One grade five teacher is responsible for teaching literacy to both sections of students while the other grade level teacher teaches mathematics to both sections. This shared accountability for groups of students is a school wide practice. The theater arts teacher joins various grade level meetings and works with the classroom teachers, when appropriate to support their curriculum. For example, the theater arts teacher was invited by the grade four teacher to her team meeting to help determine a strategy for building students' understanding of the phrase, "opening Pandora's box." (It was revealed during a data meeting that this phrase prevented students from effectively identifying relevant details in a passage.) The theater arts teacher and grade four teacher decided, together, that the theater arts teacher would create modern day scenarios that reflect the meaning of the phrase, "opening Pandora's box." Students would act out these scenarios during theater arts class. The grade four teacher would follow-up the activity by providing additional support to groups of students that required it. The school wide practice of teacher collaboration to support groups of students has resulted in a culture of shared responsibility for student progress.
- Teachers collect, analyze and track a range of data to clearly understand student progress towards goals, refine teaching practice and provide students with individualized next steps for learning. (2.2)
 - Teachers in all classrooms create and/ or modify pre- and post- unit assessments as well as benchmark assessments aligned to the curriculum, to get a detailed understanding about where students are in relation to the unit goals. Pre-assessment data allows teachers to adjust unit plans so that lessons address specific gaps in student content knowledge. For each grade level, the pre-assessment data is also checked against previous grade level standards to assist teachers in the grade below in making adjustments to their curricula to strengthen student skills in areas where gaps have been identified. For example, during a grade 3 data meeting teachers noticed that after teaching three lessons on writing an effective lead, only 31% of students were able to successfully perform the task. Teachers devised and implemented a strategy for increasing students' effectiveness in writing leads. Students were reassessed one week later and data showed that 79% of students were able to write an effective lead. The instructional team shared the data with the lower grades. All teachers, from K-2 reviewed their curricula to see where they could incorporate strategies around writing effective leads, so that students' skills in that area could strengthen over time. In addition to analyzing grade level data and school wide trends, teachers systematically analyze each student's assessment data as well as

conference notes, to create student groups and provide students with specific feedback about their progress. All students are able to articulate their learning goals in mathematics and literacy. In addition, students interviewed were able to point out specific literacy and mathematics skills that they are currently working to improve. One 5th grade student for example, stated that he is working to improve his use of “correlative conjunctions” in writing, while another student said that she is working on improving the use of “bar models” in mathematics. Kindergarten mathematics assessment data revealed that 81% of students are currently meeting the Counting and Cardinality Standards. Similarly, 80% of Kindergarten special education students are currently meeting grade level standards on that strand. The strategic and detailed system for analyzing student data has resulted in increased performance for all students.

- The school principal and teacher peers provide feedback to teachers aligned to professional goals leading to improved teacher practice and student growth. (4.1)
 - All teachers set a professional goal related to Domain 3 (Instruction) of the Danielson Framework for Teaching and the principal sets an additional goal for each teacher related to either Domain 3 or another domain of the Danielson Framework for Teaching. Feedback to teachers about their strengths and areas for growth are directly aligned to the Danielson Framework, with the principal citing the specific domain that supports feedback, providing teachers with a clear understanding about how to support individual and groups of students. A third grade teacher was encouraged to provide students with wipe boards during whole group lessons for children to demonstrate their understanding of mathematics concepts and for the teacher to conduct on the spot assessments of students’ understanding of concepts. As part of this feedback, the principal cited domain 3d in the Danielson framework for Teacher Effectiveness, Using Assessment in Instruction. The principal has begun the process of engaging each teacher in a “Mid-year Goal Setting Meeting,” where teachers receive written feedback about their overall progress towards their goal and next steps they can take to further their progress. In addition to feedback from the principal, all teachers receive feedback from peers through the process of, “Instructional Rounds.” During the “Instructional Rounds,” teachers, grouped in grade bands visit one teacher’s classroom, observe instruction and then debrief the visit to provide feedback to the host teacher. The host teacher’s professional goal is shared with the visiting teachers so that feedback directly aligns to that teacher’s professional goal. For example, one second grade teacher whose professional goal is to effectively use questioning and discussion techniques, was encouraged by a colleague to provide students working in small groups with prompting questions to encourage and maintain student to student to student conversations. Following the instructional round, the host teacher submits a written reflection about the process to the principal. All teachers have been coached on how to provide and reflect on feedback using the language from the Danielson Framework for Teaching. The school’s multifaceted approach to providing feedback to teachers has resulted in improved teacher practice and increased student academic performance.
- The school leader provides a consistent message of high expectations to staff, students and families, and provides on-going supports that ensure professionalism and student achievement. (3.4)

- The principal utilized an inclusive approach to sharing expectations around the Danielson Framework for Teaching. Teachers are given an opportunity to voice apprehensions about the evaluation process and shape the approach the school would take to strengthening teacher understanding of the rubric. The principal and network provide extensive professional development to deepen teachers' understanding of the Danielson Framework for teaching. Teachers watch videos to norm understanding of the various rubric domains and reviewed criteria at each level of the rubric to understand how teaching practice looks differently across levels. At the time of the review the entire staff had participated in 19 professional development sessions related to the Danielson Framework for Teaching. The staff agreed to participate in instructional rounds, where groups of teachers visit a host teacher's classroom and provide feedback on instruction, as a way to hold each other accountable for goals set related to the Danielson Framework for Teaching. The principal's approach to setting expectations around the Danielson Framework for Teaching and support for meeting those expectations has resulted in a shared investment among staff in performing at their highest level.

- Families are an integral part of the school community and as such are included in discussions around the expectations the school sets for student achievement. For example, as the school adopted the Common Core Learning Standards, families wanted a clear way to understand their children's performance relative to the standards. In addition, families wanted to know how well their students met the expectations for conduct outside of their homeroom. To that end, the school revamped the report cards to directly align with key Common Core Learning Standards across subjects, in all grades. In addition cluster teachers (e.g., teachers of physical education, theater arts and science) are now able to indicate how well students master content and meet behavioral expectations. Families additionally contributed to the design and content of the new report cards and the final product is the result of a collaborative effort. Parents receive ongoing communication from the school about their child's progress and ways to support progress at home. For example, the principal sends home monthly newsletters explaining the literacy and mathematics instructional shifts was given to parents, along with suggestions about how to incorporate those shifts in everyday life. Also, parents requested a workshop that the school provided, to explain the new mathematics curriculum. Teachers followed up the workshop with a "cheat sheet" that was created for parents to refer to while helping students with their mathematics homework. These efforts have resulted in a true partnership between the families and school that allows parents to meaningfully support their child's education. The value of this partnership is additionally evidenced by the Learning Environment Survey where 97% of parents strongly agree or agree with the following statements: "my child's school has high expectations for my child" and, "my child's school keeps me informed about my child's academic progress."

What the school needs to improve

- Strengthen teacher questioning and discussion skills so that all students are strategically provided entry points into the curricula and discussions reflect high levels of student thinking and ownership. (1.2)

- The school's belief that students learn best through hands-on experiential activities anchored in the workshop model of instruction is evident across classrooms. Teachers are involved in on-going discussions and professional development related to the Danielson Framework for Teaching. Teachers consistently use data to inform their own teaching practice as well as to differentiate tasks and groupings. Some classrooms are successfully integrating strategies to engage students in high levels of discussion and engagement during whole group lessons. For example, in the fourth grade classroom students used the Socratic seminar to compare and contrast themes in Greek Mythology. Similarly in a grade 5 classroom, students were involved in a close reading of the text, "Lyddie" where they used discussion to support comprehension. However, some classrooms still rely on teacher directed conversations that limit students' ability to engage in meaningful discussions. As a result, all students do not have opportunities to engage in discussions that reflect high levels of student thinking, participation and ownership.

Part 3: School Quality Criteria 2013-2014

School name: P.S. 005 Huguenot	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
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