



**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. 055 Henry M. Boehm

Elementary 31R055

**54 OSBORNE STREET
STATEN ISLAND
NY, 10312**

Principal: Sharon Fishman

**Dates of review: May 13-14, 2014
Lead Reviewer: Teresa Caccavale**

Part 1: The school context

Information about the school

P.S. 055 Henry M. Boehm is an Elementary school with 665 students from PK through grade 5. The school population comprises 1% Black, 8% Hispanic, 87% White, and 3% Asian students. The student body includes 1% English language learners and 20% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2012 - 2013 was 94.5%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- School leaders in collaboration with the school instructional team have instituted a Common Core Learning Standards (CCLS) curriculum which has enhanced instructional practices and promotes college and career skills. (1.1)
 - The school has adopted the Ready Gen and Go Math curricula resulting in coherence across grades and subjects. Strategies embedded in these curricula programs emphasize rigorous habits and higher order skills aimed at college and career readiness focused on academic language, close reading, writing from sources and critical thinking. For example across grades during close reading students focus on comparing and contrasting events in a text. Also during classroom observations third grade students were focusing on how the characters' dialogue and action and answering the question, "What conclusions can you draw about the characters based on their actions?" Part of the school's instructional focus is to plan effective units and lessons and using student work for evidence of learning and gaps making purposeful adjustments to narrow the gap between what the CCLS describe and what students currently know and are able to do. For example, as the writing process is not embedded in Ready Gen units, teachers worked in vertical team to create writing rubrics and include the writing process approach as a structure for students to produce final performance tasks. Similarly, to address existing gaps early childhood teachers have also revised the English Language Arts (ELA) curricula to employ additional oral language and phonics strategies. Curriculum teams with representatives from each grade work collaboratively in both reading and math to discuss obstacles/challenges to programs, present to school leaders and modify programs as a school across grades. As a result, teachers are planning effective units and curricula and tasks are planned and refined using student work and data thereby strengthening teacher practice.
- The principal organizes resources, partnerships and time effectively to build teacher capacity and support instructional goals in order to achieve success in meeting students' needs. (1.3)
 - In alignment with the school's goals to support teacher practice, implement new curricula and support student achievement, the school made specific decisions about how to use available funds, its schedule and staff. The school has established partnerships with a talent coach, teacher effectiveness support staff and vendor liaisons for teacher professional development connected to the new curricula programs. Specifically for Go Math and Ready Gen program vendors offer professional development to all teachers via on-site meetings and individual support in classrooms. The technology programs of iReady and Moby Math have been introduced this year in order to support students in meeting grade level benchmarks and standards with targeted on-line interventions and enrichment activities in context. There is an onsite teacher center designed to support teachers and staff in all areas of professional development, for example, planning time to supplement the implementation of school curricula and to ensure that staff can build understanding of best practices. Teachers attend workshops on topics including the Danielson Framework, Advance, in addition to current and relevant educational articles. There are also computers with highlighted

web-sites for additional readings and resources for teachers. Teachers visit this center during preparation periods and the administration schedules additional time as needed. Common planning time is scheduled into the week for each grade team to examine student work and make adjustments to lessons to ensure rigor, student engagement, and integration of the literacy and mathematical instructional shifts. An additional period each week is embedded into their schedules for inquiry work for a targeted group of students. Inquiry work is organized into two vertical teacher teams (grades K, 3 & 4 and 1, 2 & 5) led by three lead teachers who are part of the DOE teacher leadership program. At the end of each inquiry cycle all grade teams share results with the entire school community before beginning the next cycle of inquiry. Teams visited stated that their work is essential to the successful implementation of the new curricula.

- The school provides students with access to advanced course work, tiered interventions, special education services in the least restrictive environment appropriate for the student, and language supports for English Language Learners. All students identified as being “at risk” have been offered interventions and students above grade level are offered enrichment activities in context. There is a thirty minute RTI/Reading block of time each day for intervention, targeted guided reading and the Mondo Oral Language Program. Students state that they engage in reading, writing, and tasks that ask them to talk with a partner and find evidence in the text they are reading. Parents agreed that the school’s decision and use of resources focus on supporting the staff and students in the effective implementation of the new curriculum and students’ work reflects that all students have access to engage in productive struggles of learning. Furthermore, instruction and tasks are rigorous and students organize information and create models as they apply what they have learned into new learning opportunities.
- School leaders consistently convey high expectations that effectively support learning so that students and faculty achieve success in meeting their goals. (3.4)
 - School leaders have established a culture for learning, communicating high expectations through an instructional focus that creates coherence among multiple initiatives including the instructional shifts, planning and effective instruction of new programs and use of the components of the Danielson’s Framework for teaching, as a tool to measure and improve teacher effectiveness. School leadership facilitates monthly grade meetings and faculty conferences promote communication of the expectations for student and staff achievement. Recent meetings focused on productive struggle and student engagement where teachers engage in learning as “students”. Teachers are encouraged to teach students how to think for themselves, organize information, create mental models, and apply what they learn to new situations. The principal also shared the connection of these expectations to the skill set necessary for college and careers. These expectations are communicated regularly through professional development, teacher team work, and ongoing communication with families and through regular parent workshops throughout the year. Teacher teams lead meetings with parents to improve understanding of the Common Core Learning Standards and expectations for students’ success. Additionally, these meetings and workshops provide parents with the opportunity to engage in conversations with school staff to help parents understand the school’s curriculum and answer questions around their child’s progress.

Workshops include hands-on reading demonstrations, online math, and building academic discussion at home. A weekly email is sent home to families with pertinent information and instructional resources.

- School leaders participate in targeted cycles of observation with identified Danielson competencies and provide constructive feedback and meaningful professional development that strengthens pedagogy. (4.1)
 - Administration has worked with teachers to develop a shared understanding of the Danielson Framework to identify the level of performance and action that can be taken to move across the continuum. The school leaders have a monthly observation calendar and rotate visiting classes on a bi-monthly basis. There is a binder kept with all observations, artifacts, reflections and low inference notes to refer to before each subsequent observation. Administration meets with grade leaders to discuss resources, professional development, expectations and adjustments of instruction to ensure student success. Professional development is planned and monitored on a monthly calendar, as well as individual professional development logs. Professional development this year has included the Danielson Framework for Teaching, Mondo Oral Language program, using protocols for inquiry and Fountas and Pinnell running records. Furthermore, the staff participates in additional Danielson professional development aligned to areas in need of improvement that are captured on the Advance teacher effectiveness tracking tool. There is also a monthly staff meeting that focuses on rigor and productive struggles and is facilitated by administrators and teacher leaders. There are several teachers that have model classrooms for effective practice. Additionally, teachers have visited other schools to observe and participate in instruction with other teachers who exemplify effective teaching practices. Several teachers that exemplify specific areas of pedagogy, planning, learning environment and routines are partnered with new teachers to support their learning journey. Two periods a week are allocated for teachers to work collaboratively on planning, peer observation and feedback. As a result, short-term and sustained professional development experiences that connect to school needs have resulted in opportunities for staff to collaboratively build a school wide understanding of the components of the Danielson Framework for Teaching included in the new system of teacher evaluation and development, and engaging teacher leaders to support the school's instructional goals.

What the school needs to improve

- Strengthen teaching practices for consistency that deepen students' higher order thinking skills and promote rigor for all students. (1.2)
 - The school's belief is that every student can learn and achieve if staff work collaboratively to modify and adjust instruction and performance tasks so that all students have access to the learning, as well as engage in productive struggles of learning. The principal also indicated that allowing students to struggle productively with difficult content and engage in discussions about multiple pathways to problem solving is central to the school's beliefs about how students learn best, in order to be prepared for college and careers. Teachers create instruction and tasks designed to teach students to think for themselves, organize information and create mental models, integrate individual skills into whole sets of processes and apply what they have learned in new

situations. Additionally, teachers use modeling, visual anchors, such as reference charts and the use of technology; active listening and engagement with turn and talk to engage all learners, especially English language learners, students with disabilities and struggling students. In several classrooms observed students engaged in text based discussions, solved multi-step math problems and shared explanations using reasons and evidence. Some teachers provided differentiated supports for all learners and vary approaches for students' different learning styles. In some classes teachers' questions are thoughtfully open ended, which then facilitate responses, yet there is little evidence of expectations for students to deepen their thinking by questioning each other, or building on comments made by others. However, across classrooms, many of these common instructional practices were not consistently observed. For example, in some classrooms learning tasks remain teacher directed, which hampers students from demonstrating higher order thinking. The lack of consistency in the delivery of these common practices to engage and provide access for all students hinders instructional coherence across all classrooms, as evidenced by uneven levels of student understanding in oral and written work products.

- Provide actionable feedback to students in order to increase students' awareness of their next learning steps and ability to use feedback to make effective adjustments to their work. (2.2)
 - The school uses common assessments and rubrics from the new curricula as well as teacher created assessments and classroom practices such as conferring, guided groups, questioning and global checks for understanding. Whole class questioning and on-going checks for understanding observed included whole class thumbs-up and exit slips. Across the school reading logs and running records are used to track reading frequency, amount of reading, fiction and nonfiction selections and growth in reading. Teachers regularly use data to identify learning needs to specifically support struggling students. During classroom observations teachers circulated during independent and small group work time to confer with and coach students and in some classes teachers pulled small groups for additional support. The administration and teachers acknowledge that they are working hard to ensure that they implement the new assessments with fidelity, in order to accurately form guided reading groups that address student learning needs. Assessments are analyzed unit-to-unit and running records completed three times a year with Predictive evaluations, as well as State assessments, which are used to measure outcomes. The school acknowledges that the transition to the new curriculum and assessments has surfaced new challenges in accurately identifying learning gaps and making appropriate adjustments to instruction, thus limiting timely support for struggling students. During this initial transition to new curricula and assessments, the school is working hard to effectively and efficiently address all learning needs. However, review of teacher feedback and interviews with students demonstrates that the language used to provide feedback to students is not always actionable and written in a manner that is comprehensible to students, in order to provide a clear roadmap for improvement. As a result, students' ability to use feedback to improve performance is hindered.

Part 3: School Quality Criteria 2013-2014

School Name: P.S. 055 Henry M. Boehm	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