



**Department of
Education**

Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Academics, Performance, and Support
2013-2014**

Quality Review Report 2013-2014

Hubert H. Humphrey

Elementary 31R057

**140 Palma Drive
Staten Island
NY 10304**

Principal: Sandra Harrell

Dates of review: October 29-30, 2013

Lead Reviewer: Mary Barton

Part 1: The school context

Information about the school

Public School 57 is an elementary school with 641 students from Pre-kindergarten through grade 5. The school population comprises 52% Black, 34% Hispanic, 9% White, and 4% Asian students. The student body includes 8% English language learners and 28% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2012 - 2013 was 90%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal strategically uses time and resources to support staff and is proactive in using funding to further the school's instructional goals resulting in improved teacher practice and student outcomes. (1.3)
 - The principal uses the school's resources very carefully as she supports the school's instructional goals. The school currently has two coaches—a math coach that supports the school's United Federation of Teachers' center and a literacy coach. The two coaches work with the teacher teams in supporting their work on the development of unit plans as well as reviewing data, providing professional development for teachers and sharing instructional practices. Additionally, funds have been used to support the exposure for students to the Next Generation science standards with extensive STEM opportunities. A dedicated teacher spearheads several programs and has developed outside partnerships at the city, state and federal levels which provide grants to help sustain the programs. The school provides dedicated space for the programs which include a LEGO robotics program in which students have built a trike to help the disabled and are currently building an actual like size hovercraft rescue vehicle. There is also an award-winning program incorporating energy conservation, composting, gardening and recycling for which the school was named a 2013 U.S. Department of Education Green Ribbon school. Students also participate in an environmental program enabling students to maintain a natural wetland park and conduct ecosystem and water testing longitudinal studies. Additionally, students have the opportunity to attend after school programs in English language arts and Math as well as a Saturday program featuring both enrichment and remediation. As a result, students are producing student writing and math problem solving that reflect content area standards and have shown increased progress in their work as measured by rubrics for specific assignments. Students are also able to speak to their STEM work and make connections to their community through the real world opportunities they have in becoming college and career ready.
 - Teachers are provided with grade level common preps two to three times weekly as well as extended day time for fifty minutes weekly, after a School Based Option vote, to work with their grade level colleagues. The teachers meet as teams focused on looking at student work and making changes to their instructional practices. Additionally, school leaders looked very carefully at improving instructional practices for particular teachers by providing individualized plans for teachers whose probation was extended with interim checkpoints established which includes interclass visitation with a partner teacher. Integrated co-teacher partnerships have been shifted this school year and supports from the Children First Network and the United Federation of Teachers' center are in place to enable teacher teams to have success with the students they work with. For example, two upper grade teachers who have had success in the past in having their students make progress were assigned as co-teachers and have taken on roles to help support colleagues. In visiting two of these classrooms, it was evident that teachers have incorporated

parallel and station teaching strategies for the students. As a result of this work, students receive more focused instruction.

- School leaders and faculty provide Common Core Learning Standards (CCLS) aligned curriculum that promote rigor, provide learners with multiple entry points and integrate the instructional shifts leading to student engagement.(1.1)
 - The school community played an active role in selecting Common Core aligned curriculum. In teacher teams, teachers reviewed the options available and worked with the community to identify an appropriate selection. The school ultimately selected Core Knowledge and Expeditionary Learning as their English language arts (ELA) curricula and Go Math for math. Teachers have worked diligently on producing unit plans that incorporate the instructional shifts using these curricula as well as resources on Engage NY. Unit plans, show a particular emphasis on close reading of informational text and students using evidence in discussion and in writing as well as students demonstrating their thinking in Mathematics. Coherence across classrooms is evident through student work and classroom charts that provide support. Students have the opportunity to develop college and career behaviors through grappling with complex text and problem solving in math. Students participating in the school's extensive science, technology, engineering and mathematics (STEM) program across all grades enable them to meet the Next Generation science standards and have hands on experiences with peers. For example, students created and maintain an edible schoolyard garden and a butterfly greenhouse made of 1,500 two-liter soda bottles. As a result of this work, students are exposed to curricula that are fully aligned to the CCLS as well as the instructional shifts resulting in student work that is challenging.
 - Upon reflection and analysis of data, school leaders and staff determined that a rigorous CCLS aligned curriculum providing multiple entry points was necessary for student success. As a result, a school wide rigor statement was developed by school leaders and teachers based on the expectations of the CCLS and the Danielson Framework for Teaching. Under this philosophy students “read stronger and longer” and are encouraged to add more details to their writing. Additionally teachers use the Depth of Knowledge tool to continue to enhance rigorous questioning between and amongst students. Students are provided with accountable talk stems and question prompts in order to bring additional higher order thinking into their discussion and written work as seen in Expeditionary Learning units of study. Teachers plan supports for students with disabilities and English language learners using Universal Design for Learning strategies at teacher team meetings and in their lesson planning. As a result of these academic tasks, students are both challenged and supported in their work.
- School leaders monitor pedagogy with a focus on deepening adult learning and improving instructional practices resulting in improved teacher practices. (4.1)
 - One of the school's goals for this school year is to strengthen teacher effectiveness around the quality of questions and prompts, discussion techniques facilitated by teachers and students and student engagement. Teachers set professional goals based on the Danielson Framework for

Teaching as well as conduct a self-assessment using ARIS Learn early in the school year. The Danielson Framework is the reference point in all conversations, memos and correspondence between school leaders and teachers. During the Initial Planning Conference, teachers discuss areas that they need support around in the Danielson Framework. Following an observation, the expectation is that teachers reflect on their lesson and bring that reflection to the meeting with the supervisor. Support given as a result of the feedback can include inter visitation to a colleague's classroom and/or support from a coach around a particular competency. New teachers to a grade and teachers who are having some challenges have an individualized professional development plan with interim checkpoints. Additionally, school leaders plan professional development, based on teacher observations and feedback. Particular professional development is tailored and provided to specific individual and/or groups of teachers around their needs. The coaches and the Children First Network provide this professional development. This work has resulted in supporting teacher development as well as improvements in teacher practice as measured by the Danielson Framework for Teaching.

- Teachers are engaged in vertical and grade level teams and participate in differentiated professional development activities to strengthen teacher practice, advance leadership and improve student outcomes. (4.2)
 - Teachers meet in grade level teams, using expected protocols to discuss student work and data, and reflect on lesson planning for future lessons and units of study. The team keeps their notes in a notebook, which is shared with the school administration and monitored. Additionally, each team answers a series of reflection questions monthly which includes a focus on how they are meeting the multiple entry points for students with disabilities and English language learners as well as how the work in the teacher team has impacted their teaching. A school wide vertical team meets bi-monthly and discusses school wide data and trends and shares the work occurring on each grade level team. This structure enables the sharing of best practices of teams across the school and allows for the team leader to take back instructional best practices to their team. These systems have resulted in improved teacher practices
 - Teachers, in reviewing state test data as well as the English language arts units in the curricula the school has chosen, had a concern about the amount of and the quality of the writing tasks in their selected programs. In studying the programs, teachers found gaps in the writing opportunities students would have had if the programs were followed as is. Teacher teams studied the standards and the shifts as well as the Depth of Knowledge and made adjustments and additions to the programs to incorporate additional writing opportunities and tasks that would reflect students' use of close reading of text and using evidence to support their writing. Additionally, teams use a quarterly curriculum/assessment evaluation tool to analyze student progress and identify next steps around curricula modification and teacher moves to meet student entry points. This work has resulted in students having opportunities to participate in tasks that are Common Core aligned that incorporate the instructional shifts.

What the school needs to improve

- Refine teaching practices within and across classrooms to ensure questioning strategies provide opportunities to challenge students and to maximize student engagement and result in meaningful work products. (1.2)
 - The school's goals are informed by the Danielson Framework for Teaching. The school is looking specifically at student engagement and work around questioning and discussion. Consistently across upper grade classrooms, students were engaged in discussion, writing and thinking which enabled them to provide multiple paths of inquiry to their teachers and each other through the close reading of text that was complex as well as through their mathematical problem solving. Students regularly annotate their reading and are expected to explain how they got their answer as they solve math problems. Fifth grade students, for example, had the opportunity to read several texts around human rights around the world and to write essays around the importance of a basic human right of their choice and why it was important for people to have that right, using evidence from the text. One student commented that this assignment "pushed my thinking". Students were found discussing reading and writing and mathematical thinking in groups, and writing their information on charts or cards to share with classmates. Students who were having difficulties were provided with supports such as sentence starter cards and discussion prompts on their tables or differentiated graphic organizers to collect their ideas. Integrated Co-Teachers grouped students with some working independently and others working with teachers based on their needs and to support their learning. These practices aimed at providing a variety of student sub-groups access to the curriculum were not evident consistently across classrooms. In the classrooms in which these strategies were not observed, there was one path of inquiry with whole class instruction that was teacher dominated. This inconsistency results in some students not having the opportunity to become fully engaged in their learning and to have their learning needs met.

- Strengthen the work of using assessment tools and rubrics across classrooms to provide actionable and meaningful feedback to ensure that all students are aware of their next learning steps. (2.2)
 - While rubrics have been developed for specific units of study that are aligned to the CCLS and used in core curricula programs in the school, the rubrics are used inconsistently to provide feedback to students. Student's state that they do not understand the rubric nor receive actionable feedback. This inconsistency does not allow all students to have ownership of their work nor the ability to speak to the status of their goals and next steps.
 - While in upper grade classrooms, daily assessments take place through the use of exit slips, written work and conference notes. Teachers spoke to using this information to group students in order to meet student needs. Assessment of learning was not as apparent in early childhood classrooms. While teachers across the school use the Teachers College Assessment Pro five times yearly to assess student reading levels, some teachers could not speak to using daily checks for understanding to group students. As a result, some students are not met at their current entry point.

Part 3: School Quality Criteria 2013-2014

School name: Hubert H. Humphrey	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