



**Department of
Education**

Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Clinton Hill

Elementary School K020

**225 Adelphi Street
Brooklyn
NY 11205**

Principal: Lena Barbera

**Date of review: January 8, 2015
Lead Reviewer: Barbara Freeman**

The School Context

Clinton Hill is an elementary school with 321 students from grades pre-kindergarten through grade 5. The school population comprises 61% Black, 20% Hispanic, 11% White, and 5% Asian students. The student body includes 4% English language learners and 18% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 91.9%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Celebration	Proficient
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	Additional Findings	Proficient
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	Focus	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Proficient

Area of Celebration

Quality Indicator:

1.1 Curriculum

Rating:

Proficient

Findings

The school's curricula are aligned to the Common Core Learning Standards (CCLS) and state standards. Performance tasks stress rigorous academic behaviors and higher order thinking skills.

Impact

The school's curricula are demanding and provide all students with opportunities to demonstrate critical thinking and rigorous habits.

Supporting Evidence

- In order to address student performance the school adopted *Pearson's Ready Gen* for English Language Arts (ELA) and *Pearson's Envisions* Math curricula materials, which are aligned to the CCLS. Units of study and science and social studies are developed utilizing state standards, newly aligned NYCDOE scope and sequence maps, *Full Option Science System* (FOSS) kits and trade books. School leaders review curriculum map adjustments from grade to grade to ensure coherence of themes and skills and assist teachers in ensuring instructional shifts in literacy and mathematics are addressed in curriculum maps and lesson plans.
- The curricula include more complex text selections and the integration of *Exemplars* problem solving tasks to teach math skills and reinforce standards of mathematical practice via real-world problems.
- Rigorous habits and higher order thinking skills are embedded in academic performance tasks and curriculum units. Rubrics are used in order to support students while they strengthen their self-assessment capacity. Teachers utilize Webb's Depth of Knowledge (DOK) in order to pose multi-leveled questions to students focused on including several higher level questions in Levels 3 and 4 which require more strategic and extended thinking.
- The school has focused on students' self-assessment and self-reflection on their work products and work habits based on the understanding of the academic and behaviors through the use of Leadership Notebooks.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

School leaders and teachers use common assessment data in order to measure progress towards school goals and student progress. Data is used to support decisions on curricula adjustments.

Impact

Most teachers are utilizing data to measure student progress, school goal attainment and adjustments to lessons and instructional practices however; the practice is not pervasive enabling more students to demonstrate mastery.

Supporting Evidence

- The school uses a variety of common assessments determined by Measure of Student Learning (MOSL) selections, pre-and post-unit assessments, mid-unit checks, and performance tasks. CCLS- aligned and Exemplar rubrics are used to support academic tasks in ELA and math. Fountas and Pinell running records are administered schoolwide shaping a cohesive data analysis structure enabling teachers to plan across grades around specific targeted learning creating greater alignment.
- The school utilizes the support of the data consultant to help analyze the school wide data and trends over time. The staff was presented a detailed New York state test score analysis, item analysis, and breakout of the ELA test scores based on the details of what was tested. Teachers in grades four and five were given an analysis of the actual question by question details from the state test. Areas of weakness were unearthed and school teams developed and adopted common assessments in those areas across grades to monitor student progress.
- Teachers revise curricula and instructional practices to address the needs of individual students based on work samples and common assessments. For example, a collective decision to include additional performance-based benchmark assessments in ELA allow grade teams to have an additional checkpoint and progress monitoring tool to determine student progress.
- School leaders, through professional development opportunities, continue to support teachers in being more prescriptive in analyzing student work and creating effective student groups for targeted instruction. Teachers are also involved in cohort analysis to determine what students are doing and which prerequisite skills continue to need support.

Additional Findings

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

In most classrooms teaching practices are aligned to the CCLS, the Danielson Framework for Teaching (DfT), and the school's belief system on how students learn best. Multiple teaching strategies are used to support all learners.

Impact

Students are provided opportunities through varied instructional strategies to interact with challenging tasks allowing students to demonstrate higher order thinking more consistently.

Supporting Evidence

- The school believes children should find joy in school. They should be engaged in challenging work and lessons should tap into children's natural curiosity and wonder. Student should be exposed to productive struggle motivated to learn more and have a clear sense of what they do well in areas in which they need to grow.
- The school uses *Discussions for Learning* protocols to provide multiple entry points for student discussions, the Cognitive Rigor matrix to plan pivotal questions for discussions and Universal Design for Learning (UDL) to ensure all students including English Language Learners (ELL's) and Students with Disabilities (SWD's) have access to the curricula.
- Key instructional strategies that have been promoted across classrooms include increasing student vocabulary in order to sustain conversation and discourse, utilizing a variety of materials including technology in order to build more concrete images for students, including "student shares" at the conclusion of lessons in order for students to share their thinking, and differentiated groups where teachers take the role of facilitator allowing students more ownership of their learning.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders communicate high expectations of teaching and learning. Teachers collaborate with families and students are providing information, expectations of performance, and students' progress on the college and career path.

Impact

The school has conveyed academic and professional expectations that are supported by school leaders, staff, students, and families while providing supports in order for all to be successful.

Supporting Evidence

- School leaders utilize formal/informal observations, walk-throughs, and reviews of student work, feedback and reflective questioning to consistently communicate expectations. School goals and interim benchmarks hold staff accountable for meeting instructional goals and accelerated student learning.
- The Leader in Me program is aligned to the academic and personal behaviors for college and career readiness and exposes students to Stephen Covey's *Seven Habits of Highly Effective Kids*. Teachers are responsible for communicating the programs tenants; being proactive, beginning with the end in mind, put first things first, think win-win, seek first understand, synergize, and sharpen the saw, allowing students to become more self-aware, regulating their own behavior, promoting positive social behavior throughout the school.
- Parents are invited monthly to engage in CCLS aligned lessons in all content areas. Workshops are planned and conducted throughout the year to inform families on topics such as middle school articulation, physical movement in the classroom, content area base workshops, and prepare your child to take the New York State ELA and math exams. Chat and to sessions were added as informal gatherings in the morning in order for parents to meet staff members such as the school social worker, psychologists, guidance counselors. Attendance and punctuality expectations were outlined literacy and reading at home strategies discussed in order to strengthen the home and school connection.
- The school community offers student and parent of the month celebrations to acknowledge students who have demonstrated academic success and parents who are demonstrating academic and behavioral success supports for students.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

All teachers participate in inquiry work. Teacher teams review and analyze data and student work consistently.

Impact

The instructional capacity of teachers to analyze student data has improved allowing more focused on improving student progress and student learning experiences.

Supporting Evidence

- The school has been strategic in developing teams to address the instructional core, school culture, and systems for improvement. For example school teams consist of grade, school assessment, professional learning, safety, and instructional cabinet.
- Teams are responsible for monitoring the implementation of school goals, the CCLS, and student progress. Weekly professional learning time provides additional opportunities to provide professional learning targeted towards areas of practice that need refinement such as lesson planning and enables teachers and related service providers to turnkey training and share best practices strengthening teacher leadership.
- Through consistently using protocols, group norms, common language schoolwide believes in understandings that lead to accelerated student progress and achievement are embedded in team discussions. For example, the grade 4-5 team meeting focused on student work analysis and the shifting of instructional practices to support targeted groups of students. Student work samples were reviewed and discussed and targeted teaching points, student groups and additional assessments were planned.