



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Hale Woodruff School**

**Elementary School K224**

**755 Wortman Avenue  
Brooklyn  
NY 11208**

**Principal: Mr. George Andrews**

**Date of review: January 14, 2015  
Lead Reviewer: Joan Prince**

## The School Context

PS19 K224 is an elementary school with 595 students from grade pre-kindergarten through grade 5. The school population comprises 73Black, 23% Hispanic, 1% White, and 2% Asian students and 1%American Indian/Alaskan Native. The student body includes 7% English Language Learners and 16% Special Education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013-2014 was 92.0%.

## School Quality Criteria

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

## Area of Celebration

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

The vast majority of teachers are engaged in inquiry based structured professional collaborations that systematically analyze key elements of teacher work including classroom practice, assessment data and student work.

### Impact

Teacher teams are systematically looking at data to improve instruction and implementation of the Common Core Learning Standards and instructional shifts. Intervisitations, feedback from peers and outside consultants have increased and improved student outcomes for all learners.

### Supporting Evidence

- Teacher teams/grade level teams meet twice weekly to look at student work, case studies and content area strategies. At the 4<sup>th</sup> grade meeting attended, teachers analyzed student work products, looked at lessons plans and shared instructional strategies to enhance student thinking and learning. A school-wide calendar of diagnostic, formative and summative assessments by grade was collaboratively developed including the date to meet to relook, revise/update if necessary and share successes and challenges. The teachers referred to class summary sheets that reflect student progress in relation to lesson strategies. For example, it was revealed that more scaffolding was needed for fourth graders reading and citing from the text.
- Professional development was provided to teachers on curriculum alignment and task complexity and furthered within team meetings, as evidenced by the 2<sup>nd</sup> grade meeting attended where teachers discussed strategies to re-teach the inference skills. These interactions are developing teacher dialogue and collaboration for improving instructional practices as shown in lessons planning to increase student progress. Teachers are reviving and revising curricula and planning professional development sessions to impact on classroom instruction and student learning outcomes. Teachers observed in discussion were creating stronger math fluency skills as a foundation. They also decided that peer mentoring/tutoring relationships in class would be effective.
- In addition to assigning teachers to leadership roles as grade leaders, the principal sends teachers to outside venues for workshops and subsequently conduct turnkey training for staff. Grade team meetings indicated activities around the inquiry approach, Common Core Learning Standards and Danielson Framework. The differentiated professional development plan provides professional development onsite for all constituencies of teachers leading to shared planning and improved student engagement and outcomes.
- Teams are engaged with Common Core Learning Standards unit integration and strengthening school wide coherence for student growth. Data and analysis of student results at the end of unit is used to compare students work on grade level in common planning, inquiry meeting and professional development meetings. During a 4<sup>th</sup> grade meeting, analysis of data gathered during walkthroughs and with the Collaborative Team indicated the need to further engage all students in rigorous tasks to increase performance and sustain progress. Immediate feedback is discussed in order to provide next steps.

## Area of Focus

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Proficient**

### Findings

All curricula are aligned to the Common Core learning Standards. High-order skills are consistently emphasized for all learners across grades and content areas. However, coherence across all grades and subject areas is not entirely aligned to support higher order thinking and rigorous tasks.

### Impact

The school's curricula decisions build coherence and promote college and career readiness for all learners. Across grades and content areas, academic tasks through unit/lesson planning is embedding Common Core Learning Standards and Danielson's Framework and using Webb's Depth of Knowledge to design higher, more critical thinking task and skills.

### Supporting Evidence

- The entire school is being supported by the administrators in an effort to build coherence on implementation of a rigorous curriculum with higher order thinking skills embedded into all lessons. The school cohesively integrates the instructional shifts and content standards across all curricula with rigorous tasks, learning experiences and multiple entry points promoting college and career readiness resulting in increased student achievement by all learners. The school is deepening its commitment to coherence within the math curricula.
- Upon reading the curriculum units and maps and looking at lesson plans of those observed, reading and writing is across all content area, including the arts and physical education (PE). Planned strategies include tiered-academic vocabulary, multi-step problem solving, argumentative writing and text-based response. Teachers adapted an agreed upon lesson template that includes the content Common Core Learning Standards, instructional shifts, learning outcome along with essential questions embedded.
- Teachers are working hand in hand with the administration in reviewing the domains and focusing on student engagement, questioning techniques. Higher order learning skills and managing behaviors is support from external consultants and network personnel to enhance content knowledge and pedagogical strategies aligned with the Common Core Learning Standards.
- The school is using Waterford Early Learning protocol which has extensions in phonics, comprehension and vocabulary and language. The teachers are using this assessment tools for student group placement (flexible) to be able to give more complex higher order steps and scaffolding to the appropriate groups.
- Lesson plans observed emphasize higher order thinking skills and include a menu of strategies and scaffolding to increase comprehension. In the fifth grade Math class the students were working in small groups writing in math notebooks. The lesson objective was to 'rename to find the difference of two mixed numbers'. Students had to unlock the problem on the Smart board. The essential question was: 'How can you use renaming to find the difference of two mixed numbers?' Each group had a different task to complete and a table leader, with the end goal being able to present to the entire class on poster paper using fractions and problem solving activities to prove their point. Differentiation was obvious in the tasks and the teacher was circulating to conference with each group.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

Across classrooms, shared beliefs, informed by the Danielson Framework, are aligned to pedagogy and the curricula. Teaching strategies provide multiple entry points that engage all learners, including English language learners and students with disabilities. All students have the opportunity to demonstrate higher-order thinking skills in work products.

### Impact

Teacher pedagogy is consistent across classrooms. Students are engaged in their lessons and employing discussion strategies and are beginning to take ownership of their own learning.

### Supporting Evidence

- Lessons include graphic organizers, manipulatives, and other multiple entry points into the plan to scaffold student learning. The student grouping reflected thoughtful partnerships. With many classes using Think/Pair/Share. Student leaders were leading discussions within the groups. In the mixed grade English Language Learners class students new to the country were in first, second and third grade. The lesson had embedded academic language as needed to understand the story along with questions about everyday articles that might be in their homes, such as coats, umbrellas, raincoats. The mini lesson was based on *Cloudy with a Chance of Meatballs*, Students were on the rug listening to parts of the story and then turning to a partner to share thoughts and questions. The teacher was listening to groups and guiding answers with appropriate language. In a fifth grade English language arts class students were gathering information for a thesis statement. Students had articles in both Spanish and English to refer to for information and task were differentiated for struggling learners.
- Student work was displayed and in work folders with rubrics and checklists and actionable feedback provided by the teacher and/or peer partner. Checklists are also used in many of the classrooms to allow students the ability to evaluate and analyze their own work.
- In alignment with Common Core Learning Standards and Danielson Framework the teachers collaborative developed and implemented grade level curriculum maps, pacing calendars pre and post assessment, performance and rubrics. Use of thinking maps to gather student understanding and questions at various points during a lesson/unit help scaffold and check for understanding.
- As shown in student folders, portfolios and reflection journal s looked at during student meeting, through discussion, the students are aware of their next level of learning, where they are able to share and teach information to one another.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Proficient</b>
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### **Findings**

Across classrooms, there are curricula aligned assessment practices that inform instruction, along with grading policies and common assessments that provide actionable feedback. Ongoing checks for understanding and student self-assessment leads to effective lesson adjustments.

### **Impact**

The school's systems to monitor progress through data analysis as well as during instruction are used regularly to guide adjustment in units and lessons to meet students learning needs.

### **Supporting Evidence**

- Teachers determine grade-wide structures and methods for conference notes based on general standards set by Administration and teacher teams. Information is shared and used collaboratively to look at grades, assessments both formative and summative and plan accordingly for curricula changes if needed. Grading policy is uniform throughout the school, with the use of rubrics, graphic organizers, visual prompts, sentence starters and exit slips.
- Teachers use checklists while circulating the room, to gather information about student's progress during lessons, as observed in several. Common assessments and performance task indicators are used to gain information about student learning outcomes. Formal assessments are shared among staff both vertically and horizontally so that discussions foster high levels of procedural analysis that will assist in further learning outcomes.
- Checks for understanding are embedded into lesson plans as shown in a 4th grade class that was answering the Essential Question: "Why would someone make an insincere apology"? This was related to *Dear Mr. Winston*, a book read by the class. Students asked each other to elaborate on their statement. They also told their own stories about apologizes. Academic vocabulary was given to them such as formulate, motive, elaborate. Each group was given a graphic organizer and exit slips were used to check on understanding.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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**Findings**

High expectations are consistently messaged by school leaders to staff aligned to the Danielson Framework and performance updates to keep students and families informed about high expectations connected to a path to college and career readiness.

**Impact**

Structures and training that support the school’s high expectations build accountability among staff, students, parent/family members that provide a clear path to understanding expectations and increased student achievement.

**Supporting Evidence**

- There exist strong relationships between families and the school, starting from when new students enter and remains ongoing through the school year. Parents are contacted through Class Dojo and a constant notification on the progress of their child occurs.
- Parents, at the parent meeting expressed pride and trust along with respect for the entire school community. The parents receive constant communication from teachers and the schools send out robo-calls and notices through email on reminders about workshops, community meeting, and student progress in relation to the Common Core expectations. The students are aware of expectations as well and consult regularly with their teachers on expectations and goal setting.
- The principal has conveyed a positive school culture of high expectations where learning is vital for student growth and academic achievement. Protocols are in place through training in workshops to teachers and parents and emphasizing to students that learning in this environment is safe, fun and engaging. This was exhibited in the Science Lab where students were laughing and fully engaged while working on their projects.
- The principal uses a variety of partner organizations to create a pool of internal and external support that enables the school to creatively, equitable and adequately meet the academic and social needs of all students. They are partnered with New York City (NYC) Wake UP program, Medgar Evers Pipeline Initiative and with CITE Professional Development for all teachers. There is a Special Education Lab where a CFN Special Education Instructor supports the teacher and students. There is a Respect For ALL –Young Men’s Initiative and a Ladies Choice Club to reinforce socio-emotional skills along with academics. The early grades have Pupperty In Practice to increase literacy through the Arts for English language learners, students with disabilities and all struggling learners.