



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

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**School of Math, Science and Healthy Living**

**Elementary School K971**

**6214 4<sup>th</sup> Ave Brooklyn  
NY 11220**

**Principal: Ruth Stanislaus**

**Date of review: April 30, 2015  
Lead Reviewer: Karina Costantino**

## The School Context

The School of Math, Science and Healthy Living is an elementary school with 333 students from grade kindergarten through grade 5. The school population comprises 2% Black, 40% Hispanic, 5% White, and 52% Asian students. The student body includes 43% English language learners and 93% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2013-2014 was 97.0%.

## 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>Additional Findings</b>	<b>Developing</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>Focus</b>	<b>Developing</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>Celebration</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>Additional Findings</b>	<b>Proficient</b>

## Area of Celebration

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

School leaders consistently communicate high expectations to the entire staff and provide training for those expectations. The school successfully emphasizes a culture connected to college and career readiness.

### Impact

The school provides professional learning opportunities and holds teachers accountable and the school successfully collaborates with families to support student progress.

### Supporting Evidence

- The school has created a professional learning committee consisting of administrators and teachers to design and lead professional learning opportunities each Monday. Ongoing professional learning for teachers by teachers and school leaders in these areas.
- A newly implemented “Early Birds” reading program is given to students each day before school begins to increase stamina and fluency in students in grades 1 and 2. This program has also increased our student’s independence, engagement, ability to reflect and love of reading.
- The school provides a “Parents As Learning Partners program”, a monthly event for parents to spend the morning in their child’s classroom experiencing activities in math, reading, writing and social studies.
- The school creates a parent monthly newsletter to share student progress, school events and community news. Additionally, a school website is used to provide the school community with real time information and details about important upcoming school events.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Developing**

### Findings

Teaching practices including ensuring academic rigor, facilitating collaborative activities, and student-to-student discussions were inconsistent across classrooms. Student work products reflect uneven levels of student thinking and participation across the majority of classrooms.

### Impact

Inconsistent instructional practices and varying levels of appropriately challenging tasks result in lost instructional opportunities for students to produce meaningful work products.

### Supporting Evidence

- A review of student portfolios in classes visited revealed inconsistent work in argument writing, stating a claim/counterclaim and text-based evidence. Additionally, student work in math word problems was not evident in some portfolios.
- In some classes, student to student discussion was heard. However, teachers dominated lessons in many classes and never stepped out of the mediating, central role. As such, opportunities for student-to-student discussions and collaborative activities were limited.
- Colorful academic charts, bulletin boards and graphs adorn classroom walls, hallways and staircases. These teacher created resources, checklists and rubrics were seen in use by students. For example, the “COPS” strategy assists students in checking their capitalization, organization, punctuation and spelling prior to submission.
- Graded student work including student writing was not seen the majority of classrooms. In two classrooms. Many folders of ungraded, undated student work were seen.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

School leaders and faculty are in the process of aligning curricula to the Common Core Learning Standards and integrating the instructional shifts. Rigorous habits and higher order skills are emphasized in curricula and academic tasks.

### Impact

The school's purposeful decisions are building coherence and promote college and career readiness for all students.

### Supporting Evidence

- The school uses Go Math! and resources from ReadyGEN, Mondo, Technical Education Research Center (TERC) and teacher created resources for grades K-4. In social studies, teacher teams designed a teacher created "Comprehensive Tool Kit" including reading strategies to augment instruction across subjects and grades. Rubicon Atlas Curriculum Management program is used throughout the school for all teachers to share unit plans, lesson plans, and assessments.
- School leaders and lead teachers meet to ensure alignment of current reading curricula Mondo Bookshop and TERC mathematics curriculum to the CCLS. School leaders and lead teachers reviewed specific grade level materials to annotate, identify gaps in content, skill and assessment.
- The School utilizes the ATLAS database to upload yearlong curriculum maps and unit outlines in all content areas. This system includes grade level standards along with CCLS and the developments of units that allow all grades to plan vertically and horizontally. Working with our Network, teachers are able to discuss and plan curriculum using Universal Design for Learning (UDL) strategies that will support the learning needs of all students especially our ELLS and students with disabilities.
- The School is piloting the Understanding Backward Design (UBD) method in three classrooms (grades 2, 3 & 4) to support teachers in improving pedagogy along with support in planning. Teachers receive support, discuss and plan curriculum using UBD strategies that will support the learning needs of all students including English language learners and Students with disabilities.

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

The school aligns assessments to curricula and grading practices and analyzes data from common assessments to determine student progress toward goals. Teachers use common assessments to determine student progress toward goals across grades and subject areas.

### **Impact**

School assessments provide actionable feedback to students and teachers regarding student achievement. The school consistently makes adjustments to meet students' learning needs.

### **Supporting Evidence**

- Teachers create assessments, rubrics and unique “priority standards” in all grades and subjects. School leaders, coaches, AIS teacher and ESL teachers analyzed assessment data from June 2014 (ELA and math state exams) and select priority standards to focus on throughout lessons and assessment. School leaders and lead teachers performed a school-wide analysis of student assessment data (ELA state exam, math state exam, Fountas and Pinnel. School leaders and lead teachers identified trends and achievement gaps. School leaders and lead teachers then identified Priority Standards for each grade level. For example in ELA, the chosen Priority Standard is “RL.4.1- Reading Literature Standard 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. In math, an example of a priority standard is “OA. A 3 with a focus on word problems.”
- The Collaboration, Inquiry and Assessment Team (CIA Team) develops pre-assessments, post-assessments and rubrics aligned to the curricula and the CCLS to measure student learning and to drive instruction. Upon the completion of each assessment, the Data Specialist organizes school data for teachers so that they may identify trends. Trend data is then used to target student subgroups and forge flexible student groupings.
- Data is used to plan and provide professional development pedagogy in instructional planning, questioning and discussion, English language learner strategies and improving student performance. These topics are based on teacher recommendation and Advance data.

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

The majority of teachers are engaged in structured professional collaborations that promote the achievement of the school's goals and the implementation of the Common Core Learning Standards. Teacher teams consistently analyze assessment data and student work for whom they share or on whom they are focused.

### Impact

Structured professional teams have strengthened teachers' abilities, resulting in progress toward goals for groups of students.

### Supporting Evidence

- The majority of teachers serve on teacher teams that meet at least once a week devoted to inquiry and the analyses of data that lead to adaptations to curricula to foster improvements in instructional practice for the department and/or grade band. Teams meet at least once a week to engage in inquiry, adapt curricular resources including tasks and rubrics, and engage in kid talk.
- Teacher teams consistently analyze assessment data and student work for students they share. Teacher teams and the administration noticed in September that students were struggling with the mathematical concept of Pi. Teachers met to discuss strategies and partnered with the Arts department to create collaborative lessons and projects related to Pi. Teachers made additional adjustments to curricula to ensure student comprehension including underlining of text, visual cues and use of more complex, state exam-style questions in daily classroom activities and collaborative tasks.
- The Professional development team comprised of administration and teacher leaders meet weekly to discuss professional learning opportunities for staff. Professional learning topics included Danielson 3c raising student engagement, increasing student engagement and use of teacher team protocols for all teachers. Teachers are provided with class coverages and other opportunities to inter-visit formally and informally.
- Collaborative planning time and teacher team meetings are built into teachers' schedules allowing time for teachers to plan together. Weekly schedules have been developed this year for grade level teacher teams to meet every day. This daily period has allotted time to collaboratively plan assessments and review student work.