Department of Education
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Lucretia Mott

27Q215

535 Briar Place
Queens
NY 11691

Principal: Susan Rippe Hofmann

Date of review: November 14, 2014
Lead Reviewer: Shirley Wheeler-Massey

The School Context

Lucretia Mott is an elementary school with 64 students in grade 5. The school population comprises 38% Black, 58% Hispanic, 2% White, and 2% Asian students. The student body includes 31% English language learners and 12% special education students. Boys account for 59% of the students enrolled and girls account for 41%. The average attendance rate for the school year 2013-2014 was 94%.

School Quality Criteria

Instructional Core		
To what extent does the school…	**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	**Additional Findings**	**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	**Focus**	**Developing**
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	**Additional Findings**	**Proficient**
School Culture		
To what extent does the school…	**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		
To what extent does the school…	**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	**Celebration**	**Proficient**

Area of Celebration

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

Findings
Teachers work in inquiry-based collaborative teams to analyze assessment data and student work to promote the school's instructional goals and student achievement.

Impact
As a result of teacher collaboration, teacher capacity has improved, which has assisted in a move towards effective implementation of the Common Core Learning Standards. The analysis of assessment data and student work has allowed teachers to identify students' specific learning gaps and provide targeted instruction to meet their learning needs.

Supporting Evidence

- Grade five teachers meet twice a week to analyze their students' math assessment data which informs math enrichment and remediation groups. Teachers share strategies on how to address challenging math concepts and collaboratively develop performance tasks that are used within math groups.

- Teachers articulated that working with their colleagues who they consider "experts" in specific content areas, has supported their work with students and deepened their content knowledge and use of various instructional strategies to meet students' diverse needs.

- Teachers utilize data from middle and end of unit assessments, as well as unassisted writing tasks to determine strategies to address students' learning gaps, which are employed as they reteach and revisit concepts across content areas.

- A review of recent assessment data from daily math support groups, revealed to grade five teachers that more students have become more proficient on specific math concepts and have moved from remediation to enrichment groups, supporting the school's goal of having students apply their knowledge from basic computation to short, constructed or extended responses.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Developing

Findings
Across classrooms, teaching practices inconsistently provide multiple points of entry, questioning strategies and targeted scaffolds that support student learning. Moreover, student discussions reflect uneven levels of student thinking and participation.

Impact
As a result of the lack of multiple entry points, scaffolds and higher-order questioning, students are not always provided opportunities to demonstrate their thinking through discussions and their work products.

Supporting Evidence

- While it is the staff's belief that students learn best when they are engaged in learning that includes high-level questions and problem solving, teacher questioning in the majority of classes visited included Depth of Knowledge level one questions. For example, in one class, students worked in partner groups to solve math problems, while the teacher circulated the room and posed questions, such as, "How much is in this square? Or which way am I going?", thus missing opportunities to push student thinking and understanding of the content.

- Although scaffolds were provided to students in some classrooms, they were not always targeted and tailored to address students' specific learning needs. For instance, in a fifth grade class, a student who was struggling with a concept, was provided with a different example by the teacher in an attempt to reteach the skill, without providing the available manipulatives that may have given a visual representation and allowed the student a clearer understanding of the skill being taught.

- Across classrooms, teachers worked with students to unlock the learning target for the lessons. However, students were not always provided differentiated tasks or assignments to meet their targeted level. For example, in one class, while students in a small group worked with the teacher on different computational math examples, the majority of the class worked independently on the same math multiplication problems, with no opportunities for supports or extensions into the lesson.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient

Findings
The school leader and staff adopted Common Core aligned curricula that incorporates and embeds the instructional shifts. Teacher teams use assessment data and student work to plan and refine curricula and academic tasks.

Impact
Curricular decisions have led to the promotion of college and career ready skills and coherence across the grade. The planning and refining of curricula and academic tasks have led to more thoughtful design of activities that provide opportunities for some students to be cognitively engaged.

Supporting Evidence

- Teachers utilize the Expeditionary Learning and Go Math programs as primary resources for English language arts and mathematics to engage students in Common Core aligned content and tasks that include close reading strategies, using evidence to support responses and opportunities to share their thinking through written and verbal responses.

- Lesson plans include strategies to unlock the learning targets so students are aware of what they will be learning, essential questions, quick checks, as well as entrance and exit tickets.

- Teacher teams conjointly plan and refine curricula and academic tasks based on unit assessment results and unassisted writing tasks in an effort to support students' learning needs. For example, during an observed teacher team meeting, teachers shared different approaches on how to revise an Expeditionary Learning unit on metaphors to further deepen different groups of students' understanding.

Additional Findings

Quality Indicator:	2.2 Assessment	Rating:	Proficient

Findings
The school leader and faculty use data from common assessments to closely monitor student progress, provide feedback to students and make curricular adjustments in response to student learning needs.

Impact
The use of assessment data and rubrics has provided opportunities for teachers to be transparent and provide students with actionable feedback that allows them to know their strengths and next steps for improvement. The monitoring of student progress has led to teachers having a clear sense of student ability, which is used to adjust and refine instruction and academic tasks.

Supporting Evidence

- Across the grade, teachers use beginning and end of unit assessments from Expeditionary Learning, GoMath, Achieve 3000 and teacher-created exams and rubrics, to assess student performance and understanding.

- Student data is tracked and monitored via spreadsheets to make instructional and curricular decisions in order to provide extensions and intervention services to students as needed. For example, teachers analyzed the end of unit assessment data from Expeditionary Learning Module 1 to decide which students needed to be pulled for additional writing support during small group instruction.

- Teachers administer weekly assessments that are aligned to learning targets and math skills and the results inform homogeneous flexible groups. Students are made aware of their grouping, either Reteach or Enrichment, in which they are assigned for 150 minutes weekly of small group targeted instruction.

- Student work products exhibited on hallway and most classroom bulletin boards contain rubric-aligned and task-specific feedback that provide students with one celebration and a next step for improvement. In addition, teachers and students have begun to work on students providing constructive and respectful feedback to one another through informal discussions during class time.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient

Findings
The principal consistently communicates high expectations to all staff regarding teaching and learning through ongoing feedback and professional development opportunities. All staff members take responsibility in building a culture for learning and have created a system of feedback and accountability that is aligned to college and career readiness.

Impact
Consistent communication and ongoing professional learning and coaching opportunities have resulted in teachers' awareness of the school's expectations and the implementation of such goals across all classrooms. Feedback and support to students around their short- and long-term learning goals have led them to be more conscientious of their future educational plans.

Supporting Evidence

- The principal arranges weekly professional learning opportunities and one-on-one coaching aligned to specific Danielson Framework domains that support and address individual teacher's pedagogical needs. Follow-up from the principal consists of daily visits to classrooms to monitor that feedback is being implemented in a timely way.

- Through the work of teacher teams, staff collectively establish routines and their expectations around success, through the school's "Wall of Fame" and "Students of Distinction" so that students are clear on what success looks like and what is needed to move beyond their level.

- Teachers conference with students weekly regularly to provide feedback about where they are academically and how it relates to them being prepared for middle school. Students shared that their teachers are constantly speaking to them about middle and high school and how they need to work hard to meet their goals.