



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

The Carteret School

31R026

**4108 Victory Blvd.
Staten Island
NY 10314**

Principal: Laura Kump

**Date of review: November 24, 2014
Lead Reviewer: Jessica Jenkins**

The School Context

The Carteret School is an elementary school with 221 students from grade Pre-K through grade 5. The school population comprises 4% Black, 36% Hispanic, 48% White, 9% Asian, and 3% other students. The student body includes 7% English language learners and 11% 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 96.9%.

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 | Additional Findings | Well Developed |
| 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 | 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 | Additional Findings | Well Developed |
| 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 | Celebration | Well Developed |
| 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 | Well Developed |

Area of Celebration

Quality Indicator:

**3.4 High
Expectations**

Rating:

Well Developed

Findings

School leaders consistently convey high expectations and offers supports to faculty, families, and students focused on the advancement of student learning and the school's rigorous goals.

Impact

High expectations result in a culture of mutual accountability, collaboration, and buy-in on the part of teachers, leaders, and families, thus creating an atmosphere conducive to the developmental needs of all students. School leaders successively partner with families to support student independence, progress and ownership of learning.

Supporting Evidence

- Frequent content-specific workshops provide families with strategies to use with their children at home and enables to them to support their child with homework and ongoing learning. Parents articulated the value of these ongoing hands-on workshops to support their child's understanding of the Common Core Learning Standards. A few parents shared how math-specific strategies such as use of the bar model has streamlined the support they provide their child at home.
- The school distributes a comprehensive handbook for parents and students that outline the schools' academic and behavioral expectations, setting a unified message of high expectations for all students. Additionally, a collaboratively developed staff handbook outlines the school's philosophy and non-negotiable instructional bottom lines and has evolved over time with teacher input.
- The staff engages in ongoing book study focused on assessment practices, mindset, and effective teaching practice. Teachers shared how these book studies serve as the basis for teacher goal setting as well as provide an opportunity for teachers to engage in reflective dialogue about teacher practice and the sharing of best practices related to student learning.
- A school-wide focus on a growth mindset fosters an environment that promotes college and career readiness for all students and is reinforced through the school's commitment to The Leader in Me program. The school fosters grit in their students through productive struggle and reflective dialogue around perseverance. Across classrooms, written student reflections articulate how they persevered through a given task as well as how they applied a growth mindset to new learning.

Area of Focus

| | | | |
|---------------------------|---------------------|----------------|-------------------|
| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |
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Findings

Pedagogy across classrooms reflects a school-wide set of beliefs about how students learn best and reflects the incorporation of the instructional shifts, however, in some classrooms, high levels of student thinking, engagement, and student ownership of learning varied.

Impact

Across classrooms, teaching practices focus on student engagement and accountability for learning for all students. However, in some classrooms visited, teachers are not consistently offering opportunities to challenge all learners, resulting in uneven levels of student thinking and engagement.

Supporting Evidence

- Across classrooms, students were required to engage in higher-order thinking tasks and reflect on their learning. For example, in all classrooms observed, students used accountable talk prompts and were encouraged to build upon each other's ideas using text-based evidence or mathematical thinking using real-world scenarios.
- In a 4th grade literacy class, students engaged in book club talks based on reading levels and interest and were required to set goals as a group for the number of pages they would read prior to their next meeting. Students worked collaboratively in their given role, ensuring equal participation and completed self-reflections assessing their participation in the book club.
- In a 3rd grade class, students were asked to use illustrations, maps, and photographs to help them find the gist of the informational text using a graphic organizer accompanied by a series of questions. Students worked independently while seated in groups. Several students had completed the task while others silently worked, resulting in uneven levels of participation. A large group share-out further limited student thinking and resulted in limited engagement.
- In a 5th grade math classroom, students were observed reflecting on their level of understanding of adding and subtracting mixed numbers. However, there was limited evidence of differentiation for students who had mastered the concept, resulting in uneven engagement and a lack of demonstration of higher-order thinking for these students.

Additional Findings

| | | | |
|---------------------------|-----------------------|----------------|-----------------------|
| Quality Indicator: | 1.1 Curriculum | Rating: | Well Developed |
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Findings

Across grades and subjects, school leaders and teachers reflectively and strategically align instruction to the shifts of the Common Core Learning Standards and emphasize higher order thinking skills.

Impact

As a result of strategic and thoughtful alignment of tasks to the Common Core Learning Standards, higher-order thinking skills are embedded across subject areas, creating instructional coherence across grades and content areas, so that all students, including students with disabilities and English language learners, must demonstrate their thinking.

Supporting Evidence

- School leaders and teachers believe in responsive teaching to monitor the effectiveness of curriculum and pedagogy. Therefore, the school does not subscribe to one-size fits all approach to curriculum design and does not rely on one program. Rather, teachers cull from a variety of resources to emphasize higher-order thinking skills. For math, the school has adopted Singapore math and for literacy, a hybrid approach has been adopted for grades K-2 with an emphasis on writing, and Expeditionary Learning for grades 3-5.
- Higher-order thinking skills are emphasized through student discussion and Socratic Seminar across grades, including a Kindergarten Integrated Co-Teaching class with English language learners. In one kindergarten lesson, students focused on a fiction and non-fiction story focused on farms and were required to engage in collaborative conversation, which emphasized higher-order skills for all students, including students with disabilities and English language learners, and required that they demonstrate ownership of learning.
- Teachers have worked strategically to rework curriculum maps to reflect the major work of each grade. For example, teachers have worked to align Singapore math to reflect the pacing calendar provided by Engage NY to ensure the focus of instruction is on building conceptual understanding across units. For English language arts, select units from Core Knowledge have been chosen that align vertically and are linked to major concepts across grades.

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|---------------------------|---|----------------|-----------------------|
| Quality Indicator: | 4.2 Teacher teams and leadership development | Rating: | Well Developed |
|---------------------------|---|----------------|-----------------------|

Findings

Teacher teams engage in focused inquiry-based collaborations and have clearly defined systems to examine teacher practice, learning targets, and the promotion of Common Core Learning Standards and instructional shifts. Teacher teams systematically examine student work and assessment data to improve teacher practice and ensure the mastery of goals by groups of students.

Impact

Strong professional collaborations across grades enable teachers to reflect on and analyze student work, improve pedagogy, and develop teacher capacity to improve and support student achievement.

Supporting Evidence

- In an observed 4th and 5th grade teacher team meeting, grade level math teachers examined an assessment that addressed fractions, articulated major work of both grades, and analyzed student outcomes for specific questions targeting this standard. A gap was noted in multiplication and division of fractions and teachers modified units across these two grades to bridge this gap by including additional skills-based lessons as well as increased opportunities for student to grapple with fractions to deepen their conceptual understanding.
- In an observed professional development, teachers worked across grades to unpack learning targets according to what it was they wanted student to learn and how they would assess mastery of the stated learning target. They then used their own sample learning targets and worked with a colleague to revise their learning targets based on a professional resource for designing quality learning targets and teacher feedback. As a result of the session, teachers modified units of study to reflect revised learning targets.
- The use of protocols during teacher team meetings and the support of a full-time instructional coach clearly strengthens teacher capacity as teachers continually refine and revise their curricula to ensure effective integration of the Common Core Learning Standards across grades and content areas. One specific protocol regularly used describes the standard, names the learning associated with that standard, and asks the teacher to identify how and why the learning activities associated with the standard are working or not. Teachers then collaboratively develop action plans to target standards needing additional attention.

Findings

A variety of precise and thorough feedback, ongoing checks for understanding, and student self-assessment focuses on advancement of learning for all students. Pre- and post- assessment data, checklists, and exit slips determine student groupings and provide a clear portrait of student mastery.

Impact

Ongoing collection and strategic use of formative and summative assessment data across classrooms has resulted in concise tracking of student progress and prescriptive next steps, effective instructional adjustments at teacher team and classroom levels demonstrated increased mastery for all learners.

Supporting Evidence

- Across classrooms, teacher's utilized strategies such as cold call and no opt out to check for understanding. Teachers were observed posing a question and drawing students' names randomly, ensuring equitability in questioning. The use of no opt out requires that students respond accurately and completely to a question and if an incorrect response was given, another student was called on until a correct answer was given. The original student was then called upon to restate the correct response.
- Across classrooms, teachers utilized student-engaged assessment as a practice for checking for understanding during lessons, involving students as key players in the assessment process. For example, students were observed reflecting on mastery toward learning targets utilizing assessment trackers and exit slips to demonstrate where they were in relation to one or more learning targets.
- Across grades, teachers create high-quality learning targets and build lesson plans that support all students, including students with disabilities and English language learners, in meeting learning targets, emphasizing student participation, and include ongoing checks for understanding throughout. For example, in one math classroom visited, students self-reflected on their understanding of the stated learning target using a color system and were held accountable to explain their level of understanding of adding and subtracting mixed numbers.
- In math, teachers have created a system to assess and benchmark students for each grade level that is based upon the major work of the grade. For literacy assessments, the school uses IRLA and Serravallo for benchmarking and tracking progress as these better align to Common Core Learning Standards and provides instructional targets for groups of students that are utilized with frequency for targeted small group instruction.