



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

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Frank Hankinson**

**R050**

**200 Adelaide Avenue  
Staten Island  
NY 10306**

**Principal: Joseph Santello**

**Date of review: December 3, 2014  
Lead Reviewer: Jennifer Eusanio**

## The School Context

Frank Hankinson is an elementary school with 858 students from grade Pre-Kindergarten through grade 5. The school population comprises 2% Black, 15% Hispanic, 73% White, and 8% Asian students. The student body includes 5% English language learners and 12% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 94%.

## 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>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>Focus</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>Celebration</b>	<b>Well Developed</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

**Quality Indicator:**

**3.4 High  
Expectations**

**Rating:**

**Well Developed**

### Findings

Effective structures and systems are in place to ensure staff consistently communicates high expectations and engages in meaningful parent partnerships.

### Impact

Pathways to college and career readiness are conveyed and owned by staff members, parents and students towards successful educational experiences.

### Supporting Evidence

- High expectations are communicated via a staff handbook, emails and school memoranda. The school website provides information to staff regarding the Common Core Learning Standards.
- The school professional development plan was developed using teacher input and in conjunction with the instructional team. Based on teacher feedback, the professional development plan was developed to reflect training on the Danielson Framework in questioning and discussion as well as assessment based instruction.
- Teachers have invested time in creating “Close Reading videos” to support intervisitation cycles. Teachers stated they found the videos helpful, and they provide a clear understanding of the expectations around teaching to the Common Core Learning Standards and instructional shifts. Teachers request to conduct cycles of intervisitations on their own and stated that they find the conversations helpful.
- The school website provides a multitude of resources for parents to fully understand the expectations of the Common Core Learning Standards to support their children’s learning at home. They also receive parent newsletters and emails home. For example, teachers developed “Show Me” videos on a variety of math topics for each grade. Topics include areas models for multiplication and multiplying using partial products to help parents understand key math concepts.
- Parents stated that the teachers are more than willing to work with them to help their children. For example, one parent stated, her child was having difficulty in class and the teacher went out of her way to consult with other teachers to obtain strategies to assist her child and shared them with her to implement at home. The parent stated she is now noticing a big difference with her child’s engagement in her class.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Proficient**

### Findings

Although classroom practices reflect the use of student groupings, levels of questioning, discussion, daily routines, strategic scaffolds, and high quality extensions vary across subject areas.

### Impact

Inconsistent classroom practices result in the limitation of student access to critical thinking and ownership across some classroom lessons.

### Supporting Evidence

- In several classes, teachers grouped or paired students by ability to engage in Common Core Learning tasks. For example, in one ICT class, students were grouped based on Performance Task and unit task results. Students were observed working in partnerships based on the results of the “Share and Show” and were given manipulatives as needed.
- Although teaching strategies across classrooms included questioning, and graphic organizers support diverse students, entry points in some classes varied. For example, in one Gift and Talented class, the teacher grouped students and provided different materials tasks such as counters and different word problems. However, one student group demonstrated difficulty and was unable to complete the task correctly.
- Questioning was mostly teacher directed. For example, during a 5<sup>th</sup> Grade read aloud discussion, the teacher provided most of the questions to the students. In addition, in a 1<sup>st</sup> Grade class, students were not provided an opportunity conduct peer conversations.

## Additional Findings

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

The school uses performance based rubrics, grading policies and common assessments that are aligned to key standards throughout the school building.

### Impact

Teachers and students are able to gauge next steps, to provide clear feedback to students, and to adjust instructional practices in each grade.

### Supporting Evidence

- Students are taught how to understand the use of rubrics. For example, in a student interview, 4 out of 6 students were able to share their next steps using the rubric as a guide. One student stated as her next step, “I need to work on elaboration and including my inner thoughts especially in my conclusion. Adding inner thoughts means I need to include my voice and thoughts about what I’m thinking about, and the teacher pointed out that my conclusion could have used this. In the future, I will add more of my inner thoughts throughout my piece but especially in my conclusion.”
- Teacher teams review state assessments to adjust instructional practices. For example, during a teacher team meeting, teachers reviewed an item analysis of student data and planned to integrate more close reading strategies into their current reading lessons.
- Teachers review multiple common assessments to determine trends to focus on within the grade. For example, after reviewing the ReadyGen baseline, the 2<sup>nd</sup> grade team determined that students need more support with understanding questions asked of them and supporting their claims with evidence. The teachers stated that based on the end of unit ReadyGen assessment, students showed progress in these areas.

**Findings**

The school community utilizes curricula that are aligned to the Common Core Learning Standards (CCLS), and use resources to emphasize higher order thinking.

**Impact**

A range of learning experiences support rigorous student learning, foster critical thinking and promote college and career readiness.

**Supporting Evidence**

- The school utilizes curricula based aligned to the Common Core Learning Standards such as ReadyGen reading program and Go Math in grades kindergarten to 5. Social studies and science lesson plans embed resources from these programs to integrate Common Core Learning Standards into the content areas.
- A review of lesson plans shows a focus on grouping for varied groups of students across content areas. For example, in one math lesson in an Integrated Collaborative Teaching class, the teachers grouped students based on math assessment data. The teachers planned to provide students with the same math task within their groups but with supports including partnerships, manipulatives and using different numbers.
- Unit plans in reading and math include supports for groups of students. In a grade 2 reading module, teachers' plans reflect use of graphic organizers and oral expression to provide access for students. In math, teachers' plans include re-teach and enrichment pages from the Go Math program.

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

Teacher teams promote the school goals through ongoing collaborations to integrate the instructional shifts. Leadership structures provide opportunities for teachers to provide insight into school-level decisions.

### **Impact**

Ongoing improvement of curricula is reflected in unit plans, and tasks demonstrate capacity towards supporting school goals. School-wide structures and decisions to improve teacher practices and student learning are developed using teacher leader input.

### **Supporting Evidence**

- Teacher teams meet weekly and have developed structures including agendas, tuning protocols, minutes, and supplemental materials to support progress toward goals. The focus of these meetings has been the school goals around close reading.
- During a 3<sup>rd</sup> Grade teacher team meeting, teachers used student data to determine next steps for teaching practices. For example, as a next step, the teachers decided to create lesson plans that emphasize the reading skill, determining importance, based on the data indicating that students demonstrated a need for support in this area.
- Teachers are included in the instructional cabinet, which meets twice monthly and determines the instructional focus and professional development for teachers. For example, teachers on this team focused on revising pacing calendars from ReadyGen and Go Math programs to further align with school goals and the school's instructional focus.
- A team leader sets the agenda, maintains team documents, facilitates the meeting, and discusses issues with administration during instructional cabinet meetings. Teachers take turns with the facilitation of each meeting.