



**Department of
Education**

Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

The Harbor View School

31R059

**300 Richmond Terrace
Staten Island
NY 10301**

Principal: Carol Mongiello

Date of review: November 6, 2014

Lead Reviewer: Jessica Jenkins

The School Context

The Harbor View School is an elementary school with 127 students from grade pre-k through kindergarten. The school population comprises 38% Black, 39% Hispanic, 13% White, 1% Asian, 6% multi-racial and 3% other students. The student body includes 0% English language learners and 6% special education students. Boys account for 45% of the students enrolled and girls account for 55%. The average attendance rate for the school year 2013-2014 was 94.1%.

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	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	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	Celebration	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	Additional Findings	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	Proficient

Area of Celebration

Quality Indicator:

2.2 Assessment

Rating:

Well Developed

Findings

Across the vast majority of classrooms, teachers use data from a work sampling system, track progress, and engage in ongoing checks for understanding to create a clear picture of student progress towards goals and make effective curricular and instructional decisions.

Impact

Common assessment practices consistently monitor student understanding and allow teachers to make adjustments to instruction so that all students make significant progress, including higher achieving learners and students with disabilities, demonstrate increased mastery and are aware of next steps.

Supporting Evidence

- An online work sampling system measures student progress through checklists, observations, student work samples and summary reports. From this, teachers generate narratives for families three times a year and progress notes monthly, providing a clear portrait of student progress and mastery of learning standards.
- Teachers target 5-6 students per week using low-inference observation data, work samples, and photographs to design individualized and student-friendly learning goals. For example, during teacher weekly inquiry meetings, kindergarten teachers found that students experienced difficulty in demonstrating comprehension of main idea and were not able to convey the order of events. As a result, professional development was provided to on facilitating close reads and differentiated literacy centers to meet the individual needs of this targeted group. These goals are tracked utilizing a common template and instructional decisions are adjusted accordingly, ensuring students are aware of their learning goals and all students demonstrate increased mastery.
- Across all classrooms, teachers engage students in ongoing checks for understanding, student self-assessment, and goal setting. For example, first grade students engaged in goal-setting activity, which include included both academic and social-emotional goal behaviors. One specific goal that emerged from an observed conference stated, "During writing, I will tap out the words and write them independently." In the goal setting journal, the student reflected on progress made toward that goal and collaboratively developed a date of mastery.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

While all teachers consistently provide multiple entry points and targeted instructional support, in a couple of classrooms, discussions and work products did not reflect high levels of thinking and ownership.

Impact

Across classrooms, scaffolds for all students ensure access to the challenging curricula. Some students are not challenged to work to their full potential thereby limiting opportunities for them to engage in academic tasks that further promote higher order thinking skills and ownership of learning.

Supporting Evidence

- During a first grade Responsive Classroom lesson in an integrated co-teaching class, students engaged in turn and talk exercise based on prompts that required high levels of student thinking and participation by questioning each other's ideas and formulating connections between ideas shared. Supports for students with disabilities included question stems and the use of accountable talk prompts supporting high levels of participation for all learners.
- Center-based classrooms support multiple entry points through a variety of manipulatives, opportunity for science exploration, libraries and areas for students to work collaboratively and independently. This supports the school's instructional focus linking investigation, problem-solving, critical thinking, and exploration. In pre-kindergarten classrooms, students rotated among self-selected centers, self-monitoring their time at each station, while the teacher worked with targeted groups of students in a skill-based center.
- Across classrooms, there was evidence of targeted small group instruction. However, in one classroom observed, the teacher led a small group of high achieving students in a sequencing activity requiring students to string together a jumbled sentence from the class read-aloud. This activity limited ownership of learning and did not reflect high levels of student thinking.
- In a general education class, students worked on a sequencing activity for the story "Miss Rumphius." Student work products indicated student understanding of the plot, yet the tasks did not permit or encourage students to make deeper connections between the story and the real world.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders, alongside teachers, align curricula to the CCLS, are deliberate in the integration of the instructional shifts across subject areas, and plan units that consistently emphasize rigorous work habits.

Impact

As a result there is curricula coherence across grades and subjects and disciplined inquiry and student successful demonstration of new learning through imagination, metacognition, and persistence on the part of all students.

Supporting Evidence

- Six-week project-based units of study infuse big ideas from Social Studies and are centered around the interconnectedness of people, places and events, as well as how people relate and respond to each other's needs. For example, a first grade unit of study entitled, Families Now and Long Ago, explores how families grow and change over time. Three anchor texts drive the unit with each having a different focus but building on the previous book and requiring that students make connections across texts to their own lives, and the world around them. Teachers focus on how technology, clothing, the environment and their families have changed over time. Students are required to make connections to their own lives and the larger community. Consequently, academic and interpersonal skills are intertwined while teachers consistently grow students' ability to question, self-assess, and challenge their thinking.
- To emphasize rigorous work habits, teachers create units of study that include interactive modeling, investigation, creativity, and exploration. For example, a Kindergarten unit entitled "The History of Me" includes an overarching question that explores what makes individuals unique, enduring understandings around opinions, feelings, and life experiences, and unit subtopics that require students to make connections across all social sciences including geography and economics.
- Across units, anchor texts include a combination of literary and informational texts as well as text-based questions designed to advance student understanding of the overarching question, enduring understandings, and unit sub-topics. Close reading of books such as *When I was Five* and *When I was Little* require students to use text-based evidence to answer the essential question, "What makes me a unique individual?" through the creation of an authentic work product.
- The Responsive Classroom, a program that supports the creation of learning tasks that are interactive, appropriately challenging, and connected to students' interests is embedded in the school's curriculum. Students spend a significant amount of time interacting with the community around them through field experience connected to specific units of study including frequent museum visits and the use of the outdoors as a learning lab. Teachers employ strategies that nurture a sense of belonging and a classroom environment that encourages risk-taking and rigorous work habits.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders and faculty communicate and support a culture of high expectations for teaching, professional collaboration, and consistent communication focused on best teaching practices and the advancement of learning. Family engagement sessions help parents understand their children's progress in school and support student progress towards those expectations.

Impact

Across the school community, professional learning opportunities for all stakeholders conveys a set of high expectations for teaching and learning and ensures mutual accountability for all students to exceed the expectations of the Common Core Learning Standards.

Supporting Evidence

- School leaders consistently communicate high expectations for teaching and learning through regular training and daily coaching to teachers around best practices aligned to the Danielson Framework that are consistent with the developmental needs of students. This takes place through modeling, coaching cycles, and daily debriefs of teaching practice. Observation data include specific examples of modeling and coaching provided by the principal and assistant principal. Furthermore, teachers stated that school leaders provide direct coaching inside the classroom as well through individualized meetings around specific needs.
- Parents reported that work samples, individual learning goals, and next steps are shared through monthly progress notes and narrative progress reports three times per year. Clearly articulated learning goals are individualized to ensure that families are aware of the next learning steps toward mastery of learning standards. Furthermore, parents shared that learning goals are in depth and student-specific, naming clear next steps that can be implemented at home.
- Teachers shared that school leaders support their development through frequent professional learning focused on high expectations for all students through modeling, inter-visitation, and ongoing feedback, allowing them to meet the school's rigorous set of expectations for teaching and learning. For example, one teacher team articulated how school leaders collaboratively participate in the development of unit plans and model specific teaching strategies that highlight the overarching goals of the unit.

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

Teachers participate on structured teacher teams targeting the school's instructional focus and lead professional learning for colleagues around the implementation of the CCLS and research-based teaching practices.

Impact

Participation by all teachers on structured teacher teams has resulted in school-wide efforts to effectively implement the school's instructional focus to continuously strengthen the instructional capacity of teachers and promote improved achievement for all learners.

Supporting Evidence

- In teams, teachers plan strategically for interactive modeling, the school's instructional focus, in order to support the academic development of students. For example, in pre-kindergarten, teachers work within 7-10 focus standards that serve as the foundation for each unit and are effectively designed to support students in asking and answering questions, responding to text, and making predictions.
- Best teaching practices are identified across classrooms and are shared through teacher teams, which serve as a conduit for enhanced student outcomes. For example, a teacher who effectively models Responsive Classroom practices turnkeys these strategies for her colleagues, which has played a vital role in the effective adoption of Responsive Classroom practices across the school.
- During both teacher team meetings, teachers articulated that school leaders promote an environment whereby teacher team decisions drive the work of school improvement efforts through input in the development project-based curricula across grades.