



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

The Richard H. Hungerford School

Middle-High School R721

**155 Tompkins Avenue
Staten Island
NY 10304**

Principal: Dr. Mary McInerney

**Date of review: May 20-21, 2015
Lead Reviewer: Beverly Ffolkes-Bryant, Ed.D.**

The School Context

Richard H. Hungerford School is an elementary, middle and high school with 388 students from grade 4 through grade 12. The school population comprises 21% Black, 26% Hispanic, 47% White, .01% Multi-Racial and 5% Asian students. The student body includes 7% English language learners and 100% special education students. Boys account for 69% of the students enrolled and girls account for 31%. The average attendance rate for the school year 2013-2014 was 87.7%.

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	Celebration	Well Developed
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	Focus	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	Well Developed

Area of Celebration

Quality Indicator:

1.2 Pedagogy

Rating:

Well Developed

Findings

Pedagogy provides consistent instructional supports including questioning and discussion techniques. There is evidence of strategic entry points and extensions that foster deep reasoning in student work across the school.

Impact

Across classrooms, curricula extensions support students resulting in meaningful work products. There are opportunities for all learners including the school's subgroups, to take ownership of their learning.

Supporting Evidence

- Based on the recommendation from the previous Quality Review, to "*continue to work on questioning techniques*", over the summer the administration looked at the teacher observations and used the Danielson Framework to analyze effective teacher practice centering on questioning and higher order thinking. Teachers watched videos on ARIS Learn to observe teachers using rigorous questioning in their lessons. The administration requested the District 75 coach to observe teachers to help select Lead Teachers who demonstrated excellent questioning practices to serve as demonstration teachers. "Lunch and Learn" workshops on questioning were provided for staff. Paraprofessionals were trained in higher-order questioning at the school as well. The administration reviewed words teachers were using as questioning prompts resulting in the "Hot Cups" protocol teachers use today.
- It is the Principal's belief that "all children can learn and achieve and that all students have access to the curriculum". All lesson plans are targeted for leveled learning. As part of the school's philosophy that students need to be prepared for the work place, there are several part-time work -study sites that cater to the student's needs to ensure success. The principal and faculty provide opportunities for students to become as independent as possible. Class trips to community restaurants and the local mall are embedded within their learning experiences.
- Teachers of all content areas have adjusted their practices to provide rigorous tasks that include questions and discussions based on the student's cognitive level. In a 12:1:1 high school class, students were observed discriminating between welcome and unwelcome body language based on various pictures and analyzing the person's expression. The students engaged in a range of collaborative discussions including one-on-one, in groups and teacher-led. Students worked with diverse partners on topics, texts, and issues, building on other's ideas and expressing their own ideas successfully. Students determined the meaning of verbal and nonverbal communication and also identified if the scenarios presented were using verbal or non-verbal body language. Teachers' lessons reflect careful attention to the individual needs of students, creating a consistent, coherent instructional school-wide focus.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Well Developed

Findings

The school uses common assessments in all subject areas to check for understanding track student progress. A school wide grading policy is utilized across grades and subjects along with rubrics to provide consistent feedback to students

Impact

In the majority of classes, teachers use a variety of assessments to evaluate student behavioral and academic progress. However, a lack of specificity in the feedback result in missed opportunities for both student and teachers to create a clear picture of mastery of goals.

Supporting Evidence

- Student self-reflection is based on student's cognitive ability. All students are self-assessing during the lessons. In a 12:1:4 class teachers would ask students if they are doing a good job.. In a 6:1:1 class students use Exit Tickets/Self Assessments while in a 12:1:1 class students may get a form about "*What Did I Learn Today?*" "*What am I Going to Learn From Here?*" "*What Are My Next Steps?*" on a standards-based Exit Ticket. Prevocational students reflect as they take part in a real work experience.
- The Assistant Principal created a computerized program modeled after the School Wide Information System (SWIS) behavioral program. An in-house referral form was developed using the Google Docs school site. This system monitors where occurrences happen, the time of the day and the triggers that might cause the student to demonstrate such behavior. The Assistant Principal monitors the occurrences on a monthly basis and has the Dean provide interventions to targeted students. In addition, the school has a group of "energetic" Guidance Counselors who work closely with the Deans providing interventions. Since the creation of this program, three years ago, the number of incidences decreased from 123 to 104 and the number of Level 4 and 5 incidences dropped from 15 to 2.
- School leaders refined the teacher feedback forms to clearly inform the student as to what they did well and next steps to be taken. The school created rubrics and performance tasks in the core subject areas for levels B, C and D as defined by the District. The rubrics are based on skills for various levels and horizontally aligned to create an individualized instruction plan for each student. Teachers utilize the rubrics throughout the unit to determine progress and to provide meaningful next steps. In one of the classroom visited, feedback consisted of comments like "*nice work*", "*I am proud of you*" and failed to provide students clear next steps to push learning to the next level.
- The School uses the Google Docs Website to report student's IEP Goals to parents four times a year. The Assistant Principal uses an Excel spreadsheet that includes pivot tables and graphs for the teachers to view and understand. The spreadsheet is sent to teachers via email where they can automatically fill in their student's data. The administration monitors student IEPs carefully to ensure students achieve their goals. The administration ensures that teachers track progress as well by monitoring the Google Docs daily. Guidance is provided to all teachers to help them better manage the assessment data to ensure that each student has the most recent picture of his/her progress and achievement level.

Additional Findings

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

Findings

Rigorous standards-based curricula including instructional shifts are employed and supported by pacing calendars across grades and subjects.

Impact

The school's curricular decisions build coherence and promote college and career readiness for all learners. Across grades and content areas academic tasks push student thinking.

Supporting Evidence

- The school chose application of academic vocabulary as the instructional focus for this school year. It was believed this was needed to effectively teach the profoundly delayed students. The article "*Creating Access to General Education Curriculum*" which emphasizes the belief that greater student outcomes are realized in print rich classrooms was shared by the principal with all staff. Teachers across grades and subjects presently plan lessons connecting new vocabulary to prior knowledge. Student work gives evidence of the use of new vocabulary in reading, writing and speaking. Instructional shifts are embedded for all students according to their ability level through purposeful connections between the shifts and the topics in each subject. The school uses backward design to carefully plan and create all units of study. The CCLS and instructional shifts are addressed vertically and horizontally across populations of students. Integration of the instructional shifts is accomplished by developing instructional activities around academic vocabulary) and mathematics application. Content vocabulary is taught throughout each unit. Across grades and subjects a word of the week and a graphic organizer is employed. Teachers practice Universal Design for Learning (UDL) principles including a specialized team of teachers who focus on providing access to the curriculum for all students. The work of the UDL team resulted in coherence across sites, populations, and subjects.
- 93% of the teachers in the 2014 Learning Environment Survey reported understanding the key shifts in pedagogy as prescribed by the *Common Core Learning Standards*. The strong response was a result of careful professional development providing understanding of the alignment of the shifts with both the Citywide Instructional Expectations (CIE) and District 75 expectations. Teachers receive guidance through mentors in their PLCs. Teachers focus on the Balanced Design continually referring to the standards. Teacher teams attended the D75 Children's First Initiative (CFI) Institutes focused on aligning lessons to the standards. Selected teachers turn-key information they acquire to the rest of the staff. Teachers discuss and refine discussion routines and appropriate learning scaffolds for all learners, yielding improved coherence and instructional practices resulting in higher levels of student thinking and participation.
- Questions prompts utilizing Bloom's Taxonomy are consistently used by to ensure students are thinking as rigorously as possible based on the level or functioning ability of the students. The hot cup was designed by the school- based coach to encourage higher order thinking (hot) questioning cup. They designed a cup since it was easy to carry around during a lesson or leave it on the student desks. The paper strips are laminated and have the questions related to the subject area. This allows students to pull one of the questions out of the cup and answer in a group or individually, or the teacher can pull from the cup and model for the students. Teachers were also given Mentoring Mind's "*Critical Thinking for Life: Depth of Knowledge and Cognitive Knowledge Dimension*" wheel and it is Administration's expectation to use student's SANDI levels and challenge the students in questioning.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
---------------------------	------------------------------	----------------	-----------------------

Findings

The school maintains a supportive environment and high expectations for teachers and students. The achievement and success of students is a central focus of the whole school community.

Impact

Structures that support the school's high expectations build buy-in and accountability among staff, students and their families, thus resulting in a clear path leading to increased student achievement and college and career readiness.

Supporting Evidence

- The administration and staff provide students access to experiences that will promote independence at the next level. The Principal partnered with the Association for the Help of Retarded Children to provide students the opportunity to attend the College Now program. Some students are attending the College of Staten Island for enrichment classes. On those days they are not going to class, students work at various convenience stores.
- It is the school's philosophies to have students learn to transfer what is learned in a class to a new environment. As part of their Prevocational training, students are exposed to experiences to evaluate their ability to travel on their own and behave appropriately in public. Once this is established, students go to various Senior Citizen homes where they eat with the seniors and often play games with them. Various skills such as making pizza, doing laundry, learning certain maintenance skills along with alphabetizing documents are included in their specialized curriculum. Transferring their skills takes place through opportunities at local pizzerias and the public library. At the Staten Island Council for Independence, students learn how to prepare healthy meals. Finally, Secure E-Dax, an organization helps students learn to dress appropriately for a job and acquire various office skills.
- Parents receive a progress report four times a year where the IEP goals and the updates are attached to the report card. A Daily Communication book for the medically fragile students in the 12:1:4 classes give parents updates about their child's behavior in school. The Related Service Providers also put hand written notations in the progress report and Daily Communication Book. In addition, Parents are invited to numerous school events at the school. Parents as Partners bring parents to the various arts institutions that include an Arts Making workshop. The school has a partnership with Urban Advantage. The organization sponsored a Family Night at the Staten Island Zoo. At the end of each residency, parents are invited to the end of unit celebrations. An ESL Sunday Book Club for parents encourages parents to read. The Parent Coordinator provides workshops on several topics, including understanding the Common Core Learning Standards and the Transition Process. Finally, there are many social events where parents are invited including the school's Fashion Show, Science Fair and the concerts at the Co-located schools, where students participate. As a result there is a consistent and effective message to families about their role in assisting their children.

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

Findings

Professional collaboration is a high priority. All staff participate in professional collaborations to share and develop strengths and foster reflection as individuals and members of the teaching community. Leadership structures provide a means for teachers to have input on key decisions about curricula and teaching practices.

Impact

The work of teacher teams has resulted in improved pedagogy and student progress on assessments. Shared leadership structures result in improve student learning and performance..

Supporting Evidence

- The school fosters an environment of distributed leadership. Teachers are empowered to take ownership of their own professionalism and attend professional development opportunities that are of high priority and interest to them. The principal consistently communicates to teachers their importance and encourages attendance at conferences,. The Professional Learning Communities (PLCs) is a way of self-assuring them. The Teachers share information gotten from their attendance to the entire staff.
- The school has established 13 collaborative Professional Learning Communities (PLS) throughout the main and off sites that are grouped homogeneously. PLCs meet weekly to discuss curriculum, lesson planning, intervention strategies, structuring IEP goals, positive behavior supports and analyzing student work and progress. The PLCs have been implemented to enhance the student experience and create teacher teams that are intended to support and foster the learning process. The impact of this work has been improved coherence, collaboration and rigor in the curriculum, instruction and assessment. Increased student achievement has resulted due to improved teacher practice. In the PLCs, teachers have worked to incorporate increased rigor within rubrics and curriculum to consistently evaluate student work products and capture data for informing instructional decisions.
- With the PLC team teacher analyze student work in order to drive instruction and determine next steps. In PLC meetings teachers examine data against the Common Core aligned rubrics which mirror the units in the core subject areas of ELA, Math, Science and Social Studies. During instruction, teachers utilize informal assessment to track student progress within a unit and monitor levels of support. Teams also utilize the Student Annual Needs Determination Inventory (SANDI), which is a comprehensive classroom system for students with significant intellectual impairments. The SANDI aligns assessment, access to grade level standards, and rigorous research-based instruction in order to specifically target individual student strengths and needs based on a student's Present Levels of Performance. All goals are aligned to the Common Core Learning and provide students with an entry point to access the CCLS in a way that is meaningful and functional for their individual needs. P721R administers SANDI twice a year (Fall and Spring). All student IEP goals center on college and career readiness. Specifically they target work readiness, skill acquisition and employability. Work-study is a valuable component of transition and these programs integrate students into the community, while helping them acquire and generalize critical skills succeed in the work place.