



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

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**The Anne Hutchinson School**

**Elementary School X078**

**1400 Needham Avenue  
Bronx  
NY 10469**

**Principal: Claudina Skerritt**

**Date of review: March 20, 2015  
Lead Reviewer: Cheryl McClendon**

## The School Context

The Anne Hutchinson School is an elementary school with 800 students from grade Pre K through grade 5. The school population comprises 72% Black, 21% Hispanic, 6% White, and 1% Asian students. The student body includes 4% English language learners and 16% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 89.1%.

## 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>Celebration</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>Developing</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>Developing</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>Additional Findings</b>	<b>Proficient</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

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and emphasize the instructional shifts. Analysis of student work and data inform curricular planning and modifications.

### Impact

Collaborative planning and assessment-based modification of curricula builds coherence and promotes cognitive engagement and college and career readiness for all students.

### Supporting Evidence

- The school uses ReadyGEN for literacy instruction. The principal shared that school leaders and teachers collaborated at the end of the 2013 - 14 school year to revise the pacing calendar for this year. Based upon data analysis, teacher teams decided to modify the two required reads of each unit-based anchor text to one “deep” read, wherein the text is excerpted for close reads to facilitate greater comprehension. In addition, across the grades, teacher teams developed Common Core-aligned writing lessons that require students to cite textual evidence to justify their inferences and claims.
- The school uses Go Math! for math instruction. The principal shared that major revisions have been made to the math curriculum based upon data analysis. On an ongoing basis, teacher teams analyze end-of-unit and pre-assessment data from each unit in order to tailor the new unit to student’s needs. A refinement document has been created on which teacher teams capture the skills that require re-teaching and plan supplemental intervention lessons that will be embedded in the following unit. The principal shared that due to the heightened rigor of the Common Core-aligned curriculum teacher teams are constantly amending units with scaffolds.
- The social studies curriculum was developed in alignment with the New York City Scope and Sequence. Social studies lessons are conducted through the readers’ and writers’ workshop model. Social studies unit plans comprise the essential question, objective, mini-lesson, guided practice, key questions, independent practice and small group work. Selected texts vary in level of complexity. Social studies writing units focus on research-based writing. For example, within the unit, “Connecting Characters, Culture and Community”, third grade students collect evidence from several texts to write argument-based essays on the significance of oral histories within world cultures.
- Unit plans in science follow the New York State Science standards and incorporate project-based learning. Science unit plans contain essential questions, mini-lessons, independent and small-group investigations. Informational writing tasks are embedded throughout the science units. For example, a grade 4 unit on volcanoes, culminated in an extended response essay on volcanic eruptions.

## Area of Focus

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

Across classrooms teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best in alignment with the Danielson Framework for Teaching. However, there is an inconsistent practice of engaging students in appropriate Common Core-aligned tasks and in providing multiple entry points.

### Impact

The inconsistent practice of providing multiple entry points leads to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills.

### Supporting Evidence

- In some classes students engaged in collaborative problem-solving as the teacher circulated to assess and provide strategic support, while in other classes, instruction was predominately teacher-centered with limited evidence of multiple entry points for students. Students were observed seated in groups as they worked to solve math problems.
- In a grade 4 class as students worked in groups to multiply whole numbers by mixed numbers, the teacher circulated to ask students if their answer made sense and further challenged them to prove it on the Smartboard. The teacher entered checks and minuses on a cumulative checklist to indicate each student's level of proficiency in the task.
- In a kindergarten class, as students sat on the floor the teacher led them in a math lesson. The teacher randomly called selected students to engage in an interactive addition exercise using the Smartboard. During the mini-lesson students demonstrated proficiency in the task. After the whole class lesson, the teacher instructed students to go to their desks to work in their workbooks on their own. However, once students returned to their desks the teacher continued to guide the whole class, step by step through the work. There was no evidence of differentiation and many students were not challenged nor allowed independence in the task in which they demonstrated proficiency.
- In a grade 4 class students worked in collaborative groups to generate questions about volcanic eruptions in response to reading informational texts. Texts were varied based upon reading levels. Students worked collaboratively, supported each other and provided actionable feedback for their peers. The teacher facilitated a guided reading and writing lesson for students who were less proficient readers and writers and intermittently checked in with the independent groups.

## Additional Findings

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

The school uses data from common assessments in literacy and math to track student progress. However the use of checks for understanding is inconsistent across grades and classes.

### Impact

The use of common assessments facilitates school wide progress monitoring. Inconsistent checks for understanding at the class level limit the teachers' abilities to provide effective intervention for all students.

### Supporting Evidence

- Teachers administer ReadyGEN and Go Math! pre- and end-of unit assessments. Common Core-aligned beginning-of-the year curriculum-based assessments are administered across the grades. The iReady technology-based diagnostic system is administered to track student progress in English language arts and math and target instructional groups. Teachers also administer Fountas and Pinnell running records and Diagnostic Writing Assessment three times a year.
- Across the grades teachers use class-level data calendars to record all benchmark assessment data. This calendar also captures data-based analysis of students' mastered skills, skills in deficit, instructional revision plans, scheduled implementation dates and projected dates for goal attainment. This same process is followed by teacher teams with a focus on grade-wide data.
- Across classrooms, inconsistencies in teachers' use of checks for understanding were observed. For example, in a third grade integrated co-teaching class as students worked on fraction problems in their workbooks the teacher who was seated at a table did not notice that some of the students did not understand the task, as reflected by the repeated errors that they made without teacher intervention.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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**Findings**

School leaders consistently communicate high expectations to the entire staff and provide training and accountability systems linked to the attainment of those expectations. Families receive ongoing feedback and information about expectations connected to college and career readiness.

**Impact**

Teachers are held accountable and are supported in meeting the expectations of school leaders through professional development. Families understand the progress their students are making toward meeting expectations.

**Supporting Evidence**

- School leaders convey expectations to the entire staff through the *78 Hutch Express*, a weekly newsletter which contains curriculum and progress-monitoring highlights, instructional expectations, professional development schedules, professional development highlights and curricular expectations. The principal holds teachers accountable for implementing practices that promote college and career readiness. For example, post-observation feedback requested one teacher to “plan opportunities for students to formulate questions and initiate inquiry topics” and “engage students in debate; taking a stance, developing an argument and using text-based evidence to support their argument.”
- Teacher teams engage in professional development every Monday. The Monday sessions titled “Marvelous Mondays” focus on topics such as student feedback and goal-setting, quality review criteria, collaborative planning, and explicit teaching strategies. The “Leader in Me” school wide initiative engages the faculty in a monthly collaborative book study of *The Leader in Me: Learning and Living the Seven Habits*. For example, at one session the focus was on how to help students create goals leading to college and career readiness.
- During the parent meeting, parents stated that the faculty facilitates workshops to inform families of instructional and social expectations such as Common Core test prep, bullying prevention, ReadyGEN, Go Math!, college and career readiness and the inquiry model. Teachers offer time weekly to confer with parents about student progress and behavior.

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

The majority of teachers engaged in inquiry-based collaborative teacher team meetings to enhance the implementation of the Common Core Learning Standards and the attainment of school wide goals and distributed leadership structures are in place.

**Impact**

The instructional and leadership capacity of teachers is strengthened and teachers participate in making key decisions that affect student learning.

**Supporting Evidence**

- The third grade teacher team analyzed student writing responses with a focus on organization. Based upon the collaborative analysis of student challenges with organization, teachers determined to extend the unit one more week to allow for more instruction in that area. Teachers discussed instructional strategies such as chunking and using graphic organizers to scaffold learning during the extension week and the teacher who recorded the minutes documented all revisions.
- On-going teacher team work is focused on the attainment of the school wide goal which projects that all teachers will use data sources and progress-monitoring tools to plan interventions for all students, thereby increasing student engagement and progress. In the team observed, teachers used a Common Core-aligned rubric to analyze student writing. This process was used to inform next steps and instructional modifications for individual students.
- Teacher teams comprise various distributed leadership roles such as refinement recorder, secretary, inquiry leader, grade leader, inquiry facilitator, and instructional coaches. Through the fulfillment of these roles, teachers effectively engage in assessment-based inquiry. Instructional coaches further support teacher team collaboration by providing resources and turn-keying standards-aligned instructional strategies.