



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2015-2016

Huguenot

Elementary School R005

**348 Deisius Street
Staten Island
NY 10312**

Principal: Lisa Arcuri

**Date of review: October 29, 2015
Lead Reviewer: Jennifer Eusanio**

The School Context

Huguenot is an elementary school with 257 students from grade kindergarten through grade 5. In 2015-2016, the school population comprises 1% Asian, 0% Black, 7% Hispanic, and 91% White students. The student body includes 1% English Language Learners and 20% students with disabilities. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2014-2015 was 95.8%.

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
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Findings

School leaders and staff effectively communicate expectations connected to a path of college and career readiness to parents and successfully partner with families in support of their child's progress. School staff systematically communicates a unified set of expectations to students through effective feedback and guidance and advisement supports to ensure that all students are prepared for the next level.

Impact

Effective communication systems and an established culture for learning lead to successful family partnerships and student awareness of the learning expectations towards college and career readiness.

Supporting Evidence

- The school website, school-wide and class-level newsletters, and unit goal letters provide parents with the expectations of upcoming units. Student criteria checklists provided to parents give them the step-by-step procedures their children need to utilize to accomplish tasks, which have served as useful when working with them at home. Homework is sent home with clear directions for parents to help their children. There is a system whereby weekly assessment results are sent home with feedback on student progress and parents are able to use this information easily to assist their children. One parent stated, "We know what to expect from the school with these tools." Another parent reported that she enjoyed watching her children being "productive" while using these tools with them and other family members. All of the parents agreed with this statement.
- The school offers workshops aligned to the Common Core Learning Standards. Parents reported that math workshops were helpful in understanding new strategies. One parent reported that the workshops prepared her to help her child, as she was accustomed to using other math strategies. For example, she learned about the bar model and when her child had difficulty, she was able to assist. Another parent provided a similar example for her child and how she was able to help him at home from what she learned at the workshops.
- Staff and students are provided ongoing opportunities to engage with administrators and teachers in their local middle school. Feedback from middle school staff regarding their current students' achievement is provided and incorporated in school level conversations on what is needed for middle school readiness. In addition, students were clear about the definition and purpose of feedback for middle school readiness. Several students agreed when one student stated that "Level 4" on their rubric represented what was needed to perform beyond their grade level. One grade 5 student stated, "That is what we strive for. We strive to get a level 4 so we are doing grade 6 level work." During the interview, all students reported that their teachers provide feedback to get to a level 4 and were able to use their work to show how their feedback helps them. Students stated they understood their feedback and were able to take their comments as clear next steps toward achieving a level 4 to be prepared for the next grade level.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

School-wide teaching practices reflect a coherent set of beliefs on how students learn best that is informed by the Danielson Framework for Teaching and instructional shifts, however independence and student ownership are not yet consistently evident in all classrooms.

Impact

Varied teaching practices foster high levels of thinking and participation yet have not transitioned fully to lead all students toward self-direction and autonomy in work products.

Supporting Evidence

- The entire school community believes that if teachers develop clear instructional objectives and Success Criteria aligned to the standards and explicitly model them, then students will become self-directed learners who can articulate and plan their next steps. Across classes, students were observed using criteria tools to drive reflection during group work. In a grade 4 math class, students were reviewing their checklist to determine if they included all the components required from the task. One student stated, “I think we did well cause we have a good reason and that’s one of the things we need to have.”
- During a grade 3 math lesson, students used tools to determine how their group work met the expectations for problem solving. In one group, the students brought their own responses to a word problem to their group activity and used the criteria tool to check each other’s responses to determine if they answered correctly and determine which model to use when presenting their information. In a grade 1 Integrated Co-Teaching (ICT) class, students were asked to determine the difference between a number sentence and a word problem. While students worked with a partner to discuss the differences, their responses were not aligned to *Webb’s Depth of Knowledge* (DOK) levels 3 and 4. One student stated, “The top has words and the bottom has numbers.” In addition, another student stated, “The ice creams are different.” Additionally, the lesson was primarily teacher dominated where students were only responding to teacher questions.
- In a grade 5 class, students participated in a Socratic seminar where they engaged and led a discussion citing evidence to support their claims about the main character’s motives on themes such as denial and guilt. Students called on each other and at times, prompted one another, allowing an opportunity for some students who were not as active in the discussion an opportunity to speak. During a kindergarten writing lesson, several students contributed to writing a sentence about a squirrel. The teacher posed questions to the whole group to lead them to spell the words for her while she wrote them on the board. However, the lesson was mostly directed with the reciprocation of responses between students and teacher. When prompted for turn and talk with a partner, the level of responses between students led to discussion, which relied only on their abilities to identify letters and practice sounding the words correctly.

Additional Findings

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

The vast majority of teachers are engaged in inquiry-based structured teams that are immersed in pedagogical improvement towards the standards and school goals and enable them to systematically analyze student progress using their work products and assessment data.

Impact

Shared improvements in teacher practices are leading to increased coherence and academic achievement of students toward meeting school goals and state standards.

Supporting Evidence

- Through a review of English Language Arts (ELA) testing data and a baseline reading assessment, teachers determined that students need to improve in standard 1, key ideas and details. Teachers meet weekly on grade-level teams during the Monday professional learning time to review data and student work and to discuss students' academic progress. During these meetings, teachers review students' responses to the ELA Success Criteria, a set of specific benchmarks created and aligned to standard 1 toward becoming self-directed learners, an instructional goal for the school. A review of agendas, minutes, data and notes reflect a system of formalized meetings using the inquiry process to determine how students are progressing using these tools. Teachers report that their use of the criteria have helped them develop clearer learning objectives, refine curricula and develop their pedagogy. In addition, teachers reported that the implementation of the criteria has helped them define, articulate and model more effectively and explicitly for students, especially for those who struggle. Teachers reported that students are now clearly able to use the criteria.
- Additionally, teachers use the inquiry process during weekly data review math meetings, held during common preparation periods. During this time, teachers review student work and assessment data to determine target students' progress towards identified areas of need in math. Teachers discuss the developed Success Criteria in math and how students are using them to meet instructional shifts 4 and 5, deep understanding and reasoning. During a grade 1 data review meeting, teachers agreed that the use of the criteria in math is resulting in a positive response from a vast majority of the target students. The teachers are adding transition words to the tool to enhance the quality of student math responses. In addition, teachers determined another way to enhance the tool by using primary "how-to" papers to further scaffold tasks for struggling students. Furthermore, as a next step for a future meeting, teachers will discuss ways to determine a common strategy to thoughtfully remove scaffolds.
- A review of data has demonstrated an improvement for students across grades in ELA and math. In grade 1, math data from a recent end of unit assessment reflect 97% of the students meeting or exceeding the standard in addition. In grade 3, 98% of the students demonstrated mastery in addition concepts up to the number 10,000. In grade 4, students benchmarked at 95% on their math end of unit assessment. Similarly, in ELA, recent grade 5 assessment data on story elements demonstrate three out of five students meeting and exceeding standards and in grade 3, all students meeting mastery levels.

Quality Indicator:	2.2 Assessment	Rating:	Well Developed
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Findings

Across the vast majority of classrooms, teachers use rubrics, checklists and other assessments aligned to the school's curricula that offer a clear portrait of mastery. Teacher assessment practices consist of a variety of structures to check for understanding and provide self-assessment opportunities for students.

Impact

Effective in-the-moment adjustments lead to meaningful feedback resulting in student awareness of their next learning steps.

Supporting Evidence

- As part of a school-wide focus, teachers have created a series of Success Criteria checklists, rubrics, and other grade-level assessments aligned to the curricula and the Common Core Learning Standards for each subject area. All students have a folder with the criteria attached. In grades 3-5, checklist templates are used by teachers for setting goals during conferences and by students for self-assessment. Templates have been adapted for grades K-2 using stamps where teachers indicate when students have demonstrated understanding of a skill on the criteria.
- A review of student work samples indicates that teacher provide feedback in all subject areas based on student progress on the Success Criteria in the form of strengths, areas of focus and next steps. For example, on a social studies task, next steps included, "Next time, please state your claim and support the claim directly." The teacher provided an example for the student to use. Similarly, in a grade 1 response to literature, feedback included sight words as a reminder for the student to spell these words correctly. Additionally, comments ask students to reflect on their goals as a reminder. Students were able to articulate their next steps and how they are aligned to their goals. One student stated, "I now know next time I will need to include a conclusion paragraph in addition to working on commas which is part of my goal. My teacher will give me a checklist to use which has the concluding paragraph to remind me to work on it." Other students provided similar responses when reviewing their feedback.
- Teachers use a variety of checks for understanding including student conferencing and key questions during lessons. In a grade 3 math class, the teacher conferred with all groups to determine their levels of understanding in problem solving. The teacher asked questions such as, "How did you know to draw a bar model for this example?" and "How do you know you have solved correctly?" These questions led the teacher to prompt students to review their task and identify key words to help them solve correctly and support their written explanations. A review of school documents indicates that conversations are documented using notes that demonstrate a path of follow up across teacher-student groups and individual conferences in each grade.
- In classrooms, students use rubrics and checklists to determine how they are meeting their learning objectives and goals. In a grade 4 math class, groups of students were using a checklist to determine if they were meeting the expectations of the task. In one group, the students were reviewing the checklist while solving the problem and identified areas that they still needed to work on. In addition, students prepared for a Gallery Walk after the lesson and the teacher provided them with a feedback rubric to assist by providing suggestions to complete the walk.

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Findings

The school curricula are aligned to the Common Core Learning Standards and strategically incorporate instructional shifts across grades and subjects. Curricula and tasks embed rigorous habits and higher order thinking coherently across the school.

Impact

School-wide curricula are cohesive across grades and subject areas and planned academic tasks foster student thinking and engagement that promotes college and career readiness for all students.

Supporting Evidence

- Units of study across subject areas demonstrated a link to the Common Core Learning Standards. In the arts, lessons incorporated both the Blueprint for the Arts and Common Core Learning Standards. Across all lessons, learning objectives were directly aligned to these standards. Curricula reflected instructional shifts in ELA and math. An emphasis on establishing strong claims citing text-based evidence was included in academic tasks and lesson plans. In math, lesson plans reflected an emphasis on reasoning. A drama lesson plan and task focused primarily on vocabulary.
- ELA curricula learning objectives and questions are aligned to DOK levels 3 and 4. In a grade 3 lesson plan, the task requires students to conduct a Socratic seminar using a range of questions to understand themes in the book, *Because of Winn Dixie*. Discussion questions included, “How can Opal, within moments, love Winn Dixie with all her heart?”, “How could Winn Dixie be so irresistible if he is ‘ugly, limping and smelly?’”, “Do you think Winn-Dixie felt the same way about Opal?” Prompts to use text-based details to support student thinking were included. In addition, the task contained prompts that require students to evaluate their peers’ responses to determine whether the evidence used to support their responses to these questions were relevant and important details using a reflection tool. Similarly, a grade 5 ICT lesson plan included a Socratic seminar. The plan included questions to help students understand the themes such as denial, anger, acceptance and guilt and to examine how character traits influence their response to different situations and challenges using the book, *Bridge to Terebithia*. The task required students to consider these themes in relation to parts of the book and provide text-based evidence to determine and support how the character Jess faces the internal conflict of dealing with Leslie’s death in relation to them.
- Using the *Math in Focus* curriculum, teachers have supplemented their lesson plans across grades using the DOK matrix. In a grade 3 lesson plan, the DOK Level 4 task requires students to analyze a set of data, develop a graph to represent it and use a Gallery Walk to evaluate and critique the work of other groups. Students would need to provide judgments on how others were able to prove or disprove the effectiveness of their presentation of data. Similarly, a grade 4 ICT math lesson plan reflected planning for students to work in groups to solve real world word problems using the four operations and equations. They assess the reasonableness of answers based upon computation and estimation skills using a reflection tool aligned to math standard 4 on operations and algebraic thinking. Additionally, the group activity leads to a culminating Gallery Walk where students critique each other’s problems based on the effectiveness of their responses.