



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2015-2016

P.S. 057 Hubert H. Humphrey

Elementary School R057

**140 Palma Drive
Staten Island
NY 10304**

Principal: Karyn Lind

**Date of review: March 1, 2016
Lead Reviewer: Jennifer Eusanio**

The School Context

P.S. 057 Hubert H. Humphrey is an elementary school with 708 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 4% Asian, 54% Black, 34% Hispanic, and 7% White students. The student body includes 7% English Language Learners and 25% students with disabilities. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-2015 was 90.1%.

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 <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Focus	Developing
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	Proficient
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	Proficient
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:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders have structures in place to communicate high expectations to staff and to provide training for them. The school staff communicates high expectations to families and provides ongoing feedback on their children's academic progress.

Impact

A system of accountability leads to all staff maintaining high expectations. Ongoing feedback leads to increased awareness for families of their children's progress towards college and career readiness.

Supporting Evidence

- The school leaders communicate their expectations towards school goals and the instructional foci through a handbook, emails and memoranda. These structures provide detailed information to staff on procedures and protocols to follow for developing consistency across the school. One email contained a class checklist used to measure the quality of the classroom environment for school leaders and served as a reflection tool for teachers. Other emails convey deadlines and expectations for bulletin boards or the revised instructional foci as reminders to support planning and instruction.
- School leaders provide training to support teachers on the instructional foci of assessment and rigor on Monday afternoons. Topics such as norming Measures Of Student Learning (MOSL), performance tasks and formative assessments are some areas reflected in school professional development agendas where teachers obtain training to support their understanding of the expectations. In addition, school leaders provide feedback and use observation debrief sessions to reiterate planning and instructional expectations and aid teachers in using the Danielson *Framework for Teaching*. Suggestions such as including more opportunities for peer-to peer discussion, checks for understanding and data-based groupings to increase student outcomes were shared.
- Parents reported that they are informed of their children's progress towards grade-level standards through meetings or phone calls with teachers, emails, notices and progress reports. The school provides families with workshops in math to help with their understanding of what students need to know to be successful in school in order to provide additional support at home. Parents found computer classes beneficial as many of the new home-school support programs are on the computer. In addition, parents shared that each year the school provides an opportunity for them to meet with the teachers of the next level to understand the curriculum and learning expectations.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

The use of teacher strategies and scaffolds has yet to serve as multiple entry points into the school's curricula. Classroom discussions and work products reflect uneven levels of thinking.

Impact

The lack of higher-order thinking and increased levels of student-to student participation leads to missed opportunities for all learners to engage fully in challenging tasks.

Supporting Evidence

- In a grade 3 English Language Arts class, students were engaged in group work using a graphic organizer to share their claims about the character's traits based on their actions and motivations in the book, *Peter Pan*. Each group was provided a different graphic organizer based on their performance from a previous task. In one group, the students shared their claims and supporting evidence and asked each other questions to build a conversation about the text such as, "How do you know that was Tinkerbell?", "What do you think she means when she stated that?", and "How was she feeling?" The questions allowed students to defend their thinking and many referred to the text when providing the response reflecting skills aligned to *Depth of Knowledge (DOK)* Levels 3. However, this level of thinking from students was not evident in some of the classrooms.
- In a grade 4 math class, students were engaged in partner and group work where they were solving real-world problems using their knowledge of mixed numbers and fractions. One partnership worked together to plan out how they would solve and present a model for representing their work using fraction strips. However, in another math class, student partnerships varied on their level of involvement and understanding of strategies. Some students used the manipulatives they were given incorrectly reflecting mistakes in their methodology.
- Some classes reflected teacher-directed tasks where students participated, yet the level of engagement was low. In a grade 1 class, the students participated in a task where they had to describe different characters using a fable. However, while students worked independently, some of their responses reflected retelling versus giving descriptions, and conversations about their responses occurred only with some of them. In other classes, engagement was high, but the level of rigor varied. In a grade 1 class, students participated in multiple experiments where they had to determine whether the reaction was due to air pressure or resistance. All of the students participated and were engaged in the activity, yet they were not provided supports to lead them towards higher DOK levels.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and staff align their curricula to the Common Core Learning Standards, integrate the instructional shifts and reflect an emphasis on higher-order thinking.

Impact

Planning and decision-making on aligning the curriculum to the standards lead to rigorous tasks and promote college and career readiness.

Supporting Evidence

- School leaders and staff have collaboratively decided to utilize Common Core aligned programs in ELA and math such as *Core Knowledge* for grades kindergarten to grade 2, *Expeditionary Learning* for grades 3-5 and *GOMath!* in all grades. This year based on a recent test scores, staff members have decided to increase the rigor of tasks by including more investigative modules from *EngageNY* in grade 3. In addition, the school is piloting the Spalding reading program in certain early childhood classes, which is also aligned to the standards, yet incorporates a stronger focus on foundational reading skills. Furthermore, the school has partnered with The Core Collaborative to provide professional training on how to unpack the standards to develop detailed, succinct lesson objectives reflective of the standards. ELA and math units have been revised to reflect these objectives.
- Unit and lesson plans reflect an emphasis on instructional shifts such as citing text evidence and application. In a grade 2 unit ELA lesson plan on Greek myths, the learning objectives included readers making interpretations and judgments and using details to identify their common characteristics. In a grade 4 math lesson, students were expected to use work with a partner to discuss different strategies to write a fraction greater than one as a mixed number and a mixed number as a fraction greater than 1. In addition, the discussion protocol located in the lesson required students to justify their answers. In a grade 3 ELA lesson plan, the task required students to read a text carefully and to describe a character using text evidence to answer the question, “Why do the characters do what they do?” aligned to ELA instructional shift 4.
- The school’s curricula reflects rigor across grades and for students with disabilities. In an grade 3/4/5 ELA/social studies lesson plan for a self-contained class, the task requires students to make inferences using specific details from a text to answer, “In what ways was interdependence in Colonial America essential to survival?” which is aligned to DOK Level 3. Other lesson plans reflect the same level of thinking requiring students to interpret and to draw high-level conclusions. Learning objectives, or “success criteria” in a grade 5 self-contained lesson plan included accurately quoting evidence from the text when answering questions that require the use of analysis and synthesis skills.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Teachers use rubrics, assessments and grading policies that are aligned to the curricula and employ consistent practices that reflect checks for understanding and self-assessment.

Impact

Effective adjustments and actionable feedback to teachers and students lead to meeting students' learning needs.

Supporting Evidence

- This year as part of a school-wide initiative in unpacking the Common Core Learning Standards in the curricula, teachers have worked on grade-level teams to revise rubrics, success criteria, and goal sheets to align with their new learning objectives. These assessment tools have been adjusted to reflect child-friendly language, and format changes continue to be further refined for students with disabilities. In addition, unit assessments and rubrics are used in all subject areas and reflect alignment to the curricula.
- Students are aware of how to use rubrics to identify their performance on a task and consider success criteria helpful as they provide them with a guide or list of steps in order to achieve their "learning intention" or objectives for the subject. In addition, students were able to identify their strengths and areas for improvement based on their teachers' feedback on tasks. One student stated she wrote her claim clearly but needs to work on how to select the right text evidence in order to support her opinion. Another student stated she writes strongly and is very organized on her writing but needs to do a better job at connecting the linking words together with other sentences so that, "It makes sense." Other students provided similar responses to their teacher's feedback.
- Formative assessment practices are reflective in classrooms in the form of entry and exit slips, conferences and goal setting with students using the success criteria as a tool. Teachers use chapter checklists to track students' understanding and progress towards unit objectives. Results from exit slips were used to form groups for the next day's lessons as evident in several classrooms. In a grade 3 math lesson, students worked on comparing fractions and were grouped by ability from their performance on the task given beforehand. Self-assessment using success criteria was evidence during a grade 4 lesson when students used cards to determine their level of understanding of fractions. The teacher used these cards to form a small group to re-teach the concept of adding and subtracting fractions. In a grade 1 ELA lesson, the teacher reviewed the work of students and noticed many of them retold parts of the story versus describing their characters. The teacher stopped the class to remind the students of the objective and referred to description words posted as part of re-teaching the concept.

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

The majority of teachers are engaged in professional inquiry-based collaborations aligned to the school's goals and instructional shifts. Distributed leadership structures build leadership capacity allowing voice in decision making across the school.

Impact

Team planning leads towards increased teacher capacity and fosters a voice in key decisions on instruction that affect students' learning needs.

Supporting Evidence

- Teacher teams meet weekly to discuss student results from performance tasks and determine ways to adjust instruction to meet their needs. Each team consists of at least one special education teacher to assist with supplementing instruction with strategies to support all students. Teachers report that they look for trends in strengths and gaps in learning when reviewing tasks and assessment results. Teams maintain notes and reflection forms used to drive the agenda for future meetings. As part of the school's instructional focus on improving the rigor in tasks, determining supportive scaffolds and formative assessments, teacher teams are reflecting on how they incorporate these areas by determining expected outcomes and providing strategies for differentiation of instruction as evident in their notes and forms.
- During a grade 4 team meeting, the teachers reviewed an analysis of ELA mid-year data and shared trends they noticed of student strengths and areas for improvement. Teachers noted that students are making progress in their use of adding text-based evidence in their writing. However, trends across the grade showed that students continue to copy directly from the text and need more support in paraphrasing. In addition, they shared that students are starting to write interesting introductions but need more support in varying their use of leads. To support each other, teachers suggested strategies to use to help students with these areas. Suggestions included creating success criteria for using text evidence and paraphrasing. One special education teacher suggested using different formatting and varied language in the success criteria for students with disabilities aligned to the unit learning intentions.
- The Impact team serves as a means for teachers to share their thoughts on changes in the curricula and to make decisions based on teacher team input. The team has a representative from each grade, and personnel from English as a New Language (ENL) and Special Education Teacher Support Service (SETSS). This year, the Impact team worked on ensuring consistency across grades with rubrics, checklists and goal sheets. Teachers reported that this ensures that all grades are working towards a continuum of standards and that there is a common language across the school when discussing success criteria. A review of checklists and criteria demonstrate a clear connection to unit learning intentions and are used by students during classroom instruction.