Quality Review Report

2017-2018

P.S. 057 Hubert H. Humphrey

Elementary 31R057

140 Palma Drive
Staten Island
NY 10304

Principal: Karyn Lind

Dates of Review:
June 5, 2018 - June 6, 2018

Lead Reviewer: Buffie Whitfield
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

P.S. 057 Hubert H. Humphrey serves students in grade PK through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Area of Celebration</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Area of Focus</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
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</tbody>
</table>
## Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.3 Leveraging Resources</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

### Findings

The school invests heavily in online programs and a strategic partnership with the YMCA to enrich the student learning experience, and resources for adults are well-aligned to impact student achievement.

### Impact

All students are engaged in challenging academic tasks and instruction as evidenced in meaningful student work products.

### Supporting Evidence

- The school made a commitment to professionally develop the staff, as the principal said, “Plant a seed of knowledge, and grow a tree of success.” Teachers College curricular resources were brought back to the school and the principal made it a priority that all staff would have both the curriculum and the training they need to implement it well. The goal is to make a long-term commitment to the Teachers College approach to teaching reading and writing, which has already shown great improvements in writing and more students engaged in academically challenging reading at their just-right level. Teachers’ schedules have been coordinated to maximize investments in adult learning, and professional learning has been emphasized to ramp-up teacher understanding and mastery of curriculum.

- The school’s emphasis on social-emotional development has been supported with investments in a range of programs. Several programs, such as YMCA after school and Saturday school program through the 21st century grant enrich students’ learning experience and support academic goals. School leaders purchased and implemented, an online program in math which helps teachers in pre-assessing, identifying and grouping students based on ability. Additionally, teachers use an online literacy program for English Language Arts (ELA) which helps teachers in assessing and grouping students. Teachers shared the impact that having these two programs has made on their students. One teacher stated, “Kids are coming to school much more prepared and knowledgeable because they are using these programs.” Parents shared how impactful these online programs have been on their children.

- Staff time has been scheduled to maximize student learning and professional development for teachers. Grade teams work with coaches and lead teachers that support curriculum planning and instructional improvement. Special education teachers regularly meet as part of the Academic Intervention Team, and also join grade team meetings to represent the needs of their students, and to share best practices with their colleagues. Staff time alignment with the instructional goals in the school has lead to students engaging in meaningful and challenging academic work.
Findings

Teachers are engaged in structured, inquiry-based professional collaborations and use team time to analyze assessment data and student work. Leadership structures are in place for teachers.

Impact

While teachers’ collaborations have resulted in instructional coherence around strategies for teaching writing, they have not yet resulted in schoolwide instructional coherence or increased achievement for all students. Additionally, teacher voice has driven decisions to change curriculum as well as professional development (PD) offerings.

Supporting Evidence

- Grade level teams meet weekly to discuss noticing’s from student work based on shared samples. A note taking guide is provided for teachers to follow a protocol. From a review of these documents, grade-wide trends and pedagogical implications are not captured from the majority of note taking guides. Although the use of a note-taking guide supports the teacher inquiry review of work, the omission of grade-wide trends, limits the ability to have shared improvements in teacher practice and mastery of goals for groups of students based on examining student work. Multiple teachers have adopted the use of instructional strategies and reported that their respective strategies have helped them build their repertoire. However, teacher teams have yet to focus these collaborative practices toward analysis and targeted improvement of teaching practices.

- Teachers are engaged in structured professional collaborations that have promoted their own instructional capacity, independent of feedback provided from school leaders. Several teachers noted they are far more prepared for their instructional delivery on a daily basis as a result of their professional collaborations. Teachers highlighted how they mentor one another informally using various approaches, including visiting each other’s classroom. Specifically, “I can always go into my colleague’s room for support.”

- School leadership allows staff to be included in choices related to the instructional core, especially curriculum resource content. For example, teachers were involved in bringing back the Teachers College Reading and Writing Program (TCRWP) to support the ELA curriculum. Teachers shared that they feel their voice is valued and issues are dealt with in a timely manner and professionally.
Additional Finding

Quality Indicator: 1.1 Curriculum
Rating: Well Developed

Findings

The school’s extensive use of curricular materials and programs are aligned to the Common Core Learning Standards and strategically integrate rigorous tasks and instructional shifts across grades and subjects.

Impact

Curricula across grades and content is cognitively engaging, integrates the instructional shifts, and promotes college and career readiness for all learners, ensuring student access and engagement in rigorous curricula and tasks.

Supporting Evidence

- The school embraces a balanced literacy approach with the workshop model. Curriculum maps reflect grade level curricula, rubrics, checklists, standards indicators, essential questions, performance tasks, academic vocabulary, and end-of-unit assessments, menus of complex texts with phonics and recognition skills, content knowledge, and challenging academic vocabulary. Students are tasked in their writing assessments to complete multi-step activities. For example, grade one students on a narrative writing performance task wrote a personal narrative about their family members. Students were tasked with including the elements that made a good story, drew pictures depicting what they did, labeled the pictures, and incorporated a juicy main event and two secondary events. Math maps include complex, multi-step word problems and fraction activities to increase mathematics fluency.

- The school uses myriad curricula which is streamlined to support the needs of students. Supports to address such needs as foundational skills in reading, vocabulary development, writing, spelling, phonological awareness, systematic phonics, vocabulary, fluency, and comprehension were evident in materials. In math, teachers determine the priority standards for the unit, such as supporting students with problem solving and improving basic math facts. In a math task, students were asked to solve the problem and to show their mathematical thinking. Students have to ascertain if the answer is reasonable and if their answer makes sense. Additionally, all lessons include learning outcomes, key vocabulary, misconceptions that may arise, materials, a planning section, differentiation strategies, options for student choice, questions, and questioning strategies. Challenges to encourage students to include specific examples of related topics in their response were an integral part of the lesson plan, which addresses the level of thinking needed for college readiness. A review of curricular documents demonstrates a selection of varied complex texts that require students to use close reading to answer rigorous questions requiring synthesis, analysis, and problem solving.

- Rigorous habits are embedded coherently into the majority of lesson plans including opportunities for various leveled learners to have access to the content in order to demonstrate their thinking. Common Core-aligned curricular maps outline teacher-created units of study and are evident across grades and content areas. For example, a grade five ELA map includes content, skills, assessments, classifying and sequencing, and annotating and paraphrasing a text. Skills increase in rigor as the year progresses from unit to unit. Mid-year, students are expected to determine importance and understand text structure, and by the close of the year to determine validity and evaluate evidence. The module also includes performance-based and summative assessments, a culminating performance-based assessment, a student checklist, as well as scaffolds, adjustments, extensions, and resources for vocabulary, text-dependent questions, and literature circles.
Additional Finding

| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |

Findings
Across most classrooms, teaching practices are aligned to the curricula and academic tasks that foster higher-order thinking. Strategic entry points, high quality supports for diverse learners, and student discussions that prompt rich thinking vary across subject areas.

Impact
Most students demonstrate higher-order thinking, as teachers incorporate refinements of instructional strategies, including questioning and discussions techniques that ensure entry points for all learners into the curricula.

Supporting Evidence

- Instruction and pedagogy are centered on providing students with opportunities to think deeply about their work and reflect on their progress, as they make their thinking visible through discussions. Across classrooms, teachers used supports, such as chart paper, strategy cards, manipulatives and writing anchor charts.

- Across classrooms, students were provided with opportunities to think independently and work in groups to create meaning. For example, in a literacy class, teachers conferred with students while the remainder of the class worked in partner reading groups to retell their story, discuss sight words and describe pictures from their book. In another literacy class, students described how reasons can support author’s point of view.

- Students have opportunities to engage in small group instruction. Teachers facilitate and support students in explaining their thinking. School leaders support teachers to focus on building on classmates’ responses and making thinking visible. For example, in a math class, students were observed working in small groups discussing different options and explaining results, such as “Can you explain what you did? How did you know the answer?”
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessments</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

The school uses common assessments to determine student progress toward goals across grades and subject areas, while teaching practices consistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact

Curricula and instruction are adjusted based on assessment results through the detailed use of item analysis to identify learning gaps leading teachers to make instructional adjustments to meet the needs of all students.

Supporting Evidence

- Across classrooms, teachers use various assessments, such as conference notes, checklists, behavioral data and rubrics. Teachers administer running records to assess student fluency and comprehension of fiction. This data is used to determine strategic groups, refine whole class instruction and determine student need for additional instructional support. Students are provided with feedback in the form of grows and grows from their teachers verbally and in writing. Students are invited to check their work using checklists which incorporate a rating scale. Additionally, teacher-created rubrics have been developed in writing. Teachers continuously refine rubrics to strengthen connections to standards, content, and communication of next steps.

- The use of data to inform and adjust instruction in all content areas is consistent across classrooms and checks for understanding during lessons lead to instructional modifications that support all learners. Teachers check for student understanding by asking students to reflect on their learning. For example, a self-assessment form is used at the end of writing performance tasks where students rate themselves on their abilities. Students also have the opportunity to receive feedback from peers.

- All teachers utilize item analysis and disaggregated data to identify learning gaps, trends and patterns. Analyzed test scores of specific subgroups of students has enabled teachers to pinpoint the level of which standards have been mastered and which group of students require re-teaching, remediation, and enrichment. In math and writing, students are assessed three times a year for a beginning, middle and end of year assessment. In addition to this information, teachers also administer chapter tests in math. In writing, the end-of-unit published pieces which are scored using a rubric, are used to assess students’ writing skills. Progress is monitored by teachers on an ongoing basis through guided practice and one-on-one conferences in reading, writing and math. As a result, the school has seen an increase of Level 3 and 4 on NYS ELA and math in 2017. In 2016, Level 3 and 4 increased in ELA from 22 percent in 2016 to 27 percent in 2017. Similarly, in 2017, Level 3 and 4 increased in math from 18 percent in 2016 to 20 percent in 2017.
## Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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### Findings

School leaders consistently communicate high expectations of the Danielson *Framework for Teaching* to staff and successfully partner with families to communicate expectations connected to college and career readiness as noted in the use of student led conferences.

### Impact

High expectations result in a culture of mutual accountability, collaboration, and buy-in on the part of teachers, leaders, and families, thus creating an atmosphere conducive to the needs of all students.

### Supporting Evidence

- The principal provides focused and targeted leadership that clearly communicates expectations of elevated academic achievement for students as well as models excellence while providing supports and responsibility. The principal’s theory of action since opening the school has focused on developing and sharing a high standard of expectations for effective teaching across classrooms. High expectations are clearly articulated through their motto “plant a seed of knowledge, grow a tree of success.” Promoted by all staff, there is a strong culture of high expectations to prepare students for a better future. This is evidenced for all staff throughout the community via workshops, staff handbook, website, peer-visitations, progress reports, orientations that emulate a culture where accountability is reciprocal between all stakeholders. Frequent cycles of observations with the completion of the teacher self-reflection tool intended to support teachers in celebrating growth and strengthening practice hold staff accountable for meeting expectations for pedagogical practice. Teachers advise and hold each other accountable through the regularly scheduled team meetings and intervisitations where teachers work together to refine pedagogical practices via demo lessons and co-planning opportunities.

- Staff attends several days of professional development over the summer prior to the beginning of school. Sessions during the week of professional development offer support regarding learning expectations, adoption of new curriculum, and classroom non-negotiables. Classroom non-negotiables and best practices are valued by teachers and school leadership as extremely important and to be visible in classrooms where appropriate. Additionally, staff were given professional books to use in their classrooms this year, specifically, the book *Checking for Understanding: Formative Assessment Techniques for your classroom* by Fisher and Frey. Teachers stated that they hold each other accountable based on learning nuances of assessments, sharing a common language.

- Parents shared that school leaders use various methods such as phone calls and newsletters as vehicles for communicating high expectations. Parents said that the biggest impact on their awareness of school expectations has been student-led conferences. Students present their work to parents and speak about their achievement, and develop plans for addressing areas for improvement. Parents agreed that this forum has allowed them to be able to follow and understand the class work. It assisted parents in making the best use of all the supplementary instruction offered outside of the school day to directly target student achievement. Parents feel student led conferences create a vehicle that makes them partners with the school in supporting their children’s achievement.