Quality Review Report

2018-2019

P.S. 050 Frank Hankinson

Elementary 31R050

200 Adelaide Avenue
Staten Island
NY 10306

Principal: Joseph Santello

Dates of Review:
November 7, 2018 - November 8, 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. 050 Frank Hankinson 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

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td>Area</td>
<td>Rating</td>
</tr>
<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 Quality Ratings continued

### 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, Well Developed</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, Well Developed</td>
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</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>Additional Finding, Well Developed</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, Well Developed</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, Proficient</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 Celebration, Well Developed</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>Area of Focus, Proficient</td>
</tr>
</tbody>
</table>
# Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

## Findings

Teacher teams are engaged in structured professional collaborations and regularly analyze student work using the evidence, analysis and action inquiry protocol. Teachers benefit from a variety of distributed leadership opportunities to research effective instructional techniques and play an integral role in key decisions that affect student learning.

## Impact

Teacher team collaboration builds distributed leadership capacity and strengthens the instructional capacity of teachers resulting in schoolwide instructional coherence and increased student achievement for all students.

## Supporting Evidence

- To build teacher capacity and support teacher teams in data-driven inquiry work, the school provides opportunities for all teachers to meet daily. Teachers meet regularly in grade teams and analyze curricula and student work, engage in shared reflection, and develop action plans to address next steps. Teachers use the outcomes to collaboratively support instructional capacity. Agendas and minutes of all instructional meetings are shared ensuring coherence and shared accountability for school-wide improved instructional practice. For example, the grade four inquiry data impact team agendas included reviewing and revising a math unit through the lens of aligning focus standards and mathematical practice standard MP1 – Make sense of problems and persevere in solving them. Artifacts from the meeting demonstrates that teachers unpacked the mathematical practice standard and progression while creating success criteria. Teachers utilized evidence, analysis and action protocol to analyze the math task and to develop a focus for the team based on student work from identified subgroups. As a result of the streamlined inquiry approach, according to the New York State math assessment there was a 10% increase in 2017-2018, with 84 percent of students scoring proficient or above.

- In grade-level teams, teachers plan utilizing a focused agenda as they capture next steps and outline a timeline for the work to be completed. Follow-up meetings begin with a discussion of next steps from the prior meeting, resulting in modifications to curricula mapping and lesson delivery. During the team meeting, teachers shared the end of unit on-demand writing task and discussed how the rubric correlates with the Common Core Learning Standards. Teachers normed the on-demand writing samples and shared how to use the data to group students and identify areas of strength and weaknesses in student writing. Teachers stated that they are able to identify teaching points for a future writing unit based on student needs and the goals of the unit. Moreover, English Language Learners (ELLs) teachers shared strategies, such as visualization techniques and vocabulary cards and various scaffolds they implement to strengthen ELLs. The collaboration among colleagues has improved ELL progress from 58 percent in 2017 to 87 percent in 2018.

- A distributive leadership structure is embedded as an integral part of the school culture. Teacher leaders facilitate grade level meetings and teachers assume a leadership role in supporting colleagues in instructional decisions that impact curricula development. Teacher teams meet to discuss and analyze data and recommend changes to curricula and instruction. Teachers affirmed that they have significant voice in key instructional decisions and stated that their perceptions and findings are taken into consideration. For example, grade teams meet each summer to co-plan and collaboratively revise curricula across grade level and content areas. Teachers integrate perseverance across content rubrics and include young adult novels into the English Language Arts (ELA) curriculum to support student social emotional development.
### Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>5.1 Monitoring and Revising Systems</th>
<th>Rating:</th>
<th>Proficient</th>
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#### Findings

School leaders have a process in place to regularly evaluate and adjust curricula, pedagogy, and assessment practices, in response to student learning needs. School leaders and teachers also have a process in place to review school culture.

#### Impact

While the instructional cabinet meets regularly to evaluate systems and structures, writing and math progressions, to increase the coherence across grades and departments, the process is not yet being done purposefully to include all staff members.

#### Supporting Evidence

- During instructional cabinet meetings curricula documents and assessment tools are revised to ensure that they provide access to all students. Conversations are held regarding how well teachers across grades are using standards and reflecting on how well lessons are taught. The cabinet reviews assessment data including performance tasks, to make correlations between what is taught and how well students are understanding the content. Additionally, school leaders are incorporating reviewing teacher feedback to students to ensure that all students are cognizant of the feedback and students are progressing as a result of the feedback. Grade leaders are privy to information that enable other staff to make strategic decisions related to elements of the instructional core. While these conversations take place within cabinet meetings, there is not a formalized system to ensure that all members of the school community are involved with these conversations and the monitoring and revising process.

- There is a process in place to informally survey students and parents about their experiences in the school related to initiatives and programs available at the school. The principal identified this year marginalized populations within the school and engaged in a focus group protocol to learn more about specific cultures and sub-groups within the school’s population and to create action plans to support needs of all students. There are also regular check-ins with families and the feedback is used to suggest changes to the afterschool program structure, parent workshops, and other school-related events that communicate high expectations. School leaders and key faculty articulated that they are streamlining and have an intentional plan to evaluate the effectiveness of the school’s prioritized academic and personal behaviors.

- There is consistency in the way instructional planning documents are created and revised based on shared expectations for planning and preparation and execution of these lessons by most teachers. School staff have a built-in informal structure to review the effectiveness of curricula materials, assessment tools, and teaching practices on a regular basis. School leaders, for example, are monitoring the use of writing and math progressions within the classroom and challenge teachers to not only use during the revision stages. Although school leaders and staff utilize data to inform adjustments being made to curricula tools and resources, there were missed opportunities for strategic alignment between these constructs across some subject areas. The school continues to work on building greater alignment and coherence between what is taught and how all teachers are teaching to students.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
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<tr>
<td>Rating:</td>
<td>Well Developed</td>
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Findings

Students benefit from curricula that is rigorous, emphasizes higher order thinking, and is continuously refined using student work and data throughout the school year.

Impact

Refinements have ensured that all students across grades and subjects have access to the curriculum, are cognitively engaged, and can demonstrate their thinking.

Supporting Evidence

- 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. Common Core aligned curricular maps outline teacher-created units of study and are evident across grades, content areas, and the integration. For example, a grade four ELA map includes content, skills, assessments, classifying and sequencing, and annotating a text. Skills increase in rigor as the year progresses from unit to unit. By the middle of the year, students are expected to determine importance and understand text structure, and by the close of the year to determine validity and evaluate evidence. Students are tasked in their writing assessment to complete multi-step activities. For example, grade one students on their 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 main event and two secondary events.

- ELA units have been refined and reflect alignment to the Common Core Learning Standards (CCLS) shifts, including but not limited to the following: Balancing Informational and Literary Texts, Exposure to the Staircase of Complexity and Knowledge in the Disciplines. Revisions of curriculum and lessons are made based on the analysis of student work and formative assessment data. Teachers systematically use protocols for looking at student work and determine mastery of concepts for each unit of study. Revisions are then made to the curriculum to address the gaps in student learning that have been revealed. They have included changes in the sequence of topics, additional lessons for re-teaching within the units, and the selection of appropriately challenging materials to support student learning. For example, school leaders and teachers made writing a priority and implemented the usage of writing progressions across grades. Teachers shared during the meeting that they have seen growth in writing samples across genres (narrative, informational and persuasive) that have translated to success both on classroom and New York State assessments, resulting in a steady increase of student achievement on the NYS ELA exam with 77 percent of students scoring proficient in 2018 in comparison to 67 percent in 2017.

- The school embraces a balanced literacy approach with the workshop model. Curriculum maps reflect grade level curricula, success criteria, learning intention, independent tasks, rubrics, checklist, standards indicators, essential questions, performance tasks, academic vocabulary, end of unit assessments, and challenging academic vocabulary. In addition, independent tasks are differentiated for learners. For example, in a grade three ELA module focused on courage and characters’ actions that contribute to events, plot and theme in a text. Independent tasks were scaffolded in complexity in three groups. Group one was tasked to describe Miss Agnes’ traits, motivations and action in chapters 13 and 14 and then explain how they contribute to the sequence of events. Group two was tasked to describe Miss Agnes’ traits, motivations and actions in chapters 13 and 14 and then explain how they contribute to the sequence of events. Group three was tasked to describe Miss Agnes’ actions in chapters 13 and 14 and asked what trait would fit these actions. Students shared that coursework is challenging there was an increase in scores on rigorous instruction based on the Framework of Great Schools from 2016-2018.
Findings
Across classrooms, teaching practices are aligned to the curricula and the school’s articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching. Across classrooms, student discussions reflect high levels of thinking and participation.

Impact
Teachers’ instructional practices across classrooms engage students in appropriately challenging tasks and high levels of student discussions and participation are evident across classrooms.

Supporting Evidence

- School leaders’ and teachers’ belief about how students learn best by being equipped with opportunities to engage in appropriately rigorous tasks, utilizing critical thinking skills to demonstrate their understanding, ultimately owning their learning are reflected across classes. Students engaged in complex tasks such as multi-step problem solving and demonstrated their ability to use accountable talk leading in most cases to facilitating their own learning. In a grade three math lesson about communities, the teacher modeled the distributive property and students worked in differentiated groups to products by breaking apart arrays. Students were observed facilitating their own learning process, asking each other how they knew when they have to multiply.

- Across classrooms, students were required to provide evidence for their claims and to be able to explain their answers. In a grade five science class, students conducted a controlled investigation to test how a change in release position affects the number of times a pendulum will swing full cycles in 15 seconds. Students discussed their results what they observed, and then recorded the information using a graphic organizer. The teacher posed clarifying questions about the process to students resulting in students’ understanding and participation.

- Lessons observed across classrooms include tasks that require students to engage in high-level thinking. In a grade two writer’s workshop realistic fiction class students created several possible storylines with problem and solution. The teacher modeled that the main character in realistic fiction has a problem that needs to be solved. The teacher elicited from students possible solutions in an attempt to find a solution that matches the problem. In a self-contained class, students multiplied three digit and four digits numbers by regrouping. Students used problem solving protocol that entails studying the problem, outlining the options, limiting and applying the solution, verifying the solution and explaining the results. During their interactions, students demonstrated high levels of thinking by establishing different approaches to solving their problems and some students made connections to real-world situations. Similarly, in ELA classes, students developed an argument based on evidence, and were able to defend their answers and justify their thinking by going back to the text. In most lessons observed, teachers facilitated the learning process and allowed students to take ownership of their discussions and choose the strategies that worked best for them. However, in a few classrooms a teacher-led approach prevented some students from fully participating in class discussions.
**Finding**

Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment and progressions to make adjustments to lessons.

**Impact**

Most students and teachers receive actionable feedback based on rubric criteria that informs next steps regarding student achievement. The use of ongoing checks for understanding results in effective instructional adjustments.

**Supporting Evidence**

- Feedback is provided to students using a variety of written approaches including glows and grows, sticky notes, and rubrics. Examples of glows and grows written on completed assignments note organization and use of details, while reminding students to use additional new vocabulary. Additionally, a letter grade and level of proficiency are sometimes included. Rubrics highlight the leveled rating that students attained based on the specific criteria. Different rubrics are used for different assignments throughout different grade levels. For example, a written assignment created for an English class was graded using a response to literature rubric that included the criteria of audience and purpose, organization, elaboration, and use of language. Students were mostly able to explain why they received the grade they did with one student noting she needed to improve her organization and vocabulary to receive a level four.

- Across classrooms, teachers were observed using whole-class questioning, exit slips, or conferencing with students in small groups to check for understanding. Most teachers have an assessment tool to record students’ responses and, in some cases, teachers made on-the-spot adjustments to instruction. A fourth-grade math teacher noticed that some students were having difficulty accomplishing their tasks. The teacher paused the class, clarified misconceptions, asked questions to ensure understanding, and then resumed the small group activity. In a third-grade ICT class, teachers circulated about the room checking on students’ progress towards their tasks, and then, based on their findings, regrouped some students for a small-group session with a teacher. In speaking with students, there was a clear understanding of the content and most teachers check in with students to ensure students actually understood the lesson.

- Samples of student work, along with classroom observations demonstrated student use of rubrics for self-assessment. For example, in reflecting on his performance on a math assignment, a student noted, “I used a connection that was in our math rubric and also used a thinking map to represent my work. I should try to check all of my steps. I should also try to label my work next time and make my work more understandable.” Another student shared ELA feedback from his teacher. His teacher stated that he attempted to summarize the text but wound up retelling every event without leaving much to the reader’s imagination. He stated that he needs to use only key details to summarize and ensuring that he supports his opinion with text evidence. Students utilize self-assessment to set individualized goals. For example, a student shared on her math self-assessment what she did well, major errors in her work and her next steps in order to raise the quality of her work. The student stated that she uses her rubric and math progressions to uncover her noticing about her work. She realized that place values are a challenge for her so she has been focusing on rounding decimals and using the place value chart to support her goals.
Additional Finding

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

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 through family handbooks that share a multiple measures matrix.

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 developmental 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 modeling 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. School leaders have created extensive opportunities for collaboration and professional development opportunities, such as lesson planning fostering a culture of high expectations for all members of the school community. In reviewing the school’s professional development plan, it is noted that teachers engage in training of the Danielson Framework for Teaching and are encouraged to further develop their pedagogy. Classroom intervisitations are scheduled by teachers and the coach to share effective teaching practices.

- During the parent meeting, parents communicated they consistently receive information regarding their children’s academic progress and that the school offers multiple opportunities for families to communicate with their teachers. The school has developed and distributed ELA and Mathematics Road Maps across grades to all families. It ensures that parents are partners in their child’s learning, they receive family handbooks that share multiple measures matrixes across the grades. For example, in kindergarten, instructional time focuses on two critical reading areas, the ability to read and comprehend literary texts, and the ability to write narratives, informational and opinion pieces. Parents shared that they know what their children will be learning at each grade level and partners with teachers to support students with reading and writing inside and outside of the classroom. A parent stated, “This school pushes my child to be excellent and pushes me to learn about what is being taught so I can partner in her education.”

- Promoted by all staff, there is a strong culture of high expectations to prepare students for a better future. This is evidenced by high levels of expectations for all staff throughout the community that is communicated through workshops, the staff handbook, website, peer visitations, progress reports, and orientations that support a culture where accountability is reciprocal between all stakeholders. Frequent cycles of observations and the completion of the teacher self-reflection tool that 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 regularly scheduled team meetings and intervisitations where teachers work together to refine pedagogical practices via demo lessons and co-planning opportunities.