Quality Review Report

2017-2018

P.S. 020 Port Richmond
Elementary 31R020
161 Park Avenue
Staten Island
NY 10302

Principal: Marie Munoz

Dates of Review:
November 2, 2017 - November 3, 2017

Lead Reviewer: Marion Wilson
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. 020 Port Richmond serves students in grade K 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></td>
<td></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>Proficient</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>Area of Focus</td>
<td>Developing</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<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</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 Celebration</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>
</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>Proficient</th>
</tr>
</thead>
</table>

Findings

The majority of teacher teams are engaged in professional collaborations on a weekly basis to look at student work and plan lessons. There are distributed teacher leadership structures in place at the school.

Impact

As a result, teacher teams incorporate more effective teaching strategies to help students progress in regards to school goals such as writing. Teacher teams are able to supplement curricula and make decisions about daily school routines and structures to positively impact student learning.

Supporting Evidence

- The majority of teachers collaborate in professional teams where they implement schoolwide instructional practices to help improve student writing. During a teacher team meeting earlier in the school year, fourth grade teachers looked at student writing samples about main idea and details. The team noticed that most students did not draw a text feature to support their writing and they did not group related information together. The team decided that in each of their classes they were going to model for students and write details on sentence strips to help students coherently put details in order to create a new paragraph. Teachers also supplemented the text they were using along with a new graphic organizer to help students better organize their thoughts. The tool asked students to write down what the text said explicitly, what it made them think of, and how they knew it. As a result, the next writing assignment had more students writing connected ideas and developing their details in a coherent manner in their writing products. When some English Language Learners (ELLs) were not responding well to the change, teachers reworked the organizer and their planned resources to help students incorporate more vocabulary and used sentence starters to help students with their writing.

- Teacher teams use structured meeting times to look at student work samples and performance data to revise and adapt curricula based on the instructional shifts. Using a structured protocol for inquiry, teams decided to incorporate a similar approach to teaching science when they noticed that students were only concerned with facts and not being able to think or write like scientists. Teacher teams worked to implement a more inquiry-based teaching approach for teaching science to support student learning. For example, students review the essential questions first and then had to read scenarios about ecosystems. They then have to make observations and record the information, discuss the results and analyze causes and evidence to support their thinking.

- School leaders and teachers are able to articulate the role teachers play in the school’s decision-making process regarding programs that affect student learning and experiences. Teachers shared that the principal allows them to make decisions regarding programs, activities offered to students, schedule trips, and use varied resources in their teaching. One teacher shared that teachers wanted to incorporate more arts for students and they were able to have clusters for students that represented students’ interest and strengths. Cluster teachers shared that they work closely with grade level teams to share noticings about trends and patterns about student work and incorporate strategies to help each other. For example, an art teacher was able to share her teaching strategy to help classroom teachers get students more engaged in lessons. Through an application process, teacher leaders apply to volunteer to serve in this capacity. As a result, teacher leaders meet regularly with school leaders to offer suggestions, implement ideas, and cooperatively lead efforts for professional learning and sharing best teaching practices.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Developing |

Findings

Teaching strategies, such as the use of visual aids, graphic organizers, and other supports, are not consistently provided across classrooms. In some classrooms, discussions remain primarily between the teacher and select students.

Impact

While some classes provide multiple means of engagement and representation for students, there were missed opportunities for ELLs and students with disabilities to be consistently engaged in appropriately challenging tasks. As a result of limited student-to-student discussions, work products did not always reflect high levels of student thinking, engagement, and participation.

Supporting Evidence

- There were missed opportunities for multiple entry points into the curricula for groups of students in classes visited. For example, in an Integrated Co-Teaching (ICT) math class visited, students were asked to model the commutative property multiplication and use it to find products while completing multiple pages from a workbook. Math manipulatives were visible in but not used to reinforce the learning intention of the lesson, especially for students who were struggling to complete the task. Most students were compliant as they listened to their teachers and copied down the correct answers in their workbooks. However, they were not able to display their thinking skills nor were they able to explain how they arrived at their answers. Similarly, in a self-contained phonics class the teacher over simplified the task by asking and answering the question for students about inflected endings and did not provide sufficient wait time for students to think and respond. In a few other instances, teachers’ voices dominated group activities and did not support diverse learners in the class to be engaged in challenging tasks or to demonstrate their thinking.

- While leveled libraries, organizers, manipulatives, experience charts, exemplars, dictionaries, or other resources were visible, they were not consistently or effectively used to promote high levels of student engagement in classrooms across grades and subjects. In a writing class visited, students were required to compare and contrast characters from two different texts using text evidence to describe the characters’ development over time. Students worked together to complete a note-taking tool that provided hints and definitions. In another group within the same class, students played a concentration memory game to sort details from the different stories to help them complete a concept map related to key vocabulary about each text. Students referred to charts posted in the room, notes in their notebooks, or each other to complete the activity. Fourth- and fifth-grade classes use interactive notebooks with tools and organizers to help students select quality evidence, make text to self, world, and text connections, and included strategies for writing. These types of supports and scaffolds were not consistently utilized across classrooms.

- Some lessons were teacher-centered with the teacher asking low-level questions of students and the conversation was primarily between the teacher and select students with limited use of effective supports for students. In a fourth-grade lesson, students were arranged in groups based on their responses to the problem of the day activity posted at the beginning of the lesson. The teachers posed open-ended and thought-provoking questions requiring students to analyze the sample model and engage in a group discussion about whether the model demonstrated the distributive property about finding the area of a shape. Students asked questions of each other to push their thinking and referred to their notes about the distributive property in multiplication to support their answers. However, this level of thinking and participation was not consistent across classrooms.
Findings

Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills for most students. Performance task rubrics are planned and refined using assessment data and previous student work.

Impact

Across most grades and subjects, written tasks contain elements of critical thinking activities for students. Most lesson plans and curricula tasks were revised to include student-friendly learning intentions to provide access to the curricula for ELLs and students with disabilities.

Supporting Evidence

- Most written curricula documents are planned to afford students various ways to engage with a lesson through video prompts, visual cues, or with academic vocabulary tools and resources. In a third-grade curriculum map, there are scaffolded strategies listed to support ELLs and students with disabilities. In another written plan, the task contained pre-written definitions for students, along with visual cues and language intentions with content learning objectives for each lesson. Tasks require students to analyze real world problems, compare similar texts, write to explain their thinking in math and science, and critique the reasoning of others in social studies and reading. Tasks allow students to create picture graphics, draw to show their work and understanding, type research papers, or demonstrate their learning through discussions.

- Success criteria for priority Common Core Learning Standards are revised on a regular basis to ensure students are aware of what is expected of them during class assignments. When teachers noticed that students were not able to use the checklist related to the success criteria, they collectively made changes to all rubrics to include graphics to support the diversity of learners in their classes. For example, an original kindergarten rubric addressed asking and answering questions about details in a text. The success criterion was revised to include picture prompts related to the criteria for successful completion. In the section for answering questions, it displays a picture of a child raising his hand. In the section about asking questions, the graphic displays a question mark along with a happy face with a thinking bubble. In addition, colors were added to demonstrate a students’ level of understanding of each success criteria. Red, yellow, and green depicted that a student needs additional help, can work with little assistance, or can complete the task independently, in that respective order.

- Curricula documents contain post-it notes, hand-written teachers’ comments, or color-coded notations to reflect changes based on data provided from student work samples. Revisions are made to support ELLs and students with disabilities access to critical thinking activities across most subject areas and grades. For example, when second-grade teachers noticed that students were not able to access the on-grade level selected text, they revised curricula plans to incorporate more guided reading instructional activities. Written curricula documents showed evidence of supplemental instructional resources and materials to support the skill being addressed in the core curricular materials. Most lesson plans contained revisions to include both content and language intentions based on teacher observations, student work, and the results from running records to better support ELLs. Other revisions include incorporating the use of highlighters, assorted organizers and concept maps, and related anchor charts in written plans.
### Findings

Across classrooms, teachers provide both written and verbal feedback to students that are aligned to the school’s curricula. There are performance tasks, running records, and teacher-created common assessments used to determine student progress towards goals in most subjects.

### Impact

Actionable feedback written in student-friendly terms allows students to understand what is expected of them in relation to established success criteria and how to move towards mastery. The results from performance tasks and other assessment tools are used to adjust rubrics, checklists, and the school’s pacing calendar to meet student learning needs.

### Supporting Evidence

- Teachers assess learning outcomes based on the expectations of the Common Core and content standards in the curriculum and provide feedback on student achievement. During the small group student meeting, students shared samples of work that included student-friendly feedback from their teachers on various student work products. For example, on a personal narrative project, the teacher told the student to use the word wall to help them spell words more correctly and that they should reread their writing. In another work sample, a student shared that they had to work on an opinion-writing piece about preventing cavities for children. The feedback on the post-it note was written in the form of a glow and a grow. The next step or the grow was for the child to add more academic vocabulary words from the text to support their writing. Most students agreed that they understood what the teacher wanted them to do the next time they completed their work.

- Teachers design and modify common grade-wide assessments that are standards-aligned. Running records, chapter and unit tests, benchmark exams, and performance tasks are administered on a regular basis and are tracked for students’ progress across most grades and subjects. Benchmark exams are given at the beginning of the year and the resulting student work products are used to determine student proficiency in writing informational and explanatory pieces. Teachers then reviewed low, medium, and high student writing samples on the basis of students’ ability to use precise language and domain-specific vocabulary as well as use facts and quotations from the text in their writing pieces. As a result, the performance task and rubric were revised so that students had more opportunities to paraphrase. In addition, teachers decided to have two different rubrics, one for the written portion and another one specifically for the infographic students about animals. Teachers made more explicit connections and provided models to show the connection between opinion writing pieces and the informal writing assignments.

- There are various periodic and common assessments administered by grade and subject over the course of the school year. Teachers administer the Fountas and Pinnell assessment as well as benchmark assessments for targeted standards. There is a spreadsheet used to track student results from GO Math! assessments which is color-coded based on student performance on each tested item. For example, teachers tested students on their abilities to use mental math and strategies to add, subtract, and use place value facts to solve problems. Results from the assessment are used to switch activities and supplement resources to be used to help students improve their understanding of place value and adding multi-digit whole numbers.
Additional Finding

### Quality Indicator

| 3.4 High Expectations | Rating: | Proficient |

### Findings

The principal consistently communicates high expectations around teaching and learning to the entire staff based on effective lesson planning and utilizing actionable feedback to help improve student work. School staff share information connected to college and career readiness to families on a weekly basis.

### Impact

The school leader, out-of-classroom personnel, coaches, and consultants support teachers in implementing established expectations and hold them accountable for effective teaching. Parents receive training and are offered resources to help support their children’s progress toward stated expectations at home.

### Supporting Evidence

- School leaders meet with teachers individually and as grade-level teams to create goals and communicate agreed upon expectations for teacher and student performance at the beginning of each cycle. The principal shared that teachers participate in evidence walks through their partnership with the Staten Island-based Core Collaborative professional consultants, where teachers engage in learning on how to look for and assess the footprints of teaching and learning in classrooms after a given time period. The end goal is to provide teachers with additional support so that students create more quality writing products because of enhanced lesson planning. For example, during the teacher team meeting, teachers remarked that based on the professional development they received to create more vertically aligned curricula maps, they were able to better unpack Common Core writing standards and focus on the needs of the students from grade to grade. During the teacher team meeting, one teacher commented, “We have learned how to use varied tools to ensure priority reading and writing standards are addressed in curricula maps across grades and we receive ongoing support from administration and consultants on how to do so.”

- Teachers shared that they are held accountable for planning and executing coherent and effective instruction through regular observations and conversations with the principal. The principal consistently has conversations and professional learning on student-centered approaches for teachers to employ during instructional time. Teachers also commented that through regular emails, notes, text messages, along with verbal conversations and support from administration, they are better able to develop clear standards based on designing succinct student-friendly learning intentions and success criteria in their curricula maps. School leaders and teachers are engaged in a book study, which focuses their efforts as a school community to ensure teaching practices encourage students to consider actionable written feedback when revising their work. As a result, most teachers feel that the work with consultants and workshops has greatly helped them meet expectations of providing written and verbal feedback with next steps to students.

- During the parent meeting, parents remarked on the effectiveness of the online communication system that includes texts, phone calls, emails, and notes to them as a way to stay in touch with their children’s teachers about their progress. Parents receive regular packets simplifying the grade-level appropriate expectations related to the Common Core Learning Standards in each subject area. One parent said, “We learn about rubrics, writing tasks, and the resources needed for students to complete both homework and classwork.” Early childhood parents said that they receive sight word lists to practice at home with their children each week. The parents of children in the upper grades shared that most teachers send home information to help children circle key words, underline the operation, box the question, and explain their answers through the CUBE strategy for math problems.
Additional Finding

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Proficient |

Findings

The principal provides frequent and effective feedback to teachers on a regular basis through both formal and informal written and verbal structures. An effective system uses teacher observation data to design and facilitate professional development for teachers.

Impact

Teachers are improving their practices as it relates to incorporating more student-to-student discussions and formative assessment practices into their daily routine based on the feedback they receive from the principal. Professional development is designed teacher need demonstrated from classroom visits and promotes professional growth and reflection across the school.

Supporting Evidence

- During the teacher question-and-answer meetings, most teachers shared that feedback from the principal is consistent and helps them improve their daily teaching practices. Teachers also shared that they are incorporating some prioritized components of the Danielson Framework for Teaching such as providing feedback to students to help improve their work. As a result, this practice is helping to improve teaching and learning in their classes. For example, in one teacher observation report, it stated, “Continue to develop more specific feedback to students and work on strategies for students to self-assess and give feedback to each another. You will be provided with some examples of strategies to help get you started.” Another report stated, “To begin with, the lesson would have been more effective had you and your ICT partner used a different model of co-teaching. A parallel co-teaching model would have reduced class size significantly and allowed you to monitor student learning and make effective on-the-spot adjustments during the lesson.” Teachers felt that these types of effective feedback help them refine their instructional practices.

- Most teachers have a common understanding of what effective teaching looks and sounds like, including how to support the diverse learners in their school. Teachers receive consistent feedback in written reports on how they can gradually release responsibility in classes for more student-led discussions and provide opportunities during lessons for more student-created questions so students can display ownership of their learning. Teachers also shared during interviews that they are slowly moving away from teacher-centered lessons to smaller group and station teaching learning activities because of feedback from the principal. In addition, teachers have increased their use of checks for understanding during lessons to make more effective adjustments and increase student learning.

- Teachers shared that the entire staff receives professional development in multiple areas simultaneously and they are learning to make connections to become better teachers. In the beginning of the year, teachers receive a survey with a list of professional development topics they can choose from in alignment with their specific needs and interests. This list includes topics such as grouping students for guided reading, looking at student work in teacher teams, peer-to-peer student feedback, Common Core-aligned vertical progressions, formative assessment strategies, and station teaching. During interviews, teachers shared that they engage in professional learning activities, which is connected to their individual areas of strength and areas of growth. As a result, the majority of teachers shared that they are more reflective about planning engaging lessons for diverse learners in their classes. Most teachers attributed the increase in Advance ratings for planning and preparation directly to continuous feedback from school leaders.