Quality Review Report

2018-2019

P.S. 001 Tottenville
Elementary 31R001
58 Summit Street
Staten Island
NY 10307

Principal: Grace Silberstein

Dates of Review:
December 12, 2018 - December 13, 2018

Lead Reviewer: Jennifer Eusanio
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. 001 Tottenville 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](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>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>Area of Focus</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

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</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>
<td>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>Area of Celebration</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<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</td>
<td>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</td>
<td>Proficient</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>
<td>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>Additional Finding</td>
<td>Proficient</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>
<td>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

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

Findings

School leaders consistently communicate high expectations to staff on fostering student engagement practices and rigor across the school. The entire faculty effectively communicates the school’s expectations for learning and college and career readiness and successfully partners with families.

Impact

Ongoing training and communication structures promote a culture of mutual accountability for the school's instructional expectations. Collaborative home-school connections support student progress toward achieving the school’s high expectations.

Supporting Evidence

- School leaders share their expectations using a variety of structures to ensure teachers and staff maintain and build upon best practices in support of the school's instructional focus on intellectual engagement in tasks. This ensures that all students are provided with the necessary resources, including the use of technology, to achieve academic success. The principal sends out daily morning emails to reinforce this message across the school. A review of these emails reflects messaging to ensure that students are engaged with “grapple,” meaning critical thinking, challenging tasks in math, use of multiple sources of data, and group work. The use of multiple data sources informs the types of scaffolds provided, and group work supports all learners and ensures that students use rubrics to self- and peer-assess. Teachers reported how they have begun to implement strategies connected to the focus by using tools to create rigorous tasks that engage students in critical thinking and develop clear standards-based learning targets with checklists and rubrics that align with them. Curricular materials include questions and prompts that reinforce this thinking and the use of tiered tasks in math, thus ensuring that teachers are taking ownership of the school’s vision for improvement.

- Other supportive structures that hold all responsible for the instructional focus include professional learning opportunities in math, grade-level meetings, and the observation process. Teachers report that they are provided with opportunities to visit peers and other schools to hone in on their math problem-solving practices and create more open-ended word problems. Teachers also shared and team meeting notes reflect how this information is shared with their grade-level colleagues to support their curricular planning practices. School leaders engage in formal and informal observations and learning walks that focus on specific components of the Danielson Framework for Teaching, such as assessment. A review of learning walk reflection notes shows how each grade has begun to integrate rubrics, checklists, and exemplar work into their daily lessons. The notes include strategies for improving teacher practices, which demonstrates the collective effort across the school by teachers and other staff to sustain these specific practices.

- Parents reported that there are multiple ways the school engages their families with the school community. A variety of workshops on meeting grade-level standards in English Language Arts (ELA) and math are provided. Several parents noted that the new effort to engage them in the use of technology through online communication tools and coding has increased interest and efforts to support the school's ongoing initiative to expand technology and ensure that students are college and career ready. In addition to these opportunities, parents reported that regular spoken and written communication informs them of their children’s progress throughout the year, providing them with clear directions on how they can support their children. Several parents reported how this communication and other online support systems have led to their children's improved performance in reading and math as a result of their parental awareness and understanding of what is expected in the school.
Findings
Across classes, teaching practices are aligned to the curricula, informed by instructional shifts of real-world problem solving and conceptual thinking, and reflect an articulated set of beliefs about how students learn best that are evident in students’ work products and discussions.

Impact
Although ongoing teacher practices continue to build on the school's instructional focus on rigor and student engagement to ensure high levels of thinking, student work products in a few classes do not reflect full alignment to those specific shifts and student ownership of their own learning.

Supporting Evidence

- The school's instructional beliefs focus on ensuring that students are provided with opportunities to take intellectual risks in order to maximize their true potential as learners. Common practices that aligned with these beliefs were the use of technology, the provision of a variety of resources, teacher modeling, and reinforcing productive struggle and perseverance as a mindset. Additionally, across classrooms, teachers used prompts to reinforce the use of the instructional shifts connected to real-world problem solving and citing text evidence. In a fourth-grade class, students were asked a grapple question to encourage productive struggle, and that connected to real-world problem solving. Students worked in pairs to determine whether to multiply or divide while problem solving and checking their work using the inverse operations. However, a review of a few student work products, especially when explaining how they solved their math problems, did not fully elaborate and clarify their rationales for choosing certain operations over others.

- In a science class, students constructed clay models or created a poster of an animal parent and their baby, reflecting the inherited traits from the parent to the offspring. Additionally, some students used technology to sketch out their plan for their model or poster based on inherited traits they chose to have reflected onto the offspring. Although students were able to choose traits correctly and share how the parent and offspring had similar traits, the projects and conversations were limited to skills that did not fully align with the focus of the lesson’s instructional shift on the use of academic vocabulary. Yet, in a fifth-grade math class, students were engaged in adding unlike fractions, equations, and problem solving using academic vocabulary to explain their thinking. A review of student responses reflected alignment to several math shifts as students remained focused while arriving at their solutions, and responses included statements on how they arrived at their answer or provided analysis.

- Across classes, students consistently engaged with each other in pairs or groups. However, student ownership was not observed in a few classes. In a first-grade ELA class, the teacher questioned students, and although they engaged in turn and talk activities about a text, students’ responses were directed mainly to the teacher and only some reflected critical thinking. Similarly, in a kindergarten ELA class, although students were given opportunities to turn and talk in order to compare and contrast characters in a text, student responses were mostly teacher-prompted and did not reflect a sense of student ownership.
Findings
School leaders and faculty ensure that the curricula are aligned to the Common Core Learning Standards and strategically integrate real-world connections, text-based responses, and theme analyses to emphasize rigorous tasks in a coherent way across grades and subject areas.

Impact
Planned tasks ensure that all learners, including specific high-needs groups, must demonstrate their thinking and promote cross-grade coherence in the integration of instructional shifts and the provision of college and career readiness within the curricula.

Supporting Evidence

- Across subjects, the curricula, especially in ELA, social studies, and science, reflect an intentional integration of theme analysis, close reading, text-dependent questions, and academic vocabulary based on schoolwide decision making from data review. In a fifth-grade writing unit, students are asked to conduct research on a science-based topic of choice to support their claims. In a first-grade ELA unit, several tasks require students to identify the main topic of a nonfiction mentor text, and support their statement with text details. Similarly, a third-grade ELA unit contains several nonfiction reading tasks requiring students to practice these same skills and use a mentor text to determine word meaning and describe relationships between ideas and concepts within it, thus reflecting a vertical alignment and progression of key shifts across grades.

- Intentional decisions in choosing specific instructional shifts have been made in math, emphasizing real-world application, problem solving using tools, and representing models to support student understanding through practice and perseverance as well as academic vocabulary. A fifth-grade math unit on algebra highlights specific math vocabulary for lessons, such as simplify and equivalent. Additionally, focus skills include solving real-world problems and translating them into division expressions, then into fractions, and drawing bar models. Similarly, real-world application and vocabulary are emphasized in a set of fourth-grade tasks, where students would interchangeably use multiplication and division to solve problems and explain their choice of strategies. In a science unit, skills and tasks connect with the use of digital tools and hands-on materials to develop models.

- Across the curricula, tasks require higher-order thinking for all learners. In an Integrated Co-Teaching (ICT) math lesson plan, questions align to Webb’s Depth of Knowledge (DOK) levels three and four, such as “How would you describe the steps of adding unlike fractions?”, and “What information can you use from adding like fractions to help you add unlike fractions?” Other focus questions in ELA align with DOK level three, such as in a first-grade Integrated Co-Teaching (ICT) lesson plan where students are asked to determine whether a text is fiction or nonfiction and provide a rationale using the text’s attributes. In a third-grade ICT lesson plan, students are asked to use a graphic organizer to help structure their response to nonfiction literature to support the main idea using text evidence. Overall, the curricula reflect tasks which foster student reflection through the emphasis of high-level questioning to foster responses that demonstrate their thinking.
Additional Finding

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

Across classrooms, faculty uses curricula-aligned common assessments, rubrics, checklists, and a new grading policy to determine student progress toward goals across grades and subject areas.

Impact

The ongoing analyses of data determine student progress and students receive actionable feedback. Assessment results are used to adjust curricula and instruction based on students’ progress.

Supporting Evidence

- Across the school, rubrics, success criteria, and a list of curricula-aligned expectations are utilized by teachers to ensure that students are aware of the grade-level standards and to gauge their progress in meeting them. Across classes, success criteria were aligned to learning targets and used student-friendly language. In a fifth-grade class, where the math target was “I can add fractions with unlike denominators”, some of the success criteria were, “I can identify a fraction as a part and a whole,” and “I can explain my thinking using mathematical language,” which were aligned to the curricula and the math standards for the lesson. Additionally, students are aware of standards-based rubrics used across subjects and were able to explain the criteria for different types that are used in the school. One student shared that a two-scoop ELA rubric is used to assess whether they are using the appropriate structure and adding relevant details for a paragraph. A similar response was provided for a three-star rubric used in math, where all students understood that the goal was to obtain three stars. Overall, students and teachers use curricula-aligned assessment tools to ensure that students are receiving standards-based, curricula-aligned feedback.

- Students were able to provide examples of feedback that reflected areas of strength, growth, and next steps. One student shared that to improve her grade, based on her teacher’s feedback, she would need to introduce her writing better by restating the question in her answer. Another student shared her math problem and stated that in order to improve her grade she would need to make sure that her explanation matches the work she just completed as well as explain how she checked her answer using math language. Other students were able to provide similar responses in how they would need to improve their grades based on next steps. Across the school, feedback written on boards and within students’ folders comparatively contained the same structures and next steps, thus ensuring that students are receiving actionable feedback in support of improvement.

- Benchmark assessments are analyzed across grades and subjects by school leaders, and within and throughout grade teams. In math, pre- and post- benchmark unit assessments are analyzed for growth areas and followed up with small group reteaching of concepts. Afterwards, students are reassessed to determine growth patterns, set new or revisit goals in the assessed area, and lesson adjustments are made. In a first-grade math assessment, students demonstrated difficulty in identifying greater or less than and counting, which were retaught via small group instruction with additional reinforcement of math vocabulary. As a result, students were able to demonstrate progress on the reteach assessment of these skills. Similar patterns were reflected in other grade levels.
### Additional Finding

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

**Findings**

School leaders support the development of all teachers through frequent observation cycles, and analysis of student work and data. Feedback accurately captures strengths, areas for growth, and next steps using the Danielson *Framework for Teaching* to reinforce teaching practices connected to the instructional focus.

**Impact**

Ongoing feedback practices provide actionable feedback that articulates clear expectations for teachers, supports improved schoolwide instructional practices, and promotes professional growth and reflection.

**Supporting Evidence**

- School leaders worked collaboratively to ensure that all staff is observed and conduct several observations together to reinforce the norming of ratings. Observations are scheduled at the beginning of the year to ensure that all teachers receive frequent support toward improving their instructional practices. Teachers report that post-observation debriefs occur in a timely manner and discussions foster reflection using the Danielson *Framework for Teaching*. Additionally, student work and data are an essential component of the post-observation discussion, as they drive the conversations and next instructional steps. One teacher’s observation report indicated that students were not writing narratives, but creating lists. The teacher was encouraged to provide models for students to enhance the quality of their writing and to support their revisions. Overall, teachers are receiving feedback in support of improving their pedagogical skills.

- A review of teacher observation reports reflects that they receive feedback aligned to the Danielson *Framework for Teaching* in the form of strengths, areas for growth in specific components, and examples of next steps to take or strategies and questions to use in future lessons. To support the component of questioning and discussion for one teacher, the school leader recommended specific questions to foster higher-order thinking such as “What key ideas, specific details, and events help me determine this [main idea]?” In another lesson observation report, school leaders recommended to the teacher to use the DOK wheel to develop questioning to foster critical thinking, which emphasized the school’s instructional focus on developing intellectual tasks across subject areas.

- Additionally, post-observation feedback provides support toward meeting the school’s student engagement goals. In one report, the teacher was provided with a suggestion to have students engage in a gallery walk to foster rich, text-dependent conversations and to develop habits to argue concepts and facts. In another report, the school leader suggested that the teacher incorporate the use of manipulatives, such as place value blocks, in order for students to build conceptual understanding of new math concepts. Feedback practices are increasing the level of student engagement and the percentage of teachers rated effective each year.
**Quality Indicator:** 4.2 Teacher Teams and Leadership Development

**Rating:** Proficient

### Findings

The majority of teachers are engaged in structured, inquiry-based, grade-level impact teams that consistently analyze assessment data and student work for targeted students.

### Impact

Teacher teams promote the achievement of school goals and the implementation of the planning practices connected to the instructional shifts and school goals. The instructional capacity across the grades, individual teacher practices, and student progress toward targeted goals are improved.

### Supporting Evidence

- Grade-level teacher teams meet weekly to analyze student work and data and discuss trends or patterns that surface based on student needs. Teachers share strategies and make revisions to lessons and tasks using their analyses of benchmark item skills spreadsheets, which contain focus standards from the recent unit of study. A review of the first-grade team notes reflects analyses of strengths, weaknesses, and next steps for instruction in ELA and math. During one meeting, teachers reviewed their data and student work and determined that to support students who had difficulty creating complete sentences with proper capitalization and ending punctuation, they needed to be provided with a task where they would edit a paragraph with similar errors. In math, to support students who had difficulty with understanding that the whole is a greatest number and the concept of part-part-whole, teachers decided to reinforce the skill with a “play the shake and spill game” with colored counters.

- A review of teacher team notes reflects a common trend of reviewing and reflecting on items skills analyses across grades. Teachers reported that they have learned the value of using videos and graphic organizers in their classes, as they serve as scaffolds for concepts with which students have demonstrated difficulty. In math, teachers have determined that the use of math models that show students examples of how to best solve problems, including teacher modeling and thinking aloud, have served as progressive practices learned from their colleagues through the review of student work. Thus, teacher teams work to hone instructional skills across the school in support of the achievement of student goals.

- During a teacher team meeting, a group of fourth-grade teachers reviewed how students responded on a recent math division task after being grouped by those who met, were approaching, and those who did not meet the standard. Teachers reviewed student responses to determine how the students made errors and how to support them with this concept. Teachers determined that students who did not obtain the correct answers also did not use the math problem-solving tool previously taught and reinforced across classes. They decided that they should have students focus on talking with partners about the meaning of the problem before attempting to solve it. For those approaching the standards, teachers decided that they needed to remind students to check their work using the inverse operations, as many of the errors consisted of students incorrectly writing their quotients with the wrong remainder. Teachers determined that using a checklist would help to remind students and they collectively agreed to try the strategy with their classes and report results during the following meeting, thus fostering instructional capacity across the grade.