



**Department of
Education**
Chancellor Richard A. Carranza

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2018-2019

P.S. 042 Eltingville

Elementary 31R042

**380 Genesee Avenue
Staten Island
NY 10312**

Principal: Brian Sharkey

**Dates of Review:
October 30, 2018 - October 31, 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. 042 Eltingville 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		
<i>To what extent does the school...</i>	Area	Rating
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	Additional Finding	Proficient
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Additional Finding	Proficient
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	Area of Focus	Proficient

School Quality Ratings continued

School Culture

<i>To what extent does the school...</i>	Area	Rating
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	Additional Finding	Well Developed
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations	Additional Finding	Well Developed

Systems for Improvement

<i>To what extent does the school...</i>	Area	Rating
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	Additional Finding	Well Developed
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	Additional Finding	Well Developed
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	Area of Celebration	Well Developed
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Finding	Proficient
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	Additional Finding	Proficient

Area of Celebration

Quality Indicator:	4.1 Teacher Support and Supervision	Rating:	Well Developed
---------------------------	--	----------------	-----------------------

Findings

The school leadership uses the Danielson *Framework for Teaching* as the rubric for analyzing learning outcomes and providing effective feedback from intentional and targeted observations. A system for observation exists where teachers and subject teams are provided meaningful, focused feedback.

Impact

School leaders' strategic method of conducting observations results in providing teachers meaningful, continuously aligned feedback that fosters their professional growth leading to improved teaching practice and accelerated student learning.

Supporting Evidence

- School leaders maintain a chart displaying the number of completed formal and informal observations, and who is observing which teachers to ensure aligned feedback and next steps. Both the principal and the assistant principal observe classes together, focusing deeply on each teacher in the room. Periodically, they observe all teachers in one department in one week and then provide individual and department feedback to surface gaps in teaching practice. Both verbal and written feedback is detailed, consistent, actionable, and precise, highlighting next steps, with a focus on those competencies rated as developing. For example, in one observation report the principal commented on the need for students to develop the necessary skills to enable them to engage in conversations. For example one comment stated, "They need opportunities to engage in scaffolded discussions and to write about what they learn and how it can be applied." Other feedback specifically addressed that advanced learners needed extension work, creation of projects, and ways to apply advanced level math but not additional problems. Furthermore feedback conveyed equally specific next steps for improving the teacher's practice. Accordingly, Advance data has shown that 73 percent of teachers are rated effective and 27 percent are rated highly effective.
- During observation conferences administrators refer to student work and previous evaluator notes to ensure clarity of expectations for teacher growth. For instance, one teacher was reminded that the previous evaluator had suggested using specific videos, websites and staff to support "your development of a rigorous and differentiated lesson delivery." During feedback sessions, teachers are encouraged to seek support from teacher leaders who are an integral part of the feedback loop. These strategic and collaborative endeavors allow administrators and selected lead teachers to provide meaningful feedback to all teachers, in alignment to their goals, resulting in improved levels of effectiveness and evidenced by current *Advance* data.
- Administrators give detailed feedback to teachers, capturing their strengths and suggest examples for their instructional growth. Teachers stated that feedback is clear and purposeful with concrete examples for improvement. Teachers select their own professional goals after reflecting on their practice and having rich, meaningful conversations with the administration. Through ongoing, focused observations and follow-up support, supervisors have developed a system for continual improvement where feedback is evidence-based, actionable, and timely. The cabinet calibrated effective teaching characteristics and provided opportunities for teachers to grow through observing best practices by intervisitation. In meetings with teacher teams, they expressed that they are more confident in their teaching as a result of the classroom observation process and excellent feedback. Teachers shared their goals and how their school leaders have supported them resulting in strengthened pedagogical practices and increased student outcomes.

Area of Focus

Quality Indicator:	2.2 Assessment	Rating:	Proficient
---------------------------	-----------------------	----------------	-------------------

Findings

Teachers' assessment practices consistently reflect the use of ongoing checks for understanding. Student assessment practices lack clear next steps.

Impact

Data from common assessments leads to adjustments that positively impact student learning. Although teachers make effective adjustments in the classroom to meet all students' learning needs, feedback from peers is imprecise which hinders students from knowing their next steps.

Supporting Evidence

- In most classrooms, teachers circulated to monitor students' discussion and written responses, pushing students' thinking to provide more detail. For example, in a grade two class, during the group work activity, the teacher visited each group to check individual progress by asking questions to check understanding. Yet in a math class, the teacher called on students whose hands were raised, but did not check in with other students. Most teachers use several strategies to check for understanding. In a few classes the formative assessment data that is gathered is not consistently used to modify or make effective adjustments during instruction to meet the learning needs of all students. Students shared that peer assessment is a consistent practice but it is imprecise.
- Across classrooms, teachers use various assessments, such as *Fountas and Pinnell* Running Records, benchmark assessments, conference notes, checklists, behavioral data and rubrics. Teachers administer running records to assess student fluency and comprehension of fiction. Data is used to determine strategic groups, refine whole class instruction and determine student need for additional instructional support. Teachers continuously refine rubrics to strengthen connections to standards, content, and communication of next steps. However, analyses of common assessments to determine student progress toward goals for all students, including relevant subgroups, does not yet illustrate a transparent process to show deep understanding of mastery toward meeting goals. During a student meeting, students articulated their work, and demonstrated commitment to learning at high levels. Yet, they were unable to explain their next steps to gain mastery of skills taught and the demands of the academic tasks. Although teachers are incorporating checks for understanding into their lessons, students do not yet understand how this guides them in understanding their own next steps, thus hindering opportunities to have students further accelerate their learning.
- Teachers utilize item analysis and disaggregated data to identify learning gaps, trends and patterns in English Language Arts (ELA) and mathematics. Analyzed test scores of specific subgroups of students have enabled teachers to pinpoint the standards that have been mastered and which group of students requires re-teaching, remediation, and enrichment. These adjustments and the pinpointed analysis resulted in a significant increase in the number of students achieving proficiency on both the ELA and Math state exams. Latest data indicate that there was an 18 percent increase in Level 3 and 4 in ELA and an 8 percent increase in math with 64 percent of students in ELA and 61 percent of students in math achieving proficiency.

Additional Finding

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
---------------------------	-----------------------	----------------	-------------------

Findings

The curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts employing various programs, such as Teachers Reading and Writing Project. Planned content tasks are consistently rigorous.

Impact

Curricula and tasks promote college and career readiness and provide opportunities for all learners to engage in higher-order skills across grades and subjects.

Supporting Evidence

- Units from the Teachers College Reading and Writing Project and Teachers College Writing Pathways are used in ELA. Using pre-assessment data, teachers determine the priority standards for the unit and use various program resources such as EngageNY, GOMath! and Eureka math to construct meaningful and rigorous learning experiences for students. Questions to extend students' thinking and provide opportunities to use critical thinking are imbedded in most of the lesson plans reviewed. In the student interview, students spoke about wanting more additional work that was challenging.
- Performance tasks and project-based learning are being integrated into the science curriculum. Curriculum maps reviewed across content areas provide evidence of alignment to the Common Core and emphasize rigorous tasks. For example, in a grade three mathematics curriculum map, students are required to use known facts to add and subtract numbers and to solve problems. The map includes teaching points and a list of math strategies to support learners. In a grade two English Language Arts curriculum map students are expected to become independent problem-solvers who can recognize difficulty and draw on strategies to tackle new and tricky words, such as "said" and other high-frequency words a beginning reader may encounter and which gets students ready for the next level.
- Teachers use learning goals or success criteria to describe the knowledge and skills that students are required to learn. Lesson plans across subjects cite essential questions aligned to Webb's Depth of Knowledge (DOK) and include domain specific vocabulary. Learning targets are aligned to the Common Core and content standards. In addition, some lessons include the use of guided practice and independent practice. A math unit plan includes essential questions, materials, learning goals, standards, and vocabulary. Supports include modeling, small group instruction, visuals, rubrics, word walls, and checklists indicating the expectations for the assigned task. For example in grade three, differentiated tasks include using a graphic organizer with elements of the text missing for a DOK 1 activity. Determining the message, moral or lesson of the story and students will write it on a post-it independently then share with their answers to determine the "best answer" for a DOK 2 activity. Students will create a bumper sticker to display what their team feels is the real world connection to the lesson of the folktale and analyze details from the story to make inferences for a DOK 3 activity. Students are challenged to tell the story from the point of view of another generation including summarization of the theme in the text for a DOK 4 activity. Providing opportunities for all students to use higher order thinking is in evidence across classrooms.

Additional Finding

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
---------------------------	---------------------	----------------	-------------------

Findings

Across classrooms teaching strategies include the use of scaffolds and conferencing to consistently provide multiple entry points for all learners.

Impact

In most classrooms, all students, including English Language Learners (ELLs) and students with disabilities, are engaged in challenging tasks resulting in their using high levels of thinking and participation.

Supporting Evidence

- Instruction is centered on providing students with opportunities to think deeply about their work and reflect on their progress, as they make their thinking visible through turn and talks, students presenting their work, Socratic seminars and class discussions. Across classrooms, teachers' practices included incorporating supports, such as chart paper to describe and model a task, problem solving protocols, and anchor charts for the writing process. These supports ensure that all students are able to access the content being taught.
- Most student work products demonstrated higher-order thinking skills. During lessons, most teachers allocate time to confer with students in a one-on-one or group setting and are aware of each student's level of understanding and participation. This awareness informs how most teachers differentiate instruction for each child and was demonstrated in most of the classes. In one class, the teacher created different graphic organizers to engage students in how characters' actions contribute to the events, plots, and theme in the text.
- Teachers engaged students in accountable talk and collaboration activities in most of the classes observed. In a math lesson, the teacher circulated about the room, engaged students in critical thinking skills and promoted discussions. Students attempted to find out how much money was spent in all and how much money was remaining. Students worked collaboratively to arrive at a solution. In one group, a student discussed to the members in his group the best way to attack the problem. The student stated, "My plan is to first find the total number of students. Then I will multiply the cost of each item by the total number of students. Next I will add the total costs and subtract from \$4500. I will use a standard algorithm." The teacher pushed students to think about different approaches to solve their math problems using the math protocol - solve the problem, outline the options, limit and apply the solution, verify the solution, and explain (SOLVE) the results. However, this encouragement for students to take ownership over their own approaches to problem solving and learning was not yet present in the vast majority of classrooms.

Additional Finding

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
---------------------------	------------------------------	----------------	-----------------------

Findings

School leaders consistently communicate high expectations to the entire staff during professional development sessions as well as through the use of the school's website. School leaders and staff effectively communicate to families the expectations connected to a path to college and career readiness.

Impact

As a result of this effective communication and training there is a culture of mutual accountability and the school successfully partners with families to support student progress.

Supporting Evidence

- School leaders communicate expectations to all staff through verbal and written structures, including teacher orientations, ongoing workshops, a staff handbook, and the school website. Teachers are given surveys at the beginning of the year. A menu of topics and options are provided for them to select from as it relates to professional learning activities which best suit their needs. Administration, network personnel, consultants, and/or teachers themselves facilitate professional development. Collaboration with the Staten Island district office for professional development promotes shared leadership and focuses on improved student learning. Teachers attend workshops, and host/visit in-house lab sites and debriefings with consultants. The work with both of these organizations clearly communicates the expectations and provides the training to enable them to be realized.
- The school has clearly defined standards for professional development and classroom practices informed by elements of the Danielson *Framework for Teaching*, which ensure that learning for all stakeholders consistently reflects high expectations. Administration meets with teachers to review elements of the Danielson *Framework for Teaching*. School leaders assess the needs of the staff in different areas, including community building, and social-emotional learning. For example, during several cycles throughout the year teachers lead and participate in these groups. Additionally, teachers lead ongoing professional development workshops for assistant teachers that directly impact pedagogical growth. During the team meeting, teachers stated that their peers hold them accountable through data talks and strategy shares.
- The school orchestrates ongoing events and creates multiple opportunities to partner with and engage families in learning and foster their participation in a culture of high expectations connected to college and career readiness. The school fully supports students and families on a path toward college and career readiness. Families feel well supported by the school and believe that their children will be well prepared for the next level of schooling. Two parents stated, "We have children at the school and have siblings that are now in middle school. Our students were prepared academically and socially and they are doing quite well." Parents contribute to the school through the Parents Association. Parents receive newsletters from their child's teachers, including a movement and dance newsletter outlining monthly character traits, grades, and standards. In one workshop, parents observed a writing lesson and worked with their children as they engaged in the writing process. Parents are provided with a take away, such as a math game or a handout on specific mathematical strategies.

Additional Finding

Quality Indicator:	4.2 Teacher Teams and Leadership Development	Rating:	Proficient
---------------------------	---	----------------	-------------------

Findings

The majority of teachers participate in collaborations to look at data in a variety of ways such as looking at longitudinal and class performance data. Distributed leadership structures are in place.

Impact

A positive culture of professional learning communities has taken root with a system that allows teachers to have a voice in key decisions. There is enhanced communication about data trends that elevates the instructional capacity of teachers and has resulted in improved student achievement.

Supporting Evidence

- The majority of teachers collaborate in professional teams. Teachers are divided into grade bands and use this collaboration time to engage in analysis of data through inquiry practice. This ensures the continual improvement of achievement for all learners. For example, during teacher team meetings, teachers analyze longitudinal and class performance data. A review of collaborative team agendas and minutes revealed that teachers engage in discussions about gap analysis from summative assessments to determine trends and patterns of student outcomes. As a result, teachers are reflective and share a common lens to support instructional capacity.
- Distributive leadership is at the forefront of teacher-led collaborative meetings. These meetings allow teachers latitude to guide discussions on student learning as well as how best to address any gaps that may surface. Teachers feel they have a real voice and decision-making power involving daily delivery of instructional content. For example, school leaders, within each grade level have established a rotation system of facilitators with the goal of building capacity among staff. Members of the impact team attest that through collaboration and rotation they are mastering success criteria and it is supporting their pedagogical practice, which supports students moving to another level academically.
- The principal has identified teachers as department heads and meets with them regularly. Their input is valued in planning professional development, deciding topics for team meetings, setting agendas and making decisions about purchasing technology for the school. Agendas identified participants at the meetings, the areas of focus for each meeting, and next steps. As a result, teacher leaders meet with their respective teams to turnkey information and work with their peers. In addition, they relay to the principal the challenges teachers are facing and help develop supports for their colleagues. Teachers report that although the staff had always been supportive of one another, the level of sharing and collaboration that is resulting has improved each teacher's practice. They now feel compelled to work even harder because they are all working on the same key priorities.