



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2015-2016

**P.S. 050 Vito Marcantonio**

**K-8 School M050**

**433 East 100 Street  
Manhattan  
NY 10029**

**Principal: Ester Quinones**

**Date of review: May 4, 2016  
Lead Reviewer: Gary Knight**

## The School Context

P.S. 050 Vito Marcantonio is a K-8 school with 293 students from grade kindergarten through grade eight. In 2015-2016, the school population comprises 1% Asian, 45% Black, 53% Hispanic, and 0% White students. The student body includes 10% English Language Learners and 28% students with disabilities. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2014-2015 was 87.4%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
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	<b>Additional Findings</b>	<b>Proficient</b>
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 <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	<b>Focus</b>	<b>Developing</b>
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	<b>Additional Findings</b>	<b>Developing</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Celebration</b>	<b>Proficient</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Additional Findings</b>	<b>Developing</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

The school leaders consistently communicate high expectations to the entire staff and provide training for those expectations. School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness.

### Impact

The school leader has a system of accountability for those expectations. The school leader and staff offer ongoing feedback to help families understand student progress toward those expectations.

### Supporting Evidence

- The school leader expects students to be engaged in their work and to have discussions around the work while the teacher facilitates supporting students to reach rigorous standards. Expectations regarding academic expectations are communicated to staff in many ways, which include the principal's newsletter, a daily announcements board with postings, professional development, faculty handbook, one-on-one conferencing with staff and observation and timely feedback.
- Communication in newsletters to staff include information regarding *Teachers' College Writing*, planning time to unpack the units and deepen understanding by staff in an effort for them to take full ownership of the units, and planning teaching points collaboratively. Written in the newsletter is the following statement by the principal, "Just as you believe in your students so to do I believe in you to become the highly effective teachers that we need to support our students to reach rigorous standards." A review of the handbook evidenced the mission statement, which speaks to working collaboratively to develop an enriched child-centered seamless instructional program that supports the whole child by setting high expectations for all children. The handbook details expectations regarding topics such as instruction, curriculum and unit planning, lesson plans and informal and formal observations.
- The school leaders and staff communicate with families in a myriad of ways which include but, are not limited to, newsletters, progress reports, communication folders sent home with students, and meetings with the principal to discuss school wide data. The school also has an Academic Parent-Teacher Team (APTT), which meets regularly to provide academic supports to parents that can be applied in the home. Some topics covered with the APPT include, Understanding your Child's Individualized Education Program (IEP), Math Common Core, and Writing. The school also sponsored a Dads Take Your Child to School day which was used as an opportunity engage fathers in their child's academic experience. In addition, surveys are sent home to families to elicit feedback regarding events such as student led conferences.

## Area of Focus

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

Across classrooms, teaching practices are beginning to be aligned to the curricula and reflect an articulated set of beliefs about how students learn best. Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula.

### Impact

Teaching practices are informed by the Danielson *Framework for Teaching* and the instructional shifts; however, there was uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products.

### Supporting Evidence

- Some teachers' lessons included citing textual evidence, determining a theme or central idea, non-fiction texts, deeper understanding, and applications. For example, in a grade 6 lesson, students were identifying theme and drafting a short response essay based on the theme of the song and citing textual evidence that strongly supports analysis of what the text says explicitly, as well as, inferences drawn from text. In a grade 8 lesson students were applying the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in both two and three dimensions.
- Although lessons were aligned to Common Core Learning Standards and included instructional shifts, there were missed opportunities to provide multiple entry points and to fully engage learners in appropriately challenging tasks. For example, in a grade 5 science lesson, students were to read food labels and determine the most plentiful ingredient in a food product. There were no clear next steps observed to indicate how the information would then be applied after students identified ingredients in products. In a grade 4 lesson, students were to pay attention to the mood, and setting of their historical fiction story. Similarly, after the identification of the mood and setting, it was not observed how the information garnered would then be applied in an effort to further challenge students.
- In a grade 2 math lesson on multiples of 5 on the 100s chart, students were grouped and provided manipulatives; however, as students worked on tasks, they were making errors in counting with a roll of the die, which went uncorrected. A pair of students were attempting to complete the task; however, neither student was able to move forward, and no assistance was provided to them. One student was not paired and sat waiting for what he should do.
- Lower level questioning was prevalent in most of the lessons observed. For example, during a grade 2 math lesson on the use of data to create a graph, the teacher was observed asking, "What strategy can we use?" The student responded, "Subtraction," and the teacher then asked, "Subtract what?" The lesson was very heavily teacher centered and many students were disengaged throughout the lesson. In a grade 7 class, during a book club activity on identifying theme and character analysis, the teacher asked, "What other things do we know that go on in our world that affect how we think?" In most classes, although planned for, higher order thinking questions were not observed.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

The school leader and faculty ensure that curricula are aligned to Common Core Learning Standards, integrate the instructional shifts, and make purposeful decisions to build coherence. Curricula and academic tasks consistently emphasize rigorous habits.

### Impact

The school's curricula promote college and career readiness for all students. Across grades and subjects higher order skills are planned for all students.

### Supporting Evidence

- The school uses *Teacher's College Reading and Writing Programs* across all grades with professional development embedded particularly for English Language Arts (ELA) and math, to help support the planning and mapping of units as well as to take into account the needs of all students. The Common Core Learning Standards-aligned Pearson's *Investigation Math* curricula is used at the lower level. The upper grades use *CMP3*. The social studies curriculum, across the grades, is Harcourt with project-based inquiry used in the upper school.
- Curricula documents reviewed show evidence of the integration of instructional shifts. For example, an overview of upper school reading and writing units indicates a non-fiction study of text complexity, analyzing characters across a series of books, research-based information writing, prompted text-based writing, and academic vocabulary. Additional curricula documents reviewed include modifications for English Language Learners (ELL) and students with disabilities such as color-coded Cornell notes that can be used when teaching transformations and congruence. The school also has a curricular calendar, a units-at-a-glance chart, and pacing guides to help ensure consistency in the execution of what is expected to be taught across grades and subjects. To further efforts of cohesion, there is a suggested lesson plan template that is used by many teachers.
- Hess' Cognitive Matrix and curricula examples with the application of Webb's *Depth of Knowledge* and Bloom's *Cognitive Process Dimensions* are used as a curricula-planning tool. In addition, planning documents consistently incorporate essential questions and big questions. A grade 3 biography unit has the following essential question, "How can biography readers bring forward all they know about reading stories?" The Depth of Knowledge question states, "What conclusions can you draw from the way your subject dealt with life problems? How would you describe the sequence of events of your subject's life? And, what would have happened if your subject never lived their dream?" A grade 3 reading plan asks, "How can I read expository nonfiction texts in such a way that I can determine what's most important?"

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula. The school is developing in their use of common assessments to measure student progress towards goals across grades and subjects.

### Impact

The school’s assessment practices provide some actionable feedback to students and teachers regarding student achievement. However, results are inconsistently used to adjust curricula and instruction.

### Supporting Evidence

- Teachers administer various assessments including: running records, interim, baselines in English Language Arts and math, *Waggle* and *Rally* online assessments. Some examples of school-wide rubrics used are available for opinion writing, argument, and narrative writing. Also used are student-friendly checklists for language conventions and opinion writing. Students receive written feedback from teachers. For example “You did a great job describing the relationship between Dash and Agatha. We will work on elaborating using specific details from the text.” Another teacher comment to student work read, “Good job naturally supporting your answers with evidence. Next, try to use clues from throughout the whole play to make the best inferences possible.”
- The school tracks overall growth in English Language Arts and math benchmarks, and reading levels as evidenced in documents reviewed. For example, reading levels were captured for September, November and January. With a planned benchmark assessment for May and end-of-year in June. However there was little indication of adjustments to curricula and instruction across grades and subject as a result of data.
- Similarly, evidence indicates monitoring of student data by standard on English Language Arts and math *Rally* assessments in grades 3 through 8. For example, a grade 5 *Rally* assessment analysis shows the average number of correct answers is 56%, and students with an Individual Education Program averaged 45% correct answers, It also captured the standards that students had the most difficulty with. However there was little evidence to support how the data is being used to adjust curricula and instruction.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of Common Core Learning Standards. Teacher teams analyze assessments data and student work for students they share or on whom they are focused.

### Impact

The teachers' inquiry-based professional collaborations have strengthened the instructional capacity of teachers. However, teacher analysis of student data does not typically result in progress towards goals for groups of students.

### Supporting Evidence

- Teacher teams meet by grade bands with K-1, 2-3, 4-5 and 6-8 structure. A document reviewed showed teachers are engaged in topics such as deepening their understanding of the Teacher's College Program and key strategies used, and aspects of lesson implementation. Teachers discussed gaps in their understanding of teaching strategies, protocols and structures related to units. They also examined what strategies will guide them in deepening their pedagogical or teaching strategy knowledge. Additional documents evidence collaborations around student work as it relates to English Language Arts and mathematics. Teachers articulated that the professional collaborations have helped in developing next instructional steps for their students and provide an opportunity for them to bounce ideas of each other and try new ideas in the classroom.
- A review of meeting agendas and minutes indicates the analysis of student work. For example, an agenda shows teachers examining student writing for students below and on level. The below level student data revealed that students understand story language, writes in sequential order, and used spelling strategies. The on- level students' data revealed students understand task and story structure, used quotations and dialogue, and sequenced a story across three pages. Student misconceptions were also addressed. Next steps were also identified which included, conferencing to discuss the ending of story and to include more details, give additional time, clarification of problem and reread to correct errors to have story make sense. Although next steps were provided, it was not clear which level of students were being addressed for the next steps.
- Additional meeting documents show teachers examining student work that represented, high, medium and low pieces of writing. The rubric was used while looking at student work. The meeting notes captured the following questions for each student, "What does the student appear to be working on?", "What are the student's needs?" and "What instructional steps could be taken to address the student's needs?" Each session is followed up with a team building survey that asks teachers, "Do you feel the students learned the content of the lesson?", "Would you agree you assess the student's progress in developing those understandings throughout the lesson by students work shown today?", "Do you think the instructional strategies are suitable to the content and will improve understanding?", and "Do you feel your lesson is organized to challenge student's thinking?" There was no indication that this analysis led to progress for the students who were represented.