



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

**Office of School Quality  
Division of Teaching and Learning**

# **Quality Review Report**

## **2015-2016**

**P.S. 013 M. L. Lindemeyer**

**Elementary School R013**

**191 Vermont Avenue  
Staten Island  
NY 10305**

**Principal: Paul Martuccio**

**Date of review: December 10, 2015  
Lead Reviewer: Jennifer Eusanio**

## The School Context

P.S. 013 M. L. Lindemeyer is an elementary school with 853 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 14% Asian, 16% Black, 44% Hispanic, and 22% White students. The student body includes 14% English Language Learners and 22% students with disabilities. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2014-2015 was 94.3%.

## 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>Well Developed</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>Proficient</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>Well Developed</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>Well Developed</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>Well Developed</b>

## Area of Celebration

**Quality Indicator:**

**3.4 High Expectations**

**Rating:**

**Well Developed**

### Findings

Structures are in place for school leaders to consistently communicate with and provide training to staff and to support families in understanding their children's progress towards high expectations.

### Impact

A culture for mutual expectations for staff and family partnerships leads to a clear understanding of high expectations towards college and career readiness for students.

### Supporting Evidence

- Memoranda provide information and direction on the school's instructional focus and goals, on the development of success criteria, and professional learning cycles (PLCs). In one memo, the information provided outlined clear steps for PLCs such as using a unit plan template, incorporating the instructional shifts, and using articles such as the *Five Core Concepts* to inform the content and quality of these sessions.
- Professional development provided by teachers occurs regularly. Teachers report that one expectation for any staff member who attends trainings is to turn key to staff his or her new learning. The information on formative assessment is shared by two teachers who are attending seminars on assessment. The information has led to a school wide focus on integrating "clear learning intentions" in all lessons and planning documents. In PLCs, teacher facilitators require all members to bring student work, assess strategies utilized in classrooms, and reflect on instructional practices. Teachers report that in order to be productive as a team, they require each other to follow up on decisions made during PLCs by setting a protocol where all members must contribute and bring in supporting documents each week as listed in the agendas.
- Parents report that the school provides information on student progress via PupilPath which they found as the most effective tool. Additionally, a school website and other online tools such as Class Dojo, serve as another means of providing information on school events and student progress. Parents spoke about the monthly grade newsletters, which help in understanding what their children are learning in school. Parents report that the newsletters inform conversations with their children. In addition, monthly student goal letters are sent home at the end of each unit and provide insight to what extent their children meet the unit objectives from the newsletter. In one goal letter, a student wrote, "My unit two priority standard is to read informational text and compare and contrast text features. To achieve this goal, I will read multiple texts, identify text features and look for key words."
- Opportunities for learning about the Common Core Learning Standards occur during forums such as Open School week and workshops. Parents report that they are able to participate with their children in class and learn about the expectations for current units as well as strategies to help their children at home. One parent states that her child needs to work on skills like inference, and through the Open School opportunities, which occur throughout the year, she is able to learn strategies to help her child at home. Similar anecdotes were provided by other parents.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Proficient**

### Findings

The use of questioning and scaffolds support students in appropriately challenging tasks but have yet to lead to extensions and ownership in student discussion and work products.

### Impact

Teacher practice is in the process of leading all students towards higher order thinking and high levels of engagement in the vast majority of classes.

### Supporting Evidence

- Station teaching, visuals, and multi-level strategy groups are practices prevalent across classes. In a kindergarten class, students were engaged in multiple stations based on their needs in literacy such as “Read, Read, Read” and “Letter, Sound” stations. Similarly, in a grade 3 reading class, students were grouped into stations and the teacher led a strategy group on using annotation to understand the main idea of a non-fiction article. Across other classes, students were engaged in similar groupings.
- In a grade 5 ICT math class, students were working in groups to divide multiples of ten. Groups were tiered and students were aware of the learning intention for the lesson. In one group, one student assisted another to solve a word problem using grouping strategies, which led to a correct answer and explanation to why the first strategy used led to the incorrect quotient. However, in a grade 3 science lesson, English Language Learners (ELLs) students engaged in a turn and talk; however, some students were unclear about the differences between the definitions of potential and kinetic energy.
- In a grade 4 ICT class, the teachers modeled and used questions to demonstrate how to read an illustration on the hierarchy structure used in the Middle Ages. Groups were formed and students worked on different tasks towards the learning intention of understanding events that took place in the Middle Ages. One teacher guided a student through the illustration by asking him to pay close attention to the actions in the smaller pictures to understand the concepts of loyalty. In a grade 2 ICT math class, strategy groups provided ongoing guidance on math concepts such as place value. Although many students demonstrated understanding of the concept, some were unable to express how to use a three column chart to solve the word problem and were not as engaged in the task as others.

## Additional Findings

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

The curricula is aligned to the Common Core Learning Standards with a strategic integration of key instructional shifts and use of student data to purposefully refine tasks for all students.

### Impact

Across grades and subject areas, curricula and tasks provide access and promote college and career readiness for all students.

### Supporting Evidence

- Curricula documents reflect alignment to the Common Core Learning and content standards. Although the school is using Core Knowledge as a component of their English Language Arts curricula, teachers supplement the curricula with teacher created units and tasks based on their school wide focus on unpacking the standards for developing success criteria. Similarly, in math, Engage NY units are supplemented with tasks that are created based on student data. In science, unit plan goals are aligned to science standards around investigation and use FOSS materials as a supplement for student groups.
- During lateral meetings, teachers use this time to unpack the Common Core Standards to prioritize key instructional shifts and learning intentions into their units of study. In a grade 3 ELA unit plan, the teachers refined the unit to focus on main idea and supporting details. In a grade 5 unit, the plan focused on integrating several texts around a topic and used skills such as author's point of view to develop reasons and cite evidence to support their claims. In math, a grade 2 lesson plan contained real world scenarios where word problems consist of making change as a means for learning how to relate ten numbers in all forms. Additionally, math lessons across grades consist of real world problems and embed fluency and deep understanding by requiring students to demonstrate their thinking while problem solving.
- Lesson plans consist of modified tasks for groups of students based on student data. In a kindergarten ELA plan, tiered tasks required one group of students to use unfamiliar texts to demonstrate an understanding of character and setting for higher achievers while another group use their own books to find clues in illustrations and key words. In a grade 5 social studies lesson plan, all students were required to conduct a close reading of the same text and provide explanations on a source towards instructional shifts three and five, yet the questions were tiered by group. For example, one group's focus questions were, "What happened to the Roman Empire that had a major impact on western Europe?" and "What role did the Church play in the Middle Ages?" and for the higher achievers, "Why do you think Charlemagne became known as Charles the Great?"

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Well Developed</b>
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### **Findings**

Teachers use and create rubrics, assessments and grading policies aligned to the curricula that provide a clear portrait of student mastery. Ongoing checks for understanding and student self-assessment are varied assessment practices used across the vast majority of classrooms.

### **Impact**

School wide assessment practices are leading to actionable and meaningful feedback and effective adjustments to lead to student awareness of next learning steps.

### **Supporting Evidence**

- There is a school-wide emphasis on the development and use of student success criteria, which are integrated into lesson plans and student work folders across classrooms. A review of documents reflect all unit and lesson plans contain specific goals for learning outcomes based on the criteria. Grading policies reflect the use of performance levels and are embedded into student rubrics. Student work on bulletin boards and work folders all contain “Glows and Grows” with specific feedback towards next learning steps. On one student writing piece, feedback included “Great job in stating your opinion and listing reasons. Next time, try adding different transition words to make your writing more creative. Change paragraphs when you change topics.” Another piece contained glows and grows such as “Great job using the Oreo formula to writing your opinion piece. Next time, use different transition words to make your writing stronger.”
- Teachers use one-to-one conferences and questioning to determine student understanding of concepts taught. Students use their rubrics, personal conference notes and goal setting sheets daily. The success criteria are listed on all goal-setting sheets in the form of “I Can” statements that align with the prioritized standards. Students are able to write comments to themselves as to what their own next steps are in improving their skills. In a grade 4 reflection, one student wrote that her goal was to use different representations for multiplication equations. To be successful, she wrote that she would start with using skip counting as a method. For another student, the conferences notes contained information on what the student could do and what his next steps were such as, “I can locate the key words of a question. My next steps are to use text features and refer to details to make inferences from the text.”
- During an interview, all students understood how to use their criteria lists. Students statements included, “We use it as a think map to know where we are and where we need to go,” “It helps us create our goals,” and “It helps us reach our end of unit goals. We know what we need help on and where we are already.” All students were able to share areas they demonstrated strengths in and their next steps as a result of their teacher and peer feedback. One student, who wrote a feature article, shared that the task was difficult because comparing across texts was challenging. He reported, “I need to work on making my conclusion better and reread my writing more. I need to make sure my details match as well as my conclusion connects to the main point of the article.” Another reported his next steps towards getting a level 4, “I need to include more opinion words and my thoughts into my essay. This way I can get my point of view across the essay better.” Similar student responses were provided during this meeting.

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

The vast majority of teachers engage in inquiry based teams which strengthen capacity and embed effective teacher leadership in school-wide decision making.

### Impact

Teachers play an integral role in decision making which leads to school-wide coherence and meeting student learning needs towards increased academic achievement.

### Supporting Evidence

- Grade level teams participate in weekly meetings to review student work and data in ELA. Target student work analysis using a Looking at Student Work protocol allows teachers to share strategies, determine the level of progress towards learning outcome and reflect on key next steps towards meeting school goals and Common Core Learning Standards. A review of agenda and minutes shows teachers using a Text Rendering protocol as a tool to review articles as part of their research on developing success criteria. Teachers create documents that outline the flow of PLCs throughout the year. In kindergarten, a PLC plan contains detailed agenda items to be completed after a course of six weeks which include developing “I Can” statements, creating rubrics and scaffolds, developing lesson plans and reviewing student work.
- During a grade 3 team meeting, teachers reviewed student work to develop strategies for helping the student identify the main idea accurately. Teachers reviewed the work and stated that the student used annotations in the first paragraph using numbers and labels and completed the graphic organizer provided yet did not finish the short response. They shared their interpretations and discussed implications and strategies. Strategies shared include peer conferring, main topic and idea sorts and focused questions on the author’s purpose. In an interview, teachers shared that this protocol was used across all grades. In grade 5, implications shared were using more transition words with students with disabilities. In grade kindergarten and 1<sup>st</sup> grade teachers worked together to revise units to prioritize ELA skills. Although both grades will focus on story elements, kindergarten will prioritize character and setting while 1<sup>st</sup> grade will focus on problem and solution.
- Key grade level teachers are provided training through the Core Collaborative program on facilitative leadership strategies and provide guidance to the school on the instructional focus. Core Collaborative teachers along with the administration decided to focus on prioritizing standards across grades to focus teaching practices and support students with key concepts and set goals. The lateral team which consists of this core group of teachers developed a planning document to guide teachers across grade levels on the prioritized standards. For example, reading standard one relates to the skill of asking and answering questions about key details from a text. Grade-level terms were cited per grade such as “with prompting and assistance” in kindergarten, and for grade 1, the document stated “independently” as students need to have automaticity with this skill without support from teachers. The document also contained grade 6 standards for grade 5 teachers for use in planning for higher achievers.