



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

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

# **Quality Review Report**

## **2015-2016**

**P.S. 020 Port Richmond**

**Elementary School R020**

**161 Park Avenue  
Staten Island  
NY 10302**

**Principal: Marie Munoz**

**Date of Review: December 17, 2015  
Lead Reviewer: Jennifer Eusanio**

## The School Context

P.S. 020 Port Richmond is an elementary school with 492 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 1% Asian, 13% Black, 79% Hispanic, and 6% White students. The student body includes 38% English Language Learners and 33% students with disabilities. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-2015 was 94.4%.

## 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>Proficient</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

Structures are in place for school leaders to communicate and provide training on high expectations. The school staff communicates high expectations to parents to provide an understanding of their child's progress.

### Impact

Systems of accountability hold staff responsible for school-wide expectations. Ongoing feedback to families leads students towards a path to college and career readiness.

### Supporting Evidence

- Administrators provide emails and a staff handbook which detail the expectations on the school's instructional focus on the use of vocabulary, instructional shifts, formative assessment and oral language expression. One email shares a resource, Word Work and Word Play, with teachers and describes a rationale and connection to the school's focus. The staff handbook describes the school's vision and principles for learning. It lists research on teaching and learning in classrooms such as questioning by stating, "Student achievement rises when teachers ask questions that require students to apply, analyze and evaluate information in addition to simply recalling facts."
- The professional development plan lists topics aligned to the review of assessments and curriculum revisions. In addition, administrators provide teachers with written feedback aligned to the school's focus when debriefing observations. Some feedback includes enhancing the quality of peer editing to include modeling with writing and an increasing student engagement in groups through the use of discussion through clear, defined tasks.
- Parents report that the school communicates how their child is progressing through online tools such as *Class Dojo* and progress reports. They stated that teachers are always available to discuss their child's academic concerns and provide additional work to support them at home. One parent described how the school's partnership with Wagner provided her child with additional support and now her child has increased in performance. Every parent shared that the school's expectation for parents is that they read with their child at home. In addition, parent workshops on understanding student reading levels helped explain whether their child was on grade level and shared strategies on how to help them at home.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Developing**

### Findings

The use of questioning and scaffolds were utilized yet did not serve as multiple entry points to challenging tasks and provide opportunities for high levels of engagement for all students across classrooms.

### Impact

Teacher strategies are in the process of leading students to higher order thinking and high levels of thinking and participation in work products and discussion.

### Supporting Evidence

- In a grade 4 Integrated Co-Teaching (ICT) English Language Arts (ELA) class, students were heterogeneously grouped to discuss the author's point of view. In one group, the students cited text evidence to support their claim that one of the characters was patient in addition to discuss how the main character reacted in the text. However, the second group, also discuss point of view but only for the main character, the same student responded to the teacher's questions several times and only two others shared some thoughts.
- In a grade 3 science class, the focus of the lesson was to determine the physical and chemical changes that take place when combining two forms of matter. The teacher used one to one questions to elicit from students questions such as "What kind of change is this?" after describing a scenario. Some students were unable to answer the questions and others were able to answer them correctly. In addition, the task was to create petals from a mixture and determine the physical and chemical changes being made. When asked what changes were being made to the petals as they were creating them, some students were unable to either choose the appropriate change or provide a rationale for their answer.
- In a grade 1 ICT math class, students were learning how to group numbers to add three addends. The teachers used a parallel teaching model in their class and formulated two groups. In one group, the teacher modeled and elicited from individual students how to solve this type of number sentence using the doubles strategy. However, when asked to work independently, there were several students that required additional support to solve the problems as they were not participating and needed further explanation. Although the teacher worked with some students, not all students were able to obtain the same support.

## Additional Findings

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

The school uses curricula, which are aligned to the Common Core Learning Standards, the instructional shifts and content standards towards making purposeful decisions. Academic tasks emphasize rigorous habits and higher order thinking.

### Impact

Curricula and tasks ensure students are provided with rigorous activities that promote college and career readiness.

### Supporting Evidence

- The school has made decisions to use certain curricula in particular grades which all align to the Common Core Learning Standards. For math, the school uses the *GO Math!* Curricula. In ELA, the school uses *Reading Streets* for kindergarten and grade 1, and for grades 2 through 5, they use *ReadyGen*. The school has decided to move to a new curriculum in science called *Science Fusion*, which aligns with the state content standards for this subject area and has tasks, which support the *New Generation Science Standards*. For social studies, unit plans are created by teachers, which contain the Common Core Learning Standards and uses materials from the reading curricula to support thematic instruction.
- Aligned to the instructional focus on citing text evidence, several of the curricula and tasks provide lesson objectives or questions geared to addressing this goal. A task in a grade 4 ELA lesson plan requires students to, “Describe what happens when green sea turtles lay their eggs.” Students are asked to highlight at least two details from the text they can use to support their response. As part of the share, the students have to explain their reasoning for choosing a detail or their reasoning for disagreeing with a chosen detail. In a grade 5 science task, students were required to write an essay about the importance of coral reefs and what harms them using text evidence to support their rationales for maintaining them.
- A review of curricula and task reflect the use of Depth of Knowledge level 3 objectives and questions. In a grade 2 science unit plan, questions include, “How do different materials affect the makeup of the earth?” and in grade 3, “How does the use of various forms of energy affect our world?” In grade 2, questions include, “How do writers use explanatory details to develop points?”

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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**Findings**

The majority of teachers participate in structured, inquiry-based professional collaborations towards achieving the school goals and Common Core Learning Standards. Teachers have built leadership capacity and have a voice in decision-making.

**Impact**

Strengthened instructional and leadership capacity affects students’ learning outcomes across the school.

**Supporting Evidence**

- Teacher teams meet weekly to discuss instructional decisions and strategies as part of the inquiry process. Teachers use formative assessment data to determine how students are performing and determine key areas of focus for instruction. Each teacher is required to present strategies they have researched or tried at these meetings and decisions are fortified to determine the course of instruction before the next meeting. In one grade 4 team, the teachers determined, based on data and work products that students need more support in using relevant details in their writing. Strategies discussed were highlighting, the use of rubrics and using tiered texts.
- Across the school, teacher teams are using inquiry cycles and making decisions of grade-level strategies to use to improve specific skill areas. In grade 1, after a review of a recent performance task, teachers decided that they needed to focus on phonemic sounds more as the students’ demonstrated difficulty in this area. They are now instituting a daily morning routine to reteach sounds and created posters with visual cues to be used as part of their instruction. In kindergarten, teachers decided to refine their tasks to include more work on letter strands. In grade 5, teachers reviewed their performance tasks and decided in their current unit to focus more on vocabulary and using context clues as a strategy to support their students.
- Grade-level leaders meet with the principal to discuss updates on the inquiry process and ideas for improvement of the academic performance in their grade. A grade 2 teacher proposed changing the ELA curricula and use *Reading Streets* in this grade instead of *ReadyGen* based on how students were performing on their tasks and the level of support the other curricula provides. A grade 5 teacher advocated for the increase of fluency with multiplication skills during these meetings. Decisions were made by the grade leader team that starting in grade 3, multiplication will be a daily focus and further emphasized towards the end of the year to prepare students for grade 4.

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

The teachers create and use rubrics and other assessments aligned to the curricula and engage in ongoing checks for understanding as a practice, yet student understanding of next steps is uneven.

### **Impact**

Limited actionable feedback and effective adjustments across classrooms leads to missed opportunities in meeting students learning needs.

### **Supporting Evidence**

- The school uses assessments from school-wide and grade-level curricula such as *ReadyGen*, *Reading Street* and *GO Math!* In addition, performance tasks are created to determine student understanding towards the Common Core Learning Standards. Teachers analyze reading and math results to determine areas of strength and focus. A grade 1 math data analysis shows that students need more support in subtraction and modeling a subtraction word problem. In ELA, teachers conduct running records to determine student-reading levels, which is administered three times a year.
- A review of student work folders reflects an emphasis on providing feedback in ELA in the form of glows and grows. However, this structure is not reflected consistently across other subject areas in all grades. During a students' meeting, all students were able to share that they use rubrics or checklists to determine their grade. However, when reviewing their feedback and determining how to improve their grade, only some students were able to provide focused responses. One student was unable to read his feedback and did not know how to improve his piece. Other students stated they could improve their grade by correcting the problem or by practicing the problem. In addition, only three students stated that their teacher uses self and peer assessment practices in their classrooms.
- In some classes, teachers determine the level of student understanding through questioning or "do now" activity. In one math class, the teacher stated that the students should work on specific math problems and if they should receive a circle on their paper, they were to take their materials to the front of the room for a reteach in a small group. In grade 1, a teacher conferred with several students while monitoring student progress on a math task. The teacher worked with one student to help him understand the problem and used specific prompts for support. Once completed, the teacher walked around to check on other students and came back to the same student to check on how he used the strategy she had just taught him. This level of adjustment based on formative assessment practices was not as prevalent across classrooms.