



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

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

# **Quality Review Report**

## **2015-2016**

**P.S. 042 Eltingville**

**Elementary School R042**

**380 Genesee Avenue  
Staten Island  
NY 10312**

**Principal: Brian Sharkey**

**Date of review: March 30, 2016  
Lead Reviewer: Jennifer Eusanio**

## The School Context

P.S. 042 Eltingville is an elementary school with 970 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 5% Asian, 1% Black, 14% Hispanic, and 80% White students. The student body includes 3% English Language Learners and 21% students with disabilities. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2014-2015 was 94.6%.

## 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>Proficient</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>Proficient</b>

## Area of Celebration

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

School leaders consistently communicate high expectations to the entire staff and implement systems of training. Effective communication provides support for families in understanding their child's progress towards school-wide expectations for learning.

### Impact

A clear pathway of communication leads to a culture of mutual accountability for staff and successful home-school partnerships towards college and career readiness for students.

### Supporting Evidence

- School leaders use various streams of communication to share their expectations such as daily emails, memoranda, meetings and professional development workshops. Emails titled, *Morning Message*, remind staff of the instructional foci on rigor and assessment, and share timelines for planning and submission of information and expectations for teacher teams. The professional development plan contains training for teacher teams on improving their effectiveness and building trust, identifying priority standards to address, and developing of success criteria.
- Vertical team members take a role in providing training on the instructional foci in the form of workshops and focused intervisitations. Teachers shared that feedback structures for debriefing lessons allow them to share strategies on how to improve the level of rigor and how to use formative assessments more effectively in their own classrooms. One teacher shared how the feedback shared supported an initiative to use more technology in his class to assess student understanding of skills. Another teacher shared that feedback from her colleagues based on the ability levels of her students suggested she needed to consider increasing the rigor of her lessons to include more challenging tasks for higher achievers. As part of her role during grade-level team meetings, she is now in charge of developing tasks for this subgroup as part of curriculum planning.
- Parents shared that the school provides multiple opportunities to help them understand the expectations for learning towards the standards and how their children are progressing towards them. Common Core Learning Standards workshops and in-class parent engagement activities provide families with information on what students are learning and what strategies they can apply at home when their children exhibit difficulty with an assignment. Parents shared that the in-class activities offered them opportunities to engage with their children in writing and math. One parent shared how the experience of reading his child's work and conducting a feedback session in class where he discussed strengths and areas of improvement with his child was helpful. In addition, school leaders and parents reported that these types of in-class engagement activities have increased family involvement across the school. Furthermore, parents stated that the information provided by teachers via email, phone calls and one-to-one meetings helps them support their children at home with homework.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

### Findings

Teacher strategies inconsistently provide multiple entry points into the curricula. Discussions and work products reflect uneven levels of thinking.

### Impact

Tasks and work products have yet to demonstrate higher-order thinking and high levels of engagement from all learners.

### Supporting Evidence

- In a grade 3/4 self-contained math class, students were assigned to stations to review and apply multiple strategies for solving real world word problems on perimeter and area. The teacher and paraprofessional used a combination of prompting questions and tactile activities to support students in solving their problems and in writing to explain the process they engaged in during their attempts. In one group, the students used rulers and their hands to measure the length of several rectangles which aided them in determining the perimeter for each one. In another group, the teacher prompted the students to co-create an explanation using transition words for solving a problem on area. The partnership was able to craft an explanation that shared their process. Although other classrooms contained multiple versions of tasks for groups of students, some work products reflected thinking which aligned to *Depth of Knowledge (DOK)* levels 1 and 2 addressing either reciting from a text or making basic inferences.
- In one science lesson, the teacher shared a video on inclined planes where students used a Know, Learned, Question (KLQ) graphic organizer to take notes and engaged in a “give one, get one” activity to share their thinking. Students shared their partners’ learning with the class, which included statements like “Inclined planes help people work faster,” and “They allow for work to be spread across long distance but make it easier.” Additionally, students were prompted to use annotation strategies to conduct a close reading of an article using a website link for jigsaw share task. However, in another science class, students were sharing their writing tasks in groups, but the conversations did not reflect discourse beyond reciting and sharing descriptions. In addition, questions used during the lesson elicited information for the purpose of description and reflected basic inferences.
- In a grade 4 Integrated Co-Teaching (ICT) math class, students were engaged in pairs and groups to solve real world problems on perimeter and area. Students worked collaboratively to solve multiple types of word problems and used each other’s input to ensure their answers were correct. One group shared how they used the distributive property as one strategy and were brainstorming other ways to develop a second strategy. Other students conducted similar conversations used other word problems. However, in some other classrooms, the collaborations between students did not reflect the same level of engagement.

## Additional Findings

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

School leaders and staff ensure the curricula are aligned to the Common Core Learning Standards and/or content standards, integrate the instructional shifts and consistently emphasize rigor in tasks.

### Impact

Decision-making about curricula and tasks works to ensure rigor and promote college and career readiness across grades and subject areas for all learners.

### Supporting Evidence

- In English Language Arts (ELA), the school staff uses *ReadyGen* as their primary curricula. For math, staff members use a combination of *GOMath!* from kindergarten to grade 5 and supplement the program with *EngageNY* units in the upper grades. Teachers follow the New York City's scope and sequence in social studies and teacher created maps in science based on the content standards. All curricula reflect alignment to the Common Core Learning Standards. This year, the school has partnered with the *Core Collaborative* initiative to obtain training on curriculum planning and unpacking priority standards. All literacy maps contain a priority grade-level standard to focus on per unit and three to four supporting standards aligned to the unit.
- Unit maps and tasks reflect skills and prompts aligned to the instructional shifts in ELA including deep understanding, staircase of complexity, and a narrative and nonfiction focus. In a kindergarten literacy map, the big idea for a unit on weather was identifying the main topic and key details of an informational text. In a grade 4 unit map, big ideas included using details and examples to make meaning and support student ideas and conclusions with evidence. In a science lesson, students were expected to use annotation strategies to conduct a close reading of an article.
- Teachers use the *DOK* matrix to plan questions and tasks. A grade 1 literacy lesson plan contains several tasks on *DOK* Level 3 including citing evidence to develop a logical argument on the solar system and questions which included, "What would happen if the earth stopped rotating?" Essential questions in a grade 2 math map included, "How does breaking apart a number make it easier to add?" which emphasizes critical thinking. In grade 4, real world tasks prompt students to develop multiple strategies for solving word problems and require written explanations of their process.

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

Teachers use rubrics and other assessments that are aligned to the curricula. Assessment practices consistently reflect ongoing checks for understanding and self-assessment.

### **Impact**

Effective adjustments and actionable feedback lead teachers in providing support to meet students' learning needs.

### **Supporting Evidence**

- In ELA, teachers use pre- and post-unit assessments, running records and on-demand writing tasks to assess student performance. Similarly in math and other subject areas, teachers use unit assessments and tasks along with rubrics that are aligned to the *GOMath!* program, social studies and science units. Grades are provided using performance levels which are reflected in student work. Teachers create success criteria in child friendly language based on standards reflected in unit maps and used as part of the implementation of tasks.
- During a meeting, students shared that rubrics are used before, during and after tasks to aid in students' understanding of their level of performance. Students understood how to use their rubrics and checklists as a guide as they complete tasks. Feedback is provided both verbally and in writing where teachers share their strengths and areas of improvement. One student reported her teacher asked her to work on adding details to her writing to support her ideas and reviewed the Restate, Answer, Cite, Explain (RACE) strategy. Another student shared that her teacher stated she tends to write too much and should focus on reviewing her work to ensure she is not using unimportant details.
- Teachers use standards-based data checklists during classroom lessons to observe students while engaged in tasks and collect information on their performance. Checklists are used to group students for re-teaching or spiraling activities to review areas where student were unable to meet a particular standard. In a grade 4 ICT class, the teachers used questioning support to assist groups of students who showed difficulty in finding new strategies to solve several word problems. Students use success criteria checklists while implementing tasks. These checklists are in the form of questions or "I can" statements to help students determine whether they are completing tasks correctly. Students shared that teachers and their peers provide them support when they have difficulty with a skill.

<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 are engaged in structured, inquiry-based professional collaborations that promote the Common Core Learning Standards and school goals. Distributive leadership structures allow teachers to have a voice in key decisions across the school.

**Impact**

Professional collaborations strengthen the instructional and leadership capacity of teachers and affect student learning across the school.

**Supporting Evidence**

- Teacher teams meet weekly to review student work and data checklists from pre- and post-assessments and to discuss student performance. As the focus of their inquiry, teachers implement *Looking at Student Work* protocols and develop cycle goals based on what priority standards students’ demonstrated difficulty in. Agendas and minutes capture the information discussed and the progress of students along with implementation for classroom practice and team next steps. Team minutes across grade levels reflect pre- and post-implementation results showing progress towards goals and practices shared.
- In a grade 4 team meeting, teachers met to discuss strategies to implement based on their review of a pre-unit assessment in literacy. The team determined that students were able to choose relevant details and had improved in sequencing their writing yet were demonstrating difficulty in using proper quotations and tended to copy directly from the text versus paraphrasing. Teachers shared several strategies and came to consensus as a group to implement the Read, Replace, Rearrange and Check strategy and note cards to support students in paraphrasing correctly. The teachers agreed to implement these strategies and report their findings during their next meeting.
- The vertical team consisting of a variety of lead teachers across grades and cluster areas met earlier this year to develop one instructional focus with school leaders. A review of data led the team to determine that assessment was a focus area. To support staff, the lead teachers provide professional development workshops on formative assessment and discuss the implementation of these practices with their teams. Lead teachers report decisions and the progress of grade-level teams in using formative assessment practices such as success criteria in their instructional practices.