

# Quality Review Report

## 2019-2020

**P.S. 031 Bayside**

**Elementary 26Q031**

**211-45 46 Road  
Queens  
NY 11361**

**Principal: Terri Graybow**

**Dates of Review:  
January 15, 2020 - January 16, 2020**

**Lead Reviewer: Jerry Brito**

## 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. 031 Bayside 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 State standards and/or content standards	<b>Additional Finding</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 State standards and the Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	<b>Area of Celebration</b>	<b>Well Developed</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 Finding</b>	<b>Well Developed</b>

## School Quality Ratings continued

<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area</b>	<b>Rating</b>
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	<b>Additional Finding</b>	<b>Well Developed</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>Additional Finding</b>	<b>Well Developed</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area</b>	<b>Rating</b>
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	<b>Additional Finding</b>	<b>Well Developed</b>
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	<b>Additional Finding</b>	<b>Well Developed</b>
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection	<b>Area of Focus</b>	<b>Proficient</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 Finding</b>	<b>Well Developed</b>
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 State standards	<b>Additional Finding</b>	<b>Well Developed</b>

## Area of Celebration

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

Across the vast majority of classrooms, teaching practices reflect the belief that students learn best when engaged in peer discussions. Teachers strategically provide multiple entry points into lessons and high-quality supports and extensions for students, such as visual supports, as reflected in student work products and observed used in student discussions.

### Impact

Multiple entry points, supports, and extensions engage all learners in appropriately challenging tasks involving higher-order thinking. Student work products also reflect high levels of critical thinking and understanding of the content, participation, and ownership across grades and classes.

### Supporting Evidence

- In a fifth-grade Integrated Co-Teaching (ICT) math classroom, students groups used mathematical concepts and strategies to solve real-world problems. Each group was assigned a task differentiated in complexity based on students' previously determined proficiency levels. The work product from each group was to be presented to other groups for assessment. Student learning was supported using scaffolds, such as a chart with question prompts to help facilitate discussion. Both teachers monitored the groups, reminding students to note any wonderings when reviewing other groups' work to help facilitate table discussions at the end of the lesson. A review of classroom practices revealed that tasks were rigorous and centered on discussions within groups. This work reflected the schoolwide belief about peer discussions, allowing students to express their understanding of content and using feedback from their peers to expand and solidify their learning further.
- In a kindergarten ICT math classroom, student groups were working collaboratively to solve various math tasks using addition strategies at workstations. Each group was provided multiple supports, such as math frames with pictures, math word walls, and tactile objects connected to the word problems. An enrichment activity was provided to the high-performing student group that involved students collectively using a word problem to create and explain an addition equation. In a third-grade special education writing classroom, groups of students were learning how to use evidence from a fictional text to support their claims about a character's traits. Prior to the group work, the teacher modeled how to identify pertinent evidence using an excerpt from the picture book *Peter's Chair* by Ezra Jack Keats. Next, student groups analyzed excerpts from texts that were differentiated in accordance with each group's reading level. For example, the highest-performing group was assigned to read *Chrysanthemum* by Keven Henkes, a more complex text compared to those given to other groups. Each group was provided scaffolds, such as a character traits chart and an organizer highlighting capitalization, order and organization, punctuation, and spelling to support student learning. The practices shown here and in other classrooms reveal that students have access to tools that provide multiple entry points and extensions to promote the higher-order thinking skills evident in student work products.
- In a fourth-grade ICT social studies classroom, students were working in groups to determine how the actions of Paul Revere impacted the American Revolution. Group research culminated in posters with students' findings and thesis statements, which were analyzed by other groups during a gallery walk. Students then provided feedback to their peers, which will inform revisions to each group's thesis, leading to additional whole class discussion. Student work products and discussion, in this class and others, reflected high levels of thinking, participation, and ownership of their learning.

## Area of Focus

Quality Indicator:	4.1 Teacher Support and Supervision	Rating:	Proficient
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### Findings

School leaders support teacher development with effective feedback and next steps from frequent classroom observation cycles aligned with the Danielson *Framework for Teaching*. Feedback to teachers accurately captures strengths, challenges, and next steps and articulates clear expectations to support schoolwide goals.

### Impact

While school leaders use feedback to teachers from classroom observations to support teacher development, strategic use of observation feedback and data analysis is limited. Additionally, feedback to teachers from observations does not yet fully align to teachers' professional goals, such as those related to student discourse.

### Supporting Evidence

- School leaders use the *Advance* observation process to evaluate teacher performance, determine areas of strength and need, and plan follow-ups. The frequency of teacher observations is based on teacher preference determined during the Initial Planning Conference (IPC). School leadership, which consists of one principal and one assistant principal, has developed an observation schedule in which both administrators have the opportunity to observe each teacher in the school. In collaboration with school leaders, teachers develop professional goals during the IPC. School leadership also conducts walkthroughs to monitor instructional trends and patterns outside of the *Advance* observation process, with a focus on developing coherence in teachers' instructional practices schoolwide. Information gathered during observations and instructional walkthroughs informs teachers' next steps, contributing to their professional learning (PL) and elevating their instructional practice. While the feedback from the observation process is effective, the cycles are not yet used to strategically analyze student work and data.
- School leaders use classroom observations to provide feedback to teachers based on the expectation that their practice will support the schoolwide goals of developing student discourse and peer feedback. In an observation report, a teacher was complimented for using discussion protocols to ensure all students engaged with one another in student groups during a math lesson. As a next step, it was recommended that the teacher use the available bulletin board space to highlight student work. This teacher's stated professional goal was to successfully departmentalize her fifth-grade math class and incorporate Algebra for All strategies into her lessons. In another observation report, a teacher was complimented for providing students with challenging, open-ended math tasks and creating structures to enhance student discourse. As a next step, it was suggested that the teacher periodically check-in on certain groups to ensure that students understand the work and are on task. The teacher's professional goal was to have students use feedback to produce high level work products and engage in meaningful discourse. Although all teachers develop professional goals, documented evidence shows that these goals do not fully align to the feedback and next steps given to them following observations. Evidence also shows that not all teacher goals align to the school's instructional goals.
- School leaders use classroom walkthroughs to provide teachers with feedback on their instructional practices. One teacher was given feedback on a lesson that focused on the measurement of objects using models and operations. The teacher was complimented for facilitating an engaging lesson that employed peer feedback. As a next step, it was recommended that the teacher offer differentiated student tasks. A review of walkthrough documents shows that feedback provided to teachers did not fully align to the schoolwide goals of developing student discourse and peer feedback.

## Additional Finding

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

School leaders and faculty ensure that curricula are aligned to State standards by using a common planning template. Rigorous habits and higher-order thinking skills are emphasized in curricula and academic tasks.

### Impact

The strategic integration of State standards has resulted in coherence that promotes college and career readiness for all students. Emphasis on rigorous habits and higher-order skills require that all learners, including Multi-Lingual Learners (MLLs) and students with disabilities, demonstrate their thinking.

### Supporting Evidence

- Using a common planning template, teacher teams meet regularly to adjust unit and lesson plans to ensure alignment with State standards and coherence across grades. In a fifth-grade art unit plan, students are tasked with learning about line, shape, space, and form as they create realistic self-portraits. The unit plan is disaggregated into essential questions aligned to art standards, such as identifying and demonstrating diverse strategies for artistic investigation and creating artist statements by using art vocabulary. The plan also outlines required materials and key vocabulary, such as *shading*. A kindergarten math unit plan focuses on students' learning the fundamentals of addition. The unit plan is comprised of essential questions aligned to math standards, such as representing addition with objects, fingers, mental images, and drawings. The plan is divided into ten lessons that present lesson objectives, key vocabulary, and required materials. The plan also includes possible differentiation activities. In reviewing modifications to curricula, it is evident that teachers make strategic changes to units and lesson plans to ensure alignment to State standards results in coherence across grades.
- In a fifth-grade literacy essay unit plan, students are learning to write literary essays using text-based evidence. The plan outlines learning activities such as formulating a thesis based on details from a text. Activities are differentiated for MLLs and students with disabilities, with a focus on small group instruction and the use of scaffolds, such as word rings. A third-grade social studies unit plan involves learning about the Colonial and Revolutionary period in America. The plan describes learning activities such as identifying the contributions of African Americans, Native Americans, and women in the development of the thirteen colonies. The plan also includes activities to be differentiated for MLLs and students with disabilities, with a focus on strategic partnerships and appropriately leveled texts. A review of unit plans across grades and content areas revealed an emphasis on providing all learners with embedded rigorous tasks that address higher-order skills appropriate to students' needs.
- In a third-grade math lesson plan, student groups are learning to use addition and subtraction strategies with numbers rounded to the nearest ten and hundred. Students groupings are specified in the plan according to their performance on a math unit pre-test. The plan calls for learning activities within groups centered on analyzing and discussing word problems and includes scaffolds for particular groups, such as exemplars and visual aids. A review of unit and lesson plans across grades and content areas demonstrates a focus on developing rigorous habits in student activities that allow students to show their thinking, such as through using scaffolds, responding to essential questions, and using text-based evidence in essays.

## Additional Finding

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

All teachers use rubrics and checklists that are aligned with the school's curricula and offer a clear portrait of student mastery. Across the vast majority of classrooms, teachers' assessment practices consistently reflect the varied use of ongoing checks for understanding and self-assessment.

### Impact

Actionable and meaningful feedback, in the form of glows and grows, is provided to students regarding their achievement. Teachers make effective adjustments to meet all students' learning needs, and students are aware of their next learning steps.

### Supporting Evidence

- School leaders and staff use content and task-aligned rubrics and checklists to provide students with clear, meaningful feedback for improvement. In a fifth-grade math assignment, students were tasked with calculating the cost of different menu items within a limited budget. Using a checklist, student performance was assessed in areas such as the use of graphics in their presentations and demonstrating how they solved equations. Direct feedback on students' strengths and next steps was also provided. In one example, the teacher complimented a student for organizing her work and showing how she made addition and division calculations. As a next step, the teacher suggested the use of compatible numbers to check her division calculations. For a fifth-grade narrative writing assignment, students were expected to create a narrative account of a character's day at the beach. Using a four-point narrative writing rubric, students were assessed in areas such as transitions and endings. The teacher complimented one student for proper use of dialogue. As a next step, it was suggested that the student further develop the main character's background story. Overall, feedback provided aligned specifically to focus areas within the rubric, thus providing the students with a clear portrait of mastery and the next steps they needed to take to achieve it.
- Feedback from both teachers and student peers includes one compliment (glow) and one next step (grow). In one fifth-grade social studies assignment, a student was tasked with comparing and contrasting the lives of the Inuit and Pueblo Indians. As a glow, the teacher complimented the student for providing specific examples of how the two Indian groups differed. As a grow, the teacher recommended that the student avoid providing specific examples in her introductory paragraph. The teacher went on to explain that specific examples are better used in the essay's body. In a second-grade science assignment, students were tasked with describing the advantages and disadvantages of a solar-powered car. Feedback was provided by student peers. In one example of peer feedback, a student was given a glow on how well she was able to demonstrate her understanding of the concepts. As a grow, it was recommended that the student add more details to support her explanations. During a meeting, all students confirmed that they receive detailed and meaningful feedback, including next steps, from both teachers and peers.
- Across a vast majority of classrooms, teachers are assessing students' learning and making adjustments to instruction, as needed. In one second-grade ICT classroom, student pairs were tasked with teaching each other about the non-fiction books they are reading. At one point, a teacher asked students to if they had had sufficient time to learn about their partners' books by raising their thumbs. After noting that the majority did not raise their thumbs, the teacher added more time for students to complete partnership discussions. In a fifth-grade art class, students were creating art using contour lines and providing feedback to their peers. After monitoring student work, the teacher reinforced to the class that contour lines imply movement. Subsequently, she noted that students should focus on how movement would be expressed in their art pieces and stressed that peer feedback needed to focus on how well movement was represented. A review of classroom practices shows that teachers use checks for understanding in order to adjust instruction so that misconceptions and student needs are addressed.

## Additional Finding

<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 and provide training to the entire staff, through venues such as the opening day faculty conference. School leaders and staff effectively communicate to families expectations connected to a path to college and career readiness for their children.

### Impact

The school culture results in mutual accountability for high expectations. School leaders and staff successfully partner with families to support their children's progress toward high expectations.

### Supporting Evidence

- The opening day faculty conference handbook outlines the academic, operational, and social-emotional framework used to inform the school's operations. For example, school leadership outlines New York City Department of Education's goals and the district's instructional initiatives as well as their alignment to the school's instructional goals. In addition, school leaders also speak to the instructional expectations in each subject area, such as conferencing with students to assess learning and make modifications to lesson plans. School leaders reiterate and reinforce the Information provided at the opening day faculty conference through weekly email blasts. In a November email, school leadership presented the word *thankful* as the word of the week to be embedded into lessons, providing strategies such as strategically displaying the word throughout the classroom. The newsletter also informed teachers of an upcoming peer-facilitated PL session related to strategies to leverage high-level math tasks. During a meeting, teachers stated that communication of high expectations and mutual accountability are the norm. They also all agreed that teachers run PL sessions in collaboration with school leadership.
- School leaders and staff partner with families to effectively communicate expectations to prepare their children for colleges and careers. For example, staff members run a middle school informational workshop for parents of fourth- and fifth-grade students related to the transition to middle school in which the principal of the local middle school is the guest speaker. The workshop also covers the middle school application process, including important dates and an overview of different middle school programs. In addition, the school leadership conducts an open house for families of pre-kindergarten students to provide information concerning the transition to kindergarten. Moreover, staff members conduct a college tour of St. John's University, so students become familiar with collegiate life. A review of documents demonstrates that staff members have multiple opportunities to inform parents about expectations for their children and how they can be successful in elementary school and beyond.
- School leadership produces an annual family handbook that outlines the school's academic and operational expectations, including an overview of all the academic programs the school offers, such as science. In addition, families receive weekly emails that outline happenings focused on instruction and family workshops. For example, staff members conducted a computer science workshop for parents and their children that involved hands-on activities. During a meeting, all parents agreed that the school regularly conducts workshops that help them support their children's progress.

## Additional Finding

<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

All teachers are engaged in inquiry-based, structured professional collaborations centered on the use of academic vocabulary in informational writing assignments. Distributed leadership structures are embedded within the school community.

### Impact

Collaborations within professional teams have strengthened teacher instructional capacity schoolwide while data reveal increases in student achievement. Teachers build leadership capacity and have a voice in key decisions.

### Supporting Evidence

- In a second-grade teacher team meeting, the focus was to monitor the efficacy of the glossary strategy to embed academic- and content-specific vocabulary into informational essays. First, team members reviewed the notes from the prior meeting, an analysis of rubric data that did not yet show significant use of vocabulary words in student work products. Teachers' conference notes did reveal that targeted students, comprised of the lowest quarter of MLLs and students with disabilities, were increasingly recognizing pertinent vocabulary words. Next, team members brought in their students' most recent writing for identifying trends, with a particular focus on use of vocabulary. Team members observed that students can identify appropriate vocabulary in texts but were not transferring this knowledge to use this vocabulary in their final writing products. It was also determined through teachers' conference notes that the texts being used were not conducive to allowing students to identify key vocabulary, necessitating the use of scaffolds such as picture boxes to facilitate the use of the glossary strategy. Team members then discussed next steps, including identifying appropriate texts prior to planning the next writing unit. A review of teacher team minutes revealed that consistent, ongoing analysis of student work enhances teaching capacity and builds schoolwide instructional coherence.
- In a fourth-grade teacher team meeting, team members were analyzing the efficacy of using individual glossaries to enhance the use of high-utility vocabulary in students' informational writing. Team members reviewed writing data over five weeks, for the bottom-performing quarter of MLLs and students with disabilities. Team members noted several trends in the use of individual glossaries, including the fact that targeted students were able to identify high-utility words and use them in their English Language Arts informational essays. However, the evidence also demonstrated that use of high-utility words was inconsistent across content areas. Specifically, students continued to have difficulty independently using high-utility words in math, social studies, and science. For next steps, team members agreed to prepare for the final meeting of the cycle with the focus on whether to continue the use of individual glossaries and what potential strategies could be used to incorporate high-utility words in all content areas. A review of teacher team minutes schoolwide reveals that teachers use the inquiry process to regularly revise their planning, resulting in increased student progress and mastery.
- Distributed leadership structures are evident in the vertical teacher team, which is comprised of teacher leaders from each grade. Teacher leaders on this team act as liaisons between grade-level teacher teams and school leadership. Their primary role is to ensure that academic expectations and instructional practices are communicated to other teachers and that instruction aligns with schoolwide goals. Also, teachers play a primary role in developing PL sessions for colleagues. Both teachers and school leadership agreed that teachers are integral in modifying curricula, facilitating PL, and guiding resources to foster alignment with schoolwide goals.